

WOTW-Restoration 3A

Resource Title: Santa Cruz Island Restoration Narrative

Resource Summary: This lesson will require students to analyze the debate presented in the Restoration segment of West of the West. Then, students will use that information to write a narrative from the point of view of one of the “key players” of this issue.

Subject Areas: English Language Arts

Grade Level Range: 6-8

Standards:

7th grade CA CCSS:

CCSS RSIT 7.2-Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

CCSS RSIT 7.3-Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

CCSS RSIT 7.8-Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.

CCSS RW 7.3- Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

CCSS SL 7.5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

CCSS SL 7.4-Present claims and findings (e.g., argument, narrative, summary presentations), emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

Resource Provided By: Deanna Jones, El Camino Junior High School; Santa Maria-Bonita School District

Details:

Group AND Individual Activities in this lesson plan

1. Engage: Show students pictures of the Santa Cruz Island Fox. Tell them that this species was an endangered species. Show students a picture of the bald eagle; tell them that this bird’s habitat was threatened. Ask students to think about what they would be willing to do to save these animals from extinction. Have them turn to a partner and discuss their responses.

2. Vocabulary: Students (especially ELL students) will benefit from a brief discussion about the following vocabulary words: Restoration, key players, faunal, floral, invasive, habitat, preserve, conservancy. See West of the West: Vocabulary worksheet

Individually, give students 1 minute to look through the list of words, rating them from 1-3 depending on their previous knowledge of the word. Then, break students into groups of 4-5 students. Give each group a packet of Vocabulary Definition Cards. Ask students to work together to figure out what definition belongs with which word. Give students approximately 10 minutes to discuss these words and definitions. They should also write down the definition from the card once the group has come up with the answer. Example sentences and pictures can also be done at this time, or this part of the activity can be completed as homework.

3. View the video segment. While viewing, students should complete the West of the West: Cornell Notes worksheet. They should write down at least 5 important details on their worksheet. After the video, give students 5-10 minutes to finish their summary, pictures, and questions.

4. Discuss the video as a whole class. Ask students probing questions (track students answers on the board/overhead). Ask questions such as: What is the main problem in this video? Who are the main people/animals/groups in this video? Why don't they get along? Summarize this video in 1 sentence.

5. View the video segment again. This time, ask students to turn to the West of the West: Key Players worksheet. Let students know that the focus of this viewing is to get information about what each "key player" thinks about the problem.

6. As a whole class, discuss the "key players" and the stance each has in the restoration of the Channel Islands.

7. Ask students to discuss with their shoulder partner which "key player" they relate to the most.

Academic Sentence Frames for this discussion

Partner 1: Of all the key players shown in this video, whom do you relate to the most?

Partner 2: Of all the key players, I relate to _____ the most because _____

8. Inform students that they will be writing a narrative from the perspective of the key player they relate to the most. Remind students that a narrative is telling a story, not recalling facts. Have students use the Narrative Brainstorming worksheet to begin mapping out their ideas.

9. Give students approximately 1 day to brainstorm and write a rough draft (suggest giving students a 5 paragraph target, depending on time). Fast finishers may read their rough drafts together, asking each other for editing suggestions/correcting mistakes.

10. Give students 1 day to write/type their Final Draft

11. Extend: Students can illustrate their story by hand, or by using digital software, such as [Storyboard That](#)

12. In small groups (4-5 students per group), have students host a read-around. Students take turns reading their narratives to the other students in the group. Have students share their illustrations. While students are reading, listeners should be taking notes.

Teacher Resources



Photo Credit: NPS [Channel Islands Fox](#)



Photo Credit: NPS [Bald Eagle](#)

Name: _____ Period: _____

_____ Date: _____

West of the West: Vocabulary

Do you know any of the words below? Make a ✓ in the chart below based on how well you know each word. Next, write the definition, then write a sentence using the vocabulary word. Finally, draw a picture representing the vocabulary word.

3= I know the word and use it 2= I've heard the word but don't use it 1= This word is new to me

Word	3	2	1	Definition & Sentence	Picture
Restoration				Definition: Sentence:	
Key Players				Definition: Sentence:	
Faunal				Definition: Sentence:	
Floral				Definition: Sentence:	

Habitat			Definition: Sentence:	
Preserve			Definition: Sentence:	
Invasive			Definition: Sentence:	
Conservancy			Definition: Sentence:	

Vocabulary Definition Cards

(Provide 1 card set per group. Cut them out ahead of time)

The most important people or things in a situation	The act of returning something to its former condition
The animals of a particular region	The plants of a particular region
Something that spreads harmfully into an area where it does not originally belong	A group that is concerned with the protection of natural resources such as plants and animals

The natural home or environment of a plant or animal

A place where plants and animals are allowed to live undisturbed

Use the boxes below to draw 3 pictures to represent information you learned in the video:

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Name: _____ Period: _____
Date: _____

West of the West: Key Players

Who are the “key players” in the issue of restoring the Channel Islands back to their natural habitat? What is their stance on this issue?

Key Player: Stance:	Key Player: Stance:	Key Player: Stance:
Key Player: Stance:	Key Player: Stance:	Key Player: Stance:

Name: _____ Period: _____
Date: _____

West of the West: Key Players (teacher)

Who are the “key players” in the issue of restoring the Channel Islands back to their natural habitat? What is their stance on this issue?

<p>Key Player: Invasive animals: Pigs, sheep, cattle, rats, golden eagles</p> <p>Stance: They deserve to live even if they are “invasive”. It’s not their fault that they were brought to the island</p>	<p>Key Player: Conservationists (NPS, Nature Conservancy)</p> <p>Stance: The invasive species are ruining the habitat for other plants and animals, and must be relocated.</p>	<p>Key Player: Animal Rights Activists</p> <p>Stance: All animals have the right to live, even if they are “invasive”</p>
<p>Key Player: Native animals: Bald Eagle & Island Fox</p> <p>Stance: They are native to the island, and were there first, so they should have more priority.</p>	<p>Key Player: The land (plants)</p> <p>Stance: The pigs are ruining the native plants, turning the land into pasture. This makes it hard for the balance of the ecosystem.</p>	<p>Key Player:</p> <p>Stance:</p>

Name: _____ Period: _____
Date: _____

West of the West: Narrative Brainstorming

Setting	Characters
Point of View	Problem/Conflict

<p data-bbox="461 243 570 275">Themes</p>	<p data-bbox="1073 243 1133 275">Plot</p>

Name: _____ Period: _____
Date: _____

West of the West: Read-Around Notes

Title:

Author:

Point of View:

1 sentence summary:

Title:

Author:

Point of View:

1 sentence summary:

Title:

Author:

Point of View:

1 sentence summary:

Title:

Author:

Point of View:

1 sentence summary:

Title:

Author:

Point of View:

1 sentence summary: