



# Boreal Footprints

Age range: 5 to 9 (Primary to Junior)

Time: 60 minutes

Subject: Visual Arts, Language Arts, Science

Resources: paint and large sheets of paper, potatoes or dense styrofoam pieces for making stamps (brought from home), butter knives or peelers, paint brushes, markers for labelling, *Boreal Footprints* (page 42) handout.

## Learning Outcomes

Students will create paint stamps for the footprints of various boreal animals, use the stamps to create a painted boreal scene, and write a sentence to describe the action in the painting. To simplify the activity, students could cut and paste the footprints on paper.

## Hook: The Story in Pictures

Have students look at several suitable pictures – posters, photographs or paintings – that illustrate a story using images. Ask various students to tell the class what is happening in the picture, what happened before this point, and what might happen next. Alternatively, you could have everyone write a sentence describing what's happening in the picture.

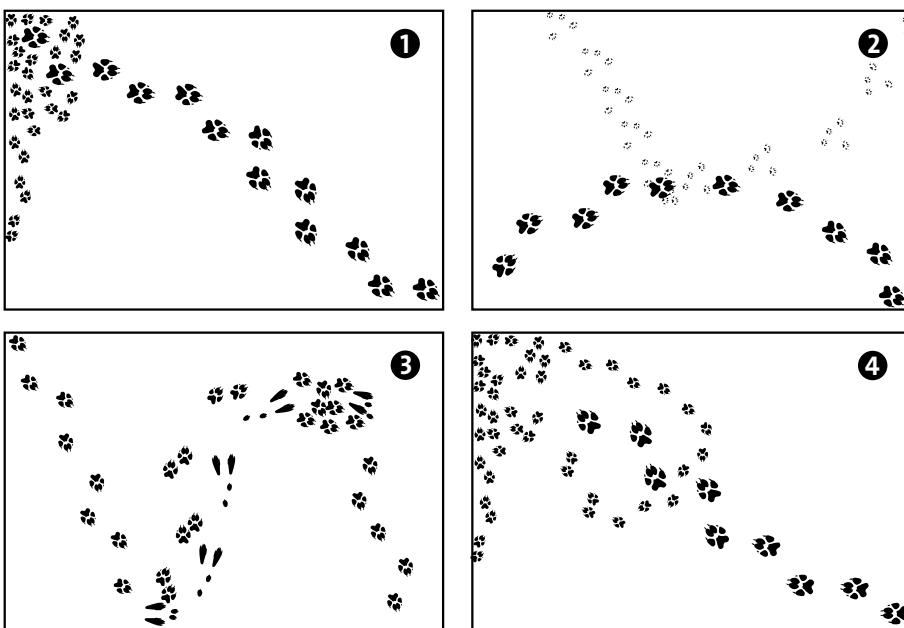
Explain that they are going to make their own pictures, to tell the story of what's happening in the boreal forest.

## Procedure

- 1 Give each student a copy of the handout: *Boreal Footprints* (page 42).** Ask each student to choose the two animal footprints they would like to work with, or assign footprints so all are used. (Alternatively, use a photocopier to enlarge the footprints and ask the students to cut and paste them onto paper. Skip to Step 3.)
- 2 Have students transfer the footprint outline to the flat face of a potato** (which has been cut in half) or a block of styrofoam. They should then use butter knives and peelers to carve away the negative space around the outline.
- 3 Using the two stamps, each student should create a scene** illustrating how their two boreal animals interact. For example, what happens if a bear meets a deer, a lemming meets a fox, or a wolf meets a hare. See *Extensions* below.
- 4 Once their picture is complete, have each student write a sentence** to describe what has happened in their scene. Then have each student come to the front of the class and tell the story they have illustrated.

## Extensions

Working in small groups, have older students create a story that spans four or five scenes (like a comic strip). For example:



*Scene 1: Mother fox leaves the den (small fox footprints around the den and mother fox prints leaving the scene).*

*Scene 2: Mother fox meets a lemming; she attacks lemming but lemming runs away.*

*Scene 3: Mother fox comes upon rabbit in hiding; rabbit runs and fox chases after it.*

*Scene 4: Mother fox returns to den dragging dead hare.*

# Boreal Footprints

BLACK BEAR



Front



Hind



WHITETAIL DEER



FOX



Front



Hind



LEMMING



Front



Hind



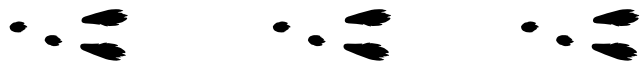
SNOWSHOE HARE



Front



Hind



WOLF



Front



Hind

