**Title: WOLF IT DOW**N!

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**Lesson Plan Outline:**

1. Lesson Description/Introduction: We will have a series of lessons that will begin with introducing the students to Yellowstone through showing them power points with pictures of the Yellowstone Park and animals that live there. The students will then research wolves, finding information on how wolves interact with their surroundings, how they run their packs, how they mark their territories, their predators and prey. Next, the students will be given a history of the wolves in Yellowstone and the controversies between ranchers, environmental agencies, and Yellowstone Park. The students will read different genres of literature about wolves. They will discuss the fact that in fiction stories, wolves are often given a bad rap and how literature has affected the public’s view on wolves. The students will be introduced to DeBono’s Six Thinking Hats and will viewing the Yellowstone wolf controversies through the perspective of each of the different hats. They will be divided into groups to work through the different perspectives and write a persuasive/opinion/argument paper on whether or not wolves should be allowed to stay in Yellowstone.
2. Concepts:

 History

Economic

Geography

Technology

Science

DeBono strategies to use different perspectives to solve problems

1. Content Standards:

Science

**12** Classify organisms to simplify the study of living things

**12b** Compare similarities and differences in animals

**S5CS8**. Students will understand important features of the process of scientific inquiry.

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| **ELACC5RL3:** Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).  |

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| **ELACC5RI7:** Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.  |

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| **ELACC5RL6:** Describe how a narrator’s or speaker’s point of view influences how events are described.  |  |

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| **ELACC5RI9:** Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably  |

**ELACC5W1:** Write opinion pieces on topics or texts, supporting a point of view with reasons.

a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose.

b. Provide logically ordered reasons that are supported by facts and details.

c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).

d. Provide a concluding statement or section related to the opinion presented.

1. Objectives:

Students will learn about Yellowstone National Park and its wildlife, focusing primarily on wolves.

Students will learn about complex issues involving the reintroduction and management of the wolves in Yellowstone National Park.

Students will compare and contrast different genres about wolves.

Students will view the Yellowstone wolf controversy through the perspectives of the DeBono Six Thinking Hats.

Students will write a persuasive/opinion/argument paper using facts from their research to support their opinion about whether or not wolves should be allowed to stay in Yellowstone.

1. Time Required: There will be 6 lessons, each lasting approximately 45 minutes. Some lessons will require 2 class meetings to complete.

Lesson 1 – Introduction using our power point from Yellowstone. We will discuss the different species of animals in the park.

Lesson 2 – Students will research the wolf. This activity will take place over 2 sessions. Students will use computers, books, and other reference materials.

Lesson 3 – The students will read different fiction stories and fairy tales about the wolf and compare them to actual facts from their research. This will lesson will be covered in one to two sessions.

Lesson 4 – The students will learn about the history of the wolf in Yellowstone National Park.

Lesson 5 – The students will use the DeBono Six Thinking Hats to guide them in their discussion of the pros and cons of wolf reintroduction in Yellowstone National Park.

Lesson 6 – The students will write a persuasive/opinion/argument paper defending their opinion on whether or not wolves should have been re-introduced into Yellowstone National Park.

**Lesson #1- Introduction to Yellowstone National Park**

**Objective:**

Students will gain a working knowledge of Yellowstone National Park, a brief history and a sampling of the diverse animals that live in the park.

**Materials:**

PowerPoint presentation

Chart Paper and Markers

Various books on the park

Fun Facts sheet

**Background Information:**

Yellowstone National Park was established in 1872 as America's first national park. Since then Yellowstone has become one the biggest vacation spots in the United States because of its endless beauty and wildlife. It is a great place to go on family vacations.

While in Yellowstone you will get to see many wild animals right from your car such as buffalo, moose, elk, wolves, and more. You can visit many wonder such as Old Faithful, the Grand Canyon of Yellowstone, Hayden Valley, and Mammoth Hot Springs.

**Procedure:**

* Begin lesson by activating prior knowledge. Put the class in groups of 4 or 5. Give each group a piece of chart paper with the title YELLOWSTONE WORD SPLASH written at the top. Tell the students that they will be learning about Yellowstone National Park and doing some activities about it for the next several weeks. Ask them to write down or draw pictures of as many things that come into their minds about the Park on their chart paper. Take a few minutes to share some of the students’ words. Keep the word splash charts up in the room and have students add to it as they learn about new things.
* Show my animoto video and share my story of the Yellowstone Institute Trip.
* Set out the various books on the National Park and different animals that live there and let students explore

**Extension Activity:**

Make ahead of time 3 chart papers with the 3 separate headings FACTS ABOUT ANIMALS, PARK STATISTICS, AND NATURAL WONDER. Pass out the fun fact sheet, students will get in groups and be assigned 5 or 6 facts to re-write on post-it notes. Then they will be asked to bring their notes up to the charts and places the fact under the appropriate category. Once done share the facts with the whole class and have a discussion about why they belong under that specific category.

**Other Resources:**

Yellowstone, Nature’s Continuing Story, published by KC Publications, P.O. Box 3615, Wickenburg, AZ 85358

Yellowstone, The Story Behind the Scenery, published by KC Publications, 3245 E. Patrick Ln., Suite A, Las Vegas, NV 89120

John Muir, The Yellowstone National Park, published be VISTABOOKS,LLC, 0637 Blue Ridge Rd., Silverthorne, CO 80498

**Fun Facts**

1. There are over 40 major waterfalls in Yellowstone
2. Yellowstone National Park was established on March 1, 1872, 20 years before Montana, Idaho and Wyoming were granted statehood
3. Yellowstone has about 300 active geysers and about 10,000 thermal features
4. Yellowstone produces 3.3 million acre-feet of water every year making it one of the riches sources for water in the western United States
5. Twelve major rivers originate in the Greater Yellowstone area
6. The Grand Canyon of the Yellowstone is 20 miles long, 1,500 to 4,000 feet wide and 1,500 feet deep
7. Grand Prismatic Spring pumps out over 4,000 gallons of boiling water every single minute, making it the largest hot springs in North America
8. The average life span for a lodge pole pine is about 200 years
9. A grizzly bear will eat about 35 pounds of food in a typical day
10. A moose can keep its head underwater for 3 minutes
11. Only 26% of the Park actually suffered canopy burn in the 1988 fires
12. The average year round temperature of Yellowstone is 35° Fahrenheit
13. Yellowstone National Park is 63 miles long and 54 miles wide
14. Yellowstone National Park is larger than Rhode Island and Delaware combined
15. 80% of Yellowstone National Park is forested and of that 80%, 80% of the trees are lodgepole pines.
16. Old Faithful erupts every 91 minutes
17. Yellowstone National Park has the largest concentration of free roaming wildlife in all of the lower 48 states
18. 96% of Yellowstone National Park is located in Wyoming, 3% is in Montana, and 1% is in Idaho
19. The lowest temperature ever recorded in Yellowstone Park was -66 degrees Fahrenheit at the west entrance in 1933
20. Yellowstone National Park has 50 mammal species, 311 bird species, 18 fish species, 6 reptile species, 4 amphibian species, and 5 endangered or threatened species.
21. Yellowstone National Park has approximately 2000 earthquakes yearly
22. Yellowstone National Park has more than 300 geysers
23. There are 290 waterfalls throughout Yellowstone Park that are more than 15 feet tall and flow year-round
24. Established in 1872, Yellowstone National Park is America's first national park. The park was dedicated by President U.S. Grant.
25. Approximately 5% of the park is covered by water; 15% is grassland, and 80% is forested
26. Yellowstone National Park has 5 park entrances, 466 miles of roads, 950 miles of backcountry trails, 97 trailheads, and 287 backcountry campsites
27. Yellowstone Park contains 1 jail.
28. There is 1 federal judge and 1 F.B.I. agent that work in Yellowstone Park.
29. Yellowstone National Park is an active super volcano.
30. There are only 30 active super volcanos in the world and Yellowstone Park is one of them and the only one to be located on land.
31. Yellowstone Park has one of the world's largest calderas, measuring 45 X 30 miles
32. In the year 1992, Yellowstone National Park hit a record high number of visitors - over 3 Million visitors in 1 year.

**Lesson #2- Wolf Research**

**Objective:**

Students will use various resources to research wolves. This activity will take place over 2 sessions.

**Materials:**

Computers, books and other reference materials

Paper and pencils

Graphic Organizer

**Background Information/Resources:**

<http://www.windowsintowonderland.org/wolves/index.html>

This is a National Park Service site that gives an overview of wolves. Use Part 1

<http://www.uptake.com/blog/family_vacations/ten-cool-things-for-kids-in-yellowstone-national-park_3773.html>

good list of 10 things not to miss in YNP

<http://travel.nationalgeographic.com/travel/national-parks/yellowstone-national-park/>

information

<http://www.yellowstonepark-trip.com/index.php>

\*\*kids can use this site to plan a vacation and get all kinds of facts

<http://family.go.com/travel/vacations/wyoming/yellowstone--park/best-yellowstone-vacation-fun-activities-kids-282104/>

great for activities and kids intro on wolves

**Procedure:**

* Begin by asking students to write down 2 facts that they know about wolves. Have students share some of their responses. Tell them they are going to spend the next 2 lessons researching the wolf.
* Pass out the graphic organizer, the gathering grid, which they will use to gather information. Explain the process. Students will come up with several questions that they want to find out about wolves and then be given the opportunity to research
* Using a computer lab, give students the web sites listed in resources and let them explore the sites to find answers to their questions
* Also give them time in the media center to research in books or encyclopedias
* When they complete their research and answer the question they generated they will share one or two facts with a partner
* Use their graphic organizer to assess their research

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| --- | --- |
| Gathering Grid | **ws_msLogoFinal2** |
| A gathering grid can help you organize information for a research report.* Write your questions in the left hand column
* Write the title of our sources at the top of each column
* Write answers you find and note where you found them
 |

|  |  |  |  |
| --- | --- | --- | --- |
| **Subject** | **Source 1** | **Source 2** | **Source 3** |
| **Question 1** |  |  |  |
| **Question 2** |  |  |  |
| **Question 3** |  |  |  |

# Example Gathering Grid

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| --- | --- | --- | --- |
| **Subject:** tornadoes | twister.com | NationalGeographic | Tornado! |
| How do they form? |  | A warm and a cold front clash and make a super cell. (p.120) |  |
| Where are they found? |  |  | Throughout the world, though mostly in Tornado Alley in U.S. (p. 13) |
| How do they cause damage? | Wind throws objects; hail smashes stuff. | Low pressure rips off roofs.(p. 122) |  |
| When do they form? | March through early July |  |  |

**Lesson #3- Who’s Afraid of the Big Bad Wolf?**

**Objective:**

Fact or Fiction: The students will read different fiction stories and fairy tales about the wolf and compare them to actual facts from their research. This lesson will be covered in one to two sessions as needed.

**Materials:**

Various fairy tales with wolves as the antagonist; The Three Little Pigs, Little Red Riding Hood, The Boy Who Cried Wolf from Aesop’s’ Fables.

Students’ research from previous lesson

Chart Paper

Post-it notes

**Background Information/Resources:**

Young children first learn about wolves through the fairy tales that are read to them by parents and teachers. Most students know The Three Little Pigs and Little Red Riding Hood but these are not realistic representatives of wolves in real life. Red Riding Hood was originally told to make children wary of strangers, not wolves. Fairy tales and misunderstood mythologies have given wolves a bad rap that persists even today despite the scientific facts that contradict it.

**Procedure:**

* Begin by passing out a post-it note to each student. Write on the board the title “Are wolves Good or Bad?” and under it make 2 columns, one says YES the other NO. Ask students to place his/her post-it note under the yes or no depending on what they believe to be true.
* Read the story “The Boy Who Cried Wolf” from Aesop’s’ fables and discuss with students how the wolf was portrayed, is he good or bad. Talk about Point of View with them and how one person might see it differently than another based on what they know. Ask them if the wolf in the story is realistic?
* Have several copies of The Three Little Pigs and Little Red Riding Hood available and ask students choose and read one of the stories with a partner.
* When the pairs finish their story have them get together with another pair and the team of 4 will complete a Venn diagram comparing real wolves to wolves in fiction on chart paper. Students will use their notes on their research from the previous lesson.

**Extension:**

* Read the story “The True Story of the Three Little Pigs” which is written from the wolves’ point of view. Don’t give anything away but see if they can figure out which character wrote it.
* Discuss the point of view and ask how it is like the original story? How is it different?
* Does this version change the way you think about the wolf?

**Lesson #4- Wolves in Yellowstone**

**Objective:**

The students will learn about the history of the wolf in Yellowstone National Park.

**Materials:**

Computer Lab, website

web quest worksheet

**Background Information/Resources:**

In the 1800’s and 1900’s, settlers in western America viewed the wolf as a threat to their survival and as competition for food. People sought to eliminate them so they would feel safe and not have to protect themselves and their livestock from wolves. Wolves were almost eradicated from Yellowstone. In the mid 1900’s, people began to rethink the decision to rid themselves of all wolves and realized that wolves were needed to restore balance in the ecosystem. In 1995, Canadian wolves were brought to Yellowstone. There is still controversy today on how to handle the wolf populations in Yellowstone, but most people see them as an important and necessary part of keeping the Yellowstone ecosystem under control.

**Procedure:**

         Students will go to the computer lab and watch *Part 2 – The Wolves of Yellowstone: Reintroducing an Endangered Species* found on the website: [www.windowsintowonderland.org/wolves/index.html](http://www.windowsintowonderland.org/wolves/index.html).

         Students will work in pairs to answer questions on a web quest sheet that will help prepare them to write a persuasive writing on the importance of wolves in Yellowstone.

![C:\Documents and Settings\e199000139\Local Settings\Temporary Internet Files\Content.IE5\RT8CQSI1\MP900438769[1].jpg]()

**The Wolves of**

 **Yellowstone**

Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Web Quest**

Answer the following questions as you watch *The Wolves of Yellowstone: Reintroducing an Endangered Species* from the website: <http://www.windowsintowonderland.org/wolves/index.html>

1. Why did the early American settlers in the 1800’s and 1900’s want to eliminate the wolf? List at least 2 reasons.
2. In the mid 1900’s, why did Americans begin to reconsider and criticize predator control?
3. What would be some of the consequences of annihilating all of the wolves on the elk population in Yellowstone?
4. What did President Richard Nixon do that led to the restoration of the gray wolf to its natural habitat?
5. How did people’s attitudes in 1995 when the wolves were reintroduced to Yellowstone differ from those of the settlers in the 1800’s and early 1900’s?
6. Name at least four reasons the return of the wolf to Yellowstone has been beneficial to the wildlife in that area. (See page 21.)

**Lesson #5 - Think about it!**

**Objective:**

The students will use the DeBono Six Thinking Hats to guide them in their discussion of the pros and cons of wolf reintroduction in Yellowstone National Park. \*\*\*They now have background knowledge/facts based on their research from Lesson #2 and #4 to back up their opinions. \*\*\*This lesson will prepare the students for the upcoming persuasive /opinion/argument writing lesson. This lesson will require two 45 minute sessions.

**Materials:**

Small squares of white, black, yellow, red, green, and blue construction paper ; a display of the DeBono Six Thinking Hats for the students to refer to throughout the lesson

Background Information/Resources: Six Thinking Hats by Edward DeBono; publisher: Little and Company, 1985.

**What is the DeBono Six Thinking Hat Strategy?**

The Six Thinking Hats is a strategy devised by Edward de Bono which requires students (and teachers), to extend their way of thinking about a topic by wearing a range of different “thinking” hats:

**White** hat thinking focuses on the facts available and needed.

**Black** hat thinking examines the difficulties and problems associated with a topic so that they can be prevented.

**Yellow** hat thinking focuses on benefits, values and positive aspects of the situation.

**Red** hat thinking looks at a topic from the point of view of emotions, feelings and hunches.

**Green** hat thinking requires imaginative and creative thinking to come up with new ideas about a topic or how to solve a problem.

**Blue** hat thinking focuses on reflecting about the kind of thinking needed to solve a problem or complete an activity. Blue hat thinking helps to manage the thinking process.

The colors help students to visualize six separate ways of thinking and to learn how to use these different viewpoints in solving problems and coming up with innovative solutions.

**What is its purpose?**

Students learn to reflect on their thinking and to recognize that different thinking is required in different learning situations.

 **First Session Procedure:**

* Introduce the students to the DeBono Six Thinking Hats.
* Use the following “Little Red Riding Hood” lesson to give the students practice in using the six different ways of thinking.

**Little Red Riding Hood**

 **Debono’s Hats**

**White hats**… one must tell what happens in the story. Use your white hat to think about the facts of the story, characters and plot. List the facts below:

**Red hats**…use your red hat to think about how you feel about the action in the story. List your feelings below:

**Black hats**…use your black hat to talk about things in the story that did not seem right. List your findings below:

**Yellow hats**…use your yellow hats to discuss the positive actions in the story. List your findings below:

**Green hats**…use your green hats to think about ways that Little Red Riding Hood and Grandma could be safe in the woods. List your findings below:

**Blue hats**…use your blue hats to think about what ways of thinking that Little Red Riding Hood should use to solve her problems with the wolf.

* When the students have had time to come up with their ideas for their way of thinking, they can share their thoughts with their group.
* After the small group discussion, bring the whole group back together, and have the students share the ideas they came up with to view the story from their hat color perspective.

**Second Session Procedure:**

* Review the DeBono Six Thinking Hats.
* Ask students the question, “Should wolves have been allowed to be reintroduced into Yellowstone National Park?” Tell them they will be using the six thinking hats to help them in making their decision.
* Put students in groups of six. Give each student a small colored piece a construction paper to represent one of the six thinking hats. Each student in the group should have a different color and brainstorm in the mode of thinking that his/her hat represents.
* When each student has had time to write down their ideas for their hat, they can share their perspectives with the rest of their group.
* The group can then come up with a decision about whether or not wolves should have been allowed back into Yellowstone National Park.
* Bring the whole class back together. Tell the students they will be using ideas from their discussions to write a persuasive paragraph in another lesson.

 **Lesson #6 -Should They Stay or Should They Go?**

**Objective:**

The students will write a persuasive/opinion/argument paper defending their opinion on whether or not wolves should have been reintroduced to Yellowstone National Park.

**Materials:**

Persuasive /Opinion/Argument Writing Graphic Organizer, paper, pencils

**Background Information/Resources:**

Students will be using their research notes and knowledge from previous lessons.

<http://blog.wsd.net/ebonnemort/files/2012/04/Persuasive-Writing-Oreo-and-4square-.pdf>

This website has a great persuasive/opinion/argument writing graphic organizer and grading rubric that you can use.

**Procedure:**

* Introduce students to persuasive/opinion/argument writing. Give them an interesting issue and have them come with their opinion about that issue. Model the steps of persuasive writine: opinion (introduction), at least 3 reasons backed by facts, conclusion.
* Tell the students that they will now write a persuasive paper using all the knowledge they have gained from previous lessons. They are to express their opinion about whether or not wolves should have been reintroduced to Yellowstone National Park, give three reasons backed with facts to support their opinions, and restate their opinion in their conclusion.