

Lesson Plan Template

	<p>You guys talked about animal interactions when you did your unit on animal behaviors, turn and talk with your neighbor and answer this question: What is one example of an animal interaction (either with plants, other animals, weather, or landscape).</p> <p>In Yellowstone, all of these interactions exist. Wolves prey on Elk for food while elk eat shrubs and grass for food.</p>
	<p>Explain: (concepts, procedures, vocabulary, etc.)</p> <p>PowerPoint</p> <p>Wolves are what we call keystone species in their ecosystems. They keep the balance in Yellowstone by keeping the elk populations in check. When wolves are not there to keep the elk populations in check, the elk eat all the trees and shrubs along the banks of the rivers and effect the flow of the river, which in turn effects the fish populations.</p> <p>Even though wolves do all these great things for the ecosystem in Yellowstone, the ranchers in the area didn't like the wolves because they were killing all their livestock. In the early 1900s, ranchers nearly killed off all the wolves in the whole Northwestern United states.</p> <p>So, there are two sides to this controversy, people who believed that we were better off without wolves because they killed our livestock, and people who believed that the original ecosystem in Yellowstone should be restored and protected.</p>
	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</p> <p>Opinion vs. information Example discussion—practice What other information do you want to have before you form your opinion Environmental, economical, and social</p> <p>Today you guys are going to take on the roles of people in the communities in the Yellowstone area and decide if wolves should be reintroduced after they were all killed off. If you pick out a red card you are going to have the point of view that wolves should not be reintroduced and if you pick out a green card your point of view is going to be that wolves should be reintroduced.</p> <p>Before we have our public forum to decide if wolves should or should not be reintroduced, you are going to learn a little more about the ecology of Yellowstone and how wolves and humans effect the ecosystem there. On canvas I have posted a video for you to watch on your own. As you do so you will be looking for evidence and writing it down to support your POV that you picked so that you can use it for the public forum.</p>
	<p>Review (wrap up and transition to next activity):</p> <p>“Public Forum”</p> <p>Now that you have found evidence supporting your point of view we are going to have a public forum to decide if we should reintroduce wolves in Yellowstone or not. We are going to discuss by doing a 4 corners debate.</p> <p>4 Corners activity</p> <ol style="list-style-type: none"> 1. Should wolves be reintroduced? Yes/No 2. If we do reintroduce wolves, how many? 20/40/60/80+ 3. Who should be responsible for livestock killings by wolves? Fish and Game/ the Ranchers/ Park Rangers/ Yellowstone Wolf Project

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4. If we don't reintroduce wolves, how are we going to control elk populations? Introduce more grizzly bears/ give rewards for hunting elk/ let the elk populations decrease naturally (starvation)/ other
5. How can we protect our livestock without killing wolves? Electric fences/ guards/ sheep and cattle dogs/ other.

Exit ticket:

What is your opinion and why? If you had to make a decision today, would you decide to reintroduce wolves or not? What other information would you like in order to make a better decision?

Formative Assessment: (linked to objectives)

Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc.

I will be observing the students as they annotate and discuss with their classmates in the 4 corners activity to make sure that they are on track and are using the evidence found in the video to back up their decision.

Consideration for Back-up Plan:

Summative Assessment (linked back to objectives)

End of lesson:

If applicable- overall unit, chapter, concept, etc.:

Reflection (What went well? What did the students learn? How do you know? What changes would you make?):

I had to change the plan up for the second half of the day because they didn't know me as well, so I tried a think, pair, share. I didn't like it as much, but I wasn't managing the classroom well enough to do 4 corners. In the future I could try:

Reading the article or watching the video as a class (many students didn't actually read and didn't write their 3 pieces of evidence.

Make sure to ask what questions students have before starting the four corners activity.