

Teachers Guide

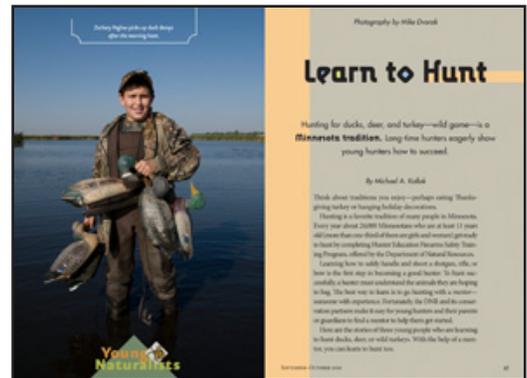
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“Learn to Hunt” Multidisciplinary Classroom Activities

Teachers guide for the Young Naturalists article “Learn to Hunt?” by Michael A. Kallok with photographs by Mike Dvorak. Published in the September–October 2010 *Minnesota Conservation Volunteer*, or visit www.mndnr.gov/young_naturalists/mentored_hunts.html

Young Naturalists teachers guides are provided free of charge to classroom teachers, parents, and students. This guide contains a brief summary of the article, suggested independent reading levels, word count, materials list, estimates of preparation and instructional time, academic standards applications, preview strategies and study questions overview, adaptations for special needs students, assessment options, extension activities,

Web resources (including related Conservation Volunteer articles), copy-ready study questions with answer key, and a copy-ready vocabulary sheet and vocabulary study cards. There is also a practice quiz (with answer key) in Minnesota Comprehensive Assessments format. Materials may be reproduced and/or modified a to suit user needs. Users are encouraged to provide feedback through an online survey at www.mndnr.gov/education/teachers/activities/ynstudyguides/survey.html. If you are downloading articles from the website, please note that only Young Naturalists articles are available in PDF.



Summary

“Learn to Hunt,” tells the story of three young hunters as they meet with experienced mentors and prepare to hunt ducks, deer and wild turkeys. Readers will learn the basics of safety and hunting strategies. Several Web links to hunting advocacy organizations are provided for each species.

Suggested reading levels:

Fourth through eighth grades

Total words:

1,714

Materials:

Paper, poster board, pencils, pens, markers, and print/video resources your media specialist may provide

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Preparation time: One to two hours, not including time for extension activities

Estimated instructional time: One or two 50-minute class periods (not including extensions)

Minnesota Academic Standards applications: “Learn to Hunt” may be applied to the following Minnesota Department of Education standards:

Language Arts*

I. Reading and Literature

- A. Word Recognition, Analysis and Fluency
- B. Vocabulary Expansion
- C. Comprehension

II. Writing

- A. Types of Writing
- B. Elements of Composition
- C. Spelling
- D. Research
- E. Handwriting and Word Processing

III. Speaking, Listening and Viewing

- A. Speaking and Listening
- B. Media Literacy

Science

4. Life Science

Grades 5 and 7: 2. Interdependence Among Living Systems

Grades 5 and 7: 4. Human

Interactions with Living Systems

Social Studies

Grades 4–8

V. Geography

- D. Interconnections: The student will describe how humans influence the environment and in turn are influenced by it. (1. Students will recognize changes over time in nearby landscapes—habitats—resulting from human occupation.)

Arts

Grades K–8

- 1. Artistic Foundations: Visual Arts
- 2. Artistic Process: Create or Make: Visual Arts
- 3. Artistic Process: Perform or Present: Visual Arts
- 4. Artistic Process: Respond or Critique: Visual Arts

** Language Arts standards were undergoing a major revision at the time this article was published. Format and content will change significantly. Minnesota Academic Standards are available at www.education.state.mn.us. Teachers who find other connections to standards are encouraged to contact Minnesota Conservation Volunteer.*

Preview

Your preview may depend on the location of your school (urban or rural) and the participation of your students in wildlife-related recreation activities. Ask your students if they or members of their families hunt and what species they hunt. Be prepared for disagreement about the value of hunting, as some students may view hunting as an inhumane practice. Use the **KWL** strategy (Ogle, 1986) to find out what your students

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Preview continued

already know (**K**) about hunting in general, hunting ducks, turkey, and deer; what they would like to learn (**W**); and eventually what they learned (**L**) while reading the article and related materials, and through participating in extension activities. You might begin by asking small groups to brainstorm their ideas. Then combine the groups’ data to make a class list. Display your **K** and **W** ideas on poster board or paper (see Vocabulary preview). Add to your **L** list as you read and discuss the article. See www.teach-nology.com/web_tools/graphic_org/kwl for a KWL generator that will produce individual organizers for your students. Individual organizers may be useful as students read the article for answers to **W** questions. KWL also gives you the opportunity to introduce interdisciplinary connections you will make during extension activities.

Vocabulary preview

See the copy-ready vocabulary list included in this guide. You may wish to modify the list based on your knowledge of your students’ needs or the subject you are teaching. Pretesting vocabulary individually, in small groups, or with your entire class can be an effective vocabulary preview strategy. You may then post-test at the conclusion of this activity (see Assessment section below).

You may wish to use the study cards found at the end of this guide. Cut along the horizontal line; fold in the middle and tape or staple. Study cards (see *Strategic Tutoring*, Hock, Deshler, and Schumaker, 2000) can be applied to any subject area. On one side of the card, in large letters, write a key word or phrase that students are expected to know. In smaller letters frame the word or phrase in a question or statement. On the other side of the card, in large letters, write the answer to the question. Finally, in smaller letters, frame the answer in a question or statement. Blanks are provided to allow you or your students to add new words or phrases.

Study questions overview

Preview the entire guide with your class before you read the article. You may wish to read the story aloud and complete the study questions in class, in small groups, or as an independent activity. The questions may be assigned as homework, depending on the reading ability of your students. Inclusion teachers may provide more direct support to special needs students (see Adaptations section). The study questions may be also used as a quiz. Note: Items 2, 6, 10, 13, 14, 17, and the *Challenge* require varying degrees of critical thinking.

Adaptations

Read aloud to special needs students. Abbreviate the study questions or highlight priority items to be completed first. If time allows, remaining items may be attempted. Peer helpers, paraprofessionals, or adult volunteers may lend a hand with the study questions. With close teacher supervision, cooperative groups can also offer effective support to special needs students, especially for extension activities.

Assessment

You may use all or part of the study guide, combined with vocabulary, as a quiz. Other assessment ideas include: (1) Students may retell the story in an essay. Require a beginning, middle and end. You may also require a minimum number of words. (2) Students may submit multiple-choice, true-false and short answer questions. The best items may be selected for a class quiz. (3) Poster presentations may depict one or more scenes from the story. Students may work in groups or individually. (4) Students may write an essay describing the ethics of hunting, with specific examples for each species.

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Extension activities

1. Invite a DNR wildlife specialist to visit your classroom to discuss the role of hunting in wildlife management. See <http://www.dnr.state.mn.us/wildlife/index.html>. Advocacy groups may also be interested in sending speakers to your room. See links in the article for contact information.
2. Students may learn more about the species in this article at the DNR website (See links below).
3. Visit a state park near you. Naturalists will work with you to design a program to enrich your students’ understanding of the species in the article.
4. Encourage your students to discuss the value of hunting in our society. Students may work in teams to gather support for their points of view.
5. There is an extensive collection of hunting related articles in the *Volunteer* online database (http://www.dnr.state.mn.us/volunteer/past_issues.html). See related articles for links. Hard copies of older articles may be requested at mcvarticles.dnr@state.mn.us.
6. Will Weaver’s article, (“The World from a Stump,” Nov.–Dec. 2008) is an excellent companion for this article. Students may write or tell a story from one of their first hunts.

Web resources

Deer

<http://www.dnr.state.mn.us/discover>

http://www.the-deer-hunting-guide.com/youth_deer_hunting.htm

<http://www.northlandsnewscenter.com/news/local/MN-DNR-Offers-Special-Youth-Deer-Hunting-Season-98262089.html>

Waterfowl

<http://www.dnr.state.mn.us/hunting/waterfowl/index.html>

<http://huntingheritage.org/node/158>

<http://www.mnduckandgoosecallers.org/youth-programs/>

Wild turkey

<http://www.dnr.state.mn.us/hunting/turkey/index.html>

<http://www.nwtf.org/familiesafield.html>

<http://minnesota.publicradio.org/display/web/2010/05/01/youths-get-first-crack-at-turkey-hunting/>

Hunter safety

<http://www.dnr.state.mn.us/safety/index.html>

<http://www.dnr.state.mn.us/safety/firearms/index.html>

Teacher Resources

www.mndnr.gov/education/teachers/index.html

**Note: All websites were active at the time of this guide’s publication. However, some may no longer be active when this guide is accessed.*

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Related articles

Related *Minnesota Conservation Volunteer* Young Naturalists articles are available online at www.mndnr.gov/volunteer/articles/index.html, including:

November–December 1995

“A Real Turkey” (YN article)

http://www.dnr.state.mn.us/young_naturalists/turkey/index.html

September–October 1996

“Oh Deer!” (YN article with teachers guide)

http://www.dnr.state.mn.us/young_naturalists/deer/index.html

March–April 1998

“Minnesota Ducks that Dabble and Dive for Dinner” (YN article)

http://www.dnr.state.mn.us/young_naturalists/ducks/index.html

September–October 1998

“Join the Hunt” (YN article)

http://www.dnr.state.mn.us/young_naturalists/hunting/index.html

November–December 1998

“All About Grouse - Chickens that Wear Snowshoes” (YN article)

http://www.dnr.state.mn.us/young_naturalists/grouse/index.html

November–December 1999

“Calling all Critters” (YN article)

http://www.dnr.state.mn.us/young_naturalists/calling/index.html

January–February 2004

“The Nature of Feathers” (YN article with teachers guide)

http://www.dnr.state.mn.us/young_naturalists/feathers/index.html

September–October 2004

“A Gallery of Game” (YN article with teachers guide)

http://www.dnr.state.mn.us/young_naturalists/gallery/index.html

November–December 2007

“The World from a Stump” (YN article with teachers guide)

http://www.dnr.state.mn.us/young_naturalists/stump/index.html

September–October 2009

“Have Fun Painting Ducks” (YN article with teachers guide)

http://www.dnr.state.mn.us/young_naturalists/painting_ducks/index.html

References

Hock, M.F., Deshler, D.D., and Schumaker, J.B. *Strategic Tutoring*. Lawrence, Kan.: Edge Enterprises, 2000.
Ogle, D.S. K-W-L Group Instructional Strategy. In A.S. Palincsar, D.S. Ogle, B.F. Jones, and E.G. Carr (Eds.), *Teaching Reading as Thinking: Teleconference Resource Guide*, pp.11–17. Alexandria, Va.: Association for Supervision and Curriculum Development, 1986.

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Study Questions

Teachers guide for the Young Naturalists article “Learn to Hunt?” by Michael A. Kallok. Published in the September–October 2010 *Minnesota Conservation Volunteer*, or visit www.mndnr.gov/young_naturalists/mentored_hunts.html

Name _____ Period _____ Date _____

1. Are many girls interested in hunting? _____

2. If you want to hunt in Minnesota, what is the first thing you should do? _____

3. What is a hunting mentor? _____

4. What is Youth Waterfowl Day? _____

5. Why do duck hunters look for a good spot to hunt before hunting season starts? _____

6. Why do you think duck hunters go out so early in the morning? _____

7. List the clothing and equipment duck hunters need: _____

8. Why do duck hunters wait until ducks are within 90 feet to shoot? _____

9. Duck hunters must be able to identify the species of duck they are shooting. Why? _____

10. If you get “buck fever” do you go to the doctor? Why or why not? _____

11. Why is blaze orange a good color for deer hunters to wear? _____

12. List some signs deer hunters look for when scouting out a place to hunt: _____

13. Deer hunters must be patient. Why? _____

14. Do you see a pattern in how hunters prepare to hunt ducks, deer and wild turkeys? _____

15. What is a ground blind and why is it an important part of hunting wild turkey? _____

16. What did Jerry Vinopal's turkey call sound like? _____

17. Why do you think it is legal to only shoot male turkeys? _____

Challenge: List some ethical hunting practices. Justify your answers.

Study Questions Answer Key

Teachers guide for the Young Naturalists article “Learn to Hunt?” by Michael A. Kallok. Published in the September–October 2010 *Minnesota Conservation Volunteer*, or visit www.mndnr.gov/young_naturalists/mentored_hunts.html

1. Are many girls interested in hunting? **Yes. About one-third of people who take firearm safety training are female.**
 2. If you want to hunt in Minnesota, what is the first thing you should do? **Take firearm safety training.**
 3. What is a hunting mentor? **A person who volunteers to teach a young hunter how to hunt safely and successfully.**
 4. What is Youth Waterfowl Day? **A day that is reserved for young duck hunters and their mentors.**
 5. Why do duck hunters look for a good spot to hunt before hunting season starts? **They want to find a place where they have a good chance of seeing lots of ducks.**
 6. Why do you think duck hunters go out so early in the morning? **Answers will vary. Hunters want to get settled before duck start flying.**
 7. List the clothing and equipment duck hunters need: **Answers will vary based on the experiences of the students. The article lists waders, camouflage coat, duck call, gun, dog, and decoys.**
 8. Why do duck hunters wait until ducks are within 90 feet to shoot? **They want to shoot safely and accurately.**
 9. Duck hunters must be able to identify the species of duck they are shooting. Why? **Some ducks are protected. They must not shoot too many of one species.**
 10. If you get “buck fever” do you go to the doctor? Why or why not? **Answers will vary. Buck fever is not an illness. It is a hunter’s term for nervousness or panic when a deer approaches.**
 11. Why is blaze orange a good color for deer hunters to wear? **Other hunters will be able to see you. Deer do not notice blaze orange as a bright color.**
 12. List some signs deer hunters look for when scouting out a place to hunt: **Deer hunters look for tracks, browsed branches, scrapes on the ground and on trees, and scat.**
 13. Deer hunters must be patient. Why? **Answers will vary. Hunters may have to sit for hours before a deer approaches their stand.**
 14. Do you see a pattern in how hunters prepare to hunt ducks, deer, and wild turkeys? **Answers will vary. All hunters must take safety training, have the proper equipment, and scout out good places to hunt.**
 15. What is a ground blind and why is it an important part of hunting wild turkey? **A ground blind is a camouflaged hiding place where hunters wait for turkeys to approach. Without it turkeys’ sharp vision would alert them to the hunters’ presence.**
 16. What did Jerry Vinopal’s turkey call sound like? **His call sounded like a female turkey.**
 17. Why do you think it is legal to only shoot male turkeys? **Answers will vary. Female turkeys lay eggs and raise the young, so they are more important to the survival of the species.**
- Challenge:* List some ethical hunting practices. Justify your answers. **Answers will vary. Hunting ethics include: knowledge and practice of safety, knowledge of hunting laws and of the species being hunted, shooting to kill, consuming what is killed, respect for landowners’ rights, and working to conserve natural resources.**

Minnesota Comprehensive Assessments Practice Items

Teachers guide for the Young Naturalists article “Learn to Hunt?” by Michael A. Kallok. Published in the September–October 2010 *Minnesota Conservation Volunteer*, or visit www.mndnr.gov/young_naturalists/mentored_hunts.html

Name _____ Period _____ Date _____

1. Blue-winged teal fly

- A. slowly.
- B. fast.
- C. cannot fly.
- D. only at night.

2. A roost is a tree where wild turkeys

- A. search for food.
- B. sleep.
- C. escape from predators.
- D. B and C.

3. A tradition is

- A. something people do at the same time each year.
- B. not important.
- C. something that people avoid.
- D. none of the above.

4. What qualities do you think a hunting mentor should have? Why?

5. Why didn't Zachary shoot at the trumpeter swans?

- A. They were too far away.
- B. He was out of ammunition.
- C. Another hunter shot them first.
- D. Trumpeter swans are a protected species.

Minnesota Comprehensive Assessments Answer Key

Teachers guide for the Young Naturalists article “Learn to Hunt?” by Michael A. Kallok. Published in the September–October 2010 *Minnesota Conservation Volunteer*, or visit www.mndnr.gov/young_naturalists/mentored_hunts.html

1. Blue-winged teal fly **B. fast.**
2. A roost is a tree where wild turkeys **D. B and C.**
3. A tradition is **A. something people do at the same time each year.**
4. What qualities do you think a hunting mentor should have? Why? **Answers will vary. Mentors must know safety and hunting tactics. They must enjoy being with kids and be patient.**
5. Why didn't Zachary shoot at the trumpeter swans? **D. Trumpeter swans are a protected species.**

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Vocabulary

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ethical	meeting accepted standards of behavior
orientation	an introduction to a topic or experience
predator	animal that eats other animals
sandhill crane	tall gray bird of grasslands and marshes
snipe	a species of wading bird
species	group of plants or animals that are similar enough to reproduce with one another
trumpeter swan	a very large waterfowl that is protected from hunting
waterfowl	swimming game birds

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Vocabulary Study Cards

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Cut along the horizontal lines, fold in the middle and tape or staple. Blanks are provided to allow you or your students to add new words or phrases.

What does
ethical
mean?

FOLD HERE

**Meeting accepted standards
of behavior** is

What is an
orientation?

FOLD HERE

**An introduction to a
topic or experience**
is an

A
predator
is a

FOLD HERE

**An animal that eats
other animals**
is a

A
sandhill crane
is

FOLD HERE

**A tall gray bird of grasslands
and marshes** is a

A
snipe
is

FOLD HERE

a species of
wading bird may be a

What is a
species?

FOLD HERE

A group of plants or animals
that are similar enough to
reproduce with one another is a

What is a
trumpeter swan?

FOLD HERE

A very large waterfowl that is
protected from hunting

What are
waterfowl?

FOLD HERE

Swimming
birds are

FOLD HERE