Into the Outdoors

WILD GAME COOK-OFF

Developed by: Rachel Konkle

In This Activity ...

Students will assume "paleo hunter" or "modern hunter" roles when researching, debating, and developing presentations on cooking wild game dishes. Their presentations will include a wild game dish to aid students in comparing lifestyles and discovering the personal and social benefits to sharing wild game with the family.

Educational Partners

LIFE SCIENCE

GRADE LEVELS
Middle School - Grades 6-8

CONTENT AREA
Life Science, Anthropology,
Human Health, Natural Resource Science

UNIT THEME
Outdoor Recreation Benefits

TOPIC
Cooking, Human Health,
Outdoor Lifestyles

TIME REQUIRED
Three, 45-minute sessions

OVERVIEW

Hunting and cooking wild game has existed for 12,000 years in America. The Clovis people were the first hunter gatherers to migrate to the continent. Their hunters specialized in using special spear points called the "Clovis Point" to bring down huge Paleo megafauna like the woolly mammoth. Meanwhile, their gatherers collected plants, nuts, and berries for food and clothing materials. Hunting and foraging for food was paramount to the clan's survival. But many do not realize that cooking wild game and foods over a fire also played a huge role in their survival. Fire broke down connective tissues in meats and plants. That way, peoples' bodies spent less energy in extracting nutrients from the foods.

Today, hunters can sustainably collect wild game meat for their families with advanced technology such as bow and arrows, rifles, shotguns, muzzleloaders, and more. And by buying this equipment and a hunting license, hunters have the opportunity to fund the conservation of wildlife and habitat. And thanks to modern technology, hunters may use electricity to heat and cook their foods. But this modern lifestyle is far different from how our ancestors lived in 10,000 BCE. And yet, they do share in a common goal …

Hunting offers people the chance to become locavores, people who include local, organic foods in their diet. Wild game meat has no preservatives or additives that are harmful to your wellness, and contain lots of protein, Omega 3s, and essential nutrients that produce healthy bodies. And so, by preparing and sharing this natural resource, hunters (Paleo or Modern) can build healthy families and communities.

In this lesson, students will assume the roles of "Paleo Hunters" and "Modern Hunters," research hunting and cooking methods, develop a recipe, and cook a wild food dish to present to the class. The class will then debate and judge each presentation on factual accuracy, creativity, and taste. The team with the highest score wins the cook-off!

Enduring Understanding:

Students will understand the differences between Clovis lifestyles and their own. They will also decode the value in cooking and sharing wild game with others, and discover pathways to collecting and preparing wild game with families today.

Content Objectives:

Students will decode the natural resources, challenges, culture, and health of Clovis people and modern hunters that determine wild game cooking methods. They will also debate the enrichment of eating and sharing wild foods with others.

Learner Outcomes:

Students will use video and online research to present a historically accurate recipe representing different hunter lifestyles. They will also collaborate with groups to create a wild game dish so the class can explore the social and physical benefits of being locavores.

Process Objectives:

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

MATERIALS NEEDED:

(for each group, for each student)

• Access to computers and the internet

• Cooking Wild Game video and background information at: http://intotheoutdoors.org/topics/cooking-wild-game/

• Pre-lesson student worksheet with questions to fill in while watching the video

• Two (2) Wild Game Cook-off worksheets

• Cooking appliances

• Food supplies

• Unable to cook? Make a "food dish" with art supplies (paints, construction paper, clay)

PROCEDURES

Session 1 – Hunting and Cooking Wild Game Video

Before watching the *Cooking Wild Game* classroom video or reading the website background information, ask students what they know about harvesting wild foods in Paleolithic times and modern times. Also, ask students who have hunted or cooked wild game what methods they used.

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. After viewing the video, review and discuss the answers to the questions as a class.

Next, divide your class into small groups of four. Each group should be assigned a role: either "Paleo Hunters" or "Modern Hunters." Have students download and print, or hand out to each student their respective ***Wild Game Cook-off Worksheets*** (copies contained on the web link). Ask them to review the details and assignments of the worksheet in preparation for Session 2 and 3.

Session 2 – Group Research and Recipe Development

In their separate groups, have students perform online research from the resource links provided on the webpage and from other sources they discover. The worksheets give instructions and research topics that will guide the students in their information gathering. Then, have the chef teams discuss and build their historical recipe. Inform each group that they will present their recipe to the class along with their wild game dish (prepare in their own time) during Session 3. Their presentation should be supported by research and presented with art and media (i.e., clipart, images, artwork).

Session 3 – Cooking Team Presentations and Class Debate

Have each cooking team share their wild dish with the class and present their historical recipe to the class. During the presentations, ask all the students to write down similarities and differences between paleo and modern hunters/cooks. Limit each group to 4-minute presentations followed by two minutes of judging by the other students. The class should judge the teams on accuracy, creativity, and taste with their food review slips. Tally up the scores to determine who wins the cook-off!

After all the groups present their recipes, lead a group discussion on the differing hunting and cooking lifestyles. Then focus on the similarities and the importance of cooking wild game, especially how sharing wild game can create healthy families today. Then ***conclude the discussion*** by brainstorming pathways for the students to collect and share wild game with their families today (visit web link and review the "Learn More" section).

Educational Partners

Middle School
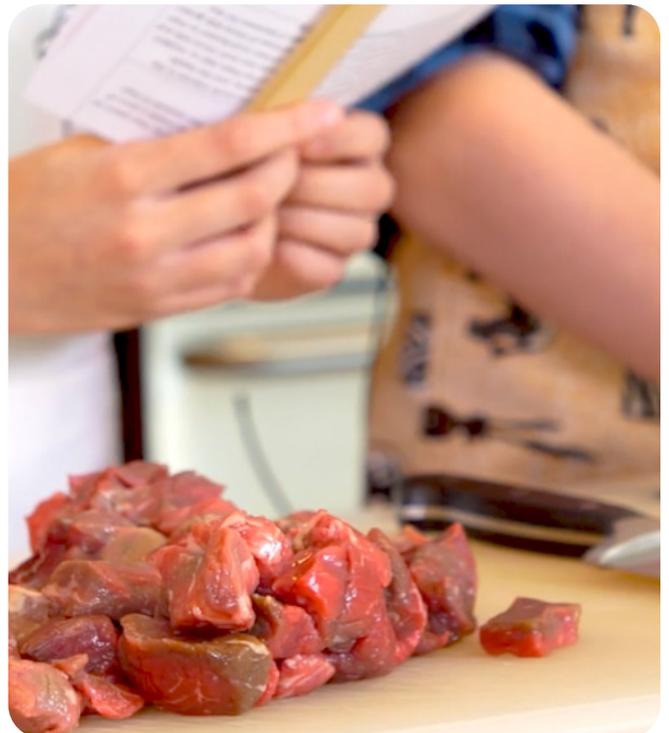
ASSESSMENT

- 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 recipes.

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

EXTENSION ACTIVITY

Encourage students to organize or attend a wild game feed (or hunter banquets). Students may bring in new wild game dishes, trade secret recipes, and bond with their peers by telling their hunting and cooking stories. Visit the "Learn More" section on the webpage linked above.

Have students compile their recipes into a master cookbook. Print out or make digital copies for students to share with their families, friends, and sport clubs.

RESOURCES FOR TEACHERS & STUDENT RESEARCH

https://www.hunter-ed.com/videos/

https://tpwd.texas.gov/education/hunter-education/online-course/hunting-skills-1/strategies

https://tpwd.texas.gov/exptexas/programs/wildgame/

https://www.in.gov/dnr/fishwild/files/fw-wild_game_recipes.pdf

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

Educational Partners

Middle School
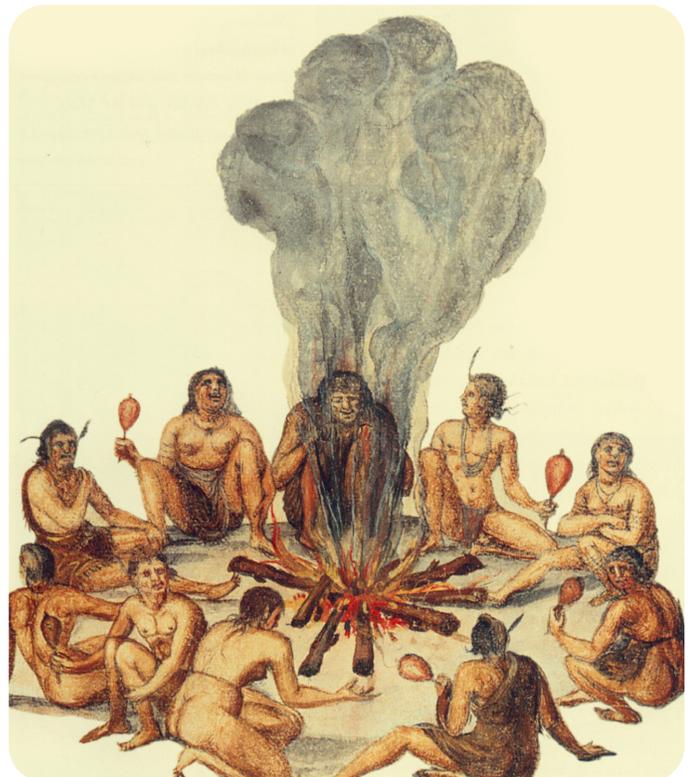
STANDARDS

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

WILD GAME COOK-OFF

Grade 6:

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.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.
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.
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.6.5	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.

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.
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.6-8.2	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.6-8.4	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.6-8.7	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.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.6-8.8	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 …

WILD GAME COOK-OFF

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.]