How the Wolves Changes the Rivers Lesson Plan

Time: One Class Period

Grade Level: 6-8th

Show students the video: <https://www.youtube.com/watch?v=ysa5OBhXz-Q>

Without sharing, have them journal their thoughts and feelings. After most students are finished, have them share with an elbow partner.

Bring it back to whole class. Have a handful of students share what they herd or what they wrote. Ask questions to push the conversation along.

* Why do you think the wolves disappeared in the first place?
* What would be the motivation of humans to get rid of the wolves?
* Why do you think they are important?
* Do you think this story is true? Why or why not?

When the flow of the conversation has ran its course, have students read: <https://www.accuweather.com/en/weather-news/scientists-debunk-myth-that-yellowstone-wolves-changed-entire-ecosystem-flow-of-rivers/70004699>

Before discussing, ask students to make a word bank of words they think some students might struggle with. Discuss the means.

* Ask students what they think about this?
* Does the article mean the video is false?
* How do you feel?

Ask students to journal once more.

Now, ask them to decide, true or not true? Discuss how they could go about finding out. (this is not the point of the lesson)

Now, if it were not true, discuss with kids if the wolf population should be saved. Guide students to understand that the natural world is already perfect. The food web is balanced so that all members matter.

Look up food webs of Yellowstone: <https://goo.gl/66dqps>

Discuss.

NEXT STEPS: Students can study local food webs to discover animals that need our protection (we study salmon in class). This could also lead to lessons on invasive species and actions we can take to help our natural home out.