

# Reading the Wild: Analyzing Texts About Hunting and Conservation

## Materials Needed:

- Selection of 2-3 non-fiction articles or book excerpts about topics like hunting ethics, wildlife conservation efforts funded by hunters, specific animal biology relevant to hunting, or hunter safety regulations. (Ensure diverse perspectives if possible, e.g., an article from a state wildlife agency, a conservation group like Ducks Unlimited or NWF, and perhaps a more general nature writer).
- Notebook or paper
- Pen or pencil
- Highlighter (optional)
- Computer/tablet with internet access (optional, for accessing online articles or definitions)

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## Introduction (10 minutes)

Discuss with the student: What makes reading about hunting interesting? Beyond the story of a hunt, what else can we learn from articles or books on the topic? Today, we're going to dive into some texts related to hunting, but our main goal is to practice being expert readers – figuring out the main point, why the author wrote it, and the feeling or attitude behind the words.

## Activity 1: Reading for the Main Idea & Supporting Details (20 minutes)

### Instructions:

1. Choose one of the provided articles.
2. Read the article carefully. As you read, highlight or underline sentences that seem particularly important or state the main topic.
3. After reading, think: What is the single most important thing the author wants me to understand from this article? This is the main idea.
4. On your paper, create a simple graphic organizer: Draw a box in the center for the Main Idea. Draw several lines coming out from the box for Supporting Details.
5. Write the main idea in the center box.
6. Find 3-4 specific pieces of information, facts, or examples from the text that directly support or explain the main idea. Write these in the supporting detail spots.

## Activity 2: Uncovering Author's Purpose and Tone (15 minutes)

### Instructions:

1. Think about the article you just analyzed. Why do you think the author wrote it? Was their primary goal to:
  - **Inform:** Provide facts and information about a topic (e.g., explaining a hunting regulation, describing an animal's habitat)?
  - **Persuade:** Convince the reader to agree with a certain viewpoint or take a specific action (e.g., arguing for ethical hunting practices, encouraging support for a conservation project)?
  - **Entertain:** Tell a story or describe something in an engaging way, primarily for enjoyment (less common in purely informational texts, but might be part of a longer narrative)?

2. Write down what you believe the author's primary purpose was and briefly explain why, using evidence from the text.
3. Now, consider the author's **tone**. Tone is the author's attitude toward the subject or audience. Is the tone objective, passionate, critical, admiring, concerned, formal, informal, etc.? Look closely at word choice. Are the words neutral, or do they carry strong positive or negative feelings?
4. Write down the tone you identified and list a few words or phrases from the article that helped you figure it out.

### **Activity 3: Synthesis and Discussion (10 minutes)**

#### **Instructions:**

1. Briefly summarize the article in 3-4 sentences. Make sure to include the main idea you identified.
2. Discuss your findings: What was the main idea? What details supported it? What was the author's purpose and tone? Did identifying the purpose and tone change how you understood the article?
3. If time permits and you have a second article, repeat Activities 1 and 2. Compare the main ideas, purposes, and tones of the different articles. How are they similar or different, even if they discuss related topics?

### **Assessment Wrap-up (5 minutes)**

Review the graphic organizer and the notes on author's purpose and tone. Check for understanding of the key concepts (main idea, supporting details, purpose, tone) and the ability to identify them within the context of the hunting-related texts. The written summary serves as a final check on comprehension and synthesis skills.