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| **CTE Lesson Plan** |
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| Pathway: Engineering, Science and Technology. | Cluster:Agricultural Science | Course: Wildlife Fisheries and Ecology | Grade Level: *(check all that apply)*[ ]  6 [ ]  7 [ ]  8[x]  9 [x]  10 [x]  11 [x]  12 |
| Project Name: Firearm Safety |
| Objective(s): TEKS 130.15(c)4K * Identify six types of firearm actions.
* Identify location(s) of safeties on firearms and explain how they are used.
* Name five types of sights found on firearms.
* Describe how a rifle is different from other firearms.
* Identify and explain a rifle’s caliber and a shotgun’s gauge.
* Name the four common shotgun chokes, and explain how they differ
* Explain the difference between lead and steel shot
* Correctly match ammunition with firearms
* Explain the danger of mixing different gauges of shot shells.
* Explain why it is important to know your firearm’s range.
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| Primary Unit of Study (from Scope & Sequence): Policies, laws, and the administration of wildlife and fisheries management |
| College & Career Readiness Standards:  |
| Software: “Today’s Hunter” PowerPoint CD; Texas Parks and Wildlife, “Tragedy at Wright’s Creek; Texas Parks and Wildlife |
| Materials Required: Computer, projector, “Today’s Hunter” Student Guide, different types of candy including: Skittles, Nerds, Fruit Rollups, marshmallows, jawbreakers, Neccos, FunDip (Candy resembling bullet/shot parts), toothpicks, plates.  |
| Prerequisite Skills: None |
| Time Required: 2 class periods, around 100 min. (50 minutes each, stop at appropriate place)  |
| Essential Questions: * What is a Firearm?
* What is Ammunition?
* How do Firearms Work?
* What are some Common Features of Firearms?
* What are the Differences between Rifles, Shotguns, and Handguns?
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| Key Vocabulary: Firearm, stock, barrel, action, cartridge, shot shell, case, primer, gunpowder, wad, projectile, centerfire, rimfire, ammunition, safety, magazine, sight |
| Procedure/Instruction: **Introduction:** Show the video “Tragedy at Wrights Creek”, ask students what went wrong with the scenario. Give think time, continue discussion. Lead into lesson by explaining that the most important step toward firearm/hunter safety is, knowing exactly how the firearm works, and how to care for it before and after use. (10 minutes)**Lesson:** * Break students into three different groups. Assign the subjects: Rifle, Shotgun, or Handgun to each group. Have the students in each group read through the assigned section in the “Today’s Hunter” Student Guide. After 10 minutes, pull up the designated slides on the “Today’s Hunter” PowerPoint and allow the groups to explain the parts of their firearm. (20 minutes)
* Go through slides 30-40 and explain the parts of the types of ammunition. Ask students to draw the parts out on their own paper. (15 minutes)
* ACTIVITY: Put the students into partners and give each partner pair a plate. Have them use the candies that are set out to make models of ammunition. They must make one bullet and one full shot shell. Have them explain their models to the class. (30 minutes)
* Go through slides 44-61, with the students following along in their guides, and explain the different types of actions. Explain the differences between each type of action. Put each student back with their “Candy Ammunition” partner and have them come up with a hand gesture or a signal for each type of action to review.
* Sights, barrels, and safeties: Students will get into their clusters and read this section from their guides using the “Circle the Sage” technique. Each student is responsible for a part of the reading and then explaining it to their group. (10 minutes) (*Circle the Sage directions: Number off your students into four separate groups, giving each group a subtopic. The students within that subtopic will read and discuss the material. When you give the signal word, they will move into a secondary group making sure that there is one student from each subtopic in each secondary group. Within the secondary groups, specialists in each subtopic will teach their group the material*.)
* Think-Pair-Share : Optional Discussion Quiz Grade (Checking for Understanding, 20 minutes)
* (*Think-Pair-Share is a cooperative learning technique in which the students will be partnered off, think about questions and discuss the answer with a partner. At anytime, you can ask the students to switch partners for a different point of view. If that is your plan, it is best to set them up in an inner/outer circle formation to rotate*.)
* **Name the three basic parts of a modern firearm.**
* **Name four parts of a bolt-action rifle.**
* **What is the component in ammunition that ignites the gunpowder when struck by the firing pin?**
* **The action of a firearm is made up of parts that do what?**
* **You should use only ammunition that exactly matches the caliber or gauge specifications marked on what part of your firearm?**
* **Name four parts of rifle and shotgun ammunition.**
* **Name six types of firearm actions.**
* **Where is a safety located, and what is its purpose?**
* **What type of sight is the most accurate?**
* **Name the design feature that causes a bullet to spiral, increasing accuracy and distance.**
* **Explain what the term “gauge” means.**
* **What is “caliber” used to describe when referring to firearms?**
* **List the most common shotgun chokes.**
* **Name three facts about steel shot.**
* **What does knowing your firearm’s range allow you to do?**
* **Why is it important to keep shot shells separated by size?**
* **How and where should firearms be stored?**
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| Closure: Play “Gorilla, Man, Gun” (like paper, rock, scissors) where Gorilla beats Man, Man beats Gun, Gun beats Gorilla and if you tie, you are out. Have the students as they lose have to give one fact about firearm safety before they sit down. Give global contextual setting for next lesson: bow hunter safety. |
| Evaluation/Assessment: Students will review Firearms/Ammunition and take the quizzes and print them out for a Test Grade. <http://www.tpwd.state.tx.us/learning/hunter_education/homestudy/firearms/index.phtml><http://www.tpwd.state.tx.us/learning/hunter_education/homestudy/ammunition/index.phtml> |
| Differentiation Strategies: Almost all work is done in groups, and the course can be for students 9 years old and up, so every student should be able to keep up, through think-pair-share/group work methods.  |
| Additional Resources: “Today’s Hunter” CD and Student Guide“Tragedy at Wright’s Creek” DVDToday’s Hunter PPTAll sources can be requested for free through the Texas Parks and Wildlife Hunter Education Department. You must be Hunter Educator certified to request.   |
| Additional Files:  |