Into the Outdoors

SHARING HUNTING STORIES WITH THE CLAN

Developed by: Rachel Konkle

In This Activity …

Students will research, develop, and present their own Clovis Kids Hunting Story with their own "cave art". Their story will consider historical facts about Clovis people lifestyles and survival strategies to engage students in their ancestral heritage and to discover the social rewards to feeding their clan.

Educational Partners

WILDLIFE & SPORT FISH RESTORATION

SAFARI CLUB INTERNATIONAL FOUNDATION
FIRST FOR WILDLIFE

Life Science, Anthropology, Natural History

GRADE LEVELS
Middle School - Grades 6-8

CONTENT AREA
Life Science, Anthropology,
Natural History

UNIT THEME
Outdoor Recreation Benefits

TOPIC
Social Interaction, Culture,
Environmental Awareness,
Natural History, Hunting

TIME REQUIRED
Three, 45-minute sessions

OVERVIEW

Today, hunting is a recreational activity where families can experience outdoor adventures while contributing to the sustainable management and harvest of wildlife. It creates healthy families with physical exercise, social bonding, and natural meats that are high in protein and essential nutrients. Hunting experiences can create lasting memories and traditions for families to share … In fact, cave art reveals hunting is the oldest story that humans recorded and shared with one another.

Many people may not realize that hunting is a critical part of our ancestral heritage. About 12,000 years ago, the Clovis people migrated to North America. These hunter-gatherers specialized in bringing down huge woolly mammoths and other megafauna with special "Clovis" spear points. They also used atlatls, which were wooden handles that engaged their spear and allowed people to throw their spears farther and faster. Hunting was a lifestyle that sustained their clan with energy-rich meat, clothing and shelter materials, and useful bone tools. Without hunting, our ancestors would not have survived the daily challenges they faced on the Paleo landscape.

In this lesson, students will assume the roles of various Clovis clan members from the Paleo time period, and research Paleo culture, develop "cave art", and present their Clovis Kid Hunting Story to the class. The class will then debate and judge each story on factual accuracy, creativity, and performance.

Educational Partners

Middle School

Enduring Understanding:

Students will understand the Clovis people's challenging lifestyles and survival strategies compared to their own. They will also understand that hunting recreationally with the family is socially rewarding and is a way to celebrate our ancestral heritage.

Content Objectives:

Students will research, evaluate, and reconstruct the environment, challenges, and culture of the Clovis people to develop their paleo hunting story. Students will also debate the rewards of hunting for the clan to develop an understanding of the human uses of harvesting wild game.

Learner Outcomes:

Students will use the classroom video and online research to decode Clovis people lifestyles and hunting strategies. Students will use their research to sketch and develop a Paleo hunting story to share with the class. They will then use teamwork to tell and act out their hunt before the classroom.

Process Objectives:

Students will work in small and large groups to process new information and use evidence to come to conclusions.

MATERIALS NEEDED:

(for each group, for each student)

- Access to computers and the internet
- Sharing Hunting Stories video and background information at: http://intotheoutdoors.org/topics/sharing-hunting-stories-with-your-clan/
- Student Worksheet with questions to fill in while watching the video
- Four (4) Clovis Kid Hunting Story Worksheets for each group
- (optional) Art supplies (coloring pencils, crayons, paints) and paper for each group.
- (optional) Projector

PROCEDURES

Session 1:

Before watching the *Sharing Hunting Stories with the Clan* classroom video or reading the website background information, ask students what they know about the Clovis people or hunter-gatherers who lived during the Paleo period.

Also ask any students who have hunted before to share their experience with the class and how it is rewarding to their family.

Have students download, or print and distribute the **Pre-Lesson Student Worksheet** (copy contained on the web link). Instruct students to fill in the worksheet while watching the video. Go over the questions with the students before viewing so they know what to look and listen for.

Next, divide the class into small hunting groups of four. **Then assign each student in the group a Paleo hunting role:**

- **Paleo Hunter**   - **Animal Tracker**   - **Harvester**   - **Storyteller**

Have students download and print, or hand out to each student their respective **Clovis Kid Hunting Story Worksheet** (copies contained on the web link). Ask them to review the details and assignments of the worksheet in preparation for Session 2.

Session 2: Team Research and Story Development

In their assigned hunting groups, have students perform online research from links provided and from other sources they discover. The worksheets give instructions and research options that will guide students in their information gathering. Then, have the hunting groups discuss and create their own paleo hunting story with artwork or in a PowerPoint slideshow. Their story should be a minimum of 6 art pieces. Inform each group that one or two people will be the storyteller while the other team members act out the story. Their presentations should be supported by factual research and presented with Paleo artwork (hand-drawn sketches, hand-painted artwork, computer clip art, or internet images).

Session 3: Paleo Hunting Presentations & Class Debate

Have each group present and act out their Paleo Hunting Story. Students may dress up as Clovis people if they are inclined. As the students present their stories, have the class write down the different ways their hunting benefited the clan. Limit each group to four minutes presentation time followed by two minutes of judging by the other students. The class should judge the story based on accuracy, creativity, and storytelling. The group with the most points can be crowned winner. The teacher can have their story posted in the school bulletin, on the class board, or in a take-home-booklet.

After all groups present their stories, lead a group discussion on what they liked about each other's stories, and how their hunting benefited the clan. Then **conclude the discussion** by asking students how hunting could benefit their family today.

ASSESSMENT

- Students will be informally assessed based on their participation within their groups and during class presentations and discussions.

- Teachers could collect the Pre-Lesson Student Worksheets and formally assess the discussion notes students took during the video to check for completion.

- Students can be assessed on meeting the formal learning objectives based on how thoroughly students completed their group worksheets and stories.

- Students can be evaluated on their presentations during Session 3.
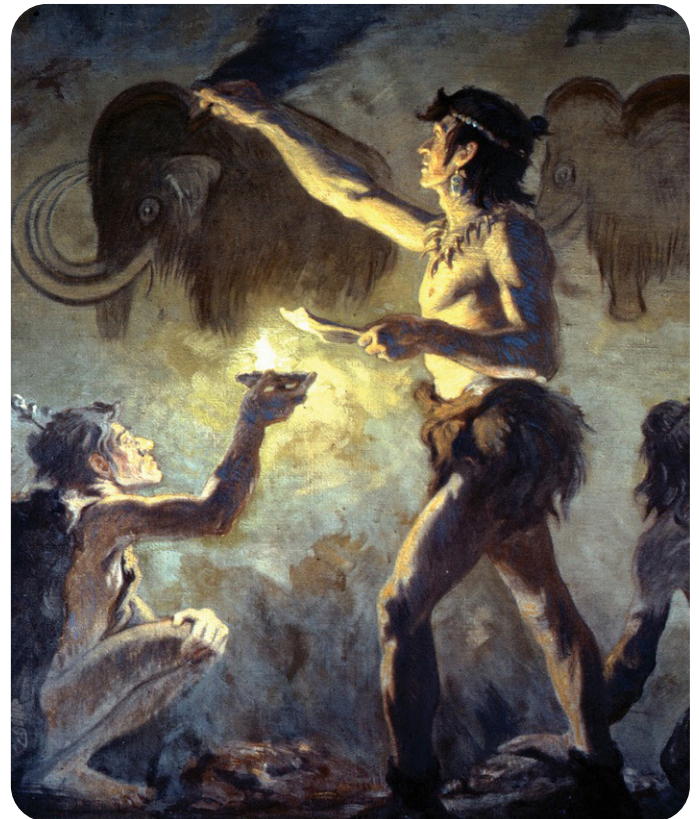
EXTENSION ACTIVITY

Students may use this activity to discover other historical hunts or modern hunting traditions. Encourage students to research the hunting tools, methods, uses, and biology to craft their story. Then challenge them to share their hunting story with their peers or family members. Their story should be accompanied with artwork or family photos to transport the audience.

RESOURCES FOR TEACHERS & STUDENT RESEARCH

https://www.scientificamerican.com/article/why-paleo-diet-half-baked-how-hunter-gatherer-really-eat/

http://www.museum.state.il.us/muslink/nat_amer/pre/htmls/paleo.html

https://www.smithsonianmag.com/history/the-clovis-point-and-the-discovery-of-americas-first-culture-3825828/

https://www.pnas.org/content/95/24/14576

https://www.history.com/news/oldest-weapons-discovery-spearpoints-texas

https://mnh.uiowa.edu/paleoindians

http://www.phmc.state.pa.us/portal/communities/archaeology/native-american/paleoindian-period.html

https://anthromuseum.missouri.edu/exhibit/paleoindian-archaeology-clovis-stone-tools

STANDARDS

The following **National Common Core Standards** can be met teaching:

SHARING HUNTING STORIES WITH THE CLAN

GRADE 6:

CCCSS.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.W.6.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
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. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
CCSS.ELA-LITERACY.W.6.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6 here.)
CCSS.ELA-LITERACY.W.6.6	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
CCSS.ELA-LITERACY.W.6.7	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

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.6.2	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.
CCSS.ELA-LITERACY.SL.6.3	Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
CCSS.ELA-LITERACY.SL.6.4	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.
CCSS.ELA-LITERACY.SL.6.5	Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
CCSS.ELA-LITERACY.SL.6.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
CCSS.ELA-LITERACY.L.6.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CCSS.ELA-LITERACY.L.6.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

GRADE 7:

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.W.7.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
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. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
CCSS.ELA-LITERACY.W.7.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 7 here.)
CCSS.ELA-LITERACY.W.7.6	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
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.7.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

GRADE 8:

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.W.8.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
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.8.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
CCSS.ELA-LITERACY.W.8.6	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
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.
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.8.2	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.
CCSS.ELA-LITERACY.SL.8.3	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.
CCSS.ELA-LITERACY.SL.8.4	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.
CCSS.ELA-LITERACY.SL.8.5	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
CCSS.ELA-LITERACY.SL.8.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
CCSS.ELA-LITERACY.L.8.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CCSS.ELA-LITERACY.L.8.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

GRADE 6-8:

CCSS.ELA-LITERACY.RH.6-8.1	Cite specific textual evidence to support analysis of primary and secondary sources.
CCSS.ELA-LITERACY.RH.6-8.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
CCSS.ELA-LITERACY.RH.6-8.3	Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
CCSS.ELA-LITERACY.RH.6-8.4	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
CCSS.ELA-LITERACY.RH.6-8.5	Describe how a text presents information (e.g., sequentially, comparatively, causally).
CCSS.ELA-LITERACY.RH.6-8.6	Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
CCSS.ELA-LITERACY.RH.6-8.7	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
CCSS.ELA-LITERACY.RH.6-8.8	Distinguish among fact, opinion, and reasoned judgment in a text.
CCSS.ELA-LITERACY.RH.6-8.9	Analyze the relationship between a primary and secondary source on the same topic.
CCSS.ELA-LITERACY.RST.6-8.1	Cite specific textual evidence to support analysis of science and technical texts.
CCSS.ELA-LITERACY.RST.6-8.2	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.
CCSS.ELA-LITERACY.RST.6-8.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics.
CCSS.ELA-LITERACY.RST.6-8.7	Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).
CCSS.ELA-LITERACY.RST.6-8.8	Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.
CCSS.ELA-LITERACY.RST.6-8.9	Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.
CCSS.ELA-LITERACY.WHST.6-8.2	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.WHST.6-8.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CCSS.ELA-LITERACY.WHST.6-8.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
CCSS.ELA-LITERACY.WHST.6-8.6	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
CCSS.ELA-LITERACY.WHST.6-8.7	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.
CCSS.ELA-LITERACY.WHST.6-8.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation
CCSS.ELA-LITERACY.WHST.6-8.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.

Next Generation Science Standards for …

SHARING HUNTING STORIES WITH THE CLAN

MS-LS2-1.   Analyze and interpret data to provide evidence for the effects of resource availability on organisms and populations of organisms in an ecosystem. [Clarification Statement: Emphasis is on cause and effect relationships between resources and growth of individual organisms and the numbers of organisms in ecosystems during periods of abundant and scarce resources.]

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.]

MS-LS2-4.   Construct an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations. [Clarification Statement: Emphasis is on recognizing patterns in data and making warranted inferences about changes in populations, and on evaluating empirical evidence supporting arguments about changes to ecosystems.]

MS-ESS3-4.   Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems. [Clarification Statement: Examples of evidence include grade-appropriate databases on human populations and the rates of consumption of food and natural resources (such as freshwater, mineral, and energy). Examples of impacts can include changes to the appearance, composition, and structure of Earth's systems as well as the rates at which they change. The consequences of increases in human populations and consumption of natural resources are described by science, but science does not make the decisions for the actions society takes.]