



# Caribou on the Tundra

**GRADE: 3**

**TIME: 2 or 3 sessions**

Developed by **Linda Pfisterer, Art Specialist**



<p><b>KIT INCLUDES:</b></p> <ul style="list-style-type: none"> <li>• lesson plan</li> <li>• vocabulary board</li> <li>• teaching boards on caribou predators, subsistence use, lichen, and tundra landscape photos</li> <li>• step-by-step teaching boards</li> <li>• book, <u>Caribou</u></li> <li>• class set of caribou silhouettes</li> <li>• student example</li> <li>• Caribou in Alaska brochure</li> </ul>	<p><b>MATERIALS:</b></p> <ul style="list-style-type: none"> <li>• colored tissue paper that bleeds (bleeding crepe paper may be substituted for tissue)</li> <li>• construction paper: 9x12" white, 12x18" black, 6x9" black</li> <li>• watercolor paints</li> <li>• paint brushes, size 7 or 8 round</li> <li>• oil pastels</li> <li>• water cups</li> <li>• glue</li> <li>• paper towels</li> </ul>
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**LESSON DESCRIPTION:**

Students learn about the habits and habitat of caribou and their relationship to Athabascan people. They draw lichen growing on the tundra using layers of land to show perspective. Tissue paper and watercolor paint embellish the caribou on the tundra collage.

<p><b>VOCABULARY:</b></p> <p><b>Perspective:</b></p> <ul style="list-style-type: none"> <li>• foreground</li> <li>• middle ground</li> <li>• background</li> <li>horizon line</li> </ul>	<p>wet-on-wet painting</p> <p>tundra</p> <p>lichen</p> <p>caribou</p>	<p><b>ART ELEMENTS:</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Line</li> <li><input checked="" type="checkbox"/> Shape/Form</li> <li><input checked="" type="checkbox"/> Color</li> <li><input type="checkbox"/> Value</li> <li><input type="checkbox"/> Texture</li> <li><input checked="" type="checkbox"/> Space/Perspective</li> </ul>	<p><b>ART PRINCIPLES:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Pattern</li> <li><input type="checkbox"/> Rhythm/movement</li> <li><input checked="" type="checkbox"/> Proportion/Scale</li> <li><input type="checkbox"/> Balance</li> <li><input type="checkbox"/> Unity</li> <li><input type="checkbox"/> Emphasis</li> </ul>	<p><b>CONTENT CONNECTIONS:</b></p> <p><b>Science</b> –flora and fauna of the tundra; caribou food chain; Athabascan people.</p> <p><b>THEMES:</b> life cycles</p>
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**OBJECTIVES AND ASSESSMENT CRITERIA**

1. Students will discuss the flora of the tundra, the caribou that need the food it provides, and the Athabascan people who use the caribou for food, clothing and shelter.
2. Students will recognize the visual differences of the three layers of land--foreground, middle ground and background.
3. Students will practice drawing the tundra foreground flora, making plants large and detailed because they are near.
4. Students will draw the caribou while carefully observing contour line and shapes.

**PREPARE:**

**Day 1.** Before this lesson is taught, students should study the flora and fauna of the tundra. The book, Caribou should be read to them for content. Look at the tundra colors board and observe how the artist and illustrator translate the photos into paintings. Session one of the art lesson can be done at this time. Save the painting and tissue paper for session two.

**Day 2.** Collect the watercolor paints, brushes, and water cups in advance. Use only tissue paper colors that bleed when wet. To test tissue, brush a small amount of water on the tissue as it lays on white paper. Lift it up. If the color remains, it will work.

## ENGAGE AND EXPLORE:

Note: The information boards are numbered on the back.

Board 1. **Tundra colors are beautiful in the fall.** What colors do you see on the tundra in the fall that you don't see in the spring or summer? Compare the photographs with the painting of the tundra to see what the artist sees compared to what he or she paints.

Board 2. **Caribou Information:** Remember two things about the caribou. First, they are nomadic and always searching for food. Second, they live and travel in herds for their protection.

Caribou can be found living on the tundra where there are few trees, if any, due to the permafrost.

Look at the caribou photos for what can be seen in each layer of land.

**Foreground:** There is lots of leaf detail and lichen plants are growing on the ground.

**Middle ground:** There is no detail and you cannot recognize specific plants, just blurry color.

**Back ground:** The far distance changes the colors to blues and grays.

**Caribou Antlers:** Both the male and female caribou grow antlers. Each year they shed them and grow new antlers. No two sets of antlers are the same. Carefully observe how some of the shapes of the antlers appear like hands with pointed fingers. Some even look like the branches of trees.

Board 3. **Lichen** (LIE-ken): Caribou are plant-eaters and can eat 15 pounds of plants per day. Lichen are their favorite food and can be found on the tundra year round, even under the snow. Notice the many shapes, lines and color of the lichen.

Board 4. **Caribou Predators:** Wolves are the main predators. They follow caribou in packs and work as a team to kill the old and weak or the very young. Bears and the golden eagle are known to kill the baby caribou for food. Man is also a predator of the caribou. Long ago the Athabaskan people would make a "surrounds" (fenced in area) to capture caribou so they could spear them. Today everyone hunts them with guns.

Board 5. **Caribou were important for a subsistence lifestyle** of the Athabaskan people. Not only were they used for food, but their skins were made into warm parkas and skin boots. For shelter in their nomadic life, Athabaskan people would make skin tents to live in and take down and move while in constant search of food. Snowshoes were framed in wood and laced with thin parts of caribou skin.

## CREATE:

### Part One:

Now let's use our knowledge of the caribou and the tundra to make a "caribou collage."

Demonstrate a few steps at a time by having the students sit on the floor to watch at close range.

1. **Glue** the white paper with a thin spaghetti line of glue near the edge of the 12x18" black paper.

2. **Using oil pastels, draw the horizon line** (where the sky meets the land). This should be in the upper 2/3 of the white paper. The line could be fairly flat like tundra, or else show a mountain range in the distance. Draw the line slowly with a slightly shaky hand to show the uneven land.

Next draw the line for the foreground (the land closest to you). This line should be in the lower 1/3 of the paper. The third line will be between the other lines, dividing the middle ground and the background. Point to each layer of land and let the students orally name the land layers.

3. **Foreground lichen detail:** Use the lichen boards to study the many lines, shapes and colors of the lichen on the tundra. Use light and bright colors to draw the lichen and other plants growing only in the foreground. Pressing hard will create an oil resist when painting the lichen.

4. **Middle ground covering** will consist of dull color and large zig-zag lines to appear blurry and far away.

5. **Background areas have no detail** and colors look very blue and gray due to the far distance. Use the side of the pastel to rub color for a textural effect.

**Part Two:** Watercolor and tissue texture.

6. **Wet on wet watercolor painting** technique can be added to each layer of land.

Foreground: Paint an area with water and then add color. Keep the colors bright in this area. If you start with green, add a little blue or yellow while the green is still wet. The colors bleed together.

Middle ground: The colors are muted or dull compared to the foreground. Start with browns and oranges and add touches of green to bleed into the browns with the wet on wet technique.

Background: Land far away looks very blue-gray. Paint the area with water first, add blue, and then touches of purple and black. Black gets lighter with more water in the brush.

7. **Tissue paper adds a textural effect.**

Sky: Tear two long ovals of light and dark blue tissue. **Leave NO straight edges.** Place a small amount of water in a cup and squeeze glue into it. Stir this and paint some glue water where you want the first cloud shape to be placed. Lay the cloud torn paper shape on top and gently paint glue water on top. Lift this paper and put it down in another place. Repeat the process and then either leave it glued there or throw it away. If some of the cloud tissue color will bleed onto the sky, make gentle horizontal brush strokes with it.

Land: Repeat this process on each layer of land. Use small pieces of torn tissue in only 2 or 3 places on each land layer. Remember, less is best. Too much tissue and color will be overwhelming.

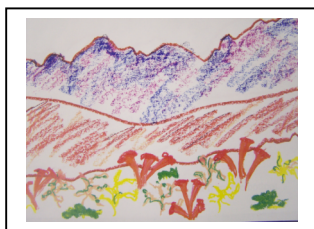
8. **Caribou silhouette:** Fold the small black paper in half. Draw the caribou. Cut out two at once. Arrange the caribou in the foreground because they are large and close. Glue down.

**\*Hint:** Practice drawing the caribou by letting students use their fingers to trace the outline of the caribou and the antlers. Remember, everyone draws differently, and the caribou will all look different too.

**Collage Steps:**



Steps 2 – 3



Steps 4-5



Steps 6-7



Step 8

**CLOSE:**

**Writing assignment:** Allow students to think and then write about what they have learned. Main topics could be written on the board so they have a guide. Topics: caribou, Athabaskan subsistence, tundra, lichen, foreground, middle ground and background.

**ASSESSMENT:**

Teacher administered assessment tool

DN	OK	UP	Lesson_____ Teacher_____																				
.			Grade_____ Date_____ Number of Students_____																				
			Using the thumbs up, ok, and down technique, ask your students the following questions and record their answers. (K=knowledge, S=skills, C= creativity, A=attitude, E=engagement)																				
			1. Can you describe how the Athabaskan people used the caribou long ago?																				
			2. Can you name the three layers of land?																				
			3. Did you draw lichen in the foreground?																				
			4. Did you draw the silhouette of the caribou?																				
			5. Did you add your own imaginative touch to your art?																				
			6. Did you actively listen and follow directions?																				
			7. Did you do your best during this lesson?																				
<u>Teacher self-critique</u>																							
			8. My teaching of this lesson: <table style="width:100%; border:none;"> <tr> <td style="text-align:center;">1</td> <td style="text-align:center;">2</td> <td style="text-align:center;">3</td> <td style="text-align:center;">4</td> <td style="text-align:center;">5</td> <td style="text-align:center;">6</td> <td style="text-align:center;">7</td> <td style="text-align:center;">8</td> <td style="text-align:center;">9</td> <td style="text-align:center;">10</td> </tr> <tr> <td colspan="5" style="text-align:left;">needed improvement</td> <td colspan="5" style="text-align:right;">was highly successful</td> </tr> </table>	1	2	3	4	5	6	7	8	9	10	needed improvement					was highly successful				
1	2	3	4	5	6	7	8	9	10														
needed improvement					was highly successful																		
			9. What would I do differently next time?																				

**ALIGNMENT:**

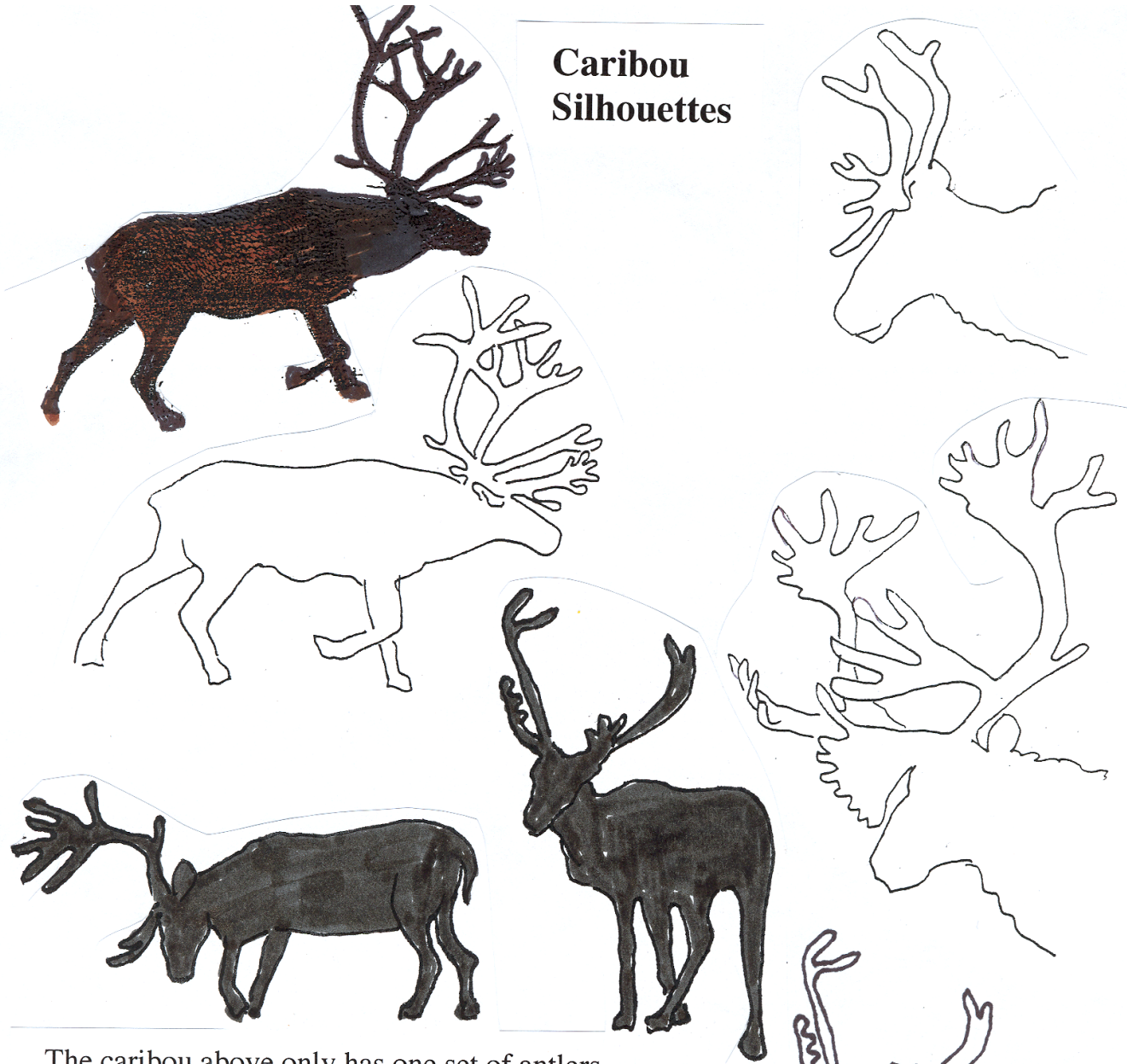
<p><b>Alignment of Standards:</b>          Art: A1,2,3,4,6; B1,3,4,5, C1,4,5; D6          English: C,E          History: A,B          Science C,E          Geography B          Cultural D,</p>	<p><b>Alignment of GLE's:</b>          Reading: R1.6,R1.11          Writing: W1.1          Math: M3.1.1,          Science: SC2,</p>
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**CREDITS:**

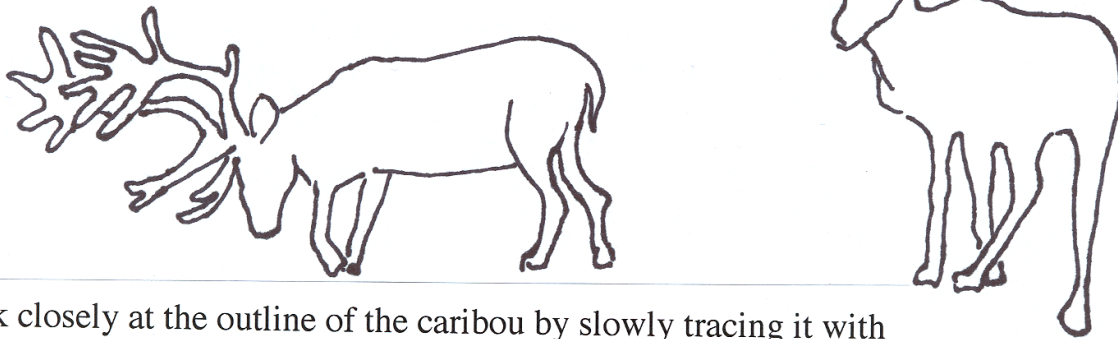
Project ARTiculate is supported by the Fairbanks North Star Borough School District, the Alaska Arts Education Consortium, and a U.S. Department of Education Development and Dissemination Grant



## Caribou Silhouettes



The caribou above only has one set of antlers.  
This makes it easier to draw and cut out.



Look closely at the outline of the caribou by slowly tracing it with your finger. Now draw it with pencil on your folded black paper. Cut out.