

# The Hunter

Study Units

[Wildlife Management](#); [People and Wildlife](#)

## Supplemental Information

Humans rely on animals in more ways than most people realize. Foods (meat, milk, eggs, cheese, and others) come from animals. Clothing and household products (fur, leather, down, silk) come from animals. Many medicines that save lives were developed through animal testing. Some come directly from animals.

Our actions impact wildlife daily, but most of us are unaware of the relationships between our actions and wildlife. Housing developments, roads, sports fields, agricultural fields, and other human-built environments remove or alter wildlife habitat. Lights on communications towers confuse migrating songbirds so they may fly toward them and collide with support wires. Snowmobiles and all-terrain vehicles can spook wildlife. Even hiking or biking near some birds when they are nesting can cause them to abandon their nests.

Hunting can be an emotional issue. Many organizations strongly support hunting while others are indifferent or even strongly opposed.

Refer to the information in [Wildlife Management](#) and the [Iowa Hunting, Trapping](#) (opens as PDF), and [Fishing Regulations](#) (opens as PDF) for more information about hunting and hunting regulations in Iowa. See [People and Wildlife](#) for information on impacts of hunting and fishing license and equipment purchases on funding for habitat conservation projects.

## Teaching Suggestions

For an interesting perspective on the issue of hunting, research historical figures and their attitudes toward hunting. Include information about the abundance of wildlife at the time the historical figure lived. Have students list some of their subject's achievements; many had significant impacts on natural resource conservation. Ideas for research subjects include: Theodore Roosevelt, Aldo Leopold, Chief Seattle, or John James Audubon.

Have students examine their daily activities for potential impacts on wildlife and other animals. For example: What did they have for lunch? How did they get to school? What did they wear? Where did they sleep? What did they do for entertainment or work? See the *Project WILD* activities 'What You Wear Is What They Were' and 'What Did Your Lunch Cost Wildlife?' Knowledge of impacts of other activities may help students look at hunting from a more objective perspective.

Use "[The Twins](#)" [Discussion Questions](#) to help students analyze the story. After students have discussed the story, have them research different organizations and these groups' views pertaining to hunting. Working in small groups, have them choose an organization listed in [People and Wildlife](#).



Students may send a letter or email requesting information about that organization and its position on hunting or they may find this information on the organization's web page. An organization's position on hunting may be related to its position on use of animals for food and their care on farms, animals as pets, or use of animals in medical research. This may cloud the issue for students, but they should try to incorporate this into the position statement. From their research, students should be able to write a position statement for that organization using the [\*Position Statement Sheet\*](#).

After groups have completed their sheets, allow each to present their organization's position statement. This should provide a springboard for a discussion of hunting issues. Many organizations have qualifiers; situations when they feel hunting should be allowed and situations when they feel it should not. For example, support for hunting for food is supported by many more groups and individuals that hunting for trophies. Students should begin to understand that there are many ways to view an issue and there is no one correct position or answer. They may wish to put qualifiers on their own opinions; situations where they would favor hunting and situations when they would rather it not be allowed.

This may lead to a discussion of ethics. Contact your [regional Iowa Department of Natural Resources \(DNR\) Recreation Safety Officer](#) (opens as PDF, look for "RSO" on the map) for educational resources dealing with hunting and hunting ethics.

Optional:

- 1) Have students discuss what might happen to the number of deer in Iowa if there were no hunting seasons for this animal. Supplemental information for the "Oh Deer!" activity includes Iowa data on deer populations over time under different hunting regimes.
- 2) Have students research impacts of disease, parasites, starvation, etc. on populations of deer (or other large mammals) when populations exceed carrying capacity for their habitat. This often occurs in urban areas where populations are not controlled by hunting or large predators.

## Evaluation

See the activity. Include the essay option of being for and against depending on the situation.

## Student Materials

- Position Statement Sheet
- "The Twins" Discussion Questions

## Teacher Aids

None

## Additional Materials

- [Iowa Hunting, Trapping, and Fishing Regulations](#)
- Posewitz, J. 1994. *Beyond Fair Chase: The Ethic and Tradition of Hunting*. Falcon Publishing, Incorporated.



## “The Twins” Discussion Questions

1. What were the effects of unregulated hunting before 1900 on Iowa’s deer population?
2. How did regulated hunting affect the population?
3. Did the hunter in the story develop an appreciation for the wild animals he was hunting?

Do you think hunters in general gain an appreciation for the wild animals they hunt as they spend time in their habitat observing their behaviors?

Can the same appreciation be gained from studying an animal in books, photos, video, or hiking quietly in the woods?

4. On average, in Iowa, deer hunters are successful only 50 percent of the time. Why do you think people continue to hunt when there is no guarantee of success?
5. Do you feel differently about someone hunting by sitting quietly in an overgrown orchard waiting for deer to appear than someone hunting illegally by chasing deer with a pickup truck?

Define ethics.



Position Statement Sheet

The Hunter

1. Name of Organization: \_\_\_\_\_

\_\_\_\_\_

2. Position (attitude) about hunting: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. Why does this organization take this position? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. Description of the organization (including goals/objectives): \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

5. How does this organization achieve these goals/objectives? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

