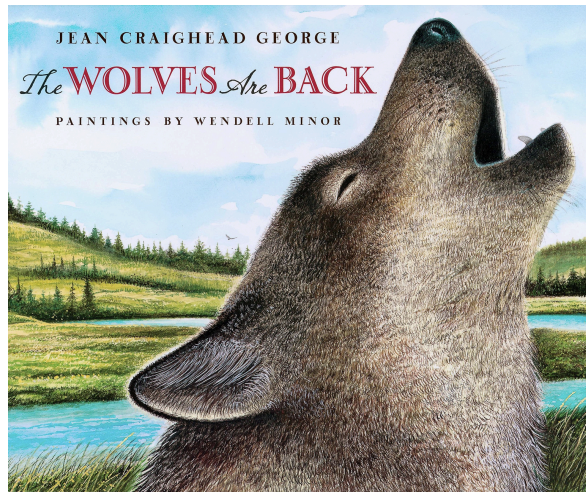


Student Workbook

Unit 1: Human-Nature Interaction

Cycle 1: Wolves



Name: _____

Date: _____

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Discussion Graphic Organizer

Should wolves be reintroduced to national parks?

DIRECTIONS: Use this Graphic Organizer to record notes from each text that responds to the question, or provide evidence for the question.

| "The Wolves are Back" book | "Wolves and Ranchers" video | "Wolf Spirit Returns to Idaho" text |
|----------------------------|-----------------------------|-------------------------------------|
| | | |

As you read, watch, and discuss texts in this cycle, track the different perspectives that people have about our question: *Should wolves be reintroduced to national parks?*

| | |
|---|---|
| What is the perspective of the people who visit the national parks? What are their reasons? | What is the perspective of the ranchers? What are their reasons? |
| | |
| What is the perspective of the Nez Perce? What are their reasons? | What was the perspective of the settlers? What are their reasons? |
| | |

What is your perspective?

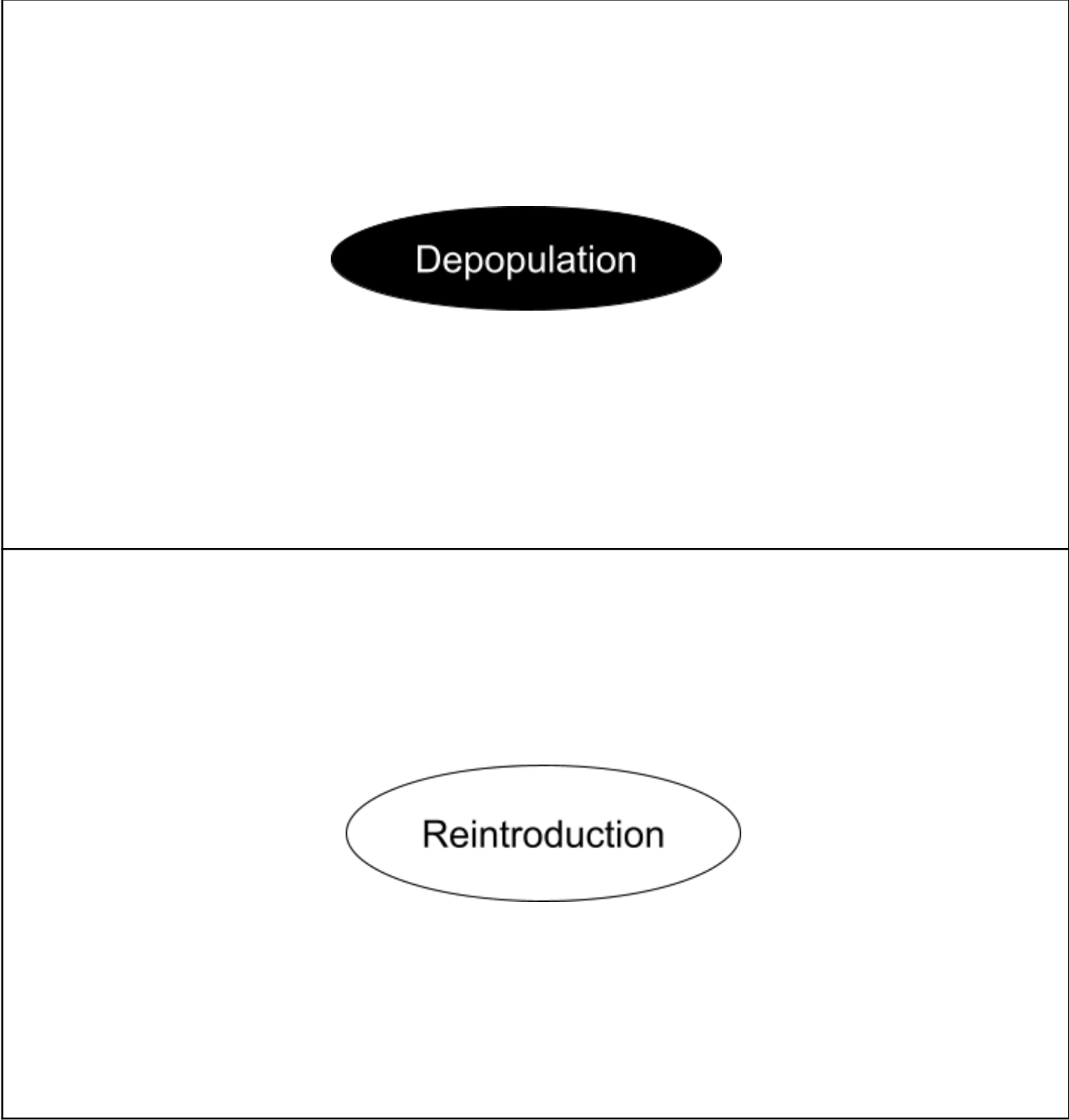
What are your reasons for why wolves should, or should *not* be reintroduced to national parks?

“Wolves and Ranchers” Video Transcript

70 years ago, aggressive hunting and trapping all but wiped out the wolves here until the federal government decided that, as predators, they were a key link in the park's food chain. Starting in 1995, they brought the wolves back to Yellowstone. They released 41 here in the park. They were housed in pens like this. They were hoping that they would have pups and eventually they'd end up with about a hundred. Now, a decade later, the pens are overgrown and there are more than 300 wolves in the Yellowstone area. 1300 in the three surrounding states.

Lesson 3:

Word Web



Depopulation

Reintroduction

Wolf Spirit Returns to Idaho (Adapted)

By Mark Cheater



Part 1

Levi Holt played a song into the wild. Some grey wolves heard his song and walked out from the woods. Holt said, “When the wolves were gone, it broke our spirit.”

Holt is a Native American person from a tribe called the Nez Perce. He runs a wolf education center where he works with a group of people to teach others about wolves. They also take care of wolves. Their goal is to help save the wolf population. Holt says that Native American people have always had a strong connection with nature and animals.

The Nez Perce lived near a river in Idaho for hundreds of years. In the early 1800s, they welcomed explorers and settlers. Everybody lived peacefully together for over 50 years. But in 1855, the settlers took away 95% of the Nez Perce’s land. This forced the Nez Perce to live on a small reservation land away from their home. It caused a war between the Nez Perce and the settlers. The Nez Perce fought to **reclaim** their stolen land. The Nez Perce were strong and brave, but there were too many settlers. The Nez Perce lost the war and had to give up their land.

The settlers also started a war with the gray wolves. They thought that the wolves were dangerous for people and farm animals. Within 35 years, the settlers killed more than 80,000 wolves. The White settlers caused gray wolves to **decline**. Gray wolves become an endangered species in the United States.

Part 2

In 1994, the US government decided to help the wolf population **revive**. They had plans to bring gray wolves from Canada to Yellowstone and Idaho. Once the wolves were freed into the wild, the state government promised to take care of the wolves. But they did not. It was because they did not want to upset the people who lived there. So the Nez Perce said they would take care of the wolves.

Jaime Pinkham, another leader of the Nez Perce, said that the wolf **reintroduction** program was “a beautiful combination of science and tradition.” He felt that his spirit was strongly connected to the wolves. He worked with scientists to follow the wolves movements through the forest. They

found a way to let farmers know when wolves are nearby. They could also know if the wolves were **reproducing** and count the wolf populations. In three years, the gray wolves had **recovered!**






The wolves do not often eat farm animals because they hunt elk that live in the area. But once in a while the wolves *did* eat farm animals. This is what made farmers worry about their animals and their own safety. One farmer said, "My granddad and his dad fought wolves hard all their lives. They won the battle. I think the wolf **reintroduction** was kind of a dumb idea. I don't know anybody who was happy about it."

By 2002, there were almost 300 gray wolves in the Yellowstone National Park area. The gray wolves were no longer on the endangered species list! Not everybody was happy about this success. But the Nez Perce celebrated! This was because they were the ones who made the **restoration** of wolves in Idaho possible. Holt explains, "In the time of the wolves' absence, the tribe suffered." With the return of wolves to Idaho, "the Nez Perce have been given some of their medicine back."

Lesson 5

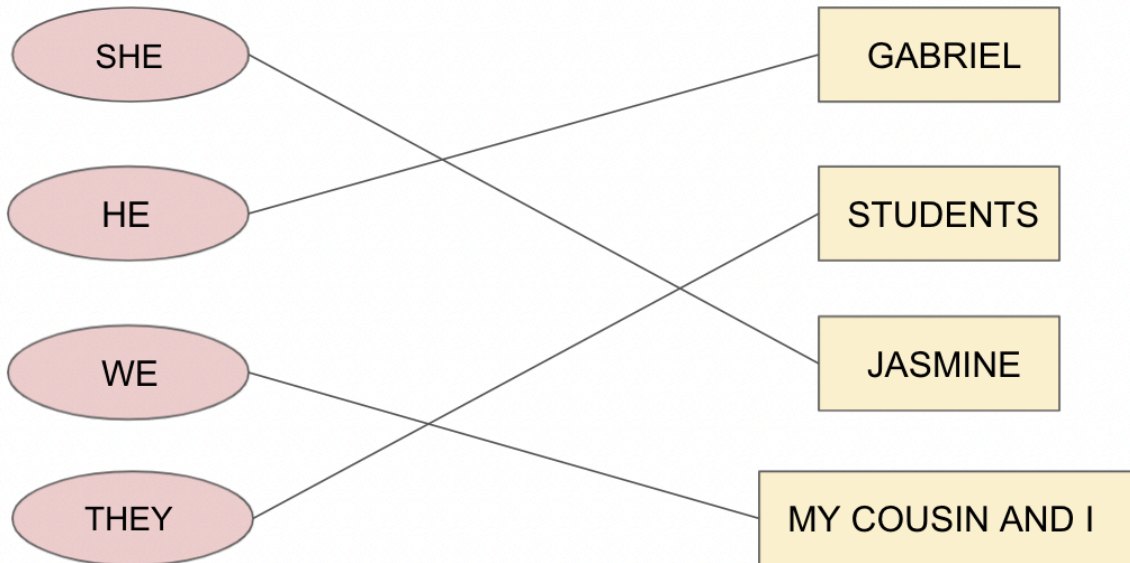
Pronoun Examples

| <u>Pronouns</u> | <u>Referent</u> |
|---|--|
| A pronoun (such as I, you, or they) serves as a substitute for the proper name of a person. | One that <u>refers</u> or is <u>referred</u> to. |

| Pronoun Examples | |
|--|---|
| <ul style="list-style-type: none"> Example 1: Jasmine went for a walk by the river. <u>She</u> loves nature. <p>Who is <u>she</u>? How do you know? “She” is a pronoun because it refers to Jasmine. (Draw a line from pronoun to referent.)</p> <p>She  Jasmine</p> |  |
| <ul style="list-style-type: none"> Example 2: Gabriel listened for wolves in the park. <u>He</u> heard two that were howling. <p>Who is <u>he</u>? How do you know? “He” is a pronoun because it refers to Gabriel. (Draw a line from pronoun to referent.)</p> <p>He Gabriel</p> |  |
| <ul style="list-style-type: none"> Example 3: The students helped restore the forest. <u>They</u> planted almost 100 trees. <p>Who are <u>they</u>? How do you know? “They” is a pronoun because it refers to the students. (Draw a line from pronoun to referent.)</p> <p>They Students</p> |  |
| <ul style="list-style-type: none"> Example 4: My cousin and I are going to visit the pond in our neighborhood. <u>We</u> love to fish. <p>Who is <u>we</u>? How do you know? “We” is a pronoun because it refers to “My cousins and I.” (Draw a line from pronoun to referent.)</p> <p>We My cousin and I</p> |  |

You have practiced identifying the pronoun and the referent. Below is an example that shows how they connect.

EXAMPLE :



Lesson 5

Subject Pronoun Scavenger Hunt

We will search for **pronouns** and **their referents** in this activity. Below is Part 1 of “*Wolf Spirit Returns to Idaho*”. Use this text to circle some of the subject pronouns that you see (I, you, he, she, it, we, they). Then draw an arrow back to the proper noun that is the pronoun’s referent.

Here’s an example:

a) A Nez Perce elder named Horace Axtell said, " I sang one of our religious songs to welcome [the wolves] back.

b) Then I looked into the cage and spoke to one of the wolves in Nez Perce. The wolf kind of tilted his head, like he was listening.

| Subject Pronouns |
|------------------|
| I |
| you |
| he |
| she |
| it |
| we |
| you |
| they |

NOW YOU TRY IT! Remember your subject pronouns!

A man named Levi Holt played a song into the wild. Some grey wolves heard his song and walked out from the woods. Holt said, “when the wolves were gone, it broke our spirit.”

Holt is a Native American person from a tribe called the Nez Perce. He is in charge of a wolf education center. There, he works with a group of people to teach others about wolves. The group also takes care of wolves. Their goal is to help save the wolf population. Holt says that Native American people have always had a strong connection with nature and animals.

The Nez Perce lived near a river in Idaho for hundreds of years. In the early 1800s, they welcomed explorers and settlers. Everybody lived peacefully together for over 50 years. But in 1855, the settlers began to take away 95% of the Nez Perce’s land. The Nez Perce were forced to live on a small reservation land away from their home. This caused a war between the Nez Perce and the settlers. The Nez Perce tried to fight to **reclaim** their stolen land. The Nez Perce were strong and brave, but there were too many settlers. The Nez Perce lost the war and had to give up their land.

At the same time, the settlers also started a war with the gray wolves. They thought that the wolves were dangerous for people and farm animals. From 1883 to 1918, the settlers killed more than 80,000 wolves. The White settlers caused gray wolves to **decline** and become an endangered species in the United States.

Lesson 6

Extension

Today, you will take this time to catch up on previous activities. Below are activities you can complete if you are done with all the previous activities.

1. Summarize the following people's perspectives:

- a. Visitors to national parks
- b. Ranchers
- c. Nez Perce
- d. Settlers

2. Talk with a partner about each group's position.
Practice out loud how you will write your sentences.

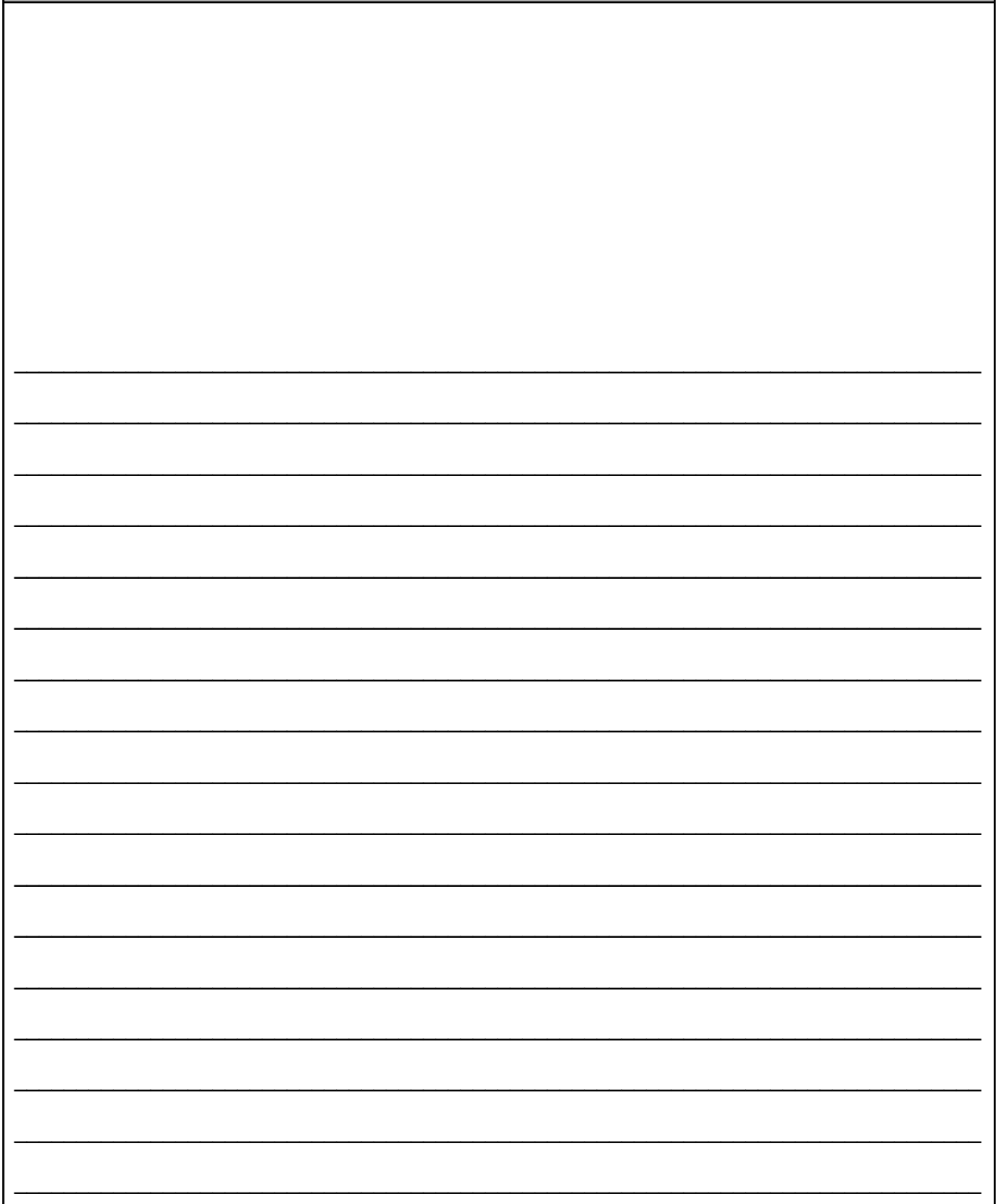


3. After talking, write a few sentences that describe the perspectives that the different groups have taken on wolf reintroduction. Then, add your own opinion. Use the next page to keep writing if you want!

The (visitors, ranchers, Nez Perce, settlers) think wolves (should/should not) be reintroduced into Yellowstone because _____

In my opinion, _____

Additional Drawings and Writing Space

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Glossary

| Target Word | Definition | Spanish Translations | Mandarin and Cantonese Translations |
|-------------|--|---|--|
| Exterminate | To destroy or kill a group of animals or humans completely | <i>Exterminar</i> | 消 灭 xiāo miè 消 滅 siu1 mit6 |
| Reintroduce | To bring back again. | <i>Reintroducir/ Reintroducción</i> | 重 新 引 入 chóng xīn yǐn rù 重 新 引 入 cung4 san1 jan5 jap6 |
| Depopulate | To greatly reduce or decrease the numbers of plants, animals, or humans in an area | <i>Despoblar</i> | 使 人 口 减 少 shǐ rén kǒu jiǎn shǎo 使 人 口 减 少 sai2 jan4 hau2 gaam2 siu2 |
| Restore | To bring back someone, something, or someplace to the way it was. | <i>Restaurar</i> | 恢 复 huī fù 恢 复 fui1 fuk6 |

Other new words:

| Language Targets | |
|---|--|
| Morphology | |
| <p>de: undo populate → depopulate</p> <p>Sentence: A deadly disease could depopulate whole regions of the affected country.</p> | <p>re: again introduce → reintroduce</p> <p>Sentence: Many fashion styles from the 1900s are being reintroduced.</p> |
| <p>Create your own sentence using the prefix de-:</p> <hr/> <hr/> <hr/> <hr/> | <p>Create your own sentence using the prefix re-:</p> <hr/> <hr/> <hr/> <hr/> |

| Syntax | | |
|--|----------|-------------------------|
| <i>Pronouns</i> | | <i>Subject Pronouns</i> |
| <p>Authors use pronouns instead of referring to the people or animals they are talking about.</p> <p>Subject pronoun represents the person, place, or the thing, that the sentence is talking about.</p> <p>a) A Nez Perce elder named <u>Horace Axtell</u> said, " <u>I</u> sang one of our religious songs to welcome [the wolves] back.</p> <p>b) Then I looked into the cage and spoke to one of the wolves in Nez Perce. The wolf kind of tilted his head, like <u>he</u> was listening.</p> | Singular | I |
| | | You |
| | | He/She/They |
| | Plural | We |
| | | You |
| | | They |