

CERCA SET **Endangered Animals**
English Language Arts

What role should people play in saving endangered animals?

LESSON TITLE **After Years of Conflict, a New Dynamic in Wolf Country**

CERCA QUESTION **Should ranchers be allowed to kill endangered wolves on their own property?**

RESOURCES

- **Build Background Knowledge**
<https://www.pinterest.com/thinkcerca/endangered-animals-cerca-set-board/>
- **CERCA Framework**
- **Vocabulary Routine**
- **Speaking and Listening Routines**

Whole group	Online
Small group	Offline
Individual activity	Activity time period
Speaking and listening activity	Audio
En Sp Available in English and Spanish	

Introduce the CERCA Question



To introduce students to the topic refer to the PBS news report on the Pinterest board (only watch through 6:14). Define ranchers for students and discuss challenges ranchers might have with wolves. Define endangered for students and discuss some reasons why gray wolves are endangered, such as over hunting, human encroachment or destruction of territory.

LEVEL 3-4 Expanding

▶ **ASK:** According to the video, what are the benefits of having the wolves in and around Yellowstone Park?

Support language acquisition with the following sentence frame:

One benefit of having gray wolves in Yellowstone Park is _____.

▶ **ASK:** According to the video, why do ranchers not want wolves in Yellowstone Park?

Support language acquisition with the following sentence frame:

Ranchers do not want gray wolves in Yellowstone Park because _____.

LEVEL 4-5 Bridging

Help students summarize the video. Then list the pros and cons of having wolves in and around Yellowstone into a T-chart. Based on what they know, do they think wolves are more harmful or helpful. Have students use evidence from the chart and video to explain their thinking.

INTRODUCE

1 Connect



Have students log in to ThinkCERCA and click into this lesson.

LEVEL 3-4 Expanding

Read the overview aloud and discuss vocabulary. Then read the writing prompt aloud for students before they answer.

Complete Step 1: Connect.

LEVEL 4-5 Bridging

Complete Step 1: Connect.

Introduce Vocabulary



Use the **Frayer Model** to Introduce Vocabulary

▶ **NOTE:** Some students will need support for additional words not listed on the student support page. Weave them into the instruction.

LEVEL 3-4 Expanding

Have students work in pairs to complete graphic organizer for the words. Instead of the box for 'characteristics' in the traditional Frayer model, replace with a box for 'drawing' and have students draw a picture that represents the word. Students should write definition in their own words with support from teacher as needed.

After the routine have students add the focus words to their word notebooks.

LEVEL 4-5 Bridging

Have students work in pairs to complete the graphic organizer for the words. Students should write definition in their own words with support from teacher as needed.

After the routine have students add the focus words to their word notebooks.

Introduce the Summary



Remind students that this is a summary for the passage they will read. Point out the Vocabulary as you read.

LEVEL 3-4 Expanding

Have students read the Spanish version on the student support page, if applicable, before you read the summary aloud and have students follow along.

LEVEL 4-5 Bridging

Ask a student to read aloud the summary in English to practice their fluency.

2 Read



Have students read the text, using Vocabulary from the student support page as appropriate.

LEVEL 3-4 Expanding

Read comprehension questions with students before they begin reading the passage.

Complete Step 2: Read.

Discuss comprehension questions. Point out key vocabulary words in the text, especially as they are relevant to finding answers.

LEVEL 4-5 Bridging

Complete Step 2: Read.

Discuss comprehension questions. Point out key vocabulary words in the text, especially as they are relevant to finding answers.

3 Engage with the Text



NOTE: If you have concerns that your students are struggling with comprehension, you may wish to work with them on Step 4: Summarize before Step 3: Engage with the Text.

LEVEL 3-4 Expanding

Model highlighting the text for students.

Complete Step 3: Engage with the Text.

Use the following sentence frames to discuss the highlights students made.

_____ **is one of the effects of a decreased wolf population on the ecosystem.**

_____ **is one effect of an increased wolf population.**

LEVEL 4-5 Bridging

Complete Step 3: Engage with the Text.

Discuss the highlighting students did. Ask students to share their highlights and notes, and use the following sentence stems to support student engagement in the conversation.

The ecosystem is impacted when wolves are killed because their absence means that _____.

When the wolf population goes unchecked it means that _____.

4 Summarize



Prepare students to write a CERCA by having them summarize the text.

LEVEL 3-4 Expanding

Complete a summary of the article together using either the suggested sentence frames below or the stems in the product. Encourage students to use Vocabulary from the lesson.

Use the following sentence frames to create a summary.

The challenges faced by _____ struggling with _____ are discussed in this article.
Dean P. Peterson, a fourth-generation rancher from Montana, explained that he was willing to _____ in order to _____.
Conservationists are hoping to _____.

Complete Step 4: Summarize.

LEVEL 4-5 Bridging

Complete Step 4: Summarize.

Review the summaries to ensure that all students understand the big ideas of the passage. Encourage students to use Vocabulary from the lesson.

5 Build Your Argument



Practice creating a CERCA together using the CERCA graphic organizer (online or offline) and the leveled frames below and on the student support pages. Remind students that some of their evidence can come from their highlighting work.

NOTE: You may wish to have students orally respond to the CERCA question using a Listening and Speaking Routine instead of writing a response.

LEVEL 3-4 Expanding

Use the following sentence frames to complete the CERCA graphic organizer.

Claim Ranchers [should/should not] be allowed to kill endangered wolves on their own property
Reason because _____.
Evidence Longtime Montana cattle rancher Dean P. Peterson notes that the wolves _____.
Reasoning This point demonstrates that some ranchers _____.
Counterargument While some argue that gray wolves _____, the ranchers and conservationists _____.

Complete Step 5: Build Your Argument.

LEVEL 4-5 Bridging

Have students share their thoughts with the group.

Use the following sentence frames to complete the CERCA graphic organizer.

Claim Ranchers [should/should not] be allowed to kill endangered wolves on their own property
Reason because _____.
Evidence Fourth generation Montana cattle rancher Dean P. Peterson contends that he doesn't _____ wolves but that he must be able to _____.
Reasoning This explains why some ranchers _____.
Counterargument While some argue that ranchers rights should be _____, the reality of the situation demands that _____.
Evidence Certain conservation groups, such as Keystone Conservation, have sought to promote _____ with ranchers to control wolf populations with non-lethal methods.
Reasoning These groups are trying to prove that _____.

Have students complete the graphic organizer with at least one more piece of evidence and associated reasoning. Assist as needed.

Complete Step 5: Build Your Argument.

6 Create Your CERCA



Have students write their CERCA in the lesson online so that you can provide feedback and monitor growth.

NOTE: Remind students that they can use the Copy all button to move their work into the text box.

LEVEL 3-4 Expanding

Use the responses students made in the graphic organizer to model writing in response to the CERCA question.

Have students reread their draft. Then have them submit to complete Step 6: Write Your CERCA.

LEVEL 4-5 Bridging

Have students write their CERCA. Provide support as necessary. Remind students that they can use vocabulary words as they write.

Use this sentence frame to help students conclude their CERCA:
When weighing all of the facts, it is clear that wolves in the Western United States [are/are not] a major threat to cattle ranches. Therefore, ranchers _____.

Have students add a conclusion and then reread their draft. Then have them submit to complete Step 6: Write Your CERCA.

Complete Speaking and Listening Activities



Complete a whole group speaking and listening activity with all students who completed the grade level lesson. Prompt students to use the vocabulary from the passage in the activity.

LEVEL 3-4 Expanding

Do the **Think-Pair-Share** activity with students

This protocol ensures that all participants simultaneously engage with a text or topic. It allows participants to recognize, (commit to paper), and speak their own ideas with a partner before considering the ideas of others in the classroom.

LEVEL 4-5 Bridging

Do the **Think-Pair-Share** activity with students

This protocol ensures that all participants simultaneously engage with a text or topic. It allows participants to recognize, (commit to paper), and speak their own ideas with a partner before considering the ideas of others in the classroom. You may wish to modify the protocol by not requiring them to write down ideas or beginning with simple partner talk and then small group discussion (4-6 students).

LESSON **After Years of Conflict, a New Dynamic in Wolf Country**

CERCA QUESTION Should ranchers be allowed to kill endangered wolves on their own property?

Vocabulary

aghast (adj.): horrified

aversions (noun): objects that cause great dislike

brokered (verb): organized

cede (verb): surrender

*conservationists (noun): people who fight for the protection of the natural world

cudgel (noun): a short, heavy stick

dispatched (verb): deal with quickly

dwindle (verb): decline in size slowly

ecosystem (noun): a biological community of interacting organisms and their physical environment

embrace (verb): accept

*endangered species list (noun): a list of animals at threat of extinction

forging (verb): create something strong

Vocabulary continued

grazing land (noun): the grasslands used by ranchers to let their cattle roam and feed

hampered (verb): preventing progress or movement

homesteaders (noun): pioneers

husbandry (noun): the science of breeding

*lobbied (verb): attempted to convince a person to support a cause

nostalgic (adj.): filled with bittersweet longing for the past

panacea (noun): a medicine that is said to cure any disease or ailment

*population control (noun): a program to control how a species expands

rebound (noun): bounce back

robust (adj.): large, sturdy, or healthy

tentative (adj.): not certain

wilderness (noun): an uncultivated and uninhabited area

LESSON **After Years of Conflict, a New Dynamic in Wolf Country**CERCA QUESTION Should ranchers be allowed to kill endangered wolves on their own property?

Summary

Cattle ranchers in the Western United States face numerous challenges, and since the mid-1990s one important challenge has been protecting their herds from the growing gray wolf population. The Interior Department reintroduced the endangered wolves to the region around Yellowstone National Park after a long absence caused by trapping, poisoning and over-hunting. What the government didn't anticipate was how fast the wolves would rebound, and so they didn't create an adequate plan to maintain reasonable population growth. Ranchers feel that they should be able to shoot wolves that enter their property and hunt their cattle. Conservationists have lobbied Congress to maintain the endangered species designation, which means that hunting wolves would be illegal even if they are on a rancher's property rather than staying in the wilderness. Although there is not one solution, ranchers and conservationists have been able to collaborate in certain situations to use non-lethal means of controlling the wolves.

After Years of Conflict, a New Dynamic in Wolf Country

Should ranchers be allowed to kill endangered wolves on their own property?

¿Se debería permitir a los ganaderos matar a los lobos en peligro de extinción en su propiedad?

Vocabulary

English

aghast

(adj.): horrified

aversions

(noun): objects that cause great dislike

brokered

(verb): organized

cede

(verb): surrender

*conservationists

(noun): people who fight for the protection of the natural world

cudgel

(noun): a short, heavy stick

dispatched

(verb): deal with quickly

dwindle

(verb): decline in size slowly

ecosystem

(noun): a biological community of interacting organisms and their physical environment

Español

espantado

(adjetivo): horrorizado

aversiones

(sustantivo): objetos que causan gran desagrado

negociar

(verbo): organizar

ceder

(verbo): entregar

*conservacionistas

(sustantivo): personas que luchan por la protección del mundo natural

porra

(sustantivo): un palo corto y pesado

despachar

(verbo): resolver con rapidez

disminuir

(verbo): disminuir en tamaño lentamente

ecosistema

(sustantivo): una comunidad biológica de organismos que interactúan y su entorno físico

Vocabulary continued

<p>embrace (verb): accept</p>	<p>adoptar (verbo): aceptar</p>
<p>*endangered species list (noun): a list of animals at threat of extinction</p>	<p>*lista de especies en peligro de extinción (sustantivo): una lista de animales en peligro de extinción</p>
<p>forging (verb): create something strong</p>	<p>forjar (verbo): crear algo fuerte</p>
<p>grazing land (noun): the grasslands used by ranchers to let their cattle roam and feed</p>	<p>tierras de pastoreo (sustantivo): los pastizales utilizados por los ganaderos para que su ganado camine y se alimente</p>
<p>hampered (verb): preventing progress or movement</p>	<p>obstaculizó (verbo): impidió el progreso o cambio</p>
<p>homesteaders (noun): pioneers</p>	<p>colonos (sustantivo): pioneros</p>
<p>husbandry (noun): the science of breeding</p>	<p>agricultura (sustantivo): la ciencia de la cría de animales</p>
<p>*lobbied (verb): attempted to convince a person to support a cause</p>	<p>*cabildear (verbo): tratar de convencer a una persona para apoyar una causa</p>
<p>nostalgic (adj.): filled with bittersweet longing for the past</p>	<p>nostálgico (adjetivo): lleno de anhelo agrisulce por el pasado</p>
<p>panacea (noun): a medicine that is said to cure any disease or ailment</p>	<p>panacea (sustantivo): un medicamento que se dice que cura cualquier enfermedad o dolencia</p>

Vocabulary continued

***population control**

(noun): a program to control how a species expands

***control de la población**

(sustantivo): un programa para controlar la manera en la se expande una especie

rebound

(noun): bounce back

recuperación

(sustantivo): repunte

robust

(adj.): large, sturdy or healthy

robusto

(adjetivo): grande, fuerte o saludable

tentative

(adj.): not certain

tentativo

(adjetivo): que no está determinado con certeza

wilderness

(noun): an uncultivated and uninhabited area

naturaleza

(sustantivo): un área no cultivada ni habitada

After Years of Conflict, a New Dynamic in Wolf Country

Should ranchers be allowed to kill endangered wolves on their own property?

¿Se debería permitir a los ganaderos matar a los lobos en peligro de extinción en su propiedad?

Summary

English Cattle ranchers in the Western United States face numerous challenges, and since the mid-1990s one important challenge has been protecting their herds from the growing gray wolf population. The **Interior Department** reintroduced the endangered wolves to the region around Yellowstone National Park after a long absence caused by trapping, poisoning and over-hunting. What the government didn't anticipate was how fast the wolves would **rebound**, and so they didn't create an adequate plan to maintain reasonable **population growth**. Ranchers feel that they should be able to shoot wolves that enter their property and hunt their cattle. **Conservationists** have **lobbied** Congress to maintain the **endangered species** designation, which means that hunting wolves would be illegal even if they are on a rancher's property rather than staying in the **wilderness**. Although there is not one solution, ranchers and conservationists have been able to collaborate in certain situations to use non-lethal means of controlling the wolves.

Español Los ganaderos en el Oeste de los Estados Unidos se enfrentan a numerosos desafíos, y desde mediados de 1990 un desafío importante ha sido proteger sus manadas de la creciente población de lobos grises. El **Departamento del interior** reintrodujo a los lobos en peligro de extinción a la región del Parque Nacional Yellowstone después de una larga ausencia ocasionada por la caza, el envenenamiento y la captura. Lo que el gobierno no anticipó fue lo rápido se **recuperarían** los lobos, por lo que no crearon un plan adecuado para mantener un **crecimiento de la población** razonable. Los ganaderos consideran que deberían poder dispararles a los lobos que entren a su propiedad para cazar ganado. **Los conservacionistas** han hecho **cabildeo** en el Congreso para mantener la designación de **especie en peligro de extinción**, lo que significa que la caza de lobos es ilegal incluso si están en la propiedad del ganadero y no permanecen en la **naturaleza**. Aunque no hay una solución, los ganaderos y los conservacionistas han podido colaborar en ciertas situaciones y usar medios no letales para controlar a los lobos.

LESSON **After Years of Conflict, a New Dynamic in Wolf Country**

CERCA QUESTION Should ranchers be allowed to kill endangered wolves on their own property?

4 Summarize

The challenges faced by _____

struggling with _____

are discussed in this article.

Dean P. Peterson, a fourth-generation rancher from Montana,

explained that he was willing to _____

in order to _____.

Conservationists are hoping to _____.

5 Build Your Argument

Claim *Ranchers [should/should not] be allowed to kill endangered wolves on their own property*

Reason *because _____.*

Evidence *Longtime Montana cattle rancher Dean P. Peterson notes that the wolves _____.*

Reasoning *This point demonstrates that some ranchers _____.*

Counterargument *While some argue that gray wolves _____, the ranchers and conservationists _____.*

5 Build Your Argument

Claim Ranchers [should/should not] be allowed to kill endangered wolves on their own property

Reason because _____.

Evidence Fourth generation Montana cattle rancher Dean P. Peterson contends that he doesn't _____ wolves but that he must be able to _____.

Reasoning This explains why some ranchers _____.

Counterargument While some argue that ranchers rights should be _____, the reality of the situation demands that _____.

Evidence Certain conservation groups, such as Keystone Conservation, have sought to promote _____ with ranchers to control wolf populations with non-lethal methods.

Reasoning These groups are trying to prove that _____.

6 Create Your CERCA

When weighing all of the facts, it is clear that wolves in the Western United States [are/are not] a major threat to cattle ranches. Therefore, ranchers _____.