



# 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

\*reflecting updated 2020-21 TEKS





## 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 - 5): 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.



## 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:

5. Students participate in the “Oh, Deer!” activity from the Project WILD K-12 Curriculum and Activity Guide.
6. 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.
7. 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.
8. 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.



## Oh Deer

### “OH DEER” TEACHER INSTRUCTIONS ACTIVITY FROM PROJECT WILD

- Cut up strips of colored construction paper (blue, green, brown) so that each student will have one of each color.
- Copy the handout "Oh Deer" for a closure activity
- On the board, write: Blue: water    Green: food    Brown: shelter

Rounds	Starting # of Deer	Surviving # of Deer
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		

### CLASS PROCEDURE:

- Ask for a volunteer scorekeeper.
- Divide students into two slightly uneven groups.
- Spread desks/tables apart so that one group is on one side of the classroom and the other group is on the other side of the classroom.
- One group represents the deer and the other group represents the limiting factors (water, food, shelter). Ask the scorekeeper to record the starting number of deer for Round 1.
- Students should be reminded that there is no running and shoving or the game will end. At this point ask all students to hide their three colored sheets behind their back. Both groups should then be instructed to choose one of their colored strips without peeking. Students should hold their selected strip in front of them.
- At this point give instructions for the deer to move to the limiting factors. Both groups will have their one strip visible and the deer will go to the limiting factors and pair up with a student representing a limiting factor that matches the one the deer is holding. The deer then brings the "matching" student back with them. The deer that matches up with a limiting factor survives and now the student who was formerly a "limiting factor" becomes a deer as well. Any deer that did not match up with a limiting factor becomes a limiting factor. Any limiting factor that did not get matched up in Round 1 remains a limiting factor.
- Before starting the next round, count the number of surviving deer and have the scorekeeper record the number of surviving deer in round 1. This is also the starting number of deer for round 2.
- Keep repeating rounds as desired and watch the pattern that develops.



## POSSIBLE FOLLOW-UP IDEAS:

- Have students complete the "Oh Deer" handout by themselves in class, with a small group or on their own for homework.
- Discuss the importance of limiting factors on the deer population.
- Graph the data in the table to show the cyclic pattern.
- Discuss why the deer moved and not the limiting factors.
- Discuss the role of decomposers in an ecosystem (how did deer become limiting factors?).

# Hunting With Hank



NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

## DATA PLOTTING



