

## ON THE HUNT

### 5th Grade-Adult Discussion Guide

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#### SCIENCE CATEGORIES

Social Studies, Ethics, Conservation

#### TIMEFRAME

60-90 minutes

#### MATERIALS

ITO@Home video

#### KEY WORDS

Pronghorn/Antelope, Ethics, Stack Yard, Hunting Safety, Mentor



## LEARNING OBJECTIVES

Students will be able to:

- Identify the roles of mentor and mentee.
- Explore the challenges of hunting.
- Determine how they can find mentors for their own interests.

## ACTIVITY SUMMARY

In this session, we will consider the value of mentorship in first time experiences. Hunting requires a good amount of skill, careful observation, careful movements, and knowing the right time to act. These skills come through experience, which would be difficult to gain on one's own, without the benefit of someone who can share, guide, and interpret the experience.

## BACKGROUND INFORMATION

In the first video, we explored the basic skills that hunters needed to learn before going on a hunt. Tylynn and her mother had joined a class that taught basic hunting skills and safety. This second video focuses on Tylynn and her mentor, Katelyn, as they go on Tylynn's first hunt. Their prey is the Pronghorn, an antelope-like creature that lives in small herds in Wyoming. One Pronghorn can provide up to 80 pounds of meat. There are more of them in Wyoming than any other state. They spook easily, and are able to roam in open areas, due to their ability to run faster than any predator on the continent. Therefore, their only formidable predator is the human, because of a human's ability to use projectiles while hunting.

When Pronghorn are spooked, they raise the hair on their rumps and grunt, much like deer would. The raised hairs are a warning to other Pronghorns in a several-mile radius. It can be nearly impossible to sneak up on a group of Pronghorn. A hunter must move toward the animals in the field without stirring up their flight response, causing them to run away from perceived danger. The only chance a hunter would have to get a shot is to not appear threatening enough to trigger the Pronghorn's flight response.



## VOCABULARY

**PRONGHORN/ANTELOPE** – A goat or deer-like mammal that lives in the middle plains states of the US, grazing the grasslands therein.

**ETHICS** – a set of values by which one conducts oneself, even when no one is there to witness.

**STACK YARD** – An enclosure where stacks of hay, straw or grain are stored.

**HUNTING SAFETY** – A set of best practices for hunters to follow, typically taught in either a class or course format.

**MENTOR** – An experienced and trusted advisor.

## LEARNING PROCEDURE

### INTRODUCTION:

Hunting anywhere is challenging, especially for an inexperienced hunter on open land. In order to be successful, new hunters need the guidance of a mentor, so that they can learn about the animal's behavior, how to use the terrain and ground cover, and what factors could make the hunt successful. They also need to be shown what is safe or unsafe so they don't cause danger to themselves or other bystanders and area residents.

### ACTIVITY 1: WHAT DOES THE FIRST HUNT FEEL LIKE?

1. Lead a discussion identifying the challenges of the hunt.

- A. Ask students to get into groups of 2 or 3 and brainstorm all the things that might make hunting difficult, especially if the hunter had no prior experiences.
- B. Come together to list the most prominent challenges of the hunt.

2. Second, ask the students to get into their groups again to brainstorm the dangers of the hunt.

- A. Who could be in danger? What dangers might be present? Are all of the dangers man-made? What else could happen when one is out in a field away from shelter and familiar places for the day?
- B. Come together to list the most prominent dangers of the hunt.

3. Ask the students to reflect on what Tylynn and Katelynn said about their first day out? What did they take away from the experience? How was the second day's outcome different? In both circumstances they were successful, but in different ways.

- A. Go into the small groups to discuss how each day had its own successes. What were the first day's successes? What about the second day was the same or different?
- B. Ask the students to consider what these successes could be attributed to?
- C. Come together to consider the opinions of the groups, and look for the role of the mentor and mentee in the answers the groups give to the two topics of discussion.

## ACTIVITY 2: MENTORS AND MENTEES

1. Students will design a presentation on something that they are good at, or something they want to learn to be good at. It can be a drawing, an example, a written work, or something else that expresses the ability the student has or wants to develop. The goal of the work is to show how the student could become a mentor for someone else, or what they'd like to find a mentor for.
2. Spend some time circulating so each student can verbally express what they are trying to do. Encourage each one to go a little deeper into expression and personal exploration.
3. Assign each student the task of looking for someone that they could mentor on something they do well and they know someone else would want to learn to do well. OR to look for someone that does something well that they'd like to learn the same skills. Each one should focus on his or her own interest, with the goal being gaining the experience of mentorship, rather than focusing on the topic. Give the students a timeframe in which to establish the relationship and try to complete one small session. At the end of the timeframe (such as one week) have each student explain the mentorship, what the first session was like, and how they believe they will benefit from continuing the relationship. The student may explain through a verbal or written presentation.

## CONCLUSION:

When taking on a new sport, hobby or skill set that requires expertise, proper procedure and strict standards of safety, it is important to get training and mentorship. Mentors can help their mentees gain hard and soft skills needed to gain expertise in their chosen skill set.

## EXTENDING THE LESSON

- Written paper and subsequent discussion about the terms used to describe taking a shot: "safe, ethical and legal." What do each of these terms mean, within the context of hunting? Could a shot be safe, but not ethical? Could a shot be safe, but not legal? If a shot is not legal, could it still be ethical? Or if a shot is ethical, could it be illegal? There are many intriguing and thought-provoking discussions that could come from examining these ideals. Gauge the development of your students, and to what level they would enjoy exploring this topic in their papers and subsequent discussion.
- If students have experience with hunting, photographing or observing animals, you can have them make presentations on how to work with the animal so that it does not run away, but stay long enough to make the hunt, photo or observations work out.

## RELATED LINKS

- [hunter-ed.com](http://hunter-ed.com)
- [intotheoutdoors.org/topics/on-the-hunt/](http://intotheoutdoors.org/topics/on-the-hunt/)

The following National Common Core Standards can be met teaching;

## ON THE HUNT:

### GRADE 5:

- CCSS.ELA-LITERACY.W.5.1** Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- CCSS.ELA-LITERACY.W.5.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- CCSS.ELA-LITERACY.W.5.4** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- CCSS.ELA-LITERACY.W.5.7** Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
- CCSS.ELA-LITERACY.W.5.8** Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
- CCSS.ELA-LITERACY.SL.5.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
- CCSS.ELA-LITERACY.SL.5.2** Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- CCSS.ELA-LITERACY.SL.5.3** Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
- CCSS.ELA-LITERACY.SL.5.4** Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
- CCSS.ELA-LITERACY.SL.5.6** Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
- CCSS.ELA-LITERACY.L.5.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- CCSS.ELA-LITERACY.L.5.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- CCSS.ELA-LITERACY.L.5.3** Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- CCSS.ELA-LITERACY.L.5.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
- CCSS.ELA-LITERACY.L.5.6** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

### GRADE 6:

- 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.

<b>CCSS.ELA-LITERACY.W.6.1</b>	Write arguments to support claims with clear reasons and relevant evidence.
<b>CCSS.ELA-LITERACY.W.6.2</b>	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
<b>CCSS.ELA-LITERACY.W.6.4</b>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<b>CCSS.ELA-LITERACY.W.6.7</b>	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
<b>CCSS.ELA-LITERACY.SL.6.1</b>	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.
<b>CCSS.ELA-LITERACY.SL.6.2</b>	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
<b>CCSS.ELA-LITERACY.SL.6.3</b>	Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
<b>CCSS.ELA-LITERACY.SL.6.4</b>	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
<b>CCSS.ELA-LITERACY.SL.6.5</b>	Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
<b>CCSS.ELA-LITERACY.SL.6.6</b>	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
<b>CCSS.ELA-LITERACY.L.6.1</b>	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
<b>CCSS.ELA-LITERACY.L.6.2</b>	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
<b>CCSS.ELA-LITERACY.L.6.3</b>	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
<b>CCSS.ELA-LITERACY.L.6.4</b>	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
<b>CCSS.ELA-LITERACY.L.6.5</b>	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
<b>CCSS.ELA-LITERACY.L.6.6</b>	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## GRADE 7:

<b>CCSS.ELA-LITERACY.W.7.1</b>	Write arguments to support claims with clear reasons and relevant evidence.
<b>CCSS.ELA-LITERACY.W.7.2</b>	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
<b>CCSS.ELA-LITERACY.W.7.4</b>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

- CCSS.ELA-LITERACY.W.7.7** Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
- 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.7.2** Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
- CCSS.ELA-LITERACY.SL.7.3** Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
- CCSS.ELA-LITERACY.SL.7.4** Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
- CCSS.ELA-LITERACY.SL.7.5** Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
- CCSS.ELA-LITERACY.SL.7.6** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
- CCSS.ELA-LITERACY.L.7.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- CCSS.ELA-LITERACY.L.7.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- CCSS.ELA-LITERACY.L.7.3** Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- CCSS.ELA-LITERACY.L.7.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
- CCSS.ELA-LITERACY.L.7.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- CCSS.ELA-LITERACY.L.7.6** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## GRADE 8:

- CCSS.ELA-LITERACY.W.8.1** Write arguments to support claims with clear reasons and relevant evidence.
- 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.W.8.7** Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

<b>CCSS.ELA-LITERACY.SL.8.1</b>	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.
<b>CCSS.ELA-LITERACY.SL.8.2</b>	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
<b>CCSS.ELA-LITERACY.SL.8.3</b>	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.
<b>CCSS.ELA-LITERACY.SL.8.4</b>	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
<b>CCSS.ELA-LITERACY.SL.8.5</b>	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
<b>CCSS.ELA-LITERACY.SL.8.6</b>	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
<b>CCSS.ELA-LITERACY.L.8.1</b>	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
<b>CCSS.ELA-LITERACY.L.8.2</b>	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
<b>CCSS.ELA-LITERACY.L.8.3</b>	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
<b>CCSS.ELA-LITERACY.L.8.4</b>	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
<b>CCSS.ELA-LITERACY.L.8.5</b>	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
<b>CCSS.ELA-LITERACY.L.8.6</b>	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## GRADES 9-10:

<b>CCSS.ELA-LITERACY.W.9-10.1</b>	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
<b>CCSS.ELA-LITERACY.W.9-10.2</b>	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.
<b>CCSS.ELA-LITERACY.W.9-10.4</b>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<b>CCSS.ELA-LITERACY.SL.9-10.1</b>	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.
<b>CCSS.ELA-LITERACY.SL.9-10.2</b>	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

- CCSS.ELA-LITERACY.SL.9-10.3** Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
- CCSS.ELA-LITERACY.SL.9-10.4** Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
- CCSS.ELA-LITERACY.SL.9-10.5** Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
- CCSS.ELA-LITERACY.SL.9-10.6** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
- CCSS.ELA-LITERACY.L.9-10.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- CCSS.ELA-LITERACY.L.9-10.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- CCSS.ELA-LITERACY.L.9-10.3** Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
- CCSS.ELA-LITERACY.L.9-10.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.
- CCSS.ELA-LITERACY.L.9-10.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- CCSS.ELA-LITERACY.L.9-10.6** Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## GRADES 11-12:

- CCSS.ELA-LITERACY.RI.11-12.7** Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
- CCSS.ELA-LITERACY.W.11-12.1** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- 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.W.11-12.7** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- 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.11-12.2** Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.



- CCSS.ELA-LITERACY.SL.11-12.3** Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
- CCSS.ELA-LITERACY.SL.11-12.4** Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
- CCSS.ELA-LITERACY.SL.11-12.5** Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
- CCSS.ELA-LITERACY.SL.11-12.6** Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
- CCSS.ELA-LITERACY.L.11-12.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- CCSS.ELA-LITERACY.L.11-12.3** Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
- CCSS.ELA-LITERACY.L.11-12.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.
- CCSS.ELA-LITERACY.L.11-12.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- CCSS.ELA-LITERACY.L.11-12.6** Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## NEXT GENERATION SCIENCE STANDARDS:

### GRADE 5:

- 5-ESS3-1.** Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources and environment.

### GRADES 6-8:

- MS-LS2-2.** Construct an explanation that predicts patterns of interactions among organisms across multiple ecosystems. [Clarification Statement: Emphasis is on predicting consistent patterns of interactions in different ecosystems in terms of the relationships among and between organisms and abiotic components of ecosystems. Examples of types of interactions could include competitive, predatory, and mutually beneficial.]

### GRADES 9-12:

- HS-LS2-8.** Evaluate evidence for the role of group behavior on individual and species' chances to survive and reproduce. [Clarification Statement: Emphasis is on: (1) distinguishing between group and individual behavior, (2) identifying evidence supporting the outcomes of group behavior, and (3) developing logical and reasonable arguments based on evidence. Examples of group behaviors could include flocking, schooling, herding, and cooperative behaviors such as hunting, migrating, and swarming.]