

## Save the Wolves!



**Killing wolves will not improve caribou recovery.** Ostensibly to protect caribou, the BC government has been engaging in wolf sterilization experiments and wolf killing for more than a decade



**Thematic Unit  
Intermediate Level  
Instructor: Laura Brass**

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## Introduction

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Laura Brass

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I am currently teaching a group of ESL low to upper intermediate students. So, my intended audience is international adult students (17 to 25 years old). Most of them are in Canada temporarily, to study English, but also to enjoy their experience here. While some of them are here to have fun and improve their English skills, others want to sit for language proficiency exams such as TOEFL, IELTS and CAE. This is the type of students I have in mind when preparing this mini-unit. I need to take into account their various needs, interests and backgrounds, thus instruct and have fun with them at the same time. This is why I blend learning tasks with language games, teach language through content and provide as many real-life communication opportunities as possible. While designing my unit I try to follow the main principles of communicative language teaching, as summed up by Richards (2005):

- *make real communication the focus of language learning;*



- *provide opportunities for learners to experiment and try out what they know;*
- *be tolerant of learners' errors as they indicate that the learner is building up his or her communicative competence;*
- *provide opportunities for learners to develop both accuracy, and fluency;*
- *link the different skills such as speaking, reading and listening together, since they usually occur together in the real world;*
- *let students induce or discover grammar rules* ("Materials Development and Research- Making the Connection, 2005, page 9). As far as the textbooks are concerned, the ones we are using right now are a bit old

and outdated (i.e. *NorthStar*, second edition). The content is at times dull, which requires lots of additional handouts. Unlike textbooks, which have been designed "to cater to an international audience" (Gilmore, 2007), my own materials (designed around one main topic from the textbook) will better fit my students' needs and interests. The motivational "hook" is there, as well as the students' motivation that comes from knowing that they are working with authentic materials. One of my students, Daniel, always brings a newspaper to class, be it "Metro" or "24." Despite the fact that he struggles and gets frustrated when he tries to read an article, together we "translate" it into easier English so that he gets the gist. "Showing learners that they can cope with authentic material is intrinsically motivating" (Gilmore, 2007, page 107). Every two weeks we go on field trips, something that both my students and I enjoy. Having just read an article about Corky, the sea otter from the Vancouver Aquarium (who unfortunately died this summer while in surgery), I

## Introduction

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Laura Brass

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decided to take my students to the aquarium. Quiet in class students turned out to be chattier than usual, and the scavenger hunt they went on proved to be a blast. One of the things I learned from this field trip is that animals are a popular topic among ALL of my students. Having found that we have this in common, I decided to bring more animal-related materials to class and choose a similar topic for my project.

This was when another piece of the puzzle came into place. I knew that choosing a newspaper article for my project would be something I could actually use in class. I was still undecided about the topic, though. Then one day, while browsing the paper, I came across this headline- "Miley Cyrus joins B.C. pack against wolf cull." While I am not a big fan of the pop singer, the picture and article intrigued me, I wanted to know more. Besides, the young singer is a good way to introduce my students to Western pop culture, something that especially young learners are eager to learn about. (Music is another topic favoured by all of my

students, something I can use for a future thematic unit). One thing led to another, and I realized that this topic, while not easy-breezy, is what I want to learn and teach about. Apart from the cruelty and uselessness of killing one animal under the pretense of saving another, something else resonated in me. A couple of years ago, while in Toronto, my husband and I rescued a puppy from a reservation up North, who otherwise could or might have been killed. Beautiful and wild free spirits like my half husky half lab Max are put down simply because their numbers are too high, which is exactly what is happening to the wolves right now. Besides, talking about pets has been a popular get-to-know topic among my students; something I can use as a starting point.

What I hope to achieve through this thematic unit is to make my students aware of what is happening in our province and neighbour provinces. I want to encourage them to make informed decisions, and hopefully make an effort to save these beautiful creatures, sign the petition, write a letter to those

in charge, expressing their point of view on this issue. We may be small, but we matter, and we can bring change, help save the wolves.

I expect it to take us one week to go through all of the learning tasks I have designed. Time allowing, we can study other articles about the wolf cull elsewhere (such as Alberta, the US, France, Russia, etc). This will allow for spiralling and recycling of language, more in-depth learning tasks, creative projects and further writing practice. I am excited to see where it takes us.



Laura and Max



Max the dog

## Original Article #1

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[MARK HUME](#)

VANCOUVER — The Globe and Mail

Published Tuesday, May 19, 2015 5:39PM EDT

Last updated Wednesday, May 20, 2015 12:37AM EDT

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British Columbia's controversial wolf control program will have to go on for at least a decade, and other animals may also have to be killed if the province's endangered caribou herds are to be saved, government advisory documents say. The program, in which 84 wolves were shot from helicopters in its first phase this winter, had no time frame when it was announced last January, but was described as a "multiyear" project that was scientifically based. However, Ministry of Environment documents describe the wolf kill program as an "experimental" effort that might not work because resource development has affected caribou habitat so severely. "The effectiveness of wolf control to improve caribou population growth has not been demonstrated in these herds, so there is some chance that the programs will not be effective," says a document released on the government's open-information website in response to a Freedom of Information request.

"To maximize the probability of success, the wolf reduction should be very intensive over the entire area and there must be a financial commitment to keep the program going for at least a decade," it says. "Ultimately, as long as the habitat conditions on and adjacent to caribou ranges remain heavily modified by industrial activities, it is unlikely that any self-sustaining caribou populations will be able to exist in the South Peace [region]." The document cautions that killing wolves could lead to increased numbers of moose and other game animals, which could attract more wolf packs to the region. "Therefore, liberalized hunting for moose, elk and deer should be instituted within the treatment area," states the document, which calls for the shooting of 100 to 166 wolves each year. Included in the information release was a review of the program provided to B.C. by Dave Hervieux, the provincial caribou management coordinator for the Alberta government.

Mr. Hervieux advises the B.C. government to attract wolves into open areas by shooting moose or elk from aircraft, rather than setting out road-kill carcasses, as the B.C. program proposed. And he suggested putting radio collars on some wolves to track the movement of packs. The B.C. government had been doing this. "Collaring of wolves may also allow management activities to occur in association with wolf den sites," Mr. Hervieux wrote, suggesting wolves could be near dens, where they go to birth pups. He also recommended shooting cougars. B.C. government officials said in an e-mail Mr. Hervieux's advice had not been followed.



## Original Article #1

[MARK HUME](#)

VANCOUVER — The Globe and Mail

Published Tuesday, May 19, 2015 5:39PM EDT

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“No management activities are occurring at wolf den sites, and no wolf pups have been killed under the management program,” a statement from the Ministry of Forests, Lands and Natural Resources said. “The wolf removal was conducted during winter months so that the wolves are easier to track in the snow. Denning season does not begin until the spring.” The statement also said only road-kill carcasses were used to bait wolves, and “cougar predation is being managed through liberal hunting seasons within caribou recovery areas.”

Stan Boutin of the University of Alberta reviewed the wolf plan for the B.C. government and reported he “found no issues” with the overall strategy.

“It is clear that unless there is an immediate reduction in the loss of caribou to predation, recovery is not likely,” he wrote in a report to the province. “There are only two possible ways to achieve this; removal of predators or protection of caribou from predators by use of maternity pens or large scale fences.”

The government tried a maternity penning program for caribou last year with mixed results. Although nine calves were reared and released, three of the calves and one of the adult females were killed soon after by wolves.

Sadie Parr, director of Wolf Awareness Inc., said the B.C. wolf kill is misguided and a better way to help caribou recover is by protecting and restoring caribou habitat. “It’s horrific,” she said of the wolf kill.

### Readability Statistics

Counts	
Words	656
Characters	3398
Paragraphs	21
Sentences	26
Averages	
Sentences per Paragraph	1.3
Words per Sentence	24.8
Characters per Word	5.0
Readability	
Passive Sentences	23%
Flesch Reading Ease	41.1
Flesch-Kincaid Grade Level	13.4

OK

	Families	Types	Tokens	Percent
<b>K1 Words (1-1000):</b>	152	183	435	67.44%
Function:	...	...	(279)	(43.26%)
Content:	...	...	(156)	(24.19%)
> Anglo-Sax	...	...	(82)	(12.71%)
=Not Greco-Lat/Fr Cog:				
<b>K2 Words (1001-2000):</b>	32	37	60	9.30%
> Anglo-Sax:	...	...	(16)	(2.48%)
1k+2k	...	...	...	(76.74%)
<b>AWL Words (academic):</b>	37	44	56	8.68%
> Anglo-Sax:	...	...	(5)	(0.78%)
<b>Off-List Words:</b>	?	44	94	14.57%
	221+?	308	645	100%

Current profile	
%	Cumul.
67.44	67.44
9.30	76.74
8.68	85.42
14.57	100.00

## Original Article #1

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[MARK HUME](#)

VANCOUVER — The Globe and Mail

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[32:37:60] advice advises advisory attract attract birth cautions collars deer during entire females fences frame government government government government government government government hunting hunting immediate improve information information information mail managed management management management management mixed packs packs pens probability program program program program program program programs radio recommended request review reviewed scale self severely track track treatment

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AWL [37:44:56] achieve adjacent adult affected area area areas areas awareness commitment conducted controversial decade decade demonstrated document document document documents documents environment financial instituted intensive issues liberal liberalized maximize ministry ministry modified occur occurring overall phase project ranges recover recovery recovery region region release released released removal removal resource resources response restoring sites sites strategy sustaining ultimately

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OFF LIST [?:44:94] aircraft alberta alberta announced bait boutin british calves calves carcasses carcasses caribou co collaring columbia cougar cougars dave den den denning dens elk elk endangered habitat habitat habitat helicopters herds herds hervieux hervieux hervieux hervieux horrific inc maternity maternity misguided moose moose moose multiyear ordinator parr penning predation predation predators predators province province provincial pups pups reared sadie stan website wolf wolves wolves wolves wolves wolves wolves wolves wolves wolves

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## Article Rewrite #1

[ADAPTED FROM - MARK HUME](#)

VANCOUVER — The Globe and Mail

Published Tuesday, May 19, 2015 5:39PM EDT

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The government of British Columbia says that killing wolves to save caribous will continue for at least ten years. Some people agree with this plan, others think that the wolf cull is wrong.

84 wolves were already killed this winter as part of a scientific “experiment.”

However, there is no certainty that this will work, since the numbers of caribous are getting smaller not only because of the wolves, but also because of humans.

Cutting down trees to make room for building roads and houses has led to dying caribous in B.C. What’s more, the government admits that this program has not had any results and may not be successful in preventing caribous from disappearing in the future. According to the government, a large number of wolves need to be killed and a lot of money needs to be spent to keep the experiment going.

Between 100 and 166 wolves will be shot each year. The cull will take place only in the winter because it is easier to see them in the snow.

Puppies, however, will be allowed to live. Some wolves will have radio collars put around their neck, which will show researchers their movements.

There are people who recommend killing wolves as a way of saving the caribous. Dave Hervieux, a representative of the Alberta government, even suggested shooting wolf puppies.

Fortunately, B.C. officials have not followed his advice.

Stan Boutin of the University of Alberta also agrees with this program. “It is clear that unless there is an immediate reduction in the loss of caribou, recovery is not likely,” he wrote in a report. On the other hand, animal rights supporters feel strongly against this plan. Sadie Parr is one of them; she believes that caribous can be helped by protecting their home, not by killing the wolves. “It’s horrific,” she said.

Miley Cyrus and Pamela Anderson are among the latest group to support the campaign against killing wolves. “I am here [because] I want to see the wolf cull ended,” the singer said in early September when she visited B.C.

Readability Statistics	
<b>Counts</b>	
Words	345
Characters	1650
Paragraphs	7
Sentences	21
<b>Averages</b>	
Sentences per Paragraph	3.0
Words per Sentence	16.4
Characters per Word	4.6
<b>Readability</b>	
Passive Sentences	23%
Flesch Reading Ease	62.4
Flesch-Kincaid Grade Level	8.4
OK	

## Article Rewrite #1

[ADAPTED FROM - MARK HUME](#)

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According to the Flesch-Kincaid Grade Level, the rewritten text is still above the intermediate level, which is the level I intend to work with. "Materials [...] cannot be too far ahead of my students, or they will be overwhelmed" (Krashen, 1989).

In my attempt to simplify the article, I actually made the reading ease more challenging (from around 41 to about 62). This is something I definitely need to work on. I did keep the same amount of passive structures though. I would like fewer passive sentences, but I am not going to cut down too much, since this is the grammar point I want to focus on. As far as the word count goes, I managed to narrow it down to half. It feels like my rewritten article is a bit too short than I initially expected it to be.

Again, something that needs to be worked on. Being my first rewrite, I may have got carried away by the article itself and the story behind it (Flesch-Kincaid 13.4), forgetting that it needs to be just slightly above my students' level. This is why I am going to look for easier articles to start with, and take it from there.

I believe that K2 words such as advice, program, immediate and recommend, although new to the students, can be guessed in context. Words such as radio, collar, and neck can be taught through pictures, while government can be explained by the teacher. There are only two academic words, which I feel comfortable teaching. There is a considerable amount of off list words, but there are proper names that need no explaining (i.e. Dave Hervieux, Stan Boutin, Sadie Parr, Pamela Anderson). I am going to pay more attention to one of these names, Miley Cyrus, maybe I bring a snippet of one of her songs, since most of my students are very young and may want to learn more about pop culture. I can point out Alberta and British Columbia on a map, I can show pictures of a wolf, caribou, and puppies. There are three words which are a bit more challenging, namely campaign, cull, and horrific.

	Families	Types	Tokens	Percent
<b>K1 Words (1-1000):</b>	138	158	289	84.01%
Function: ...	...	...	(166)	(48.26%)
Content: ...	...	...	(123)	(35.76%)
> Anglo-Sax	...	...	(73)	(21.22%)
=Not Greco-Lat/Fr Cog:	...	...	...	...
<b>K2 Words (1001-2000):</b>	9	9	13	3.78%
> Anglo-Sax:	...	...	(3)	(0.87%)
1k+2k	...	...	...	(87.79%)
<b>AWL Words (academic):</b>	2	2	2	0.58%
> Anglo-Sax:	...	...	(0)	(0.00%)
<b>Off-List Words:</b>	?	21	40	11.63%

%	Cumul.
84.01	84.01
3.78	87.79
0.58	88.37
11.63	100.00

1001-2000 [9:9:13] advice collars government government government government immediate lot neck program program radio recommend

AWL [2:2:2] recovery researchers

OFF LIST [?:21:40] alberta alberta anderson boutin british campaign caribou caribous caribous caribous caribous caribous columbia cull cull cull cyrus dave hervieux horrific miley pamel parr puppies puppies sadie stan wolf wolf wolf wolves wolves wolves wolves wolves wolves wolves wolves wolves

## The Last Wild Wolves- ORIGINAL TRANSCRIPT #2

By Twyla Roscovitch,  
callingfromthecoast.com, 2007

<http://pacificwild.org/visual-media/documentaries/the-last-wild-wolves>

We are shaped by the forces that surround us; in turn, we shape our environment. What makes the wolf of Canada's Coastal Rainforest unique is the land that shaped them. The Great Bear Rainforest of B.C. is the last of its kind. A place of many dimensions, it is ruled by the wild and permeated by the unknown. Located where the Western edge of Canada meets the Pacific Ocean, this coastal fringe and its inhabitants have been isolated from the rest of the continent for thousands of years by the vast coast mountain range. It is a maze of deep inlets, remote archipelagos and forgotten islands. Fertilized by salmon and protected from fires, the trees can grow to be a thousand years old. Few people inhabit this coastline. It is the domain of the wild, it is a land of mystery, so little is known about this complex ecosystem or its apex predator- the rainforest wolf.

Wolves are rarely seen by humans, but a group of biologists kept noticing the evidence of wolf habitation in the remote valleys. It seemed obvious that they were using the same areas that were slated to be logged for their old valuable trees. Their habitat has been quickly and permanently altered.

Mankind has the habit of burning a library before reading its books. In most places of North America wolves are heavily hunted, often to the point of extinction.

The untrained eye might see only trees and islands, but the rainforest is a master of illusion. With patience and close attention, the coast has a way of slowly revealing its secrets. Here the wolves share their home with spear bears and dolphins. What kind of role did the wolf play in this ecosystem? The team was able to get a glimpse into the everyday life of the coastal wolves.

It has long been believed that grizzlies were the top predators of the rainforest, but it turns out that it may actually be the wolf.



The grizzly bear hibernates and stays near the river valleys of the main land, but sign of the wolf was found almost everywhere. We are just beginning to understand the vital role wolves play in maintaining the balance of an ecosystem. Wolves target the sick and the weak animals, this allows the healthiest and the best equipped animals to survive and reproduce. In the end, predators actually help to keep their prey strong and adaptable.

Certain patterns in the movements of the wolves: One was a correlation between wolf home sites and old native villages. Occasionally, a den would be located right where a lone house stood hundreds of years before. Perhaps the wolves chose these spots for the same reason our ancestors did. Often these sites were in protected base with the salmon stream nearby. On the beach, evidence still remains of the fish traps used by the ancient people. The wolves now use these ancient fish traps to catch salmon themselves.

## The Last Wild Wolves- ORIGINAL TRANSCRIPT #2

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**By Twyla Roscovitch,**

**callingfromthecoast.com, 2007**

<http://pacificwild.org/visual-media/documentaries/the-last-wild-wolves>

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The relationship between the first people and wolves has a long history on the coast. First nation societies were typically divided into clans: the eagle, the raven, the killer whale, and the wolf.

Much has to be learned from watching wolves. A wolf pack lives for its young. The entire pack works together to raise the pups. Certain individuals take on certain roles. The strongest wolves hunt for the rest of the pack; the dependants- the pups, the mother, and the elderly wolves wait back at the home safe. If a wolf becomes crippled and can no longer hunt, he or she may take on another duty, often the role of a baby sitter. The education of the pups is an important part of the daily life. There is much for the pups to learn about their territory. But a wolf learns the most by playing. As pups, wolves develop valuable skills by exploring and testing each other. They learn how to stalk and to be agile, and what their place is within the pack. Play takes up most of their youth, and a wolf never outgrows his playful spirit.

The biological purpose of this social interaction is not yet fully understood. Why would a fully grown animal spend so much valuable hard earned energy on playing?

The species on the coast who spend a lot of their time playing all have a few things in common. They have deep family bonds, they have sophisticated vocal dialects, and they tend to be the most intelligent of their species. The evolutionary history of the wolves: There is more diversity within the genes of these coastal wolves than in any other known wolf population. Genetic diversity gives a species the ability to adapt to changing environments, including new climatic conditions and diseases. Genetic diversity is lost when a population is reduced to low numbers. Here the wolves maintained an ancient unbroken link to their past. Today in B.C. no special permit is needed to hunt wolves. Any hunter can legally kill 3 per year. The biggest threat the wolves face, however, is habitat destruction.

The most valuable trees are the big ones in the salmon river valleys- the home sites of the wolves. The current method of logging destroys the entire ecosystem, it creates roads into previously wild areas bringing hunters into contact with the wolves. Although they replant the clear cuts, there is no replacement for a ten thousand year old forest. The government of B.C. and Canada continues to push ahead with unsustainable development- oil and gas development, oil tanker traffic and industrial salmon farming throughout the coast. In a world where true wilderness is becoming more and more rare, little attention is paid to intrinsic value of intact and functioning ecosystems. Perhaps the most important thing the research team was able to document was the role the wolf played in feeding the forest and its inhabitants. Like bears, wolves play the important role of carrying the salmon from the stream into the forest. Here its body becomes available to insects, birds and mammals who could not otherwise access the fish.



## The Last Wild Wolves- MANIPULATED TRANSCRIPT #2

Adapted from: Twyla Roscovitch,  
callingfromthecoast.com, 2007

<http://pacificwild.org/visual-media/documentaries/the-last-wild-wolves>



We are shaped by the forces that surround us; in turn, we shape what is around us. What makes the wolf of Canada special is the land that shaped them. Situated where **Western Canada** meets the **Pacific Ocean**, this land is far from the rest of the world. Few people live here. It is the **wild** home of the sea wolves. Ancient people took them and trained them. Today they are the fathers of our dogs. The dog has become man's best friend, but the wolf remains one of his **enemies**.

Much has to be learned from watching these animals. They all work together to raise their young. The **strongest** wolves hunt for the rest of the group while the **dependants** wait back at the home safe. If one of them can no longer hunt, he or she may take on another duty. Teaching the young is an important part of their daily life. A wolf learns the most by playing. They test each other, they learn how to be fast, and what their place is within the **pack**.

Wolves only kill very young or old animals, which allows the strong ones to live and **reproduce**. They actually help keep the other animals strong. They also use **ancient** fish **traps** they find on the **beach** to catch fish. The wolves play an important part in **feeding** the **forest** and the other animals who live there. Like bears, they carry the fish from the river into the forest. Here birds and other animals can eat it.

The wolves in Northern Canada usually live away from people, following and killing animals such as **caribou**. If they can make them move, then it is easier to catch one. They choose their moment carefully, **single** one **out** and try to separate it from the others. If they are successful, they will have enough food to last for a week. If not, they will have to start all over again.

Today in **British Columbia** any **hunter** can kill three wolves per year without any special **permit**. 84 wolves were killed this winter. According to the **government**, between 100 and 166 wolves will be **shot** each year. Some people agree with this plan, saying that killing wolves may **save** the caribou. Others think that shooting an animal to save another is wrong. "We can help the caribou by **protecting** their home, not by killing the wolves." **Humans** destroy the animals' home by **cutting down** trees and putting roads into wild places. Although they plant new trees, nothing can bring back a ten thousand year old forest.

The wolves are the last of their kind. They make the coast more beautiful. **Industrial development** is closing in, but there is still time to change things, to understand that we can learn from the **wisdom** of nature, that we are a part of it, like the wolf.

## The Last Wild Wolves- MANIPULATED TRANSCRIPT #2

Adapted from: Twyla Roscovitch,  
callingfromthecoast.com, 2007

<http://pacificwild.org/visual-media/documentaries/the-last-wild-wolves>



I am going to keep this one and work with it. I added a paragraph inspired by the previous original article, which is the part I was most interested in anyway.

The Flesch-Kincaid outcome of GE 5.0 places the second rewritten text within the reading range of ESL Intermediate learners.

The Flesch Reading Ease is relatively high at 80.9. With instructional support and learning tasks designed to help the students guess meaning from context, I hope the reading text is challenging, yet not too difficult. It is slightly above the students' level, but not too high so as to demotivate them. The text is of medium length (478 words), and it is divided into 6 paragraphs. Each paragraph is written around one idea, which should be easily summarized. The number of sentences cut down to half, which should make reading comprehension easier.

I managed to get the number of passive sentences from 20% in the original article to 10% in the rewrite. While passive voice is an important aspect of newspaper articles, students need a good grasp of grammar (a wide range of tenses, irregular verbs, past participle) as well as notions of subject and object to fully understand it.

Readability Statistics	
<b>Counts</b>	
Words	478
Characters	2113
Paragraphs	6
Sentences	37
<b>Averages</b>	
Sentences per Paragraph	6.1
Words per Sentence	12.9
Characters per Word	4.2
<b>Readability</b>	
Passive Sentences	10%
Flesch Reading Ease	80.9
Flesch-Kincaid Grade Level	5.0

	Families	Types	Tokens	Percent
<b>K1 Words (1-1000):</b>	192	220	445	93.10%
Function:	...	...	(227)	(47.49%)
Content:	...	...	(218)	(45.61%)
> Anglo-Sax	...	...	(130)	(27.20%)
=Not Greco-Lat/Fr Cog:	...	...	...	...
<b>K2 Words (1001-2000):</b>	6	7	8	1.67%
> Anglo-Sax:	...	...	(5)	(1.05%)
1k+2k			...	(94.77%)
<b>AWL Words (academic):</b>				0.00%
> Anglo-Sax:	...	...	()	(0.00%)
<b>Off-List Words:</b>	2	8	25	5.23%
	198+?	235	478	100%

Current profile	
%	Cumul.
93.10	93.10
1.67	94.77
0.00	94.77
5.23	100.00

we are shaped by the forces that surround us in turn we shape what is around us what makes the wolf of canada special is the land that shaped them situated where western canada meets the pacific ocean this land is far from the rest of the world few people live here it is the wild home of the sea wolves ancient people took them and trained them today they are the fathers of our dogs the dog has become man best friend but the wolf remains one of his enemies much has to be learned from watching these animals they all work together to raise their young the strongest wolves hunt for the rest of the group while the dependants wait back at the home safe if one of them can no longer hunt he or she may take on another duty teaching the young is an important part of their daily life a wolf learns the most by playing they test each other they learn how to be fast and what their place is within the pack wolves only kill very young or old animals which allows the strong ones to live and reproduce they actually help keep the other animals strong they also use ancient fish traps they find on the beach to catch fish the wolves play an important part in feeding the forest and the other animals who live there like bears they carry the fish from the river into the forest here birds and other animals can eat it

## The Last Wild Wolves- MANIPULATED TRANSCRIPT #2

Adapted from: Twyla Roscovitch,  
callingfromthecoast.com, 2007

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The Vocabulary Profile generated from the classic vp tool (<http://www.lex tutor.ca/cgi-bin/vp/eng/output.pl>) shows a high proportion of words from the first 1,000 word band (93.10%), which the students should already be familiar with. The second 1,000 word band accounts for 1.67%, including words such as:

1001-2000 [6:7:8] government hunt hunt hunter ocean pack reproduce traps

While “government” might be a bit challenging, I believe that the other words can be learned from context, and pictures. “Reproduce” might seem like a difficult new word, but it can be explained as “make babies.” An easy synonym for “pack” is group, the teacher explaining that it is used when talking about a group of animals, as in our case. The teacher may point out these words and ask the students to try and guess their meaning before showing them pictures and explaining them herself. More often than not, it is surprising how there is always a connoisseur in the group.

Together, the K1 and K2 word bands make up for a total of 94.77%. I have worked with the original text so that there are no academic words. However, there still is over 5% of the words that are out of the students’ reach. These are the Off-List words, and they include:

OFF LIST [?:8:25] beach british canada canada canada caribou caribou caribou columbia pacific wolf wolf wolf wolves wolves wolves wolves wolves wolves wolves wolves wolves

The above words are likely known to the students. However, assuming that they are new to Canada and may not have much knowledge about geographical areas, I am going to use maps to teach them vocabulary such as British Columbia, Pacific, even Canada. The rest of the words (beach, caribou, wolf/wolves) can be learned by looking at the pictures provided below.



# The Laura Brass Times

## The hunter



## The Wolf Pack



## The Caribou



## Map of Canada

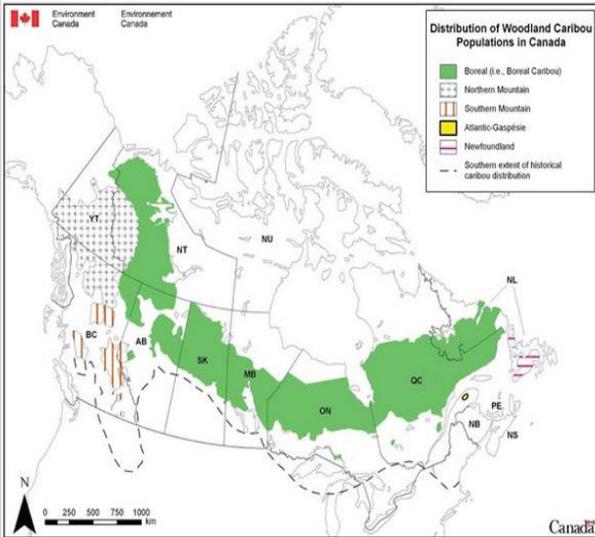


# The Laura Brass Times

## Population stats

Wolves & Caribou

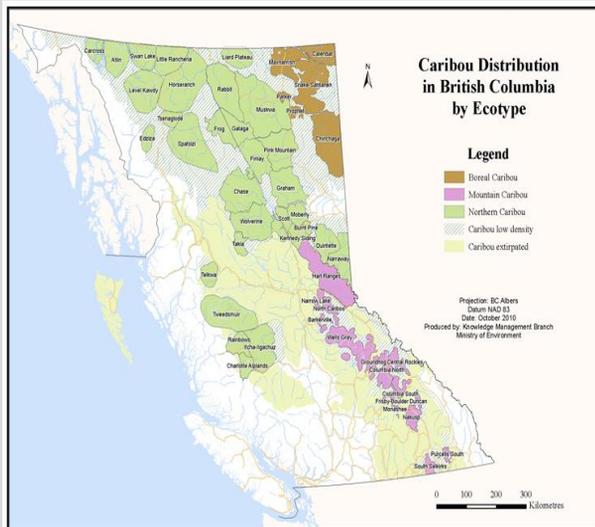
### Caribou population in Canada



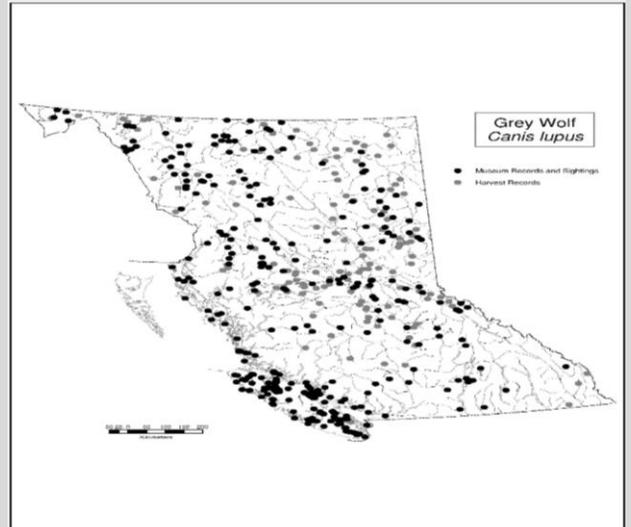
### Wolf Population in Canada



### Caribou population in BC



### Grey Wolf Population in BC





## WARM-UP: The Wild Soul

### A. Animals: A to Z BOARD RACE

The teacher divides the class in two teams and writes the letters of the alphabet on the board. The students will work with their teammates, running to the board and writing the name of an endangered animal that starts with the corresponding letter. It's a race, so they need to be as quick as possible. If they don't know an example for a particular letter, they can draw a line and write an example for the following letter. Since it is an A to Z race, the examples must be written alphabetically. Once they've written something, they cannot go back. The winning team is the one with most correct examples.

### B. Endangered Animals: MIND MAPS

In pairs, students brainstorm for all the words they know related to endangered animals. Then they join another pair, so that the four students now compare their mind maps, adding new words to their. And so on and so forth until all the students are sitting in one large group.

### C. What Is Right, What Is Wrong? STORY PREDICTION

The teacher writes the following ten words on the board: *wolf, enemy, pack, reproduce, traps, caribou, hunter, government, protect, industrial*. The students work in pairs, explaining the words they know and checking the new ones with their partners. Next, students predict the story/ the article they are going to read. After that, the teacher hands out the article. Students read and check their predictions.

Alternative A: Instead of writing the ten words on the board, the teacher brings ten photos that illustrate the above mentioned vocabulary. She mounts the photos on the walls of the classroom. With a piece of paper and a pencil in hand, students walk around and write down at least one sentence about each picture. When this is done, they sit in pairs and compare their sentences. After that, students read the article and see how accurate their predictions were.

Alternative B: Instead of having the students write their own sentences, the teacher can give them ten sentences that they will have to match with the corresponding pictures.

Here are ten photos to illustrate the following ten words: *land, wolf, pack, traps, caribou, hunter, government, cut down trees, build roads, industrial*.

Alternative C: No writing involved, speaking only. Students work in groups of five. Each student gets a picture. They mingle, describing their photo and trying to put their pictures in the correct order. Then they read the article to check.

# WARM-UP: The Wild Soul

1



2



3



4



5



6



7



8



9



10





## CLOZE EXERCISE: Who's Afraid of the Grey Wolf?

We are shaped by the forces that surround us; in turn, we shape what is around us. What makes the wolf \_\_\_ Canada special is the \_\_\_ that shaped them. Situated \_\_\_ Western Canada meets the Pacific \_\_\_, this land is far \_\_\_ the rest of the \_\_\_. Few people live here. \_\_\_ is the wild home \_\_\_ the sea wolves. Ancient \_\_\_ took them and trained \_\_\_. Today they are the \_\_\_ of our dogs. The \_\_\_ has become man's best \_\_\_, but the wolf remains \_\_\_ of his enemies.

Much \_\_\_ to be learned from \_\_\_ these animals. They all \_\_\_ together to raise their \_\_\_. The strongest wolves hunt \_\_\_ the rest of the \_\_\_ while the dependants wait \_\_\_ at the home safe. \_\_\_ one of them can \_\_\_ longer hunt, he or \_\_\_ may take on another \_\_\_. Teaching the young is \_\_\_ important part of their \_\_\_ life. A wolf learns \_\_\_ most by playing. They \_\_\_ each other, they learn \_\_\_ to be fast, and \_\_\_ their place is within \_\_\_ pack.

Wolves only kill \_\_\_ young or old animals, \_\_\_ allows the strong ones \_\_\_ live and reproduce. They \_\_\_ help keep the other \_\_\_ strong. They also use \_\_\_ fish traps they find \_\_\_ the beach to catch \_\_\_. The wolves play an \_\_\_ part in feeding the \_\_\_ and the other animals \_\_\_ live there. Like bears, \_\_\_ carry the fish from \_\_\_ river into the forest. \_\_\_ birds and other animals \_\_\_ eat it.

The wolves \_\_\_ Northern Canada usually live \_\_\_ from people, following and \_\_\_ animals such as caribou. \_\_\_ they can make them \_\_\_, then it is easier \_\_\_ catch one. They choose \_\_\_ moment carefully, single one \_\_\_ and try to separate \_\_\_ from the others. If \_\_\_ are successful, they will \_\_\_ enough food to last \_\_\_ a week. If not, \_\_\_ will have to start \_\_\_ over again.

Today in \_\_\_ Columbia any hunter can \_\_\_ three wolves per year \_\_\_ any special permit. 84 \_\_\_ were killed this winter. \_\_\_ to the government, between 100 \_\_\_ 166 wolves will be \_\_\_ each year. Some people agree \_\_\_ this plan, saying that \_\_\_ wolves may save the \_\_\_. Others think that shooting \_\_\_ animal to save another is \_\_\_. "We can help the caribou \_\_\_ protecting their home, not by \_\_\_ the wolves." Humans destroy \_\_\_ animals' home by cutting \_\_\_ trees and putting roads \_\_\_ wild places. Although they \_\_\_ new trees, nothing can \_\_\_ back a ten thousand year \_\_\_ forest. The wolves are \_\_\_ last of their kind. \_\_\_ make the coast more \_\_\_. Industrial development is closing \_\_\_, but there is still time to change things, to understand that we can learn from the wisdom of nature, that we are a part of it, like the wolf.

Scoring (narrative prose): 85 blanks

Percentage Correct Answers

Independent Level: 67%-100% (58- 85)

Instructional Level: 34%- 66% (29- 57)

Frustration Level: 0%- 33% (0- 28)





## CLOZE EXERCISE ANSWER KEY: Who's Afraid of the Grey Wolf?

1. of
5. from
9. people
13. friend
16. watching
19. for
23. no
27. daily
31. what
35. to
38. ancient
41. important
45. the
49. away
53. to
57. they
61. all
64. without
68. shot
71. caribou
75. killing
79. plant
83. They
2. land
6. world
10. them
14. one
17. work
20. group
24. she
28. the
32. the
36. actually
39. on
42. forest
46. Here
50. killing
54. their
58. have
62. British
65. wolves
69. with
72. an
76. the
80. bring
84. beautiful
3. where
7. It
11. fathers
15. has
18. young
21. back
25. duty
29. test
33. very
37. animals
40. fish
43. who
47. can
51. If
55. out
59. for
63. kill
66. According
70. killing
73. wrong
77. down
81. old
85. in
4. Ocean
8. of
12. dog
22. If
26. an
30. how
34. which
44. they
48. in
52. more
56. it
60. they
67. and
74. by
78. into
82. the



## QARs: War on the Wolf

### War on the Wolf: QARs

#### “Right there” questions:

- What makes the Canadian wolf special?
- What do the wolves do together?
- What do the strongest wolves do?
- How does a wolf learn most?
- How do the wolves catch fish?
- Where do the wolves carry the fish?
- What kind of animals do the wolves kill?
- How many wolves can a hunter kill in B.C.?
- How many wolves were killed this winter?
- How many wolves will be shot each year?
- Who else is destroying the caribou’s home?

#### “Think and Search” questions:

- What is the relationship between man and dogs, man and wolves?
- What do young wolves learn by playing?
- Why are the wolves important to other animals?
- How do the wolves catch caribou?
- What do people think about killing wolves?
- How do humans destroy the animals’ home?
- What is there still time to do?

#### “On My Own” questions:

- Where are caribou found?
- What other animals prey on caribou?
- What happens if the wolves are shot but not killed?
- What kind of fish do the wolves catch?
- Why do hunters kill animals?
- What do you think about killing wolves as a solution?
- Can you name some alternative solutions?
- What will happen to the wolves ten years from now?
- Think of other good headlines for this article.



## QARs KEY: War on the Wolf

### “Right there” questions:

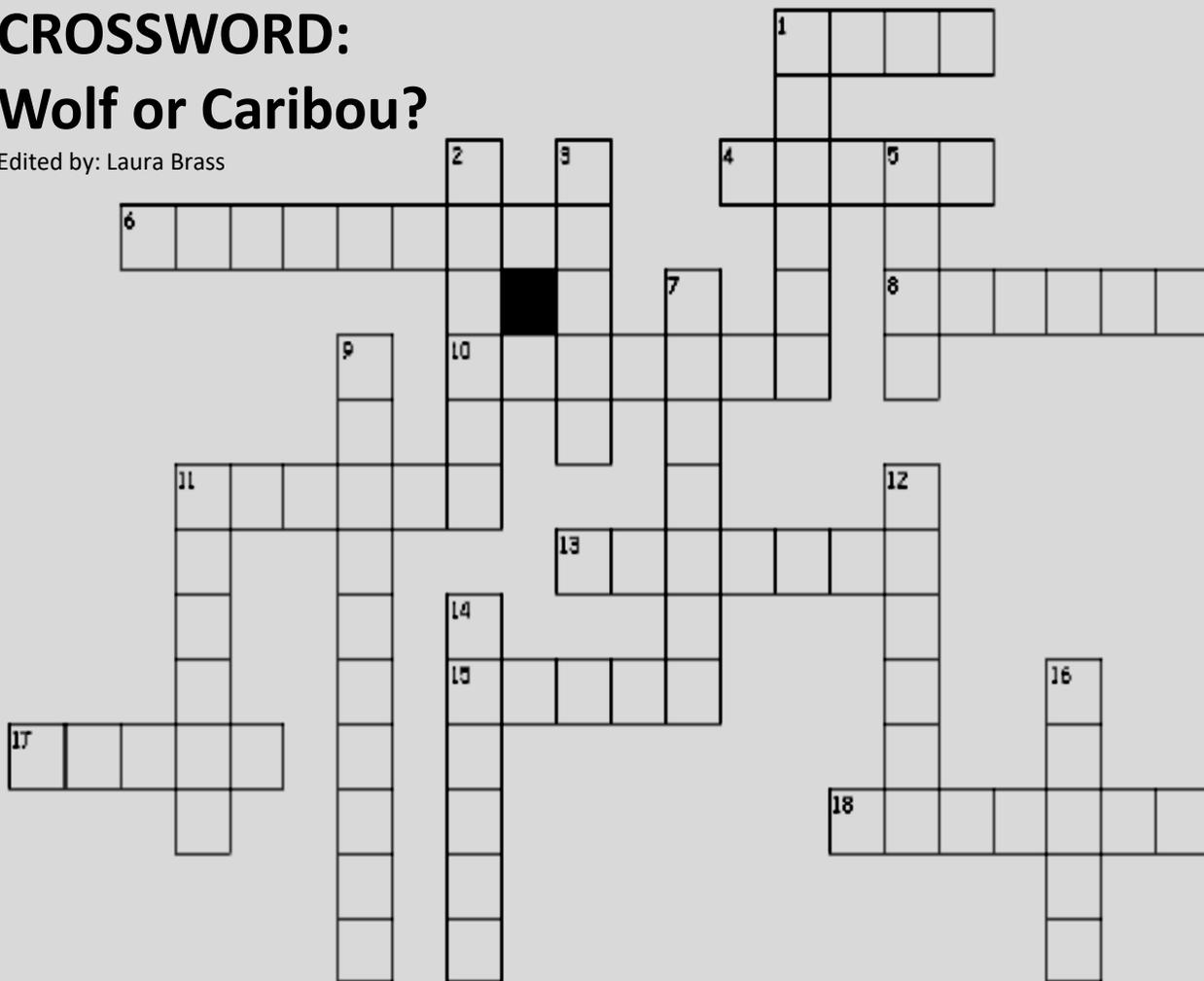
- The land that shaped them.
- Raise their young.
- Hunt for the rest of the group.
- By playing
- They use fish traps
- Into the forest
- Caribou
- 3 per year
- 84
- Between 100 and 166
- Humans

### “Think and Search” questions:

- The dog is man’s best friend, but the wolf remains one of his enemies.
- They test each other, they learn how to be fast, and what their place is within the pack.
- The wolves only kill very young or old animals, so they keep the other animals strong. The wolves carry the fish from the river into the forest, and here birds and animals can eat it.
- They choose their moment carefully, single one out and try to separate it from the others.
- Some agree and say that it may save the caribou. Others think it’s wrong and we can help the caribou by protecting their home, not by killing wolves.
- By cutting down trees and putting roads into wild places.
- There’s still time to change things, to understand that we can learn from the wisdom of nature, that we are a part of it, like the wolf.

# CROSSWORD: Wolf or Caribou?

Edited by: Laura Brass



## Across

1. give food to someone who cannot eat on their own
4. objects used to catch animals
6. have babies
8. the maple leaf is a symbol of this country
10. very old
11. wild animals like dogs
13. Canadian type of reindeer
15. the opposite of friend
17. kill a person or animal with a gun
18. keep someone or something from disappearing or dying

## Down

1. a large place with many trees
2. people
3. a place by the water with lots of sand
5. a group of wild animals, especially wolves
7. put an end by damaging something
9. a group of people who lead a country
11. having experience and knowledge
12. a person who kills wild animals for sport or food
14. permission to do something
16. bigger than the sea

20 of 20 words were placed into the puzzle.



# CROSSWORD SOLUTION:

## Wolf or Caribou?

Edited by: Laura Brass

### Across

1. FEED
4. TRAPS
6. REPRODUCE
8. CANADA
10. ANCIENT
11. WOLVES
13. CARIBOU
15. ENEMY
17. SHOOT
18. PROTECT

### Down

1. FOREST
2. HUMANS
3. BEACH
5. PACK
7. DESTROY
9. GOVERNMENT
11. WISDOM
12. HUNTER
14. PERMIT
16. OCEAN



20 of 20 words were placed into the puzzle.



# **RUNNING DICTATION**

## **JIGSAW VIEWING:**

### **Cry of the Wild**

#### **RUNNING DICTATION**

The teacher writes half of the article on a piece of paper that she will stick on a wall outside the classroom. Students work in pairs, one of them is the “reader,” the other one is the “writer.” The “reader” runs to the text, reads a sentence, then runs back and tells the “writer.” He/ She writes down what they hear. Then the “reader” runs back to the text, reads the next sentence and rushes to their partner. And so on and so forth until the first pair has completed the text. Then students swap roles and do the other half of the article. When they are finished, they sit down and check with the original article.

Although a bit noisy, running dictations are great fun. Students get up and running, and some of them prove to be quite competitive. This activity can be done with low and high level students, so long as the teacher chooses a text which has the right level of difficulty. It helps students tune in and understand different accents, something they have to deal with out of the classroom on a daily basis here in Canada.

#### **JIGSAW VIEWING**

This is something that always works well with my students. This type of activity is student-centered, with little teacher talk necessary. For feedback, students watch the video rather than listen to the teacher explain or correct them. Below are some variations of the viewing technique.

1. In pairs, students sit back to back. Student A faces the TV screen, while the other can't see it. Students A watch a short video with no volume, and describe what is happening to their partner. Students B take notes, then the pairs watch the video with sound and check together.
2. Students work in pairs. Student A can only listen to the video, while student B can only watch it without audio. Students take notes, then the pairs get together and compare their notes.
3. Having chosen a longer video, the teacher will split it into three or four different parts. Students work in small groups of three or four. Each group will watch one part, then they work together and try to put the pieces in the correct order so that they make up the whole story.
4. Students watch the video that the teacher will pause from time to time. They try to guess what will happen next. Then they watch to see if their predictions were accurate.



# JIGSAW VIEWING: Reference

Below is a list I put together of different wolf-related videos, including animated and funny ones.

Student A: Wolves Fishing (03:01): In the forest of British Columbia, wolves fish for salmon during spawning season: <http://channel.nationalgeographic.com/wild/america-the-wild/videos/wolves-fishing/?source=searchvideo>

Student B: 130 Pounds of Wolf Dog (2:49): Casey is at a sanctuary with a wolf dog, but the wolf seems to come out more than the dog: <http://channel.nationalgeographic.com/wild/america-the-wild/videos/130-pounds-of-wolf-dog/>

Student A: Wolf Mountain (06:52): <https://vimeo.com/42261942>

Student B: How Wolves Change Rivers (04:33): <https://vimeo.com/86466357>

Student A: Face to face with a killer- Lobo- the wolf that changed America-BBC (03:12): [https://www.youtube.com/watch?v=jXF5DE5QtVk&list=PL50KW6aT4UgxSgkNHUzgjQI\\_3H1ujoG\\_L&index=6](https://www.youtube.com/watch?v=jXF5DE5QtVk&list=PL50KW6aT4UgxSgkNHUzgjQI_3H1ujoG_L&index=6)

Student B: Clever wolf outwits Seton- Lobo- The wolf that changed America- BBC (02:25): [https://www.youtube.com/watch?v=jrFSrB7iJZg&index=3&list=PL50KW6aT4UgxSgkNHUzgjQI\\_3H1ujoG\\_L](https://www.youtube.com/watch?v=jrFSrB7iJZg&index=3&list=PL50KW6aT4UgxSgkNHUzgjQI_3H1ujoG_L)

Student A: Lobo in love- Lobo- The wolf that changed America- BBC (03:03): [https://www.youtube.com/watch?v=j-lvEdBZQJw&index=4&list=PL50KW6aT4UgxSgkNHUzgjQI\\_3H1ujoG\\_L](https://www.youtube.com/watch?v=j-lvEdBZQJw&index=4&list=PL50KW6aT4UgxSgkNHUzgjQI_3H1ujoG_L)

Student B: Blanca: Lobo's mate- Lobo- The wolf that changed America- BBC (03:27): [https://www.youtube.com/watch?v=Ov5TAyB1Azg&index=5&list=PL50KW6aT4UgxSgkNHUzgjQI\\_3H1ujoG\\_L](https://www.youtube.com/watch?v=Ov5TAyB1Azg&index=5&list=PL50KW6aT4UgxSgkNHUzgjQI_3H1ujoG_L)

Student A: White Fang, Part 1 (09:48): <https://www.youtube.com/watch?v=UAKJY76LTvU>

Student B: Feral Pride, Episode 1 (08:29): [https://www.youtube.com/watch?v=Nj\\_bmnyk\\_I8](https://www.youtube.com/watch?v=Nj_bmnyk_I8)

Student A: Wolf pup and bear cub playing (2:06):

[https://www.youtube.com/watch?v=qN2\\_GNwxMXc](https://www.youtube.com/watch?v=qN2_GNwxMXc)

Student B: Wolf pups play with Bernese Mt. dog (03:00):

[https://www.youtube.com/watch?v=uC\\_mcrPVyBU](https://www.youtube.com/watch?v=uC_mcrPVyBU)



# **PUNCTUATE THE TEXT AND ADD CAPITAL LETTERS: Let the Wolves Live!**

We are shaped by the forces that surround us in turn we shape what is around us what makes the wolf of canada special is the land that shaped them situated where western canada meets the pacific ocean this land is far from the rest of the world few people live here it is the wild home of the sea wolves ancient people took them and trained them today they are the fathers of our dogs the dog has become mans best friend but the wolf remains one of his enemies

much has to be learned from watching these animals they all work together to raise their young the strongest wolves hunt for the rest of the group while the dependants wait back at the home safe if one of them can no longer hunt he or she may take on another duty teaching the young is an important part of their daily life a wolf learns the most by playing they test each other they learn how to be fast and what their place is within the pack

wolves only kill very young or old animals which allows the strong ones to live and reproduce they actually help keep the other animals strong they also use ancient fish traps they find on the beach to catch fish the wolves play an important part in feeding the forest and the other animals who live there like bears they carry the fish from the river into the forest here birds and other animals can eat it

the wolves in northern canada usually live away from people following and killing animals such as caribou if they can make them move then it is easier to catch one they choose their moment carefully single one out and try to separate it from the others if they are successful they will have enough food to last for a week if not they will have to start all over again

today in british columbia any hunter can kill three wolves per year without any special permit 84 wolves were killed this winter according to the government between 100 and 166 wolves will be shot each year some people agree with this plan saying that killing wolves may save the caribou others think that shooting an animal to save another is wrong we can help the caribou by protecting their home not by killing the wolves humans destroy the animals home by cutting down trees and putting roads into wild places although they plant new trees nothing can bring back a ten thousand year old forest

the wolves are the last of their kind they make the coast more beautiful industrial development is closing in but there is still time to change things to understand that we can learn from the wisdom of nature that we are a part of it like the wolf

Note: This is useful especially for students whose native language uses an Asian or Arabic alphabet.



# LISTEN AND FILL IN THE GAPS:

## The Last of Their Kind



We are shaped by the forces that surround us; in turn, we shape what is around us. What makes the wolf of Canada special \_\_\_\_\_ shaped them. Situated where Western Canada meets the Pacific Ocean, this land is far from \_\_\_\_\_. Few people live here. It is \_\_\_\_\_ the sea wolves. Ancient people took them and trained them. Today they are the fathers of our dogs. The dog has become \_\_\_\_\_, but the wolf remains one of his enemies.

Much \_\_\_\_\_ watching these animals. They all work together \_\_\_\_\_. The strongest wolves hunt for the rest of the group while the dependants wait back at the home safe. If one of them \_\_\_\_\_, he or she may take on another duty. \_\_\_\_\_ is an important part of their daily life. A wolf learns the most by playing. They test each other, they learn how to be fast, and what their place is \_\_\_\_\_.

Wolves only kill very young or old animals, which allows the strong ones \_\_\_\_\_. They actually help keep the other animals strong. They also use ancient fish traps they find on the beach to catch fish. The wolves \_\_\_\_\_ in feeding the forest and the other animals who live there. Like bears, \_\_\_\_\_ from the river into the forest. Here birds and other animals can eat it.

The wolves in Northern Canada \_\_\_\_\_ people, following and killing animals such as caribou. If they can make them move, then \_\_\_\_\_ one. They choose their moment carefully, single one out and \_\_\_\_\_ from the others. If they are successful, they \_\_\_\_\_ to last for a week. If not, they will have to start all over again.

Today in British Columbia any hunter can kill three wolves per year \_\_\_\_\_. 84 wolves \_\_\_\_\_. According to the government, between 100 and 166 wolves will be shot each year. Some people \_\_\_\_\_, saying that killing wolves may save the caribou. Others think that shooting an animal to save another is wrong. "We can help the caribou \_\_\_\_\_, not by killing the wolves." \_\_\_\_\_ home by cutting down trees and putting roads into wild places. Although they plant new trees, \_\_\_\_\_ a ten thousand year old forest.

The wolves are \_\_\_\_\_. They make the coast more beautiful. Industrial development is closing in, but there is still \_\_\_\_\_, to understand that we can learn from the wisdom of nature, that we are a part of it, \_\_\_\_\_.



# LISTEN AND FILL IN THE GAPS KEY:

## The Last of Their Kind

1. is the land that
2. the rest of the world
3. the wild home of
4. man's best friend
5. has to be learned from
6. to raise their young
7. can no longer hunt
8. Teaching the young
9. within the pack
10. to live and reproduce
11. play an important part
12. they carry the fish
13. usually live away from
14. it is easier to catch
15. try to separate it
16. will have enough food
17. without any special permit
18. were killed this winter
19. agree with this plan
20. by protecting their home
21. Humans destroy the animals'
22. nothing can bring back
23. the last of their kind
24. time to change things
25. like the wolf



# ROLE-PLAY: Wolf, Caribou or Man?

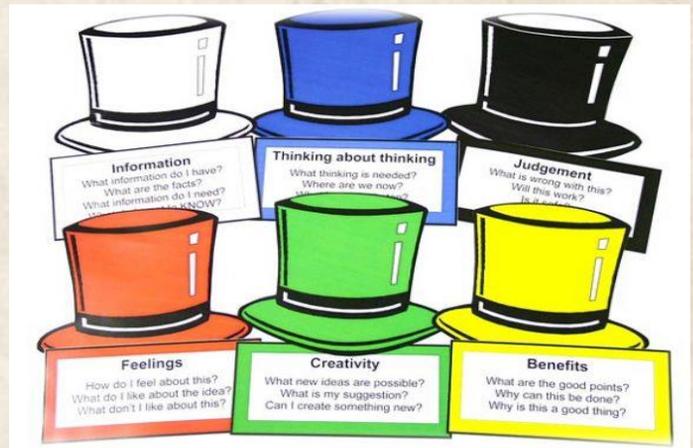
In order to help the students come up with arguments to support their pros and cons, the teacher will use the “Six Hats.” In pairs, students answer the questions listed under each type of hat and take notes which will come in handy later on.

The teacher distributes the role-play cards now. Even though a student may feel strongly against the idea listed on their card, he/she needs to take on that particular role.

Students have a couple of minutes to write down their reasons, then they get together in groups of three and act out their roles. Time allowing, students change partners.

As feedback, the teacher checks with the class as a whole, writing down students’ main ideas/ reasons on the board.

As homework, students write one paragraph supporting their personal opinion on today’s debate. Note: It can be a different stand from the role-play they did in class, so long as they come up with at least three reasons to support their argument.



## Role A- Caribou

You strongly support saving the caribou, even though this means killing wolves. Tell the others three reasons why.

## Role B- Wolves

You feel strongly against killing wolves as a way to save caribous. Tell the others three reasons why.

## Role C- Industry

You think that making room for new industries and building roads is the most important thing. Tell the others three reasons why.

# TABOO: Wolf Cull

<b>WOLVES</b>  WILD ANIMAL HOWL	<b>CARIBOU</b>  REINDEER RUDOLPH ENDANGERED	<b>HUNTER</b>  HUMAN KILL SPORT	<b>PACK</b>  WOLVES TOGETHER GROUP
<b>FOREST</b>  GREEN TREES ANIMALS	<b>SHOOT</b>  KILL GUN BULLET	<b>ENEMY</b>  PERSON OPPONENT DISLIKE	<b>TRAPS</b>  HUNTERS ANIMALS PAIN
<b>GOVERNMENT</b>  COUNTRY RULE LEADER	<b>PERMIT</b>  ALLOW OFFICIAL DOCUMENT	<b>CANADA</b>  COUNTRY MAPLE LEAF HOCKEY	<b>BRITISH COLUMBIA</b>  BEAUTIFUL WHISTLER SALMON
<b>ANCIENT</b>  VERY OLD ANTIQUA AGO	<b>PROTECT</b>  LOOK AFTER KEEP SAFE DEFEND	<b>OCEAN</b>  BLUE WATER PACIFIC	<b>DESTROY</b>  DAMAGE RUIN KILL
<b>LAND</b>  COAST FIELD NO WATER	<b>REPRODUCE</b>  AGAIN BABIES GIVE BIRTH	<b>WILD</b>  FREE NATURE ANIMALS	<b>WISDOM</b>  WISE EXPERIENCE KNOWLEDGE
<b>HUMANS</b>  PERSON INDIVIDUAL BEING	<b>SAVE</b>  RESCUE PROTECT KEEP SAFE	<b>CUT DOWN</b>  CHOP TREES DOFERESTATION	<b>INDUSTRIAL</b>  INDUSTRY BUSINESS FACTORY



## MAKE A POSTER: Adopt An Endangered Wild Animal

Bring pictures of endangered wild animals from all over the world. Alternatively, bring *your laptop, thus saving paper and ink needed to print the photos*. Have the students go through them and pick one. As homework, they will do a bit of research, finding information about the animal they have chosen. They will present their adopted animal, and will answer questions from their classmates.

Possible questions:

*Where does it live?*

*What does it eat?*

*Why is it endangered?*

*What can be done to protect it?*

*Why have you chosen it? etc.*

This project should start in the computer lab; alternatively, students can be asked to bring their laptops to class. The students surf the Internet to find out more about endangered species, look up the new vocabulary and check it with the teacher. They can also make lists of the new words and look them up as homework. Back in class, students work in pairs and teach their partner the new vocabulary.

Students work with the K-W-L chart to organize their ideas and new information before presentation.

<b>KWL</b>		
What I Know	What I Want to Know	What I Learned

For more information on how to symbolically adopt a wild animal, students can visit

[http://gifts.worldwildlife.org/gift-center/Default.aspx?sc=AWY1504WC912&\\_ga=1.251474630.1794189516.1450179618](http://gifts.worldwildlife.org/gift-center/Default.aspx?sc=AWY1504WC912&_ga=1.251474630.1794189516.1450179618)

Below are the names and photos of a few endangered, vulnerable and threatened species, but a complete list (99 altogether) can be found at:

[https://www.worldwildlife.org/species/directory?direction=desc&sort=extinction\\_status](https://www.worldwildlife.org/species/directory?direction=desc&sort=extinction_status)



# MAKE A POSTER: Adopt An Endangered Wild Animal

Amur Leopard



Black Rhino



Hawksbill Turtle





# MAKE A POSTER: Adopt An Endangered Wild Animal

Mountain Gorilla



Bengal Tiger



Sumatran Elephant





# MAKE A POSTER: Adopt An Endangered Wild Animal

Arctic Wolf



Beluga Whale



Polar Bear





# MAKE A POSTER: Adopt An Endangered Wild Animal

Saola



Red Panda



Blue Whale





# MAKE A POSTER: Adopt An Endangered Wild Animal

Galapagos Penguin



Marine Iguana



Sea Lion





# MAKE A POSTER: Adopt An Endangered Wild Animal

Galapagos Penguin



African Wild Dog



Macaw





# MAKE A POSTER: Adopt An Endangered Wild Animal

Monarch Butterfly



Mountain Plover



Pronghorn



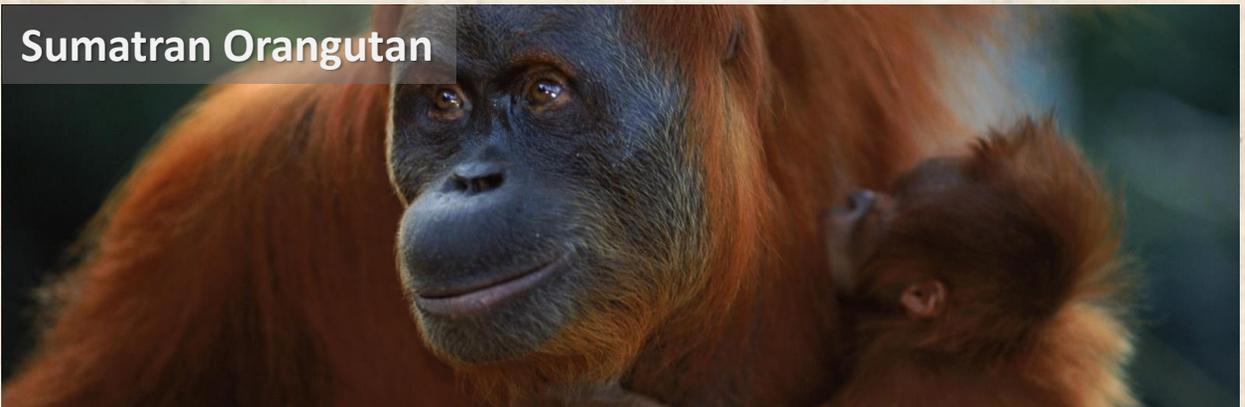


**MAKE A POSTER:  
Adopt An Endangered  
Wild Animal**

**Humphead Wrasse**



**Sumatran Orangutan**



**Yangtze Finless Porpoise**

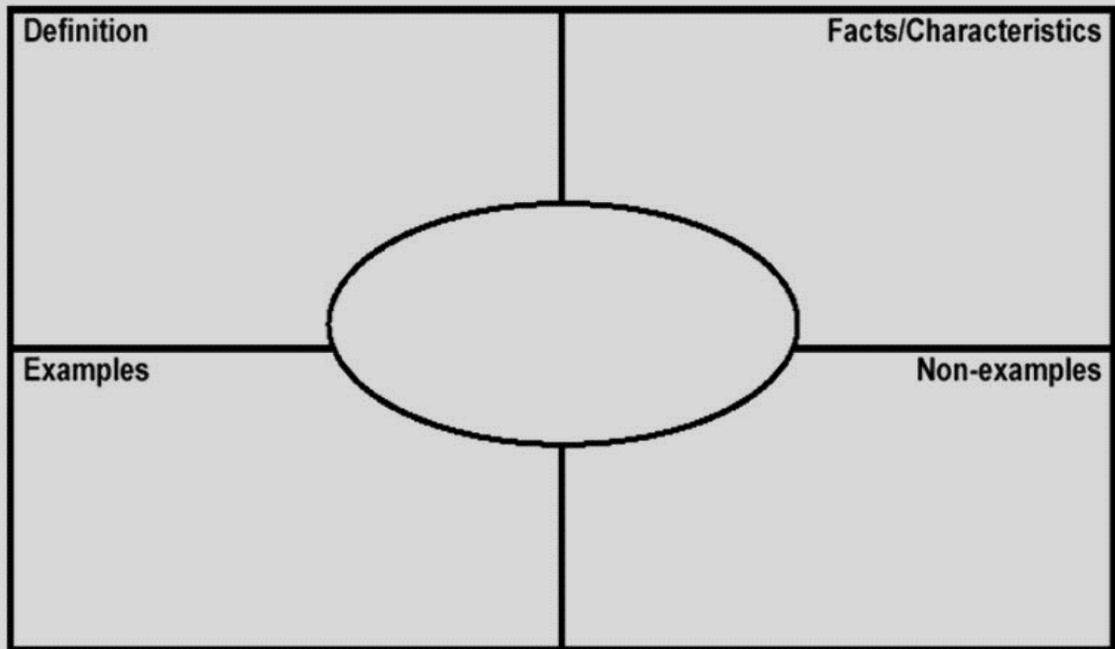


# SCAFFOLDED WRITING: My Wild Pet

Edited by: Laura Brass

First, students surf the Internet, trying to find information about the wild animal they would like to adopt. Second, they fill in the Frayer Model Diagram, which helps them keep the essential information and organize their ideas.

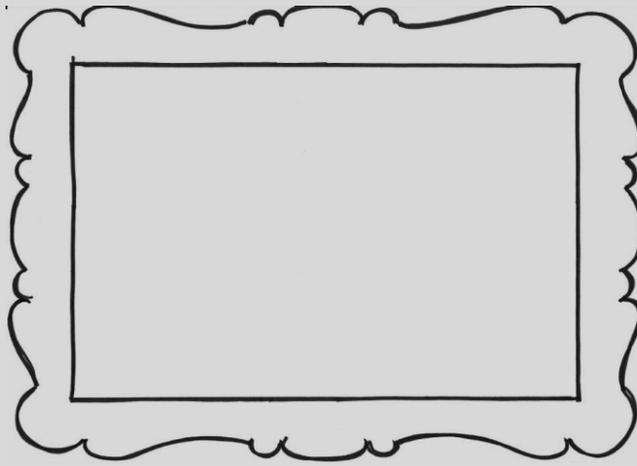
*Frayer Model Diagram*



Next, students use the frame provided below to write sentences about their wild pet. If read in small groups, the others try to guess what kind of animal is being described. Optionally, these portraits can be displayed on the classroom walls.

# SCAFFOLDED WRITING: My Wild Pet

Edited by: Laura Brass



People call him/ her \_\_\_\_\_.

He/ She normally lives in \_\_\_\_\_.

He/ She usually eats \_\_\_\_\_ but also \_\_\_\_\_.

He/ She doesn't eat \_\_\_\_\_ or \_\_\_\_\_.

He/ She is afraid of \_\_\_\_\_,

but \_\_\_\_\_ is/ are afraid of him/ her.

He/ She gets on well with \_\_\_\_\_.

He/ She loves to \_\_\_\_\_,

but doesn't like to \_\_\_\_\_.

During the day, he/ she \_\_\_\_\_.

At night, he/ she \_\_\_\_\_.

He/ She normally lives for \_\_\_\_\_, but if humans take care

of him/ her, then he/ she can \_\_\_\_\_.

He/ She is endangered because \_\_\_\_\_

\_\_\_\_\_.

People should \_\_\_\_\_ and shouldn't \_\_\_\_\_

in order to protect other animals like my wild pet.

We can all \_\_\_\_\_ to show that we care about our

friends, the animals.



# PASSIVE VOICE EXERCISE: What Is Right, What Is Wrong?

Passive Voice is commonly used in newspapers articles. It is more formal than the Active Voice. It places focus on WHAT happens rather than WHO does the action.

*Example:*

*Active Voice: I rescued a dog last month. (“I” and not “you” or “him” rescued the dog).*

*Passive Voice: A dog was rescued last month (by me). (A “**dog**” and not a “cat” was rescued).*

I. Read the Rewrite Article #2 and identify the passive structures in the text.

KEY: *are shaped, has to be learned, were killed, will be shot.*

II. Turn the following sentences from Active into Passive Voice. Use the example as a model.

*E.g. I adopted a puppy two years ago. A puppy was adopted two years ago (by me).*

1. The forces that surround us shape us.

\_\_\_\_\_.

2. Ancient people took the wolves and trained them.

\_\_\_\_\_.

3. We can learn a lot from the animals.

\_\_\_\_\_.

4. Wolves carry the fish into the forest.

\_\_\_\_\_.

5. In B.C., a hunter can kill three wolves per year.

\_\_\_\_\_.

6. Wolves only kill very young or old animals.

\_\_\_\_\_.

7. Humans shoot wolves to save the caribou.

\_\_\_\_\_.

8. We can help the caribou by protecting their home.

\_\_\_\_\_.

9. People cut down trees and build roads into wild places.

\_\_\_\_\_.

10. Humans destroy the animals’ home.

\_\_\_\_\_.

# SPEAK UP: Stop Crying Wolf

# Speak Up

## Who Am I?

The teacher will collect photos of all the endangered animals that the students have written and talked about in class. On each student's back she will stick one photo. Next, students mingle, asking and answering questions until they guess the animal on their back. Make sure you tell the students there will be only "yes" and "no" answers to their questions. If, however, there are students who still cannot guess their animal after, let's say, 10 minutes, then the others will give him/ her clues to help them guess.

Possible questions:

*Am I big?*

*Can I swim?*

*Do I have fur?*

*Do I live on land?*

## Take Action

B.C. wolf cull: <https://vimeo.com/119298747>

Sign the PETITION: <http://pacificwild.org/take-action/campaigns/save-bc-wolves>  
<https://www.change.org/p/save-b-c-wolves>

You're receiving this because you signed:



Save B.C. Wolves!  
Petition by Pacific Wild

Write a LETTER to the Government: <http://pacificwild.org/take-action/campaigns/save-bc-wolves#webform-client-form-1202>

VOLUNTEER: <http://pacificwild.org/take-action/get-involved/volunteer>

Volunteer with WWF-Canada: <http://www.wwf.ca/takeaction/volunteer/>

Share your PHOTO: [http://www.wwf.ca/takeaction/photography\\_board/](http://www.wwf.ca/takeaction/photography_board/)

Go WILD: <http://www.wwf.ca/takeaction/gowild/>

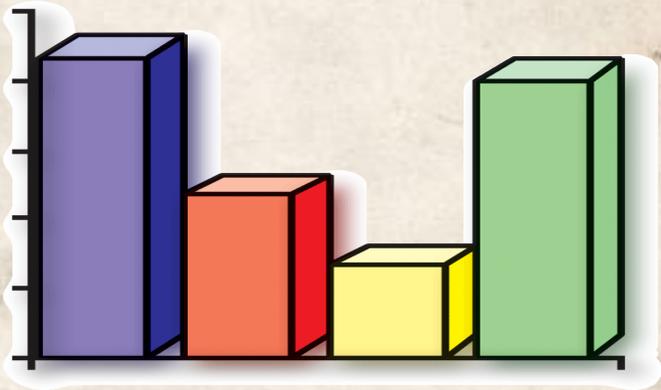
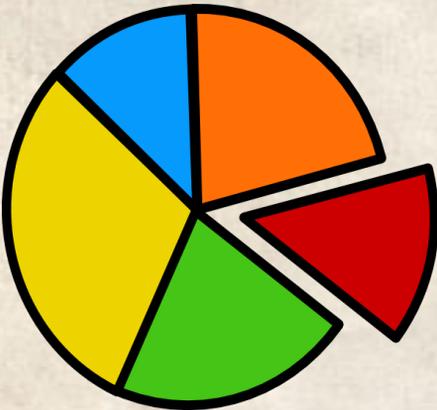
ADOPT a Grey Wolf: <http://www.wwf.ca/donate/adoptions/>





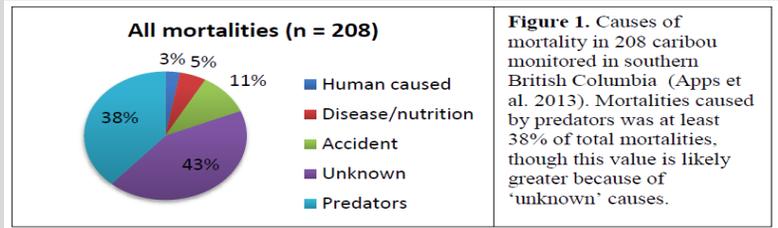
# **SURVEY: Man vs. Nature**

Back in class, the students work in small groups, presenting and comparing their findings. Encourage them to use visual representations (photos, pie charts, graphs) to show the results of their mini-interviews. As written homework, students write two paragraphs about the main trends in their surveys.

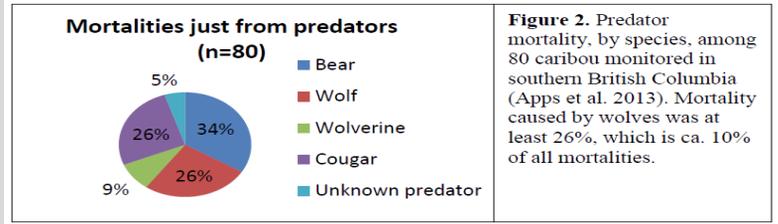


# GROUP WRITING ESSAY: B.C. Wolves

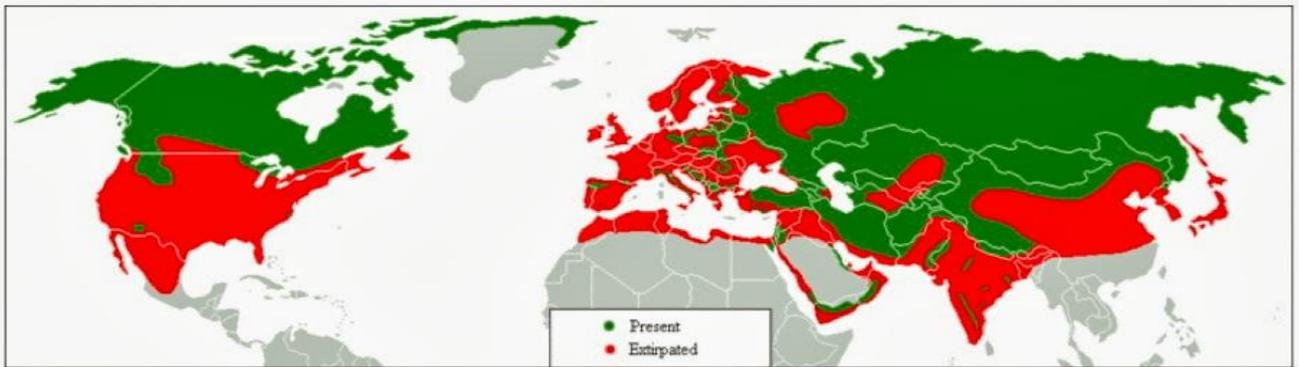
Edited by: Laura Brass



**Figure 1.** Causes of mortality in 208 caribou monitored in southern British Columbia (Apps et al. 2013). Mortalities caused by predators was at least 38% of total mortalities, though this value is likely greater because of 'unknown' causes.



**Figure 2.** Predator mortality, by species, among 80 caribou monitored in southern British Columbia (Apps et al. 2013). Mortality caused by wolves was at least 26%, which is ca. 10% of all mortalities.



This distribution map shows the presently accepted range of the Gray Wolf (green) and the former range from which it is believed the species has been extirpated (red).

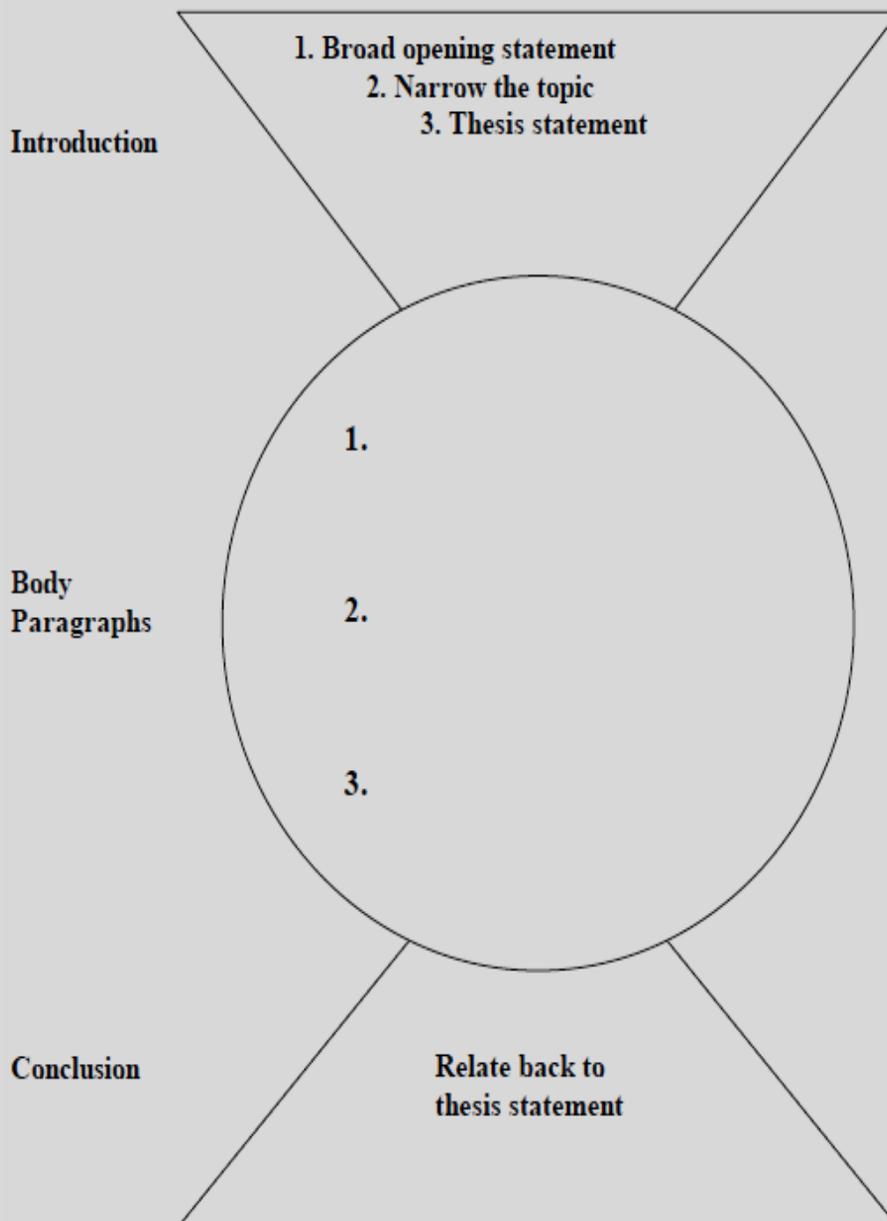
**Table 1.** Known mountain caribou mortality by subpopulation and category in British Columbia, 1985–2006. Because of the conservative criteria to determine cause of death, this table should not be used for cause-specific mortality comparisons.

Subpopulation	Animals monitored	Total mortalities	Human caused	Disease/nutrition	Accident	Unknown	Predation bear	Predation wolf	Predation wolverine	Predation cougar	Predation unknown
Allan Creek	7	0	0	0	0	0	0	0	0	0	0
Barkerville	14	6	0	0	1	2	3	0	0	0	0
Columbia North	67	30	1	2	4	9	6	3	3	2	0
Columbia South	27	16	0	0	4	4	2	1	1	4	0
Duncan	5	3	0	1	0	0	0	0	1	1	0
Frisby Boulder	16	3	0	0	1	2	0	0	0	0	0
George Mtn.	2	1	0	0	0	0	0	0	0	0	1
Groundhog	13	7	0	1	1	3	0	1	0	0	1
Hart Ranges	22	5	0	1	0	3	0	1	0	0	0
Kinbasket	5	1	0	0	0	1	0	0	0	0	0
Monashee	2	0	0	0	0	0	0	0	0	0	0
Nakusp	34	12	1	0	1	6	4	0	0	0	0
Narrow Lake	2	1	0	0	0	1	0	0	0	0	0
North Cariboo	10	2	0	0	0	1	0	0	0	0	1
Purcells South	38	17	2	0	0	5	2	0	1	6	1
Purcells Central	10	2	0	0	1	1	0	0	0	0	0
South Selkirks	117	38	2	0	1	26	2	0	0	7	0
Wells Gray	162	64	0	6	8	25	8	15	1	1	0
<b>Total</b>	<b>541</b>	<b>208</b>	<b>6</b>	<b>11</b>	<b>22</b>	<b>89</b>	<b>27</b>	<b>21</b>	<b>7</b>	<b>21</b>	<b>4</b>

# GROUP WRITING: Essay

Edited by: Laura Brass

Using what they have learned from reading the article, surfing the Internet, doing the learning tasks and games, the students will work in small groups and write an essay. The visuals above, together with the maps provided at the beginning of the unit may be used for this assignment. Now the teacher introduces the Keyhole Format, which should help students organize their ideas into logical paragraphs.



# GROUP WRITING: Essay

Edited by: Laura Brass

## B.C. Wolves

### INTRO

- **Broad opening statement:**

E.g. Everyone loves animals. Dogs, for example, are man's best friend.

- **Narrow the topic:**

E.g. Wolves and nature.

- **Thesis statement:**

E.g. Wolves kill caribou for food, but man kills wolves and destroys caribou's home.

### BODY

- **Paragraph 1:** Wolves
- **Paragraph 2:** Humans
- **Paragraph 3:** Caribou

### CONCLUSION

- **Summary statement:**

E.g. Is it right to kill one animal to save another?

People need to leave nature alone.

Save the wolves! They count, too. They deserve to live, just like humans, dogs and caribou.

# FURTHER REFERENCES

As researched by: Laura Brass

## FURTHER REFERENCES

The Last Wild Wolves - Part 1 <https://www.youtube.com/watch?v=NNK30nwReRQ>

The Last Wild Wolves - Part 2 <https://www.youtube.com/watch?v=yh-HIDwnCVs>

The Last Wild Wolves - Part 3 <https://www.youtube.com/watch?v=KCrBs6ucj9U>

<http://pacificwild.org/initiatives/land/wildlife-protection>

<http://pacificwild.org/initiatives/land/save-bc-wolves>

**VIDEOS:** <http://pacificwild.org/visual-media/conservation-videography/wolves>

**PHOTOS:** <http://pacificwild.org/visual-media/photography/wolves>

[https://www.instagram.com/explore/tags/pw\\_wolves/](https://www.instagram.com/explore/tags/pw_wolves/)

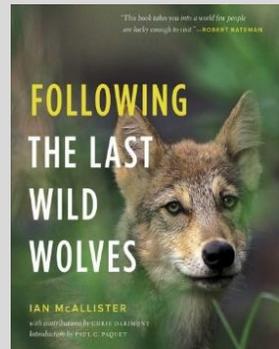
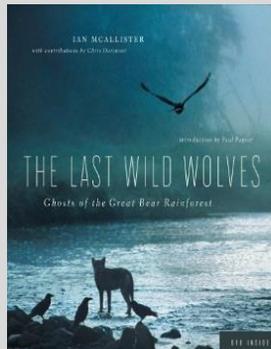
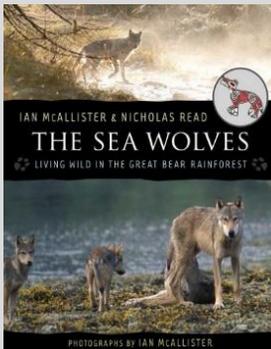
<http://photography.nationalgeographic.com/photography/photo-of-the-day/coastal-wolf-camouflage-nicklen/>

## BOOKS:

“The Sea Wolves”: <http://pacificwild.org/visual-media/books/the-sea-wolves>

“The Last Wild Wolves” : <http://pacificwild.org/visual-media/books/the-last-wild-wolves>

“Following The Last Wild Wolves”: <http://pacificwild.org/visual-media/books/following-the-last-wild-wolves>



# FURTHER REFERENCES

As researched by: Laura Brass

SEND A LETTER: <http://pacificwild.org/take-action/campaigns/save-bc-wolves#webform-client-form-1202>

An intimate look at wolf family life: <http://www.bbc.com/earth/story/20141215-intimate-look-at-wolf-family-life>

Wolves make great foster parents: <http://www.bbc.com/earth/story/20150325-wolves-make-great-foster-parents>

Wolf cull in B.C. | A War on the Wolf:  
<https://www.youtube.com/watch?v=d0yivKuLCek>

Miley Cyrus travels to B.C.'s Great Bear Rainforest:  
<https://vimeo.com/139906007?from=outro-embed>

Save B.C. Wolves: <https://www.indiegogo.com/projects/save-b-c-wolves#/>

B.C.'s controversial wolf cull program to save caribou will continue:  
<http://www.theglobeandmail.com/news/british-columbia/bc-wolf-cull-program-will-continue/article24496415/>

B.C. faces backlash over plan to increase wolf cull this winter:  
[http://www.vancouversun.com/technology/faces+backlash+over+plan+increase+wolf+cull+this+winter/11376486/story.html?\\_lsa=f3df-d81e](http://www.vancouversun.com/technology/faces+backlash+over+plan+increase+wolf+cull+this+winter/11376486/story.html?_lsa=f3df-d81e)

Wildlife Documentary: 'Caribou and Wolves - The Endless Dance':  
<https://www.youtube.com/watch?v=MNvq3dW4zpg>

Top Ten Cutest Wolf Pups: [https://www.youtube.com/watch?v=xYSMrwJv8\\_Y](https://www.youtube.com/watch?v=xYSMrwJv8_Y)

## Conclusion

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Laura Brass

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When I started off I was thinking of designing a thematic unit that I could use with my present students and that I could recycle. It had to be a topic I would love to teach and would interest my students. The field trip to the aquarium and our daily 5-minute warm-ups in class made me realize that animals make for a great topic. For instance, 90% of my students have or had a pet, something we all loved talking about at the beginning of the term, when we were getting to know each other.

The further my research, the more involved I became. I thought that if I could raise awareness about the wolf cull in B.C. and encourage my students to sign the petition, send a message to the officials, or symbolically adopt an endangered wild animal, then my mission would be accomplished. This is why I introduced the “Endangered Animals” part. While it may be difficult for newcomers to relate to current affairs in Canada, I believe that talking about endangered animals from their native countries can make things easier for them.

I decided to not focus that much on the political aspect of the issue, since most of my students are very young and may lose interest. I wanted to portray the wolves as beautiful wild animals which are essential to the ecosystem. This explains for the first part of the manipulated text, which describes the way wolves teach their young, kill old or sick animals, catch fish, feed the forest and other animals. I wanted my students to get the whole picture and be able to express their own point of view. I have to assume that some of them may have a different opinion from mine, something I have to be prepared for and accept. I was able to connect my first rewrite attempt with one of the units I was doing with my upper intermediate students back in November. While the students showed interest in the topic, the text itself proved to be a bit too difficult for their level. I had to do more explaining than I had anticipated. Back in November I only had some of the learning tasks and games I put together for the final

version of my thematic unit. The students loved the crossword and the taboo game. They did the Cloze exercise in small groups, which allowed for lots of talking. They got involved in the Listen and Fill in the Gap exercise, especially when I told them that they were listening to Canadian accent (my husband’s voice). I assigned the Punctuation and Capital Letters Exercise as homework. We did the QARs in class, students worked in pairs, which I think was easier than having them answer the questions on their own. The “On My Own” QARs were answered in groups, which prompted lots of interesting ideas the students wrote on the board, then used later on when they did the role-play.

The mini-unit goes from easier to more difficult, and it is designed to cover reading, listening, speaking and writing skills. Students gradually build up vocabulary, language and confidence in using the four integrated skills, like laying the bricks of a house. I am excited to use the final version of my mini-unit next term.

## Conclusion

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Laura Brass

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I think one week will be enough time for us to go through all the learning tasks I have designed, without rushing. There are so many interesting videos and articles online, so time allowing, I would love to stretch over two weeks. The wolf cull is a current issue all over the world, in other provinces in Canada, in the States, in France, in Russia, to name just a few.

As far as grammar goes, I think that the topic goes hand in hand with teaching the Passive Voice. The scaffolded writing (My Wild Pet) can be simplified if it turns out to be difficult. As for the survey, I intend to have the students practice with their classmates first, then take it outside of the classroom. Most of them live with homestay families, so there should be a couple of native speakers for them to interview right off the bat. The students did surveys before, and while putting their findings into concise sentences was not their strong suit, they all enjoyed interacting with NS.

I am excited about the 5-paragraph essay; I usually have them do the writing as homework, but doing it together in class is definitely more engaging. It allows the students to work in groups, and me to help them when necessary. The Keyhole Format, something I myself have just learned about, will help ease the writing process. Working on this project has helped me become better equipped to deal with new and diverse teaching contexts, to design my own lessons based on current affairs as opposed to updated or insufficient materials available in textbooks or the school.



It has also made me more confident in my creative teaching skills, ready for new challenges and eager to make my own materials in the future. I have greatly enjoyed working on this project, which has shaped my desire to further my knowledge in this direction.

Looking back at the questionnaire I did as part of the first enabling task, I can see how all the pieces of the puzzle come together. My learning tasks are built around the statements from the questionnaire that I feel strongly about.

- *“Materials must be interesting, they are the “motivational hook” and the “invitation in” the curriculum” (Roessingh, 2015).* It took me a while to choose the topic of my thematic unit, because I wanted it to be not only something that I liked and I was interested in, but also something that my students liked and were interested in. A teacher cannot expect their students to participate in a topic that does not interest them. They may try but they will not keep motivated for long, eventually they lose interest and we “lose” them.

## Conclusion

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Laura Brass

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Talking about ourselves and our families (at the beginning of the term) helped me get to know my students a bit, their likes and interests. It also brought up the topic of pets. Who doesn't love animals? So there I had a good topic full of possibilities: pets, dogs, wolves, endangered species. I feel that my students and I have embarked on a long fruitful journey taking on this topic. It allows me to design more materials and activities based on their personal experiences and also introduce new related topics.

- *"Visual representations can mediate the linguistic and concept demands of content information. Charts, graphs, maps, and timelines, for examples, can make content more accessible"* (Sinatra et al, 1990). My thematic unit is loaded with photos and maps. I personally love pictures and I collect maps. Like many of my students, I am a visual type of learner, hence pictures and images have always helped me learn and express my ideas. Pictures are indeed worth a thousand words, they make teaching easier, they help

learners understand new concepts and difficult vocabulary, they stimulate their imagination, and they appeal to young and old learners alike.

- *"Family pictures, artefacts and realia that students bring themselves are personally meaningful and can promote immediate language acquisition"* (Roessingh, 2015). The way I see it, teaching is very personal. While keeping it professional, I like to let my students get to know me a bit, which is why when we talked about family, I mentioned my furry child and showed them a picture of him. The next thing I know, they were all sharing photos of their pets on their cell phones. Lots of questions and stories followed.

- *"Vocabulary and grammar must be salient and frequent for learners to acquire these from context"* (Roessingh, 2015). One of the disadvantages of the ESL textbooks I have worked with in the last decade is that they are made up of units which are not connected. Each unit has a different topic, and

both teacher and students have to rush through them, struggling to cover lots of grammar and vocabulary that is checked through weekly tests.

Students keep learning new language which is not recycled, hence it is forgotten sooner or later, becoming passive rather than active language. Here is where thematic units come into play. They build up on language previously learned and offer enough practice of all the four skills for the students to actually acquire the vocabulary and grammar of the target language. Having worked on this project, I now see how teachers can bridge this gap by designing appropriate learning tasks and bringing to class authentic materials adapted from newspapers and the Internet.

- *"Culture [...] plays a role not only in communicating and receiving information, but also in shaping the thinking process of groups and individuals. A pedagogy that acknowledges, responds to, and celebrates fundamental cultures offers full, equitable access to education for students from all cultures"* (Education Alliance,

## Conclusion

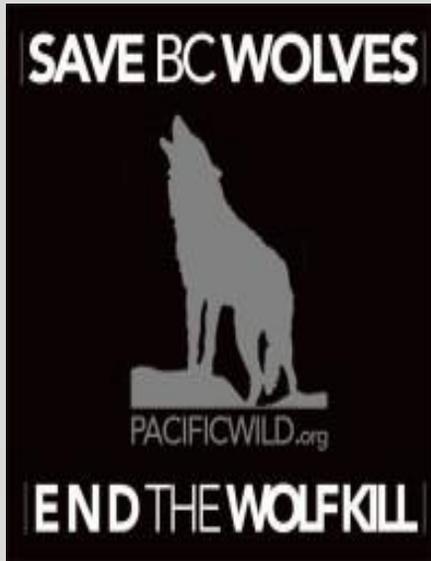
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Laura Brass

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Brown University, 2006). Being aware of the fact that students come from different cultural backgrounds can make or break a class.

For instance, in some cultures it is accepted to eat dog meat, which is something that I make sure does not offend certain students. In culturally diverse countries like Canada, learning about different cultures and respecting them is paramount. Through the materials I bring to class I try to teach the language but I also want to teach my students about the culture, and help them integrate and have a positive learning experience. As I mentioned earlier, most of my current students are newcomers, so adapting to the Western way of life takes time. Sometimes it is not the grammar mistakes a student makes or their strong accent, but rather the novelty of the culture, and their not knowing how to react in everyday situations that contributes to their attitude toward learning. It is the deep culture (Hanley, 1999) that makes it challenging for Non-NS to fully



comprehend unfamiliar language contexts and be able to integrate in a native speaking community. *"Deep culture is mostly hidden and comprises the aspects of identity that most powerfully affect our perceptions and interactions with others. It is the many subtleties of deep culture that we must respond to with acceptance and sensitivity in classrooms"* (ESL Council of the Alberta Teachers' Association. *Understanding ESL Learners: Moving Toward Cultural Responsiveness*).

