



ACTIVITY 4

Hunting with Hank



RANCH LIFE SERIES | BOOK 3 | RANCH WILDLIFE:
Chapter 2

Content Area
Social Studies

Topic
Impact of Hunting Regulations

Objective
Students will analyze the impact of hunting regulations on a ranch.

Texas Essential Knowledge and Skills (TEKS):
K.7A, 1.11B, 2.8A, 3.7C

*Social Studies TEKS reflect the NEW Streamlined TEKS that will be implemented in elementary schools in the 2020-2021 school year.





Hunting with Hank

CONTENT AREA: Social Studies

TOPICS: Impact of Hunting Regulations

*This activity is an extension of the "Oh Deer!" Activity from the Project WILD K-12 Curriculum and Activity Guide.

ACTIVITY MATERIALS:

- HUNTING WITH HANK DATA RECORDING SHEET (PAGE A4 - 3): 1 PER STUDENT OR STUDENT TABLE GROUP

READING STRATEGY:

The teacher can read aloud or have students read aloud with a group or partner. Every time you read about the government passing laws (regulations) about hunting, write a capital "G" in your book and then underline where you found it in the paragraph.

ACTIVITY INSTRUCTIONS:

1. Students participate in the "Oh, Deer!" Activity from the Project WILD K-12 Curriculum and Activity Guide
2. Hunters are added to the "Oh, Deer!" Activity with no government regulations. Students record on their data sheet the impact of hunters on the deer population.
3. Hunters are again added to the "Oh, Deer!" Activity with government regulations. Students record on their data sheet the impact of hunters on the deer population with government regulations.
4. Students compare and contrast the data on the deer population with and without government regulations.

STUDENT SKILLS ASSESSMENT:

- Have students (or student groups) complete THE BOTTOM LINE worksheet at the end of the activity.

Hunting with Hank



SECURITY BRIEFING –

WORDS OF WISDOM FROM HANK THE COWDOG:

Howdy partners! Now, I am going to tell you about one of my favorite things to eat- venison steaks. Deer meat is called venison, and I only get this special treat during **deer season**. Slim and Loper grab their guns and if I am lucky they come back with a large buck that will eventually make its way to the table. Now there are **rules** about when Slim and Loper can hunt deer. The **government** writes laws (regulations) telling people when they can hunt certain animals. The government passes these laws to protect the animal populations and to make sure I don't run out of venison steak!

ACTIVITY INSTRUCTIONS:

1. Students participate in the "Oh, Deer!" activity from the Project WILD K-12 Curriculum and Activity Guide.
2. Hunters are added to the "Oh, Deer!" activity with no government regulations. Students record on their data sheet the impact of hunters on the deer population.
3. Hunters are again added to the "Oh, Deer!" activity with government regulations. Students record on their data sheet the impact of hunters on the deer population with government regulations.
4. Students compare the data on the deer population with and without government regulations.

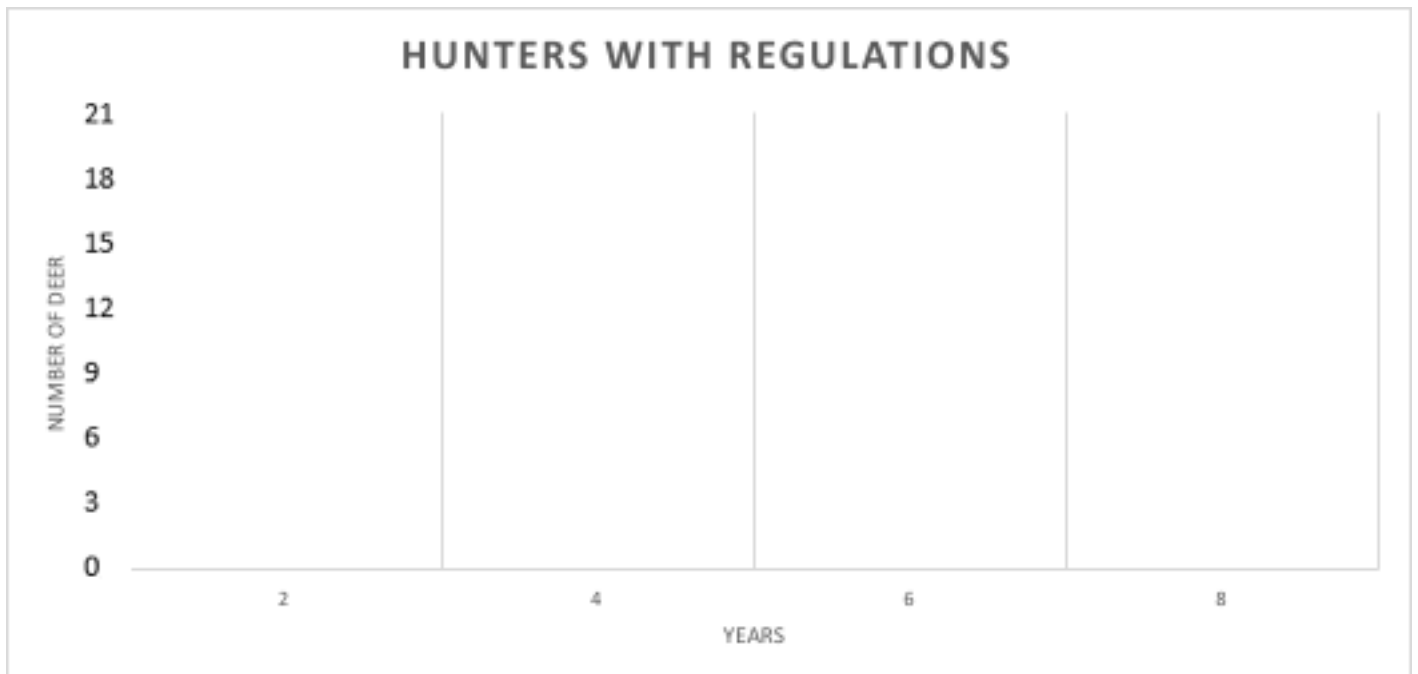
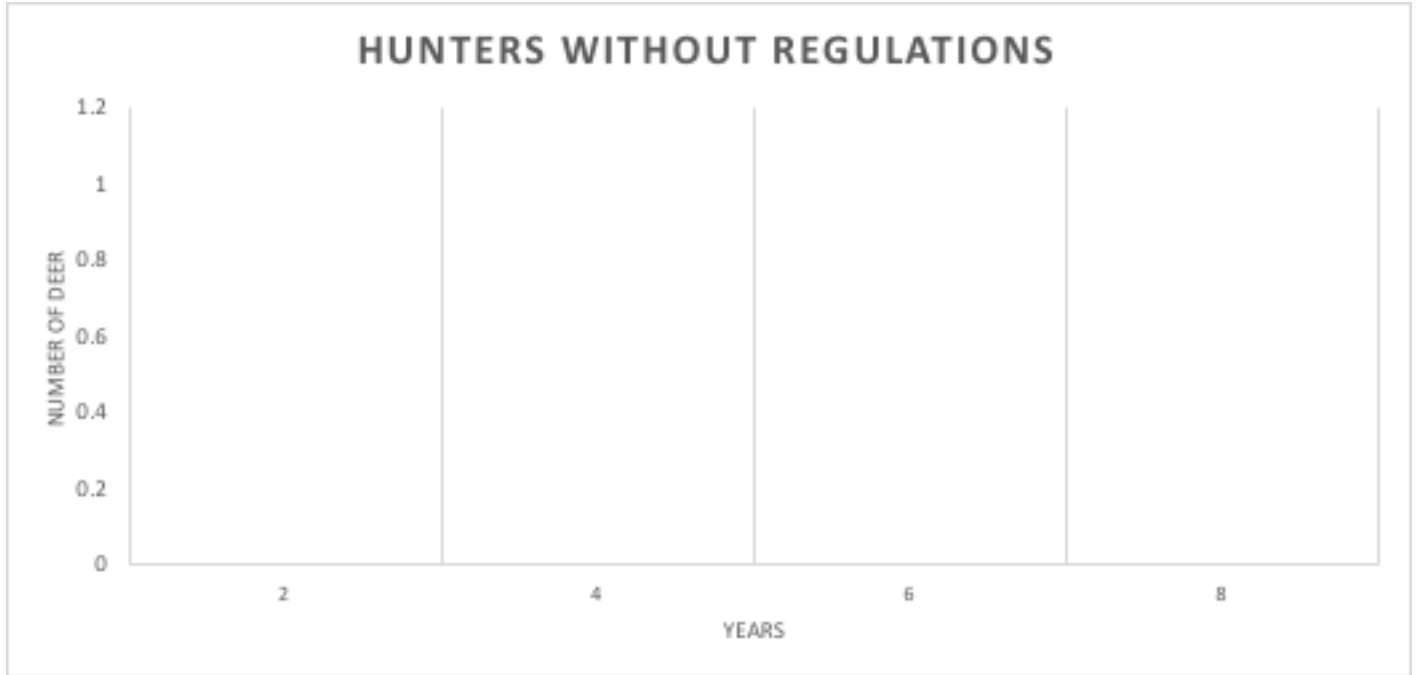
WRAP UP:

Fill out THE BOTTOM LINE worksheet after you have completed the activity.

NAME: _____ DATE: _____

HUNTING WITH HANK HANDOUT

*"Oh, Deer!" Activity Extension





NAME: _____ DATE: _____

THE BOTTOM LINE

Answer the following questions after completing your “Oh, Deer!” Activity.

1. What observation can you make about the deer population before hunters were introduced into the activity?
2. What observations can you make about the deer population when the hunters were introduced to the activity without any laws (regulations)?
3. What observations can you make about the deer population when the hunters were introduced to the activity with laws (regulations)?
4. Do you think the government should pass laws (regulations) to protect wildlife? Explain.
5. What was your favorite part of the activity?