Into the Outdoors

Educational Partner: *Great Lakes Indian Fish & Wildlife Commission*

TRUE HISTORY OF WOLVES IN WISCONSIN

8-12th Grade Discussion Guide

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SCIENCE CATEGORIES
Science Wildlife & Conservation, Environmental & Ecosystem Science

TIMEFRAME
3-5 lessons

MATERIALS
Electronic devices, articles (embedded within the lesson), paper for a graphic organizer

KEYWORDS
Endangered Species Act, Habitat, Pup, Bounty, Stereotypes, Harmonious, Livestock

LEARNING OBJECTIVES

- Explain the history of wolves in Wisconsin and how it has changed over time.

- Understand The Endangered Species Act and how it provides protections for wolves.

- Read informational text and engage in collaborative dialogue.

ACTIVITY SUMMARY

In this lesson students will consider the history of wolves. They will begin by thinking about their own beliefs and thoughts on wolves and what helped shape these beliefs. Using a word cloud, students will reflect around a set of discussion questions.

Next, in small groups, students will use a Box graphic organizer to consider what they know or want to know about wolves, then read an article on the history of wolves. After reading the article, they will fill in new learning. Finally, they will write a summary of their understanding.

Students will then individually read The Endangered Species Act and discuss their learning using the Save the Last Word for Me protocol. They will also consider how this Act provides protections for wolves. Finally, students will consider how their original perceptions of wolves may have shifted with their new learning.

BACKGROUND INFORMATION

This episode explores the true history of wolves. Prior to the settlement of Europeans in North America, the Native Americans had a harmonious relationship with the wolves. As colonial settlers pushed into the Midwest, they began to hunt much of the prey and change the habitat that the wolves had historically depended upon. Due to this changing environment the wolves began taking livestock as food which led to mass unregulated hunting.

Eventually wolves were Federally protected under the Endangered Species Act but these protections have fluctuated since the act's inception of 1966. Since the Endangered Species Act is federal it covers the entire range of the wolf population, protects habitat and incurs penalties on people who hunt wolves.

Wolves naturally regulate their population. One way they do this is by protecting their natural territories from other wolf packs and predators. They indicate their territory by leaving scent marking and vocally through wolf calls.

Wolf calls are one way that biologists can determine territory and population size. Since wolf pup's call is distinguishable from adults, it is also used to estimate wolf litter size and survival.

VOCABULARY

ENDANGERED SPECIES ACT: Provides a program for the conservation of threatened and endangered plants and animals and the habitats in which they are found.

BOUNTY: A sum paid for killing or capturing an animal.

PUP: Term used for newborn and young wolves.

STEREOTYPES: A widely held but fixed and oversimplified image or idea of a particular type of person or thing.

HARMONIOUS: People and things that get along well.

HABITAT: The natural home or environment of an animal, plant, or other organism.

LIVESTOCK: Farm animals regarded as an asset.

PACK: A group that operates together as hunters.

LEARNING PROCEDURE

Instructor says, "Today we will be exploring our perception of wolves and how our historic relationship with wolves impacted our current views on wolves."

Students will need to access the use of an electronic device. They could use laptops, or if allowed, their cellphones. Tell them to think about 1-5 single words that first come to mind when they think of wolves. The instructor should have set up a word cloud code. Free access to programs are easily found by searching "word cloud".

Instruct students to submit their 1-5 words to the word cloud individually and without discussion. As students are submitting their responses, project the word cloud on the front screen. Note that bigger words indicate multiple people have submitted the same word. Once all students have entered their words, engage in discussion.

Question Examples:

1. Note the word X (largest word) was submitted the most. Why do we think that is?

2. Think about the words you submitted; how did you arrive to feeling that way about wolves?

3. What about the words you are reading surprised you?

ACTIVITY 1:

Boxing: Instruct students to draw a box to create a fairly wide frame for the poster (on larger paper or poster board). Draw a smaller box inside the first. The boxes will create three spaces for representing learning. In the frame, have the group write their prior knowledge, or possibly what they want to learn about the topic.

Next, read the text, Wolf Wars: America's Campaign to Eradicate the Wolf and discuss how to build knowledge. Inside the second box, write about new learning.

Finally, in the middle, either write a summary of the learning or create a graphic illustration that synthesizes the group's understanding of the topic.

Assign a "Roving Reporter" role to one or more students, having them view and report on group ideas to the rest of the class.

ACTIVITY 2:

Instruct students to read The Endangered Species Act. As they read, they should find lines of text that they find interesting and think about what specifically they find interesting or curious about the text. After students have read the text, place them in groups of three or four to engage in the protocol, Save the Last Word for Me.

One student will start by reading a line of text that they had highlighted as interesting. They should only share the line of text, with no context or explanation of why they chose it.

The remaining three students will share their own thoughts and connections to the line of text. Once the other three students have spoken, the student who shared the text will provide an explanation of why they chose that line as well as connect to what their partners had said.

After students have had a chance to engage in the protocol, pose the question:

Discuss how The Endangered Species Act relates to the wolves in the United States.

CONCLUSION

The instructor should project the word cloud created in the introductory activity and pose the following question:

Share with your class one new thing you learned about wolves. How does that differ from what you previously knew?Host an archery event. Where would it be held? Who would be the audience? Would there be prizes or trophies? How would you promote the event?

EXTENDING THE LESSON

- Create a timeline with dates and brief descriptions of their importance in relation to the history of wolves.

- Research the recent history of wolves in Wisconsin.

- Hold a debate with one side of students arguing that wolves should continue to be protected under The Endangered Species Act and the other group arguing they should be removed. Remind students this activity isn't about their personal beliefs, but rather using text and facts to support their side.

- Research the current range of wolves in the United States (or Wisconsin) and create a map which includes facts about their population and historical range.

- Create a top 10 facts list on what has been learned about wolves.

  Debunk myths about wolves. Write a commonly held belief about wolves and provide facts that demonstrate the reality.

RELATED LINKS

GLIFWC: https://glifwc.org/

Informative, cultural information regarding ma'iingan and the Ojibwe. https://northernwilds.com/culture-prophecy-bind-ojibwe-people-wolves/#:~:text=Ojibwe%20language%20speakers%20know%20the,social%20groups%20and%20hunting%20afield

Importance of wolves in our ecosystem: https://www.livingwithwolves.org/about-wolves/why-wolves-matter/

Wolf & moose study on Isle Royale: https://isleroyalewolf.org/overview/overview/at_a_glance.html

How wolves change rivers: https://www.youtube.com/watch?v=ysa5OBhXz-Q

The following National Common Core Standards can be met teaching;

TRUE HISTORY OF WOLVES IN WISCONSIN

8TH GRADE

CCSS.ELA-LITERACY.RI.8.1
Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-LITERACY.RI.8.2
Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

CCSS.ELA-LITERACY.W.8.2
Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

CCSS.ELA-LITERACY.W.8.4
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-LITERACY.SL.8.1
Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

CCSS.ELA-LITERACY.SL.8.1.A
Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

CCSS.ELA-LITERACY.SL.8.1.B
Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

CCSS.ELA-LITERACY.SL.8.1.C
Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

CCSS.ELA-LITERACY.SL.8.1.D
Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

CCSS.ELA-LITERACY.SL.8.2
Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.1-3 above.)

CCSS.ELA-LITERACY.SL.5.1
Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

CCSS.ELA-LITERACY.SL.5.1
Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

CCSS.ELA-LITERACY.SL.5.4
Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

9TH-10th GRADE

CCSS.ELA-LITERACY.RI.9-10.1   Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-LITERACY.RI.9-10.2   Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

CCSS.ELA-LITERACY.W.9-10.2   Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

CCSS.ELA-LITERACY.W.9-10.4   Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-LITERACY.SL.9-10.1   Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CCSS.ELA-LITERACY.SL.9-10.1.A   Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

CCSS.ELA-LITERACY.SL.9-10.1.B   Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

CCSS.ELA-LITERACY.SL.9-10.1.C   Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

CCSS.ELA-LITERACY.SL.9-10.1.D   Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

CCSS.ELA-LITERACY.SL.9-10.2   Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

11-12 GRADE

CCSS.ELA-LITERACY.RI.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

CCSS.ELA-LITERACY.RI.11-12.2 Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

CCSS.ELA-LITERACY.W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

CCSS.ELA-LITERACY.W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-LITERACY.SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CCSS.ELA-LITERACY.SL.11-12.1.A Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

CCSS.ELA-LITERACY.SL.11-12.1.B Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

CCSS.ELA-LITERACY.SL.11-12.1.C Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

CCSS.ELA-LITERACY.SL.11-12.1.D Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

CCSS.ELA-LITERACY.SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

Science Standards

6-8 Grades (Middle School)

MS-ESS3-3 Earth and Human Activity

Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment.*

Performance Expectation

Grade: Middle School (6-8)

MS-ESS3-4 Earth and Human Activity

Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems.

Performance Expectation

Grade: Middle School (6-8)

9-12 Grades (High School)

HS-ESS3-3 Earth and Human Activity

Create a computational simulation to illustrate the relationships among management of natural resources, the sustainability of human populations, and biodiversity.

Performance Expectation

Grade: High School (9-12)

HS-ESS3-4 Earth and Human Activity

Evaluate or refine a technological solution that reduces impacts of human activities on natural systems.*

Performance Expectation

Grade: High School (9-12)