

GRAY WOLF DEBATE

INVESTIGATIONS IN SCIENCE 6

Science Anchors

Science anchors are ongoing engaging tasks that students can work on independently. They are curriculum based, clearly defined and differentiated for students. Students can work on science anchors as they complete work at varying rates, when the teacher is working with a small groups of students, at the beginning or end of a class period, or when they are waiting for teacher assistance. Sample science anchor tasks include: reading and responding to text, journaling, learning or interest centers, listening or viewing centers, independent research or projects and hands-on minds-on science kit tasks. Provide a variety of anchor tasks at your anchor station to address the diverse learning styles, interests, and readiness levels of your students.

Purpose

This RAFT task is designed to enable students to debate a real-life issue from the perspective of a farmer or a rancher.

The Issue

In 1973, the federal government listed the gray wolf as endangered because its population dropped to a few hundred in Minnesota and nearly zero in the other continental 48 states. This protected the gray wolves from hunting and trapping. In addition, captive breeding released more gray wolves into the wild. In 1998, the number of gray wolves rose to approximately 2,380 wolves in Minnesota and Wisconsin. Today, the gray wolf population in Minnesota, Wisconsin and Michigan is approximately 3,980. Due to the steady increase in the gray wolf's population some believe that it is now safe to remove the species from the endangered list. Others support keeping the gray wolf protected. This decades long debate continues.

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Real Issue Debates

Anchor Task

Overview

This anchor task is to be used by students as they are learning about stability of populations.

Goals

Students should know

various factors (e.g. increasing human population) influence the size and stability of wildlife populations.

Students should understand

how the factors influence the size and stabilities of wildlife populations.

Students should be able to

research a global problem.

analyze and summarize data to identify trends and form a logical argument about a cause and effect relationship or a sequence of events.

support an argument with evidence.

Engage:

Show and discuss the CNN video segment at the link below:

<http://www.cnn.com/video/#/video/us/2008/03/28/natpkg.wolves.delist.cnn?iref=videosearch>

The video includes interviews of ranchers and environmentalists expressing their opinions about the gray wolf's endangered status. Click "off the endangered list" on the right side of the page to access the video.

An additional video on the gray wolf can be accessed on the CBS website at the link below:

http://www.cbsnews.com/video/watch/?id=3067925n%3fsource=search_video

Resources:

- Variety of electronic and print resources
- One Debating Real Issues Record Sheet resource page per student
- One class chart (see sample chart on teacher resource page) with sticky notes

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Name: _____

Debating Real Issues Record Sheet

Anchor Task

The Issue

In 1973, the federal government listed the gray wolf as endangered because its population dropped to a few hundred in Minnesota and nearly zero in the other continental 48 states. This protected the gray wolves from hunting and trapping. In addition, captive breeding released more gray wolves into the wild. In 1998, the number of gray wolves rose to approximately 2,380 wolves in Minnesota and Wisconsin. Today, the gray wolf population in Minnesota, Wisconsin and Michigan is approximately 3,980. Due to the steady increase in the gray wolf's population some believe that it is now safe to remove the species from the endangered list. Others support keeping the gray wolf protected. This decades long debate continues.

You will research the issue from the perspective of a:

_____ rancher who has lost animals to the gray wolf

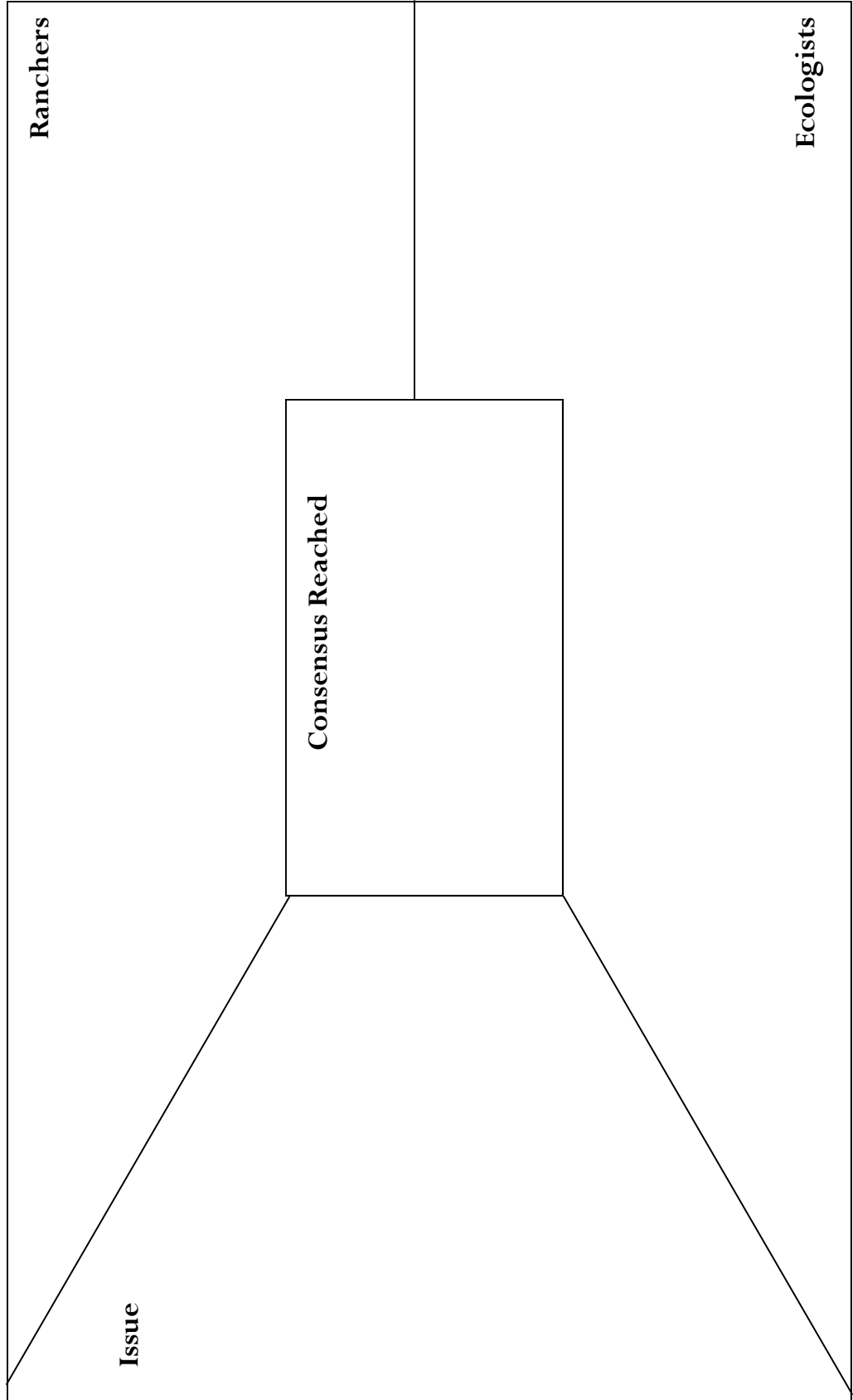
_____ ecologist who supports the protection of the gray wolf

Research the Issue

- Gather information from at least three resources.
- Record ideas that support your assigned perspective.
- Post your ideas on the class chart.
- Be prepared to use your ideas to argue the issue from your perspective.
- Participate in our class debate on _____.



Debating Real Issues Class Chart
Anchor Task
Teacher Resource Page



Debating Real Issues Anchor Task

Suggested Resources

CBS Interactive Inc. bBNet: *Top 10 Reasons to Support Rancher Compensation - gray wolf program*

http://findarticles.com/p/articles/mi_m0ASV/is_/ai_55315090

CNN: *Gray Wolf: Still Endangered?*

<http://www.cnn.com/2008/TECH/science/03/28/gray.wolves/index.html#cnnSTCText>

CNN: *Gray Wolf Returns to Endangered Species List*

<http://www.cnn.com/2008/US/09/30/wolf.endangered.ap/index.html>

Defenders of Wildlife: *Gray Wolf*

http://www.defenders.org/wildlife_and_habitat/wildlife/wolf_gray.php

The Humane Society: *Gray Wolf*

http://www.hsus.org/wildlife/a_closer_look_at_wildlife/gray_wolf/

Minnesota Public Radio: *Farmers and Ranchers Upset with Wolf Ruling*

http://minnesota.publicradio.org/display/web/2008/10/06/wolves_reax/

National Geographic: *Thriving Gray Wolf May Come Off U.S. Endangered List*

http://news.nationalgeographic.com/news/2003/01/0122_030122_tvwolves.html

National Wildlife Federation: *Gray Wolf and the Endangered Species Act*

<http://www.nwf.org/endangered/graywolf.cfm>

USA Today: *Gray Wolf to be Taken Off Endangered Species List*

http://www.usatoday.com/news/nation/2008-02-21-graywolves_N.htm

Washington Post: *New Debate on Wolf's 'Endangered' Label*

<http://www.washingtonpost.com/wp-dyn/content/article/2008/10/24/AR2008102402024.html>

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Please write each of your facts below.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____
