



# A Family Pack

## Una manada familiar

### 3-5th

Themes: Pack Animals, Stories and Tales

#### Location:

**Remote learning modification:** Lesson can be taught over Zoom or Google Classrooms.

The PowerPoint, brainstorming, and assessments can be done in the classroom with student computers.

#### Standards:

##### **NGSS**

##### **3-LS2-1**

Construct an argument that some animals form groups to help members survive.

##### **CCSS**

##### **CCSS.ELA-LITERACY.SL.4.4**

Report on a topic or text, tell a story, or recount an experience in an organized manner using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

##### **CCSS.ELA-LITERACY.W.5.3**

Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences.

#### Washington OSPI Standards

##### **G2.3.1**

Explain how the environment affects cultural groups and how groups affect the environment.

#### Materials:

WDFW videos: Introduction to Wolves, Looking at Wolf Tracks and Comparing Animal Tracks

#### Modifications, Adaptations:

For COVID-19 distance learning, or other remote learning modification, look for **remote learning modifications** throughout the lesson plan.

#### Objectives:

Students will..

1. Explain how familial packs benefits wolves.
2. Name three ways wolves benefit ecosystems.
3. Plan a narrative about wolves and humans using a graphic organizer.
4. Compose a story, picture book, video, poem, or other narrative that incorporates at least three wolf facts from a provided source.
5. Compare and contrast similar themes in stories produced by their classmates.

#### Vocabulary:

##### **English**

**Co-existence:** Living or existing at the same time or in the same place.

**Ecosystem:** All the plants and animals that live in a particular area together and their relationship with the non-living environment.

**Ecosystem services:** Any positive benefit (direct or indirect) that wildlife or ecosystems provide to people.

**Pack:** Groups of animals that are usually related by close blood ties (family units).

**Hierarchy:** In a pack of wolves, some rank above others, and each animal knows its place.

**Alpha:** The male and female group leaders of a wolf pack. They are typically the only ones who have pups in the pack.

**Beta:** The wolves who rank below the alpha pair. If the alphas die, betas may assume leadership of the pack. In times of high resource availability, beta pairs may have pups as well.

**Omega:** The lowest ranking wolf in the pack.

##### **Spanish**

**Coexistencia:** Vivir o existir en el mismo momento o en el mismo lugar.

**Ecosistema:** Todas las plantas y los animales que viven juntos en una zona particular y su relación con el ambiente no vivo.

**Servicios del ecosistema:** Cualquier beneficio positivo (directo o indirecto) que ofrece la naturaleza o los ecosistemas a las personas.

**Manada:** Grupos de animales que generalmente se relacionan por lazos sanguíneos (unidades familiares).

**Jerarquía:** En una manada de lobos, algunos tienen un nivel más alto que otros, y cada animal conoce su lugar.

**Alfa:** Los líderes macho y hembra de una manada de lobos. Casi siempre son los únicos que tienen cachorros en la manada.

**Beta:** Los lobos que tienen un nivel más bajo que la pareja alfa. Si los alfa mueren, los beta pueden asumir el mando de la manada. En épocas cuando hay mucha disponibilidad de recursos, las parejas beta también tienen cachorros.

**Omega:** El nivel más bajo en la manada de lobos.

#### Procedure:

##### **1. Introduction to wolves**

Gather re-assessment data and background knowledge.

Ask students what they know about wolves. Some guiding questions could include:

- Where do wolves live? Are they found in Washington?
- What do wolves eat?
- What are some stories/movies/television shows involving wolves?
  - o How do these stories or shows depict humans' relationship with wolves?
- Are wolves related to dogs?



[Watch the introductory video about wolves in Washington featuring Julia Smith](#), Washington Department of Fish and Wildlife's wolf coordinator. Julia explains where wolves live in Washington, answers common natural history questions, and dispels some common wolf myths. Have students write down at least five facts they learned in the video.

After the video, discuss as a class what students wrote down.

Review the following tabs in the interactive exhibit, [The Hidden Life of Wolves: Wolves 101](#), [Explore the Wolf](#), and [Ecosystem](#). Students will be exploring these tabs on their own for about 20 minutes, so it would be helpful to have familiarity with them. Make sure to click the "unmute" button on the lower right hand corner to experience wolf and other wildlife sounds.

Have students get out computers and give them about 10 minutes to look over the [Wolves 101 tab](#). Have them repeat directions to you so they know they are only exploring the [Wolves 101 tab](#). Ask them to write down the fact they found most interesting from each of the five tabs: meet the wolf, pack anatomy, social behavior, benefits of wolves, and wolves and people. After the 15 minutes is over, have students pair with a partner and share their five facts.

**Remote learning modification:** Students can explore on their home computer and when they come back, you can distribute them into breakout rooms to talk about their findings.

Come back together as a class and have students share with the class what they found most interesting. After you've had about five minutes of sharing time, tell students they have another 15 minutes to explore the Explore the Wolf and Ecosystem tab. Have them answer the following questions:

- Where do wolves keep their pups? *Dens.*
- What members of the pack raise the wolf pups? *The whole pack raises the pups.*
- How fast can a wolf run? *35 miles per hour.*
- Name two ways ecosystems in Yellowstone changed after wolves came back.

When you come back as a class, have students share their answers with a partner, then select a few to share with the class.

In the next session, students will dive deeper into learning the importance of packs.

## 2. Wolf packs

Ask students to recall the importance of wolf packs. If students are having trouble remembering, [review the Pack Anatomy tab](#) as a class. Have students take turns reading the short prompts.

After [reviewing pack anatomy](#), assign students small groups of three to five. Have them create a short skit surrounding the theme of a wolf pack. Topics could include: raising young, hunting, dispersing (lone wolf) and forming a new pack, playing, the role of the alpha, beta and omega wolves, etc. Students will have 10 minutes to decide on a theme and practice their skit for the class. After students have

presented their skit, have the class guess what was occurring. If no one can guess correctly, have the students explain the scene to the class.

**Remote learning modification:** [Review this article for how to do multi-person skits over Zoom](#). Have students get extra creative and use props that may help their classmates get the idea more visually. You may want to give students more time to put together their skits.

## 3. Recognizing wolf tracks

Take students will follow a department biologist and learn about what wolf habitat looks like and learn how wolf pups play with things. They will then learn how to ID a wolf track and see what wolf tracks look like compared to other animal tracks.

Watch the videos in the following order:

1. [Introduction to wolf tracks](#)
2. [Tour of wolf country](#)
3. [Front paw of a wolf](#)
4. [Hindfoot of a wolf](#)
5. [Comparing animal tracks](#)

## 4. Humans and wolves

Ask students to share with a partner one to three stories where the wolf is the villain of the story (antagonist). Have students share the stories they brainstormed and write them on a whiteboard.

Then ask students to get with a different partner and think of stories where the wolf is the hero of the story (protagonist). Share the stories on the other side of the whiteboard. Compare how many stories have a wolf as the villain vs. as the hero.

**Remote learning modification:** You can use breakout rooms to partner and use [Google Jamboard](#) as a virtual whiteboard.

Tell students you are going to ask them a series of questions. If they agree, they should get up. If they disagree, they should stay seated. Have them look around the room to see how the class agrees/disagrees with another.

**Remote learning modification:** Movement when learning is important so you can encourage students to still stand up, or you can have them raise their "hand". If possible, try to have class on an all together mode so the students can see each other.

- You've heard a story/fairy tale/move/tv show/etc. where a wolf/wolves are the villain (antagonist)
- You've heard someone say that wolves are bad.
- Wolves are important to indigenous culture.
- People hunt wolves more than wolves hunt livestock.
- Forming a pack helps wolves raise young.
- Forming a pack helps wolves hunt.
- Lone wolves are only temporary until they form a new pack.
- Wolves help other species such as elk and beaver thrive.
- Wolves help keep habitats healthy.

Tell students they are going to write/illustrate/perform their own fairy tale or story about wolves and humans. The story should incorporate facts about wolves they have learned from the videos they watched, the interactive exhibit they explored, or any of the additional resources at the bottom of this lesson.



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3-5th grade

Stories should have a clear beginning, middle, and end and should introduce a problem and a solution. Pass out a graphic organizer of your choice to help students outline these ideas. Review their graphic organizer before giving them the OK to start their story.

The story must incorporate:

- At least five facts they learned about wolves.
- Some component of the relationship between humans and wolves.
- A Washington scene.
- How packs help wolves survive.
- Evidence that wolves benefit their habitat.

Give students between one and two weeks to create the project. Set up periodic check ins to ensure student success. Set a date or two for students to share their story with the class. After all the students have shared, have them get into groups of two to three and list the ways stories were similar and ways they differed. Share differences and similarities as a class.

## Additional Resources :

*We encourage you to use the following resources as either a supplement to this lesson, or to share the resources with students for their project.*

### Natural history and social information:

- [Gray wolf conservation and management-WDFW](#)
- [Gray wolf species profile-WDFW](#)
- [Wolf packs in Washington-WDFW](#)
- [Seven things Washington residents should know about wolves-WDF](#)
- [Facts on wolves in Washington- Western Wildlife Outreach](#)
- [Wolves in Washington- Burke Museum](#)
- [Ravens give wolves a reason to live in packs-Isle Royale Wolf](#)
- [Pack structure-Wolf Haven International](#)
- [Gray wolf-National Wildlife Federation](#)

### Other wolf activities and lessons:

- [The gray wolf educator guide- National Geographic](#)
- [A wolf activity guide for families-National Geographic](#)
- [Gray wolves-National Geographic Kids](#)
- [Wolves of Yellowstone lesson plan- PBS](#)
- [Wild Kids wolf articles-International Wolf Center](#)

### Videos:

- [The wolf patriarch of the Central Cascades-WDFW](#)
- [Wolf pups from Smackout Pack-WDFW](#)
- [Lookout wolf pack pups-WDFW](#)
- [What to expect if you encounter a wolf-Oregon Department of Fish and Wildlife \(ODFW\)](#)
- [Washington Wolves- PBS](#)

### Stories about wolves:

- [18 books about wolves-bookriot.com](#)
- [Stories, myths, fables and poems about wolves-Wolf Country](#)