

ARCHERY, A SCHOOL SPORT

6th-12th Grade Discussion Guide

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SCIENCE CATEGORIES

Outdoor Recreation & Adventure

TIMEFRAME

3-5 lessons

MATERIALS

Individual mini white boards (or scratch paper) and markers, devices for research, poster or butcher paper, Venn Diagram Graphic Organizer linked in lesson

KEYWORDS

Archery, Compound Bow, NASP, IBO



LEARNING OBJECTIVES

- Understand how the sport of archery works in a school setting.
- Compare and contrast two organizations that support the sport of archery

ACTIVITY SUMMARY

This series of activities will explore two different organizations that support the sport of archery. To review the information from the clip, the instructor will ask reflective questions and then engage in an interactive activity scoring rounds of archery based on the school program targets.

Next students will use a Venn diagram graphic organizer to compare and contrast two organizations that support the sport of archery. After organizing their thinking around similarities and differences, students will write a well-constructed compare/contrast paragraph.

Students will then each choose an archery scholarship to research and construct an informational poster to be showcased in a gallery walk. Finally, students will either sketch an emoji or take a selfie reacting to something they learned and explain why they posed or chose the emotion.

BACKGROUND INFORMATION

This episode focuses on the NASP, or National Archery in the Schools Program, which brings the shooting sport of archery to schools much in the same way as other sports.

When shooting at an archery target, arrows are scored by where they fall within the target rings. Each archer shoots five arrows.

The central circle is worth ten points, so a maximum score for each round is 50 points. Each archer shoots six rounds, so a perfect score is 300. This sport is open to all types of students and doesn't require the level of athleticism that some other sports do. This sport does require that students learn to improve their form, and like other sports, the more you practice, the better you get. Students compete against other students, but they also compete against themselves to beat personal records and work towards scholarships to attend universities.

Another organization that is available to youth who are interested in shooting sports is the IBO, or International Bowhunting Organization. Unlike the NASP which is done on circular targets inside, the IBO sets up targets which resemble animals along a trail in the woods for archers to walk through and practice shooting.

VOCABULARY

ARCHERY: the sport or skill of shooting with a bow and arrows, especially at a target.

COMPOUND BOW: a modern type of bow that uses cables and pulleys when pulling the limbs back. Using a compound bow requires less energy thanks to its levering system, especially since there is less resistance when the bow is drawn.

NASP: National Archery in the Schools Program which brings the sport of archery to students in school.

IBO: International Bowhunting Organization which promotes, encourages and fosters the sport of bowhunting.



LEARNING PROCEDURE

Instructor states, "How can students get involved in scholastic shooting sports at school? Along with making new friends and learning a new skill, are there also potential opportunities for scholarship dollars?"

Provide students with individual white boards (or scratch paper if you don't have access to whiteboards). Draw a target on the board that looks like the official target used by NASP. Ask for student volunteers to explain what they remember about scoring from the clip. Once the scoring rules have been established, explain that you will place five X's, each of which represent an arrow, on the target. Ask students to calculate the score based on where the arrows "hit the target". Tell them to do so individually and have them flip the whiteboards on your word.

ACTIVITY 1:

Provide small groups with a [Venn Diagram graphic organizer](#). Explain that they will be exploring two organizations that support the sport of archery and comparing and contrasting what the organizations offer to archers. Students will likely want to start by researching the two organization's websites: [International Bowhunting Organization](#) and [National Archery in the Schools Program](#).



Once students have collaboratively completed their research and filled in the Venn Diagram, they should individually write a compare/contrast paragraph describing the two organizations. Depending on the students' past experience writing compare/contrast pieces, you may want to provide some scaffold sentence stems.

Sample Stems

1. _____ and _____ are different because _____.
2. _____ and _____ are alike because _____.
3. The most important difference between _____ and _____ is _____.
4. An important similarity between _____ and _____ is _____.
5. While _____ and _____ are alike because _____, they have different _____.
6. In the same way, _____ and _____ are _____.

ACTIVITY 2:

Tell students they will further investigate scholarship opportunities that are connected to the sport of archery. Each student will independently research one scholarship and create an informational poster with the key details promoting and providing information on applying for the scholarship. At a minimum the poster should include how much the scholarship is worth, who is sponsoring the scholarship, images and details from the application. This website offers a generous list of [scholarships](#), but students should feel free to investigate others.

CONCLUSION

Example:

The instructor states, "If you are interested in opportunities in school, look into the National Archery in Schools Program and International Bowhunting Organization for more information. Thousands of youths participate across the country and thousands of dollars are awarded annually in scholarships."

Snap a selfie (or sketch in emoji if you don't allow devices with cameras) with your reaction to something you learned. Then, describe why you reacted that way.

EXTENDING THE LESSON

- Write a "Day in the Life" of a school student involved in an archery tournament.
- Develop a series of math problems, including story problems, based on what you know about scoring in archery.
- Develop your own archery scholarship. How would students obtain it? Who would sponsor it? What would the review committee be looking for in the application?
- Host an archery event. Where would it be held? Who would be the audience? Would there be prizes or trophies? How would you promote the event?



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RELATED LINKS

<https://www.naspschools.org/>

https://partnerwithapayer.org/wp-content/uploads/2022/10/WSFR-Shooting-Ranges-Summer_2022.pdf

<https://iboarchery.com/>

The following National Common Core Standards can be met teaching;

ARCHERY, A SCHOOL SPORT

6TH GRADE

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| CCSS.ELA-LITERACY.RI.6.1 | Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
| CCSS.ELA-LITERACY.RI.6.2 | Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. |
| CCSS.ELA-LITERACY.RI.6.7 | Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. |
| CCSS.ELA-LITERACY.W.6.2 | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. |
| CCSS.ELA-LITERACY.W.6.4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| CCSS.ELA-LITERACY.SL.6.1 | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. |
| CCSS.ELA-LITERACY.SL.6.1.A | Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. |
| CCSS.ELA-LITERACY.SL.6.1.B | Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. |
| CCSS.ELA-LITERACY.SL.6.1.C | Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. |
| CCSS.ELA-LITERACY.SL.6.1.D | Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. |



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7TH GRADE

- CCSS.ELA-LITERACY.RI.7.1** Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- CCSS.ELA-LITERACY.RI.7.2** Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
- CCSS.ELA-LITERACY.W.7.2** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- CCSS.ELA-LITERACY.W.7.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- CCSS.ELA-LITERACY.SL.7.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- CCSS.ELA-LITERACY.SL.7.1.A** Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- CCSS.ELA-LITERACY.SL.7.1.B** Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
- CCSS.ELA-LITERACY.SL.7.1.C** Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
- CCSS.ELA-LITERACY.SL.7.1.D** Acknowledge new information expressed by others and, when warranted, modify their own views.

8TH GRADE

- CCSS.ELA-LITERACY.RI.8.1** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- CCSS.ELA-LITERACY.RI.8.2** Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
- CCSS.ELA-LITERACY.W.8.2** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- CCSS.ELA-LITERACY.W.8.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- CCSS.ELA-LITERACY.SL.8.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- CCSS.ELA-LITERACY.SL.8.1.A** Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.



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CCSS.ELA-LITERACY.SL.8.1.B

Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

CCSS.ELA-LITERACY.SL.8.1.C

Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

CCSS.ELA-LITERACY.SL.8.1.D

Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

9TH-10th GRADE

CCSS.ELA-LITERACY.RI.9-10.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-LITERACY.RI.9-10.2

Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

CCSS.ELA-LITERACY.W.9-10.2

Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

CCSS.ELA-LITERACY.W.9-10.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-LITERACY.SL.9-10.1

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CCSS.ELA-LITERACY.SL.9-10.1.A

Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

CCSS.ELA-LITERACY.SL.9-10.1.B

Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

CCSS.ELA-LITERACY.SL.9-10.1.C

Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

CCSS.ELA-LITERACY.SL.9-10.1.D

Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.



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11-12 GRADE

- CCSS.ELA-LITERACY.RI.11-12.1** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- CCSS.ELA-LITERACY.RI.11-12.2** Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
- CCSS.ELA-LITERACY.W.11-12.2** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- CCSS.ELA-LITERACY.W.11-12.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- CCSS.ELA-LITERACY.SL.11-12.1** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- CCSS.ELA-LITERACY.SL.11-12.1.A** Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- CCSS.ELA-LITERACY.SL.11-12.1.B** Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
- CCSS.ELA-LITERACY.SL.11-12.1.C** Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- CCSS.ELA-LITERACY.SL.11-12.1.D** Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.