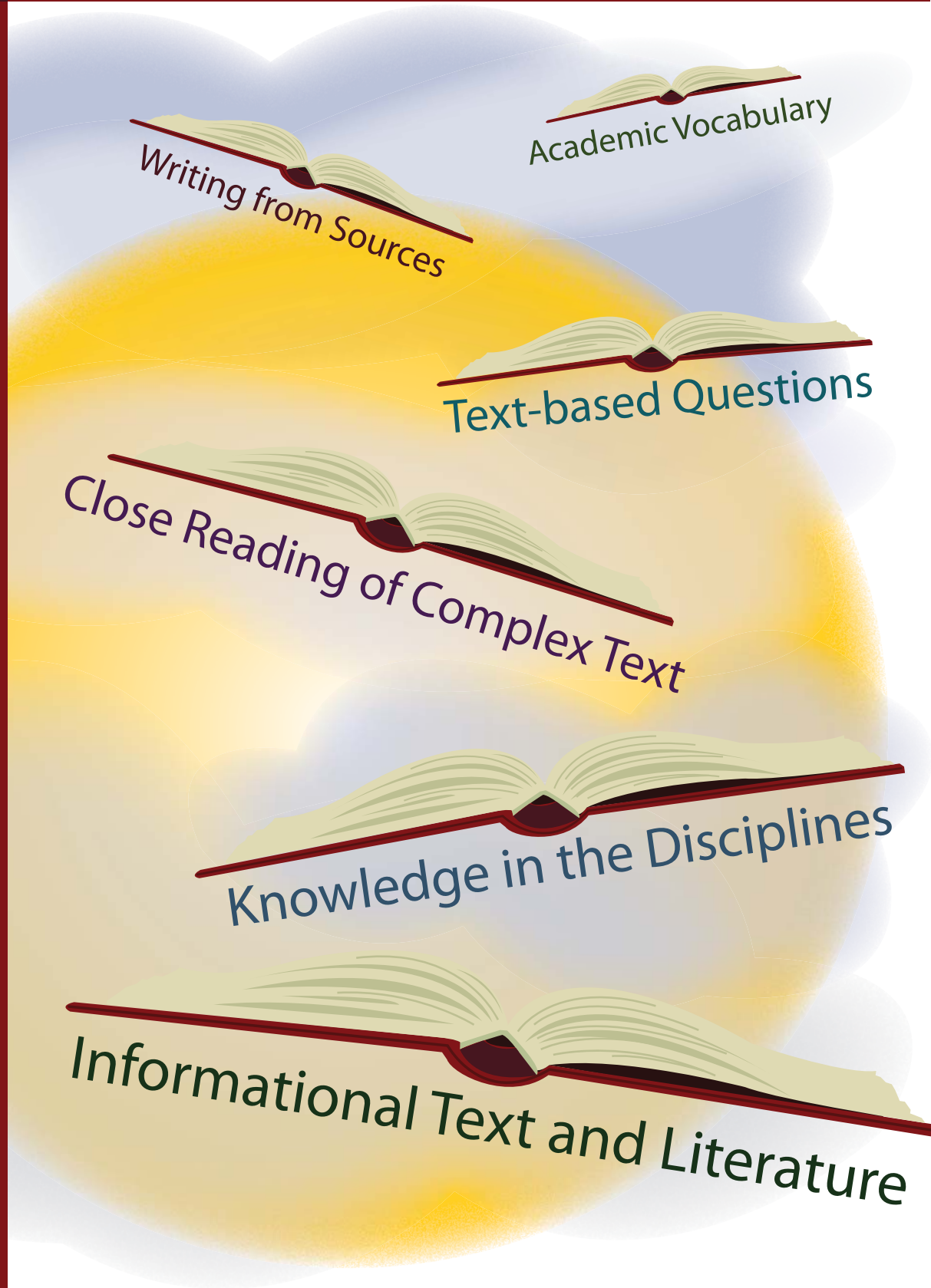


6

NYS COMMON CORE ODELL MATERIALS

Reading Closely TEACHER MANUAL



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HOW TO USE THESE MATERIALS

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UNIT PLAN AND TEXTS

- Unit Plan
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The **model questions and worksheets** are meant only to illustrate the process, NOT to shape textual analysis. **It is essential that both teachers and students develop questions based on their own analysis and class discussion.** Teachers are encouraged to develop their own questions in the blank worksheets to use with students when modeling the process.

HANDOUTS

- Guiding Questions Handout
- Reading Closely Checklist
- Text-Centered Discussion Checklist



WORKSHEETS and **CHECKLISTS** have been created as **editable PDF forms**. With the free version of Adobe Reader, students and teachers are able to type in them and save their work for recording and e-mailing. This allows students and teachers to work either with paper and pencil or electronically according to their strengths and needs. It also allows teachers to collect and organize student work for evaluation and formative assessment.

WORKSHEETS

- Analyzing Details Worksheet
- Questioning Texts Worksheet

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READING CLOSELY FOR TEXTUAL DETAILS

DEVELOPING CORE PROFICIENCIES
ENGLISH LANGUAGE ARTS / LITERACY UNIT

GRADE 6

"The wolf you feed"



DEVELOPING CORE PROFICIENCIES SERIES

This unit is part of the Odell Education Literacy Instruction: Developing Core Proficiencies program, an integrated set of ELA units spanning grades 6-12. Funded by USNY Regents Research Fund, the program (under development) is comprised of a series of four 3-week units at each grade level that provide direct instruction on a set of literacy proficiencies at the heart of the CCSS.

Unit I: Reading Closely for Textual Details
Unit II: Making Evidence-Based Claims
Unit III: Researching to Deepen Understanding
Unit IV: Building Evidence-Based Arguments

The Core Proficiencies units have been designed to be used in a variety of ways. They can be taught as short stand-alone units to introduce or develop key student proficiencies. Teachers can also integrate them into larger modules that build up to and around these proficiencies. Teachers can also apply the activity sequences and unit materials to different texts and topics. The materials have been intentionally designed for easy adaptation to new texts.

Unit materials available at www.odelleducation.com/resources



READING CLOSELY FOR TEXTUAL DETAILS

Becoming literate involves developing habits and proficiencies associated with many reading purposes, from reading for pleasure to preparing for high-stakes business meetings. This unit develops students' abilities to read closely for textual details—a proficiency essential for a variety of reading purposes and contexts. Attending to and analyzing details are essential skills for accessing meaning, allowing texts to inform our understanding and enrich our lives.

Rather than simply ask students to read closely, this unit instructs them in a process for doing so. The activities lay out a process for approaching, questioning and analyzing texts that helps readers focus on key textual characteristics and ideas. Just as experts in any field access deep understanding by knowing what to look for in their particular fields, expert readers know the questions to ask of texts in order to guide them to deep meaning. The framework of questioning presented in this

unit takes the invisible process expert readers have internalized and makes it explicit – to support teachers and students as they develop proficiency in reading text closely.

Proficient readers can also explain and share the discoveries they have made through reading and analyzing a text. Developing evidence-based explanations is essential for clarifying and deepening one's own understanding as well as the foundation for participation in academic and civic life. This unit integrates the development of explanatory communication skills into the close reading process. Students learn to explain their thinking and link it with textual evidence both in discussion and writing. The unit culminates in a structured text-centered discussion in which students examine discoveries they have made about an important topic, by explaining and comparing their textual analyses with their peers.



HOW THIS UNIT IS STRUCTURED

The unit activities are organized into five parts, each associated with short texts. The parts build on each other and can each span a range of instructional time depending on scheduling and student ability.

Part 1 introduces students to the idea of reading closely for details through an examination of a range of text types. Part 2 introduces students to a particular process for close reading that involves questioning the text—at first generally and then in text-specific ways—to help them focus on important textual ideas and characteristics. Part 3 develops student proficiency by analyzing textual details for making comparisons across texts. Parts 4 and 5 develop students’ abilities to express their analysis, first through writing text-based explanations in Part 4 and then, in Part 5, through facilitating and participating in text-centered discussions.

This organization is designed to strengthen the precision of instruction and assessment, as well as to give teachers flexibility in their use of the unit.

The final activities in Parts 1-4 are designed as independent student tasks that can be done either in class or as homework.

Part 5 includes an optional extended assessment activity involving the creating of a student portfolio of work and a reflective essay on their experience throughout the unit.



HOW THIS UNIT MIGHT BE EMBEDDED IN CONTENT-BASED CURRICULUM

The unit is explicitly and intentionally framed as skills-based instruction. It is critical for students to understand that they are developing core literacy proficiencies that will enrich their academic and civic lives. The unit and activities should be framed for them as such. Nonetheless, the texts have been chosen, in part, for their rich content and cultural significance. They contain many important historical and contemporary ideas and themes. Teachers are encouraged to sequence the unit strategically within their

curriculum and instructional plans, and to establish content connections that will be meaningful for students. This might involve connecting the unit to the study of topics or eras in social studies, related genres or voices in literature, or themes and guiding questions. Whatever the curricular context established by the teacher, the central emphasis of the unit should, however, be on evidence-based, text-focused instruction.



HOW THIS UNIT TEACHES WRITING

Communicating understanding effectively is an essential part of the close reading process. And while this unit focuses primarily on reading proficiencies, writing from textual evidence plays an important role in most of the activities. The nature of the writing instruction at this stage in the Developing Core Proficiencies Series is rooted in some core principles. First, strong writing flows from deep comprehension of a text or topic. Many deficiencies in writing are the result of shallow or uniformed critical thinking. The unit writing activities are linked closely to student reading in ways that help them both develop and express their emerging understanding of the evidence at hand. Students are continually asked to explain their thinking about texts in their writing. Developing this ability is fundamental to supporting students as they craft extended pieces of writing in later contexts.

The writing activities—including the writing students complete on the worksheets—are all very limited in scope. In most cases students write only one or two sentences and at most a few short paragraphs. This in NO way suggests that they are limited in importance. The limited scope intentionally allows teachers and students to focus on building the ability to accurately incorporate textual evidence into their communication, and include effective word choice, punctuation, and syntax that are appropriate to the audience and task.



HOW THIS UNIT TEACHES VOCABULARY

This unit draws on a variety of strategies for teaching academic and disciplinary vocabulary. The primary strategy is the way critical disciplinary vocabulary and concepts are built into the instruction. Students are taught words like “analyze,” “perspective,” “questioning,” and “criteria” through their explicit use in the activities. Students come to understand and use these words as they think about and evaluate their textual analysis and that of their peers. The handouts and worksheets play a key role in this process. By the end of the unit, students will have developed deep conceptual knowledge of key vocabulary that they can transfer to a variety of academic and public contexts.

The texts and activities also provide many opportunities for academic vocabulary instruction. Many of the activities focus directly on analyzing the way authors use language and key words to develop ideas and achieve specific purposes.

The sequence of topical texts also builds vocabulary knowledge and connections, supporting both textual comprehension and vocabulary acquisition. The texts are formatted with integrated tools for vocabulary development. Each page includes editable glossaries where teachers and students can choose various words to define. Some words have been pre-selected and glossed. Teachers may choose to differentiate vocabulary support by student.

HOW THIS UNIT ALIGNS WITH CCSS FOR ELA/LITERACY

The instructional focus of this unit is on learning to read text closely: attending to details, language, and perspective; posing and responding to text-dependent questions; and analyzing connections and relationships to deepen understanding. This unit incorporates a variety of literary, literary non-fiction, and informational texts. Accordingly, the targeted CCSS –the primary alignment of the unit– are **RI.1**, **RI.2**, and **RI.6**; and **RL.1**, **RL.2**, and **RL.6** (*read closely to determine literal and inferential meaning, determine central ideas and supporting details, and assess author’s point of view – while attending to and citing specific textual evidence*). Students develop these skills throughout the unit through direct instruction and guided practice, and they are assessed continuously through activities, worksheets, and written products.

As students develop these primary targeted reading skills, they are also practicing, and eventually demonstrating, their abilities to engage in text-centered discussions. Thus, **SL.1** (*engage effectively in a range of collaborative discussions, building on others’ ideas and expressing their own clearly and persuasively*) is also an emerging targeted CCSS as the unit progresses, and is directly assessed in the final, discussion-based activity of Part 5.

As students develop these primary targeted CCSS skill sets, they also practice and use related reading and writing skills from supporting CCSS. Thus, in Part 2, they begin to focus on **RI.4** (*interpret words and phrases as they are used in a text*) and in Part 3 on **RI.9** (analyze how two or more texts address similar themes or topics), with **RI.9** formatively assessed in Part 5.

Students focus on crafting effective evidence-based writing, working from titles and paraphrases to summary sentences and explanatory paragraphs. Thus, **W.2** (*write explanatory texts to convey ideas and information clearly and accurately*) and **W.9** (*draw evidence from texts to support analysis*) are also introduced and practiced in the unit, as is **W.4** (*produce clear and coherent writing*).

Finally, because students are expected to read and analyze a grade-level text somewhat independently in Parts 4 and 5, the unit provides initial evidence of how well students can meet the expectations of **RI.10** (*read and comprehend complex texts independently and proficiently*).

SOURCES OF THIS UNIT INSTRUCTION

The instructional ideas contained in this unit are presented as our contribution to the national effort to prepare all US secondary students for college and career readiness. We intend that these principles, activities, tools, and strategies will be taken up, adapted, and improved upon by the educators who use them. While we take full responsibility for the content of the unit, and recognize that mentioning our key sources in no way implies their endorsement of that content,

we would like to acknowledge some important influences and reference points for this work: the students and colleagues who contributed to the classroom experiences of our development team; the Common Core Standards; the PARCC ELA Curriculum Frameworks; the Tri-State Quality Review ELA Rubric; and the research on text complexity and text-dependent questioning from Student Achievement Partners.



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WORKSHEETS

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UNIT OUTLINE

PART 1: UNDERSTANDING CLOSE READING

- The teacher presents an overview of the unit, discussing the purposes and elements of close reading.
- Students are oriented to the idea of attending to details through examining images.
- Students use guiding questions to look closely for details in a text.
- Students use guiding questions to look closely for details in a multi-media text and write a few sentences explaining something they have learned.
- Students use guiding questions to independently explore a multi-media website.

PART 2: QUESTIONING TEXTS

- The teacher models how to use the Questioning Texts Worksheet to guide a process for close reading, and then pairs practice on a text they have read.
- Students listen to a new text and use the Questioning Texts Worksheet to guide their reading.
- The teacher guides the class through an analysis of the text using the Analyzing Details Worksheet.
- Students develop their own text-specific questions with which to analyze the text.
- Students write 1-3 sentences explaining their analysis of the text and list supporting textual details.

PART 3: ANALYZING DETAILS

- Students listen to and then closely read and analyze a new text.
- The teacher guides and supports students in a comparative discussion of the texts.
- Students develop a comparative question in groups and individually write a paragraph answering their question.
- Students independently read texts using a guiding question.

PART 4: EXPLAINING UNDERSTANDING

- The teacher introduces the final culminating text-centered writing and comparative discussion.
- Students listen to three related texts and discuss them as a class.
- Students select (or are assigned) one of the texts to discuss with a small group and then analyze independently.
- Students use their analysis to independently write a detail-based explanation of one of the texts.

PART 5: DISCUSSING IDEAS

- The teacher leads students in a reflective conversation about productive, text-centered discussions.
- Students discuss their analysis in groups and independently prepare for leading a text-centered discussion by crafting a comparative text-dependent question.
- Students lead and participate in text-centered discussions with other students who have analyzed different texts.

READING CLOSELY GRADES 6 UNIT TEXTS

AUTHOR	DATE	PUBLISHER	L	NOTES
Text #1: Representations of Wolves (Images)				
Various	NA	Various: Public Domain	NA	Wolves represented through art, illustration and photography.
Text #2: A Brief History of Wolves in the United States (Informational Text)				
Cornelia N. Hutt	NA	Defenders of Wildlife	1230L	Overview of wolves in North America including how they have been seen and affected by various groups of humans.
Text #3: Two Wolves (Video)				
Dave Owens	2008	Dave Owens	NA	A Cherokee story of wisdom; the words of a Cherokee grandfather talking to his grandson.
Text #4: Living with Wolves and Lobos of the South West (Websites)				
NA	NA	Living With Wolves and Mexican Wolves.org	NA	Informational websites about wolves--one on the history of the Mexican Gray Wolf and one about wolves living on a preserve.
Text #5: All About Wolves: Pack Behavior (Informational Text)				
John Vucetich and Rolf Peterson	2012	The Wolves and Moose of Isle Royale Project	1200L	Discussion of the social behavior of wolves.
Text #6: White Fang. [Pt. II Ch. I] (Fictional Narrative)				
Jack London	1906	Macmillan	1020L	Excerpt focusing on the running of a wolf pack and the role of the dominant female wolf within the pack.
Text #7: All About Wolves : Hunting Behavior (Informational Text)				
John Vucetich and Rolf Peterson	2012	The Wolves and Moose of Isle Royale Project	990L	An overview of the Isle of Royal Project as well as a factual description of a wolf hunt.
Text #8: White Fang. [Pt. II Ch. III] (Fictional Narrative)				
Jack London	1906	Macmillan	1020L	Excerpt describing the first sensory experiences of a wolf pup and the role of the wolf parents.
Text #9: Alpha Status, Dominance, and Division of Labor in Wolf Packs (Scientific Study)				
David. L. Mech	1999	Northern Prairie Wildlife Research Center	1300L	Report discussing observations of wolves in the wild and the issues of studying wolves in their natural habitat.
Extended Reading: (Various)				
Various	NA	Various	NA	Links to extension texts exploring various aspects of wolves and human perception of them.

PART 1

UNDERSTANDING CLOSE READING

"there are two wolves inside me"

OBJECTIVE:

Students learn what it means to read a text closely by attending to and analyzing textual details. Students analyze visual-based texts.



ACTIVITIES

1- INTRODUCTION TO UNIT

The teacher presents an overview of the unit, discussing the purposes and elements of close reading.

2- LOOKING CLOSELY FOR DETAILS

Students are oriented to the idea of attending to details through examining images.

3- READING CLOSELY FOR DETAILS

Students use guiding questions to look closely for details in a text.

4- ATTENDING TO DETAILS IN MULTI-MEDIA

Students use guiding questions to look closely for details in a multi-media text and write a few sentences explaining something they have learned.

5- INDEPENDENT READING/RESEARCHING ACTIVITY

Students use guiding questions to independently explore a multi-media website.

ESTIMATED TIME: 3-4 days

MATERIALS:

Texts #1-4
Guiding Questions Handout
Reading Closely Checklist



ALIGNMENT TO CCSS

TARGETED STANDARD(S): RI.6.1 RI.6.2

RI.6.1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI.6.2: Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

SUPPORTING STANDARD(S): RI.6.4

RI.6.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.



ACTIVITY 1: INTRODUCTION TO UNIT

The teacher presents an overview of the unit, discussing the purposes and elements of close reading.

INSTRUCTIONAL NOTES

Introduce the central purpose of the unit – to develop the skills and habits of a close reader:

- 1) Initially approaching and surveying a text
- 2) Using questions to examine the text’s topic, information, and structure
- 3) Questioning further to investigate the text
- 4) Analyzing key details and language to deepen understanding
- 5) Explaining what one has come to understand as a reader

INTRODUCTORY ANALOGY

To introduce the unit and establish a link between questioning, close examination, and deepening understanding, you might use an analogy from another field that requires careful study and analysis. For example:

- Compare the process of “close reading” to the analytical processes used by other experts, such as musicians, scientists, or detectives;
- Present a CSI video that demonstrates how a detective asks herself questions when first approaching a crime scene.

Use any of these analogies to illustrate how experts in various fields are able to analyze and understand artistic works, phenomena, places, events or situations because their training focuses them on details that the uninitiated do not typically notice. This training often involves a set of *guiding questions* that experts ask themselves to direct their attention to key elements of their fields of study.

A musician might ask herself, “How do the sounds of the various instruments work together?” A crime scene investigator might ask, “What evidence suggests how the perpetrator came and went from the scene?” These more general questions lead the experts to then ask specific questions directly related to the object of investigation. For example, the general question concerning the perpetrator’s coming and going might lead the investigator to notice a set of muddy footprints. She then might ask, “What are the size and type of the shoes that left these muddy footprints?” Experts ask these questions so that they clearly understand what they are studying and can clearly communicate their understanding to others.

LINK THE ANALOGY TO QUESTIONING SKILLS

- Using the introductory analogy as a reference point, explain that effective readers also use guiding questions to help them look for evidence in texts.
- Introduce the Guiding Questions (GQ) Handout, orienting students to both the structure of the document and the questions in each row, and explaining that these are a general set of guiding questions that can direct their attention to key evidence in texts as they read.

PREVIEW THE TEXTS AND CHECKLISTS

- Show students the Text Set Table indicating that there are connections among the texts but do not stipulate what those connections are.
- Let them know they will be reading and studying those texts with increasing independence, and will be expected to lead a group discussion about one of the final three texts.
- Introduce the Reading Closely Checklist and the Text-Centered Discussions (TCD) Checklist and

ACTIVITY 2: LOOKING CLOSELY FOR DETAILS

Students are oriented to the idea of attending to details through examining images.

INSTRUCTIONAL NOTES

TEXTUAL NOTES

Introduce students to the set of photographs they will study, but provide minimal contextual information.

If you want digital images, the photos can be found online using the links in the text set. (Note: this activity can be done using a printed copy of the visual image(s), a projection in the room, or on computers, allowing students literally to zoom closer and note specific details.)

EXAMINE IMAGES IN SMALL GROUPS

- Students examine the image(s) in small groups and answer the question “What stands out to me as I examine this image?”
- In their groups, students find several details that stand out to them, with one group member serving as a recorder of all their details.
- Groups may consult the GQ Handout for further questions to help them focus on details.
- Groups discuss what the details suggest to them and identify any new questions they have after examining and discussing the details.

MODEL TEXT QUESTIONING SEQUENCE

Guiding Question(s):

- 1- What is this image mainly about?
- 2- What stands out to me as I examine this image?

Text-specific Question(s):

- 1-In the second image, how is the wolf depicted compared to the other figures?
- 2-In the third image, what do the position and stance of the wolves indicate? What does the condition of the surrounding snow suggest?
- 3-What are the men doing to the wolf in the fourth image?

NOTE: Throughout the unit Model text-specific questions associated with Guiding Questions have been provided in the material. These questions are included to illustrate the process and possibilities; teachers are encouraged to develop their own text-specific questions based on their own analysis.

CLASS DISCUSSION & SUMMARIZING ACTIVITY

- Lead a discussion on what the groups noticed about the images and the questions they had
- Discuss how these questions are “text-specific” – questions that:
 - ⇒ Emerge from looking closely at the image
 - ⇒ Prompt them to look for more details
 - ⇒ Lead to a greater understanding of the image.
- Students list three details they think are “key” for them in understanding something that is going on in one of the images.
- Students write a caption that summarizes what they think the image is about and share and compare their captions/titles, noting the details that have led to what they have written.

At this stage, definitive answers do not need to be established for questions students pose. The purpose of the exercise is for students to get a sense of how close examination of texts leads to questions which in turn lead to further examination of textual detail, and an ability to communicate meaning to others.

ACTIVITY 3: READING CLOSELY FOR DETAILS

Students use guiding questions to look closely for details in a text.

INSTRUCTIONAL NOTES

TEXTUAL NOTES

Text #2, the first print text students encounter, is borrowed from a Kids Planet World Wide Wolves curriculum website, which also includes many other useful texts, question sets, and cross-curricular activities about wolves. The text measures on the high end of the 6th grade text band [at 1230L] but is straightforward and accessible in its informational format. It provides an overview of the history of wolves in the US, from their importance to Native American cultures to their current controversial status as an endangered species. Searching for details in this text should provide useful background for students.

READ TEXT #2 ALOUD

- Direct students to the questions listed under “Topic, Information, and Ideas” in the Questioning Texts row of the GQ Handout.
- As you read the passage aloud, students think about the question:
⇒ “What information or ideas does this text present?”
- Ask students to record/share their responses to the question, making sure that students refer to the text to support their responses.

INDEPENDENT READING

- Before students re-read the passage independently, direct students to the questions listed under “Language” in the Questioning Texts row of the GQ Handout.
- Students think about the question:
⇒ “What words or phrases stand out to me as I read?”
- While reading independently, students mark details they notice (electronically or with a pencil/highlighter).

CLASS REVIEW & PARAPHRASING

- As a class, students:
⇒ Compare the details they have noticed and marked.
⇒ Discuss what the details suggest to them.
⇒ Identify any new questions they have after examining and discussing the details.
- Introduce the concept of a “paraphrase,” and model paraphrasing a sentence from the passage.
- Individually, students draft a paraphrase of one of the details that stood out to them.

MODEL TEXT QUESTIONING SEQUENCE

Guiding Question(s):

- 1- What information or ideas does the text present?
- 2- What do I learn about the topic as I read?

Text-specific Question(s):

- 1- What details and examples are presented in paragraphs 3 & 4 to explain the ways in which Native American cultures “revered the wolf”?
- 2- What details and examples are presented in paragraphs 5 & 6 to explain the contrasting views of European settlers who had “fear of wolves”?

ACTIVITY 4: ATTENDING TO DETAILS IN MULTI-MEDIA

Students use guiding questions to look closely for details in a multi-media text and write a few sentences explaining something they have learned.

INSTRUCTIONAL NOTES

TEXTUAL NOTES

Text #3 is a short YouTube video by David Owens that uses images, sounds, music, narration and text to dramatize a Cherokee story about the “two wolves” that lie within us – and sets up the idea of looking at wolves from different perspectives that runs throughout the unit. The video presents a shorter version of the legend, in which a grandfather talks to his grandson about the good and bad wolves that fight for dominance within humans. It provides opportunities for students to attend to textual details while viewing, notably the qualities associated with each of the wolves. The resource packet also includes a print version of the Cherokee legend [780L], one (of many different versions of the story) which focuses more on the grandson and his experiences with bullying and his own anger; an interesting exercise is to have students first watch the video closely, then read the text, looking for new details in the print version and contrasting how they understand the story differently in each of the two ways it is presented.

Finally, if you want to continue the discussion of how differently Native and European cultures have viewed the wolf, see the supplementary text link from the How Stuff Works website on werewolves, which [at 1100L] presents an accessible and interesting explanation of such topics as Werewolf Origins, Transformations, etc., and which makes the following interesting observation: “Teenagers and young adults can identify with the idea of sudden, seemingly inexplicable changes in their skin, hair and body. And just about everyone has experienced the struggle to keep control of emotions like anger and frustration.”

VIEW THE VIDEO

- Students view the video with no additional context provided, other than what they bring from studying the previous texts.
- Students think about a guiding question (i.e. “What information or ideas does this text present?”) as they watch the video.

CLASS DISCUSSION AND RE-VIEW OF VIDEO

- Before re-viewing the video, briefly discuss students’ initial observations.
- Use some of students’ observations to craft a specific question about the video to guide the re-view. Alternatively, additional guiding questions can be used.
- Students record key details in a two-column notes format.
 - ⇒ Note details sequentially in the first column of their notes, then highlight details they see as important, and explain (in the second column) why they see those selected details as important.

ACTIVITY 4: ATTENDING TO DETAILS IN MULTI-MEDIA (CONT'D)

INSTRUCTIONAL NOTES

SMALL GROUPS WRITE ABOUT THE VIDEO

- Student small groups discuss the details they have selected, and their thinking about the importance of those details in helping them understand the video.
- Students share their notes and collaboratively write a few sentences explaining something they have learned from the video, referring to key details that have led to their understanding.
- Volunteers from each group read their sentences to the class.
- As a class compare what the groups saw, including how clearly and accurately they are able to communicate their understanding
- Reflect on the “close reading” experience of watching a video, using the Reading Closely Checklist to guide the reflective discussion. This reflective discussion is an opportunity for students to self-assess their ability to read closely and identify areas where they can improve as a reader over the course of this unit.

MODEL TEXT QUESTIONING SEQUENCE

Guiding Question(s):

- 1- What is this text mainly about?
- 2- What ideas stand out to me as I read/view?

Text-specific Question(s):

- 1- What human qualities does the grandfather link to the “evil and ugly” wolf (1:50 into the video)? Why?
- 2- What human qualities does the grandfather link to the “beautiful and good” wolf (2:20 into the video)? Why?
- 3- What is the meaning of the grandfather’s answer to the question: “Which wolf will win?”
- 4- How do the details of the boy’s experience in the print version of the legend change our understanding of the story and its last line?

ACTIVITY 5: INDEPENDENT READING/ RESEARCH

Students use guiding questions to independently explore a multi-media website.

INSTRUCTIONAL NOTES

This activity is an optional extension of Part 1 where students can enrich their skills of looking for details with web-based text. It is recommended for students who have access to a computer either as an individual or in groups. Accessing an informational site can not only help students apply close reading skills in the context of Internet research, but also enrich their understanding of the topic and other texts they will encounter in the unit. Students might be expected to develop deeper understanding of a part of the website through close reading and viewing, and to bring details and information they have found back to a small group discussion.

TEXTUAL NOTES

There are many excellent websites that present information about wolves and allow students to navigate and read to learn more about the unit's topic. The Living With Wolves website is from an organization that supports wolf survival, and provides many links that allow students to discover more about wolves, including photos, videos, etc. The Lobos of the Southwest website discusses restoration efforts for the Mexican Gray Wolf. Students might explore one aspect of this (or another) site and then report back to their peers.

MODEL TEXT QUESTIONING SEQUENCE

Guiding Question(s):

1- What do I learn about the topic as I read (explore the website)?

Text-specific Question(s):

1- What interesting details, examples, or ideas can I find that relate to the other texts we are studying?

ASSESSMENT OPPORTUNITIES

Students' captions and paraphrases for Texts #1 & 2 can be reviewed to see if they are able to generalize from details, and might provide a pre-assessment of skills before students read and analyze more challenging passages in Parts 2-5. These short, informal writing samples should also be reviewed for evidence that students are able to clearly explain their thinking about the texts they are reading. The reflective conversation using the Reading Closely Checklist is an opportunity for students to self-assess. Student conversations in small groups, particularly in relation to Text #3 (the video), also can provide rich initial evidence of their emerging thinking, and of the skills related to Text-Centered Discussions that they bring into the unit, since they will be demonstrating those discussion skills in Part 5.

PART 2

QUESTIONING TEXTS

"a complex web of social relationships"

OBJECTIVE:

Students learn to use questions to guide their approach to, reading, and deeper analysis of texts. Students read and analyze informational texts.



ACTIVITIES

1- HOW SKILLFUL READERS APPROACH TEXTS

The teacher models how to use the Questioning Texts Worksheet to guide a process for close reading, and then pairs practice on a text they have read.

2- APPROACHING A NEW TEXT

Students listen to a new text and use the Questioning Texts Worksheet to guide their reading.

3- ANALYZING TEXT WITH TEXT-SPECIFIC QUESTIONS

The teacher guides the class through an analysis of the text using the Analyzing Details Worksheet.

4- POSING TEXT-SPECIFIC QUESTIONS

Students develop their own text-specific questions with which to analyze the text.

5- INDEPENDENT WRITING ACTIVITY

Students write 1-3 sentences explaining their analysis of the text and list supporting textual details.

ESTIMATED TIME: 3 days

MATERIALS:

Texts #1-5
Questioning Texts Worksheet
Analyzing Details Worksheet
Reading Closely Checklist
Guiding Questions Handout



ALIGNMENT TO CCSS

TARGETED STANDARD(S): RI.6.1 RI.6.2

RI.6.1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI.6.2: Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

SUPPORTING STANDARD(S): RI.6.4

RI.6.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

ACTIVITY 1: HOW SKILLFUL READERS APPROACH TEXTS

The teacher models how to use the Questioning Texts Worksheet to guide a process for close reading, and then pairs practice on a text they have read.

QUESTIONING TEXTS WORKSHEET

The **QUESTIONING TEXTS WORKSHEET** supports students in a process for close reading. The worksheet prompts students to record and organize basic information about a text and to focus on their reading purposes. It provides a place for recording guiding questions to help them read closely for details and text-specific questions they have come to in their reading.

INSTRUCTIONAL NOTES

MODEL THE WORKSHEET

Begin by modeling the Questioning Texts Worksheet, using Text #2:

- Think-aloud and talk through what you record in each Approaching the Text box.
- Select one or two questions to focus on from the Guiding Questions Handout.
- Re-read through the text, searching for details related to your guiding question. Model marking and annotating the text.
- Frame a new, text-specific question that the guiding question draws out of the passage.

WORKSHEET PRACTICE IN PAIRS

- Student pairs continue examining Text #2 with the Questioning Text worksheet.
- Have student pairs use a *different* guiding question as a lens for examination and come up with related text-specific questions.
- The key skill to work on is having students frame a good, text-specific question that emerges after students have used the guiding question to identify important information in the text.



ACTIVITY 2: APPROACHING A NEW TEXT

Students listen to a new text and use the Questioning Texts Worksheet to guide their reading.

INSTRUCTIONAL NOTES

INTRODUCE AND READ TEXT #5 ALOUD

Text #5 is a related but more challenging text. Provide minimal context about the passage before students encounter it. First have them listen to a reading of the text, asking them to concentrate on the author's message, tone, and use of language.

TEXTUAL NOTES

Text #5 is from the Wolves & Moose of Isle Royale website, a site that presents information from five decades of studying wolves on a wilderness island in Lake Superior. This text (which is the first part of the "All About Wolves" overview, the second part of which is used for Text #7) presents a description/explanation of the family and pack behavior of the Isle Royale wolves, based on observations of scientists who have studied them. It is somewhat conversational in tone, with short paragraphs, and [at 990L] should be accessible and interesting to all students as an example of science-based explanatory text. Students should work through the text, breaking it into chunks for close reading. Make sure they attend to the information about wolf pups that is presented early in the passage (and that will be important later in reading Text #8).

STUDENTS USE THE QUESTIONING TEXTS WORKSHEET

- Students independently complete a Questioning Texts Worksheet – but do not yet record a text-specific question in the last row.
- Provide the guiding questions students will use, or have them select questions from the handout
- Emphasize questions related to language use and meaning, having students pay attention to and highlight words and phrases that are critical for understanding the passage and may also be less familiar to them.
- Focus on academic vocabulary – and its relationship to textual meaning.

READ TEXT #5 IN PAIRS

- Students look for details related to their guiding question.
- Students work in pairs to come up with text-specific questions to put in the final row of the Questioning Texts Worksheet.
- Students share their text-specific questions with the class, discussing and refining them as a class.

MODEL TEXT QUESTIONING SEQUENCE

Guiding Question(s):

1- What information/ideas are presented at the beginning of the text?

Text-based Question(s):

1- In the first three paragraphs of the Observations, what important details do we learn about Isle Royale wolf pups in their first year of life?

ACTIVITY 3: ANALYZING TEXT WITH TEXT-SPECIFIC QUESTIONS

The teacher guides the class through an analysis of the text using the Analyzing Details Worksheet.

ANALYZING DETAILS WORKSHEET

The **ANALYZING DETAILS WORKSHEET** is a second tool for supporting students in a process for close reading. The worksheet begins with a place to record their self-generated (or teacher-provided) text-specific question that they have come to through a guiding question. The worksheet prompts students to re-read the text marking and annotating details related to their question. Students then review their details and select those most relevant to their question. Students then analyze and make connections among those details to answer their question and deepen their understanding.

INSTRUCTIONAL NOTES

MODEL THE WORKSHEET

- Guide the class through the worksheet identifying your reading purpose and using a text-specific question that emerged from class discussion. The worksheet can also be used with guiding questions or with text-specific questions you provide to students.
- Read and annotate the text actively, marking, highlighting, or flagging details that are related to the reading purpose and question.
- Review the details you have marked, looking for “key” details, words, and phrases that relate to your reading purpose and question, and that convey or support a central idea.
- Record 3 of these key details/phrases from the text in the “Selecting Details” section of the worksheet, indicating the source/location in the “reference” section.
- Analyze each detail and record your thinking.
- Connect the details by writing a sentence based on your analysis.
- Have students all fill in their own worksheet with the information developed as a class. This allows students to get a feel for using the worksheet and provides them with analysis and models in their personal notebooks.

TEXTUAL NOTES

Students can be given any of the paragraph sets that follow to read for details about such topics as alpha wolf behavior, wolves’ movement through their territories, wolf communication, comparisons to humans, etc.

MODEL TEXT QUESTIONING SEQUENCE

Guiding Question(s):
What do I learn about the topic as I read?
How do the ideas relate to what I already know?

Text-based Question(s):
In paragraphs 7-10, what do we learn about the behavior of “alphas”?
How does what I learn about “alphas” relate to what I’ve read/found in the other texts of the unit?

ACTIVITY 4: POSING TEXT-DEPENDENT QUESTIONS

Students develop their own text-specific questions with which to analyze the text.

INSTRUCTIONAL NOTES

STUDENTS USE THE ANALYZING DETAILS WORKSHEET

- Students begin by confirming or revising their text-specific question at the bottom of the Questioning Texts Worksheet for Text #5. (This might be done in small groups.)
⇒ Some questions may be literal –scaffold students’ efforts to pose a question that causes them to re-examine textual details and discover something new about the text.
- Students transfer their question to the Analyzing Details Worksheet.
- Students annotate their texts by highlighting/marking all the details they feel are relevant to their question.
- Students select three details to analyze, copying them and referencing them in their worksheet.
- Students analyze the details, recording their thinking.
- Students connect the details, writing a sentence or two explaining their thinking.
- Students share their findings in a group discussion, using their worksheets to guide their conversations, and reflect as a group on their process of reading closely, using the Reading Closely Checklist as a framework for reflection.

MODEL TEXT QUESTIONING SEQUENCE

Guiding Question(s):

1- How are the details I find related in ways that build ideas and themes?

Text-based Question(s):

1- What details in “All About Wolves” suggest ways in which wolves and humans are similar?
What details suggest ways in which wolf behavior and human behavior are different?



ACTIVITY 5: INDEPENDENT WRITING

Students write 1-3 sentences explaining their analysis of the text and list supporting textual details.

INSTRUCTIONAL NOTES

In Part 4 of the unit, students will be developing and practicing the skills of writing a detail-based explanation of a text they have read. In this activity, introduce the idea of what a text-based explanation entails, possibly modeling one for Text #2. Ask students to work from their Analyzing Details Worksheet completed in Activity 4 and to write several clear, coherent, and complete sentences that explain something from their analysis of Text #5, making sure to reference key details they have identified. Connect this writing activity to skills students have been working on with their earlier paraphrasing activities.



ASSESSMENT OPPORTUNITIES

At the end of Part 2, students will have:

- Completed a Questioning Texts Worksheet for Text #2
- Completed a Questioning Texts Worksheet for Text #5
- Annotated their texts to highlight details related to their text questioning
- Completed an Analyzing Texts Worksheet for Text #5 both as a class and independently
- Written an explanation of their analysis of the text, including supporting details
- Engaged in group and class discussions

The primary focus of evaluation at this stage should be on student ability to use questioning to focus their annotation and selection of details. Examine student Questioning Texts Worksheet to evaluate the formation of their text-specific questions and their relationship to the guiding questions. Examine their annotated texts and Analyzing Details Worksheet to evaluate the relevance of their selected details and their recorded thinking and connections. Evaluate the worksheets for evidence of students' reading and thinking; examine the short written explanations for their developing writing skills, paying attention to use of evidence and to word choice, punctuation, and grammar.

PART 3

ANALYZING DETAILS

"the tragedy of the natural world that was tragedy only to those that died"

OBJECTIVE:

Students learn to analyze textual detail as a key to discovering meaning.
Students read, analyze, and compare texts.



ACTIVITIES

1- ANALYZING TEXTUAL DETAIL

Students listen to and then closely read and analyze a new text.

2- ANALYZING DETAILS ACROSS TEXTS

The teacher guides and supports students in a comparative discussion of the texts.

3- EXPLAINING AND COMPARING TEXTS

Student groups develop a comparative question and individually write a paragraph using their question.

4- INDEPENDENT READING ACTIVITY

Students independently read texts using a guiding question.

ESTIMATED TIME: 3 days

MATERIALS:

Texts #1-6
Questioning Texts Worksheet
Analyzing Details Worksheet
Reading Closely Checklist
Guiding Questions Handout



ALIGNMENT TO CCSS

TARGETED STANDARD(S): RI.6.1 RI.6.2 RI.6.6 RI.6.9 RL.6.1 RL.6.2 RL.6.6 RL.6.9

RI.6.1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI.6.2: Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RI.6.6: Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

RI.6.9: Compare and contrast one author's presentation of events with that of another.

RL.6.1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL.6.2: Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RL.6.6: Explain how an author develops the point of view of the narrator or speaker in a text.

RL.6.9: Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics.

SUPPORTING STANDARD(S): RI.6.4

RI.6.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.



ACTIVITY 1: ANALYZING TEXTUAL DETAIL

Students listen to and then closely read and analyze a new text.

INSTRUCTIONAL NOTES

INTRODUCE AND READ TEXT #6 ALOUD

Students now engage a new text that presents a different point of view on the topic. As before, students listen to the text with no initial context provided other than what they have already learned from their study of previous, related texts.

INDEPENDENT READING

- Students complete the first parts of the Questioning Texts Worksheet, selecting Guiding Questions that relate to the *author's perspective*.
- Students read the text using their Guiding Questions to focus them on relevant details they can question further.

CLASS DISCUSSION

- Lead a discussion of the text focusing on difficult sections and key academic vocabulary.
- Students should draw on details they found related to their Guiding Questions in discussion.
- Have students develop text-specific questions about key details that emerge in discussion.

RE-READING TO ANALYZE DETAILS

- Students work in groups to hone text-specific questions.
- Students use their question to analyze the text with the Analyzing Details Worksheet.

CLASS DISCUSSION

- Discuss the connections students have made in a final class discussion of Text #6.

TEXTUAL NOTES

Text #6 is an excerpt from the open source edition of Jack London's famous novel *White Fang*. "The Battle of the Fangs" describes in vivid detail a violent encounter among four wolves traveling in a pack (two of whom will become the parents of the novel's main character); it connects directly with Text #8, a later chapter from the novel. The passage offers a challenging reading experience for students due to its descriptive language, but measures at a level [1020L] in the middle of the 6th grade text band. It also presents an interesting contrast to Text #5, allowing students to analyze differences in the ways wolf pack behavior are presented, and ultimately differences between informational and literary text. Because of the density of the description, student groups might be given shorter excerpts to read closely and analyze for details, reporting what they have discovered back to the class.

MODEL TEXT QUESTIONING SEQUENCE

Guiding Question(s):

- 1- What words or phrases are powerful or unique?
- 2- What do the author's words cause me to see or feel?

Text-specific Question(s):

- 1- In the first six paragraphs, what details are presented to describe each of the wolves in the pack: the she-wolf, the large grey wolf, the one-eyed wolf, and the three-year old? What do these details tell us about the pack and its behavior?
- 2- What details does London present to illustrate his statement that, "The battle began fairly, but it did not end fairly"? What does his description of the battle cause us to see and feel?
- 3- What does the phrase "the tragedy of the natural world that was tragedy only to those that died" mean in this story? What seems to be Jack London's view of the wolves' behavior he describes?

ACTIVITY 2: ANALYZING DETAILS ACROSS TEXTS

The teacher guides and supports students in a comparative discussion of the texts.

INSTRUCTIONAL NOTES

CLASS DISCUSSION

- Students use their notes and worksheets from texts #5 and #6 to discuss how each author's use of language reflects his or her perspective on the subject.
- Ask students to present evidence from the text to support their assertions, and to connect their comments to the ideas that others have shared.
- Have students take notes and annotate their text during the conversation, capturing what peers say, how their ideas are changing, or connections/ differences between texts.

TEXTUAL NOTES

The Isle Royale and White Fang excerpts offer a variety of opportunities for comparison: between fictional and nonfictional writing, around the common thread of pack behavior in wolves, and/or between the two authors' perspectives on their subjects and use of language to convey those perspectives. In particular, the texts illustrate how two very different kinds of texts – one scientific and one fictional - use details to describe animal behavior, with one presenting an observation-based scientific explanation of the behavior, and the other intent on dramatizing that behavior in vivid detail.

MODEL TEXT QUESTIONING SEQUENCE

Guiding Question(s):

- 1- What is the author's personal relationship to the topic or themes?
- 2- In what ways do the authors' different purposes and perspectives influence their presentation of details and ideas?

Text-specific Question(s):

- 1- In presenting a wolf's point of view, "All About Wolves" states that, "Communication and intelligence are needed to know who my friends and enemies are, where they are, and what may be their intentions." How does this observation relate to the details of the actions (and the wolf characters' thoughts) that are dramatized in Jack London's story?
- 2- Find another statement from "All About Wolves." Connect this statement to something that is described in the Jack London description of the wolf pack. How are the two passages similar and different?

ACTIVITY 3: EXPLAINING AND COMPARING TEXTS

Student groups develop a comparative question and individually write a paragraph using their question.

INSTRUCTIONAL NOTES

SMALL GROUP DISCUSSIONS

- Students work in groups using their analyses of Texts #5 and #6 to come up with a comparative question.
- Support student groups as they develop their questions.

ACTIVITY 3: EXPLAINING AND COMPARING TEXTS (CONT'D)

INSTRUCTIONAL NOTES

WRITING COMPARATIVE ANALYSES

- Students draw from their notes, worksheets, annotated texts, and sentences from earlier activities to construct a paragraph answering their comparative question. Paragraphs should include:
 - ⇒ The comparative question
 - ⇒ 1-2 sentences explaining their analysis of Text #5 and key supporting details
 - ⇒ 1-2 sentences explaining their analysis of Text #6 and key supporting details
 - ⇒ 1-2 sentences explaining a connection they have made between the two texts that answers their comparative question
- Students construct the paragraph by:
 - ⇒ Introducing the topic, in this case the comparison made between the texts
 - ⇒ Organizing their information to clearly and logically express their ideas
 - ⇒ Developing the topic with appropriate supporting details
 - ⇒ Linking sentences with appropriate transitional words and phrases to clarify relationships and establish coherence
 - ⇒ Using precise language and an academic (formal) style of writing.
- In small groups, students read and peer-review their comparative paragraphs
 - ⇒ Prior to submission, an optional revision may be asked of the students based on peer feedback.
- Students submit paragraphs and their supporting materials.

ACTIVITY 4: INDEPENDENT READING

Students independently read texts using a guiding question.

INSTRUCTIONAL NOTES

This reading, which sets up Parts 4 and 5 of the unit, can be done as homework or in class, with more or less scaffolding depending on how students have been doing in previous reading experiences. On their own, students read Texts # 7, 8, & 9 - topic-related texts all written in a similar genre/mode, using Guiding Questions to set up a Questioning Texts Worksheet. At this point, students do not need to study any of the three texts, rather simply be familiar with them, so they can prepare themselves for analyzing one of the texts through close reading in Part 4 and for leading a comparative discussion in Part 5.

ASSESSMENT OPPORTUNITIES

In Part 3, students will have:

- Completed a Questioning Texts Worksheet for text #6 individually and in groups
 - Completed an Analyzing Texts Worksheet based on of their own text-specific questions
 - Taken part in a group discussion about connections between texts #5 and #6
 - Written a paragraph explaining their analysis of Texts #5 and #6 and making connections between them.
- Use these work samples to both assess how the class is doing overall in the skills of close reading, questioning, analyzing details, comparing, and explaining, and to help determine which of the three texts students might be assigned to read and analyze for Parts 4 and 5 of the unit. Thus, their paragraphs potentially serve both as formative and diagnostic assessment. As before, student discussions provide opportunities to “listen in” and informally assess their speaking and listening skills, in anticipation of Part 5.

PART 4

EXPLAINING UNDERSTANDING

"But the Wild is the Wild, and motherhood is motherhood."

OBJECTIVE:

Students learn how to summarize and explain what they have learned from their reading, questioning, and analysis of texts. Students read and analyze three related texts.



ACTIVITIES

1- INTRODUCTION TO CULMINATING ACTIVITY

The teacher introduces the final culminating text-centered writing and comparative discussion.

2- READING AND DISCUSSING RELATED TEXTS

Students listen to three related texts and discuss them as a class.

3- QUESTIONING AND ANALYZING TEXTS INDEPENDENTLY

Students select (or are assigned) one of the texts to discuss with a small group and then analyze independently.

4- INDEPENDENT WRITING ACTIVITY

Students use their analysis to independently write a detail-based explanation of one of the texts.

ESTIMATED TIME: 3 days

MATERIALS:

Texts #1-9
Questioning Texts Worksheet
Analyzing Details Worksheet
Guiding Questions Handout



ALIGNMENT TO CCSS

TARGETED STANDARD(S): RI.6.1 RI.6.2 RI.6.6

RI.6.1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI.6.2: Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RI.6.6: Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

SUPPORTING STANDARD(S): RI.6.4 RI.6.10 W.6.2 W.6.9

RI.6.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

RI.6.10: By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

W.6.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

W.6.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

≡ ACTIVITY 1: INTRODUCTION TO ≡ CULMINATING ACTIVITY

The teacher introduces the final culminating text-centered writing and comparative discussion.

INSTRUCTIONAL NOTES

The final two parts (4 and 5) of the unit are a two-stage culminating activity in which students first analyze and write about one of three related texts, then lead a comparative discussion about the three texts. In the first stage, students are introduced to the texts and choose one to read closely with a small, “expert” group. Building on their collaborative close reading, students independently analyze and write about their text. In the second stage of the culminating activity, students return to their small groups to discuss their writing and draft a question that compares their text to the other texts in the unit. Students then “jigsaw” to a new group and use their analysis, writing, and comparative question to facilitate and participate in a structured text-centered discussion with students who have analyzed the other two texts.

The culminating text-centered discussions could be given in an “academic panel” format. In this format, student groups have their discussions in front of the class (and invited community members) to simulate real-world and college panel discussions. See the description at the end of Part 5 for more details.

≡ ACTIVITY 2: READING AND DISCUSSING ≡ RELATED TEXTS

Students listen to three related texts and discuss them as a class.

INSTRUCTIONAL NOTES

- Read aloud the texts #7, #8, and #9. Alternatively, strong readers can be asked to read aloud.
- Lead a discussion of the students’ first impressions of the texts, using the Guiding Questions to help facilitate discussion.

≡ ACTIVITY 2: READING AND DISCUSSING ≡ RELATED TEXTS (CONT'D)

INSTRUCTIONAL NOTES

TEXTUAL NOTES

The three final texts continue topical strands that have been developed in previous texts, including pack behavior in hunting, wolf communication, the development of wolf pups, and the behavior of alphas within a wolf pack. Two of them are extensions of previous texts read by the entire class. Text #7 is a continuation of Text #5, also drawn from the "All About Wolves" page on the Isle Royale website; it focuses primarily on the details of how Isle Royale wolves hunt moose. Text #8 is a later chapter from *White Fang*, describing the lives of wolf pups. Both texts measure in the middle of the 6th grade band [around 900-1000L], with the London text being more challenging due to the intricacy of its description and, in some places, abstractness. Text #9 presents students with a new, and perhaps unfamiliar, text type – a scientific report, with an introduction, methodology section, and discussion of results (only one part of the study's results is excerpted here). At the upper end of the middle school text band [1300L+], the close reading of Text #9 is best suited for more advanced readers and students, particularly those interested in studying science or being a scientist in the future. It presents a hypothesis/explanation related to alpha wolf behavior that contrasts with what is presented in the Isle Royale materials and in the first London excerpt, and that connects more closely to the information/description of wolf family behavior in the second London excerpt.

The three texts offer very different reading experiences, which students can focus on as they compare them and develop conclusions about text types, reading closely, and how writers describe and explain wolf behavior. They also allow for connections to all previous texts read in the unit, while opening up the opportunity for each student to develop his/her own personal discoveries/conclusions about wolves and humans' understanding of and relationship to them.

ACTIVITY 3: QUESTIONING AND ANALYZING TEXTS INDEPENDENTLY

Students select (or are assigned) one of the texts to discuss with a small group and then analyze independently.

INSTRUCTIONAL NOTES

Students may be assigned a text based on their reading comprehension levels, interests, or developing skills (as demonstrated earlier in the unit), or they may be allowed to choose a text following their initial reading and small group discussion of the three. Either way, each student will be responsible for doing a close reading, questioning, analysis, and summary of one of the three related texts.

SMALL GROUP CLOSE READING USING THE QUESTIONING TEXTS WORKSHEET

- Small "expert" groups read one of the texts collaboratively using the Questioning Texts Worksheet.
- Each group member fills in his/her own Questioning Texts Worksheet for their assigned text, and each develops a separate text-specific question through their discussion.

INDEPENDENT ANALYSIS USING THE ANALYZING DETAILS WORKSHEET

- Students independently complete an Analyzing Texts Worksheet using a text-specific question (his/her own or one from another group member).
- Students might optionally return to their expert groups to discuss their analysis.

MODEL TEXT QUESTIONING SEQUENCE

Guiding Question(s) (for all three texts):

- 1- What is the author's personal relationship to the topic or themes?
- 2- What do I learn about the topic as I read?
- 3- How do the ideas relate to what I already know?
- 4- How are the details I find related in ways that build ideas and themes?

Text-specific Question(s):

Text #7: "All About Wolves - Hunting Behavior," Wolves and Moose of Isle Royale website

- 1- What is the purpose for writing this explanation found on the Isle Royale website?
- 2- What specific details are included about how wolves work in packs to hunt moose? About how wolves "perceive their world" and use their senses to hunt for moose? About wolves' activity levels and the energy they burn when hunting?
- 3- How do these details about wolf behavior connect to information from other texts in the unit?
- 4- After reading Texts #5 and #8, what picture of the life of Isle Royale wolves emerges? In what ways is it difficult? In what ways is it similar to or different from human life?
- 5- Do wolves as presented in this text seem more like the "good wolf" or the "bad wolf" from the Cherokee story? What details from the text support your answer?

ACTIVITY 3: QUESTIONING AND ANALYZING TEXTS INDEPENDENTLY (CONT'D)

INSTRUCTIONAL NOTES

MODEL TEXT QUESTIONING SEQUENCE

Guiding Question(s) (for all three texts):

- 1- What is the author's personal relationship to the topic or themes?
- 2- What do I learn about the topic as I read?
- 3- How do the ideas relate to what I already know?
- 4- How are the details I find related in ways that build ideas and themes?

Text-specific Question(s):

Text #8: Jack London, White Fang, Part II, Chapter III, "The Grey Pup"

- 1- What picture of the life of a young wolf pup does Jack London present? What might he want his readers to see or feel?
- 2- What details do we learn about the first few months of a wolf pup's life?
- 3- How do these details relate to information presented in other, more scientific texts?
- 4- How do the two Jack London excerpts, Texts #6 and #8, contrast in the picture they present of the life of the she-wolf, One Eye, and the pups? What do we learn happens to One-Eye at the end of Text #8, and how is this detail ironic with respect to what happens in Text #6?
- 5- Do wolves as presented in this text seem more like the "good wolf" or the "bad wolf" from the Cherokee story? What details from the text support your answer?

Text #9: "Alpha Status, Dominance, and Division of Labor in Wolf Packs," L. David Mech

- 1- In the first paragraph of the Methods section of this scientific report, what do we learn about the researcher, L. David Mech, and how/where he has studied wolves? What purpose for his investigation does he present in the last paragraph of the Introduction?
- 2- What details about how wolf packs have been traditionally viewed by scientists do we find in the first paragraph of the Introduction? What information in the paragraphs 2-4 suggests why this view could be limited or incorrect?
- 3- What conclusions does Mech draw about wolf pack behavior and how to explain "alpha status"?
- 4- How does Mech's theory about alpha wolf behavior contrast with information and descriptions in other texts in the unit? What does Mech suggest as another way to think about "alpha" behavior that connects wolves more closely to the behavior of a "human parent" or a "doe deer"?
- 5- Do wolves as presented in this text seem more like the "good wolf" or the "bad wolf" from the Cherokee story? What details from the text support your answer?

ACTIVITY 4: INDEPENDENT WRITING

Students use their analysis to independently write a detail-based explanation of one of the texts.

INSTRUCTIONAL NOTES

This final activity of Part 4 serves both as a more formal assessment of each student’s demonstration of the skills focused on in the unit, and as a foundation for their planning in Part 5, where they will lead a discussion comparing their text to others read in the unit. Students will submit this writing exercise as part of their assessment in Part 5.

Students write a multi-paragraph explanation, using textual evidence that explains:

- ⇒ A central idea of the text and how it is developed across it
- ⇒ What the central idea demonstrates about the author’s perspective on the topic
- ⇒ What they have come to understand about the topic from the text.

ASSESSMENT OPPORTUNITIES

The multi-paragraph explanations students draft in Part 4 should be reviewed closely as evidence of their close reading skills (and, to a lesser extent, as a formative assessment of their explanatory writing skills). At this point, students should be able to:

- Describe accurately central ideas of a text
- Explain observations about the author’s perspective
- Identify something they have learned from their reading that is clearly text-related
- Reference details related to each of these writing purposes.

Students who can do so are ready to lead discussions in Part 5. Students who have not yet been able to read and explain their understanding of their text successfully may need additional support before moving on to Part 5.

PART 5

DISCUSSING IDEAS

"The prevailing view of a wolf pack is that of a group of individuals ever vying for dominance."

OBJECTIVE:

Students learn the characteristics of an effective text-based discussion and demonstrate skills in leading and participating in one.

ACTIVITIES

1- UNDERSTANDING TEXT-CENTERED DISCUSSIONS

The teacher leads students in a reflective conversation about productive, text-centered discussions.

2- IDENTIFYING AND ORGANIZING IDEAS

Students discuss their analysis in groups and independently prepare for leading a text-centered discussion by crafting a comparative text-dependent question.

3- LEADING A TEXT-CENTERED DISCUSSION

Students lead and participate in text-centered discussions with other students who have analyzed different texts.

ESTIMATED TIME: 3 days

MATERIALS:

Texts #1-9
Questioning Texts Worksheet
Analyzing Details Worksheet
TCD Checklist

ALIGNMENT TO CCSS

TARGETED STANDARD(S): SL.6.1

SL.6.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

SUPPORTING STANDARD(S): RI.6.10

RI.6.10: By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

W.6.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

W.6.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.6.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.6.2

W.6.4

W.6.9

ACTIVITY 1: UNDERSTANDING TEXT-CENTERED DISCUSSIONS

The teacher leads students in a reflective conversation about productive, text-centered discussions.

INSTRUCTIONAL NOTES

Throughout the unit, students have informally practiced the skills and behaviors used in text-centered discussions without formal instruction related to Speaking and Listening CCSS SL.1. Now present students with the TCD Checklist, a framework that outlines those skills.

- Read through the Checklist asking students to reflect on their performance for each criterion in the small group discussions throughout the unit.
- Have students refer to specific moments (or evidence) from previous small group discussions as examples of when they demonstrated – or didn't demonstrate – the criteria.
- Students fill out the checklist, indicating which skills they have demonstrated in small-group and class activities, noting specific examples in the "Comments" section.
- Students identify skills/behaviors they want to work on in this last part of the unit, as they prepare for and participate in their culminating text-centered discussions.

ACTIVITY 2: IDENTIFYING AND ORGANIZING IDEAS

Students discuss their text explanations in groups and independently prepare for leading a text-centered discussion by crafting a comparative text-dependent question.

INSTRUCTIONAL NOTES

Students prepare for their culminating demonstration of the unit where they will explain a central idea of their text, identify something they have learned from reading their text (in the context of the other texts of the unit), and pose a comparative text-dependent question to facilitate a text-based discussion. The key to this activity is that each student is encouraged to come up with an individual insight or observation that has sprung from reading and studying texts throughout the unit. For some students, this could be a more literal discovery or comparison, for others an inference supported by the texts, and for others still, an evidence-based claim. Students' discoveries need to be text-based and connected to a text-dependent question, but do not need to be too carefully structured around a particular theme, idea, or detail.

EXPERT GROUP DISCUSSIONS

- Students review each other's explanations in text-based expert groups for accuracy and use of details and compare the observations/discoveries they have made about their common text.
- Students discuss their text in relationship to texts #5 & #6, and to the other texts of the unit.
- Use the Text-Centered Discussion Checklist to help guide their discussion.

DEVELOP A COMPARITIVE QUESTION INDEPENDENTLY

- Students independently develop a text-dependent question that is based in their text but connects it to other texts.
- This question will be used to set up discussion when they join a new group in Activity 3.
- Depending on student ability, teachers might choose to model a comparative question and/or work individually with some students to help them develop their own.

ACTIVITY 3: LEADING A TEXT-CENTERED DISCUSSION

Students lead and participate in a text-centered discussion with two other students who have analyzed different texts.

INSTRUCTIONAL NOTES

In this activity, students “jigsaw” to groups of three (or alternately six depending on class size) so that each of the final three texts is represented in the group by at least one text “expert”.

In the discussion, each student (or student pair):

- Shares their explanations of a central idea of the text:
 - ⇒ Pointing out key details to the other students in their group
 - ⇒ Explaining their analysis of the author’s perspective
 - ⇒ Pointing out key words that indicate the author’s perspective
- Once each student has shared his/her analysis, they each take turns posing their comparative question and facilitating the discussion. As they facilitate, they should:
 - ⇒ Ask the other participants to reference the texts in their comments
 - ⇒ Share the understanding that has emerged for them, connecting it to and deepening it with comments from the others
 - ⇒ Direct the group to re-read key portions of the texts to support discussion
- Finally, each triad group summarizes its discussion for the class, sharing questions, observations, and key textual details that they have identified and discussed.

OPTIONAL CLASS PRESENTATION OF LEARNING

One way to make the final small group discussions lead to more of a real-world and college-level task is to use them as preparation for a class presentation of learning. In this exercise, students would develop a presentation to other teachers, community members and parents to share what they have learned about the topic, drawing on their analysis and fielding questions from the audience. This approach simulates the types of experiences students will have in college by requiring them to experience a public speaking scenario. Inviting real observers into your classroom will lead to an increase in the depth of student preparation in Parts 4 and 5. It also enhances the focus students give to their text-centered discussion skills as well as work on their formal presentation skills.

ASSESSMENT OPPORTUNITIES

The culminating assessment activity of the unit involves participating in and leading a text-centered discussion, through which students can demonstrate both their developing skills of close reading, analysis, and questioning as well as their emerging discussion skills. As such, the activity provides both summative assessment for learning within the unit and pre-/formative assessment to inform instruction in future units. To capture evidence, listen in on group conversations and have students self and peer assess using the TCD Checklist. If more formal evidence is needed, students can compile an optional collection of evidence that includes a reflective narrative (see below), or you can record video of student conversations and review them later.

OPTIONAL – COLLECTION OF EVIDENCE

To extend assessment within this final activity, students could compile a collection of evidence that reflects what they have learned in the unit. The collection could include a:

- written explanation of their final focus text with the worksheets that have informed and supported that analysis
- comparative text-dependent question for their discussion group, and some reflection about what happened when the group discussed their question
- self-assessment of skills they have demonstrated as close readers and as group members, using the Reading Closely and TCD Checklists to identify and explain their strengths as well as areas they intend to focus on in further work
- personal narrative in which they “tell the story” of what they have experienced, discovered, and learned within the unit, including a reflective summary of their reading experience for one or more of the texts

The student collection of evidence can be used for evaluation of learning in the unit, but will probably be most valuable as a formative assessment to help the teacher, and student, know what to work on in future units.

READING CLOSELY GRADES 6 UNIT TEXTS

AUTHOR	DATE	PUBLISHER	L	NOTES
Text #1: Representations of Wolves (Images)				
Various	NA	Various: Public Domain	NA	Wolves represented through art, illustration and photography.
Text #2: A Brief History of Wolves in the United States (Informational Text)				
Cornelia N. Hutt	NA	Defenders of Wildlife	1230L	Overview of wolves in North America including how they have been seen and affected by various groups of humans.
Text #3: Two Wolves (Video)				
Dave Owens	2008	Dave Owens	NA	A Cherokee story of wisdom; the words of a Cherokee grandfather talking to his grandson.
Text #4: Living with Wolves and Lobos of the South West (Websites)				
NA	NA	Living With Wolves and Mexican Wolves.org	NA	Informational websites about wolves--one on the history of the Mexican Gray Wolf and one about wolves living on a preserve.
Text #5: All About Wolves: Pack Behavior (Informational Text)				
John Vucetich and Rolf Peterson	2012	The Wolves and Moose of Isle Royale Project	1200L	Discussion of the social behavior of wolves.
Text #6: White Fang. [Pt. II Ch. I] (Fictional Narrative)				
Jack London	1906	Macmillan	1020L	Excerpt focusing on the running of a wolf pack and the role of the dominant female wolf within the pack.
Text #7: All About Wolves : Hunting Behavior (Informational Text)				
John Vucetich and Rolf Peterson	2012	The Wolves and Moose of Isle Royale Project	990L	An overview of the Isle of Royal Project as well as a factual description of a wolf hunt.
Text #8: White Fang. [Pt. II Ch. III] (Fictional Narrative)				
Jack London	1906	Macmillan	1020L	Excerpt describing the first sensory experiences of a wolf pup and the role of the wolf parents.
Text #9: Alpha Status, Dominance, and Division of Labor in Wolf Packs (Scientific Study)				
David. L. Mech	1999	Northern Prairie Wildlife Research Center	1300L	Report discussing observations of wolves in the wild and the issues of studying wolves in their natural habitat.
Extended Reading: (Various)				
Various	NA	Various	NA	Links to extension texts exploring various aspects of wolves and human perception of them.



TEXT #1



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<http://www.a-gc.com/nature-animals-wolves-2-22233/->



© Emil Doepler. Public Domain

Odin at Ragnarok **Emil Doepler, 1905**

<http://www.shmoop.com/odin/photo-odin-at-ragnarok.html>



© Doug Smith. Public Domain

Mollies Pack Wolves Baiting a Bison **Doug Smith**

http://bohojo.files.wordpress.com/2012/10/wolf_pack_surrounding_bison_usps.jpg



© Public Domain

Roping Gray Wolf

http://www.thepublicdomain.net/2008_01_01_archive.html



© Gustave Dore. Public Domain

Red Riding Hood meets old Father Wolf **Gustave Dore**

<http://www.wikipaintings.org/en/gustave-dore/red-riding-hood-meets-old-father-wolf>



TEXT #2

A Brief History of Wolves in the United States

Cornelia N. Hutt
Defenders of Wildlife

<http://kidsplanet.org/www/index.html>

Wolves once roamed across most of North America. Over hundreds of thousands of years they developed side by side with their **prey** and filled an important role in the web of life. **Opportunistic** hunters, wolves preyed on deer, elk and beaver, killing and eating the young, the sick, the weak and the old and leaving the fittest to survive and reproduce. **P1**

5 Wolf kills provided a source of food for numerous other **species** such as bears, foxes, eagles and ravens. Wolves even contributed to forest health by keeping deer and elk populations in check, thus preventing overgrazing and soil erosion.

Not surprisingly, the cultures which inhabited North America before the time of European exploration **revered** the wolf and its role in nature. Many **indigenous** groups **10** relied on hunting as their major source of food and goods and were keenly **attuned** to their environment. The elements of the natural world, including the wolf, were important to their everyday lives and spirituality. **P2**

Native Americans **attributed** an **array** of powers and miracles to wolves, from the **P3**



creation of tribes to healing powers. For example, the Kwakiutl of the Pacific Northwest
15 believed that before they became men or women, they had been wolves. The Arikara
believed that Wolf-Man made the Great Plains for them and the other animals. The Sioux
and Cheyenne of the Great Plains and many other tribes credited the wolf with teaching
them how to survive by hunting and by valuing family bonds.

In other Native American cultures, the wolf played an important role in the **spiritual** **P4**
20 and **ceremonial** life of the tribe. Wolves were regarded as mysterious beings with powers
they could **bestow** upon people. The Crow, for instance, believed that a wolf skin could
save lives. Other Native American **lore** is full of stories of wolves and of wolf parts healing
the sick and the **mortally** injured.

When Europeans arrived in the New World, roughly 250,000 wolves flourished in **P5**
25 what are now the lower 48 states. Many settlers, however, brought with them a **legacy** of
persecution dating back centuries. Mythology, legends and fables such as those
popularized by Aesop and the Brothers Grimm **intensified** people's fear of wolves. In
America, the killing of wolves came to symbolize the triumph of civilization over what was
considered to be a wilderness wasteland. In 1630, just ten years after the *Mayflower* landed
30 at Plymouth Rock, the Massachusetts Bay Colony began offering a reward (bounty) for
every wolf killed.



Colonists relied heavily on the deer population for food for themselves and as an export item. When the deer population dropped as a result of over-hunting, wolves became a convenient **scapegoat**. They were also held accountable for livestock losses, **35** even when diseases and other causes were to blame. Few people seemed to question the belief that a safe home required the elimination of all the wolves. **P6**

In time, wolf killing became a profession. In the 19th century, the demand for **pelts** **P7** sent hundreds of hunters out to kill every wolf that they could. At the same time, ranchers moved into the western plains to take advantage of cheap and abundant grazing land. As **40 domestic livestock** replaced the wolf's natural prey base of bison and deer, the threat of wolf **predation** on cattle led to a massive campaign to exterminate the wolf in the American west. Professional "wolfers" working for the livestock industry laid out strychnine-poisoned meat lines up to 150 miles long. When populations dropped to such low levels that wolves were difficult to find, states offered bounties with the goal of **extirpating** **45** wolves altogether. Wolves were shot, poisoned, trapped, clubbed, set on fire and inoculated with mange, a painful and often fatal skin disease caused by mites. In a 25-year period at the turn of the century, more than 80,000 wolves were killed in Montana alone.

Well into the 20th century, the belief that wolves posed a threat to human safety **P8** persisted despite documentation to the contrary. The persecution continued. By the **50** 1970s, only 500 to 1,000 wolves remained in the lower 48 states, occupying less than three percent of their former range.



Fortunately, America’s understanding of the wolf has grown in the last 20 years. As **P9** scientists have discovered more about the **intricacies** of nature, our knowledge of the interdependence of all living things has increased significantly. People are now more **55** aware of the importance of **predators** in maintaining healthy ecosystems. In addition, as our population has become increasingly **urbanized** and wilderness areas have been swallowed up by development, we have begun to treasure what we are losing. The wolf has become a symbol of our loss. The overwhelming number of wolf **advocacy** groups that now thrive in the United States attest to the degree to which these predators have **60** captured our interest and our imagination.

Thanks to efforts by the U.S. Fish and Wildlife Service, zoos and wildlife advocacy **P10** groups, wolves have slowly begun to recover in areas where they have long been absent. In recent years, wolves have been successfully reintroduced to former **habitats** in central Idaho, Wyoming, Montana, North Carolina and Arizona. More than 5,000 wolves now **65** inhabit the wild south of Canada. While many welcome this recovery, a vocal minority remains strongly opposed to the presence of any wolves at all in the wild.



TEXT #3

TWO WOLVES

David Owens

http://www.youtube.com/watch?feature=player_embedded&v=E8CHjX8HauA#!

TEXT #4

Living With Wolves

Jim and Jamie Dutcher

Living With Wolves

<http://www.livingwithwolves.org/index2.html>

Lobos of the South West

Mexican Wolves.org

<http://www.mexicanwolves.org/index.php/about-wolves>



TEXT #5

All About Wolves

John Vucetich and Rolf Peterson Wolves and Moose of Isle Royale Project, 2012

<http://isleroyalewolf.org/overview/overview/wolves.html>

PACK BEHAVIOR

About The Wolves and Moose of Isle Royale Project: Overview

Isle Royale is a remote wilderness island, **isolated** by the frigid waters of Lake Superior, and home to populations of wolves and moose. As predator and prey, their lives and deaths are linked in a drama that is timeless and historic. Their lives are historic **P1**

5 because we have been documenting their lives for more than five decades. This research project is the longest continuous study of any predator-prey system in the world.

Observations of Pack Behavior

Wolves develop from pups at an incredible rate. Pups are born, in late April, after just a two-month pregnancy. They are born deaf, blind, and weigh no more than a can of soda **P2**

10 pop. At this time, pups can do basically just one thing – **suckle** their mother’s milk.

Within a month, pups can hear and see, weigh ten pounds, and explore and play **P3**

around the den site. The parents and sometimes one- or two- year old **siblings** bring food back to the den site. The food is **regurgitated** for the pups to eat. By about two months of age (late June), pups are fully weaned and eat only meat. By three months of age (late



15 July), pups travel as much as a few miles to **rendezvous** sites, where pups wait for adults to return from hunts.

Pups surviving to six or seven months of age (late September) have adult teeth, are eighty percent their full size, and travel with the pack for many miles as they hunt and patrol their territory. When food is plentiful, most pups survive to their first birthday. As often, food is scarce and no pups survive.

A wolf may **disperse** from its **natal** pack when it is as young as 12 months old. In some cases a wolf might disperse and breed when it is 22 months old – the second February of its life. In any event, from 12 months of age onward, wolves look for a chance to disperse and mate with a wolf from another pack. In the meantime, they bide their time in the safety of their natal pack.

From birth until his or her last dying day, a wolf is **inextricably** linked to other wolves in a **complex** web of social relationships. The ultimate basis for these relationships is sharing food with some, depriving it from others, reproducing with another, and suppressing reproduction among others.

30 Most wolves live in packs, a community sharing daily life with three to eleven other wolves. Core pack members are an **alpha** pair and their pups. Other members commonly include **offspring** from previous years, and occasionally other less closely related wolves.



Pups depend on food from their parents. Relationships among older, physically mature offspring are fundamentally tense. These wolves want to **mate**, but alphas **repress** any attempts to mate. So, mating typically requires leaving the pack. However, **dispersal** is dangerous. While biding time for a good opportunity to disperse, these **subordinate** wolves want the safety and food that come from pack living. They are sometimes tolerated by the alpha wolves, to varying degrees. The degree of **tolerance** depends on the degree of obedience and submission to the will of alpha wolves. For a subordinate wolf, the choice, typically, is to **acquiesce** or leave the pack.

P8

Alphas lead travels and hunts. They feed first, and they **exclude** from feeding whom ever they choose. Maintaining alpha **status** requires controlling the behavior of pack mates. Occasionally a subordinate wolf is strong enough to take over the alpha position.

P9

Wolf families have and know about their neighbors. Alphas exclude non-pack members from their territory, and try to kill trespassers. Mature, subordinate pack members are sometimes less hostile to outside wolves – they are **potential** mates.

P10

Being an alpha wolf requires aggression, control, and leadership. Perhaps not surprisingly, alpha wolves typically possess higher levels of stress hormones than do subordinate wolves, who may not eat as much, but have, apparently, far less stress.

P11



50 Pack members are usually, but not always friendly and cooperative. Wolves from other packs are usually, but not always enemies. Managing all of these relationships, in a way that minimizes the risk of injury and death to one's self, requires **sophisticated** communication. Accurately interpreting and judging these communications requires intelligence. Communication and intelligence are needed to know who my friends and
55 enemies are, where they are, and what may be their **intentions**. These may be the reasons that most social animals, including humans, are intelligent and communicative.

P12

Like humans, wolves communicate with voices. Pack mates often separate temporarily. When they want to rejoin they often howl. They say: "Hey, where are you guys? I'm over here." Wolf packs also howl to tell other packs: "Hey, we are over here; stay
60 away from us, or else."

P13

There is so much more to wolf communication. Scientists recognize at least ten different categories of sound (e.g., howls, growls, barks, etc.). Each is believed to communicate a different, context-dependent message. Wolves also have an elaborate body language. As **subtle** as body language can be, even scientists recognize
65 communication to be taking place by the positions of about fifteen different body parts (e.g., ears, tail, teeth, etc.). Each body part can hold one of several positions (e.g., tail up, out, down, etc.). There could easily be hundreds to thousands of different messages communicated by different combinations of these body positions and vocal noises. Scientists **apprehend** (or misapprehend) just a fraction of what wolves are able to
70 communicate to each other.

P14



Wolves also communicate with scent. The most distinctive use of scent entails territorial scent marking. **P15**

Elusiveness makes wolves mysterious. This is true and fine. However, true love cannot survive mystery due to ignorance. Mature love requires knowledge. In some **75** basic ways the life of a wolf is very ordinary, even **mundane**, and its comprehension is fully within our grasp if we just focus. **P16**

The life of a wolf is largely occupied with walking. Wolves are tremendous walkers. **P17** Day after day, wolves commonly walk for eight hours a day, averaging five miles per hour. They commonly travel thirty miles a day, and may walk 4,000 miles a year.

80 Wolves living in packs walk for two basic reasons - to capture food and to defend their territories. Isle Royale wolf territories average about 75 square miles. This is small compared to some wolf populations, where territories can be as large as 500 square miles. To patrol and defend even a small territory, involves a never-ending amount of walking. Week after week, wolves cover the same trails. It must seem very ordinary. **P18**

85 The average North American human walks two to three miles per day. A fit human walks at least five miles/day. If you want to know more about the life of a wolf, spend more time just walking, and while walking, know that you are walking. What do wolves think about much while walking? **P19**



Wolves defend territories. About once a week, wolves patrol most of their territorial **P20**
90 boundary. About every two to three hundred yards along the territorial boundary an alpha
wolf will scent mark, that is, urinate or defecate in a conspicuous location. The odor from
this mark is detectable, even to a human nose, a week or two after being deposited. The
mark communicates to potential trespassing wolves that this area is defended. Territorial
defense is a matter of life and death. Intruding wolves, if detected, are chased off or killed,
95 if possible.

Wolves are like humans for having such complex family relationships. Wolves are **P21**
also like some humans in that they wage complete warfare toward their neighbors.
An alpha wolf typically kills one to three wolves in his or her lifetime.



TEXT #6

White Fang Jack London Macmillan, 1906

<http://www.gutenberg.org/files/910/910-h/910-h.htm>

Excerpt: Pt. II, C.h. I THE BATTLE OF THE FANGS

It was the she-wolf who had first caught the sound of men’s voices and the whining of the sled-dogs; and it was the she-wolf who was first to spring away from the cornered man in his circle of dying flame. The pack had been **loath** to **forego** the kill it had hunted down, and it lingered for several minutes, making sure of the sounds, and then it, too, **5** sprang away on the trail made by the she-wolf. P1

Running at the forefront of the pack was a large grey wolf—one of its several leaders. It was he who directed the pack’s course on the heels of the she-wolf. It was he who snarled warningly at the younger members of the pack or slashed at them with his fangs when they **ambitiously** tried to pass him. And it was he who increased the pace **10** when he sighted the she-wolf, now trotting slowly across the snow. P2

She dropped in alongside by him, as though it were her **appointed** position, and took the pace of the pack. He did not snarl at her, nor show his teeth, when any leap of hers chanced to put her in advance of him. On the contrary, he seemed kindly **disposed** P3



toward her—too kindly to suit her, for he was prone to run near to her, and when he ran
15 too near it was she who snarled and showed her teeth. Nor was she above slashing his
shoulder sharply on occasion. At such times he betrayed no anger. He merely sprang to
the side and ran stiffly ahead for several awkward leaps, in carriage and conduct
resembling an **abashed** country **swain**.

This was his one trouble in the running of the pack; but she had other troubles. On P4
20 her other side ran a **gaunt** old wolf, grizzled and marked with the scars of many
battles. He ran always on her right side. The fact that he had but one eye, and that the left
eye, might account for this. He, also, was addicted to crowding her, to **veering** toward her
till his scarred muzzle touched her body, or shoulder, or neck. As with the running mate
on the left, she **repelled** these attentions with her teeth; but when both bestowed their
25 attentions at the same time she was roughly **jostled**, being compelled, with quick snaps to
either side, to drive both lovers away and at the same time to maintain her forward leap
with the pack and see the way of her feet before her. At such times her running mates
flashed their teeth and growled threateningly across at each other. They might have
fought, but even **wooing** and its rivalry waited upon the more pressing hunger-need of
30 the pack.

After each **repulse**, when the old wolf sheered abruptly away from the sharp- P5
toothed object of his desire, he shouldered against a young three-year-old that ran
on his blind right side. This young wolf had attained his full size; and, considering the



weak and **famished** condition of the pack, he possessed more than the average **vigour**
35 and spirit. Nevertheless, he ran with his head even with the shoulder of his one-eyed
elder. When he ventured to run abreast of the older wolf (which was seldom), a snarl and
a snap sent him back even with the shoulder again. Sometimes, however, he dropped
cautiously and slowly behind and edged in between the old leader and the she-wolf. This
was doubly resented, even triply resented. When she snarled her displeasure, the old
40 leader would whirl on the three-year-old. Sometimes she whirled with him. And
sometimes the young leader on the left whirled, too.

At such times, confronted by three sets of savage teeth, the young wolf stopped **P6**
precipitately, throwing himself back on his **haunches**, with fore-legs stiff, mouth
menacing, and mane bristling. This confusion in the front of the moving pack always
45 caused confusion in the rear. The wolves behind collided with the young wolf and
expressed their displeasure by administering sharp nips on his hind-legs and **flanks**. He
was laying up trouble for himself, for lack of food and short tempers went together; but
with the boundless faith of youth he persisted in repeating the maneuver every little
while, though it never succeeded in gaining anything for him but **discomfiture**.

50 Had there been food, mating and fighting would have gone on apace, and the pack- **P7**
formation would have been broken up. But the situation of the pack was desperate. It
was lean with long-standing hunger. It ran below its ordinary speed. At the rear limped
the weak members, the very young and the very old. At the front were the strongest. Yet
all were more like skeletons than full-bodied wolves. Nevertheless, with the exception of
55 the ones that limped, the movements of the animals were effortless and tireless. Their



stringy muscles seemed founts of **inexhaustible** energy. Behind every steel-like contraction of a muscle, lay another steel-like contraction, and another, and another, apparently without end.

They ran many miles that day. They ran through the night. And the next day found **P8**
60 them still running. They were running over the surface of a world frozen and dead. No life stirred. They alone moved through the vast **inertness**. They alone were alive, and they sought for other things that were alive in order that they might **devour** them and continue to live.

They crossed low divides and ranged a dozen small streams in a lower-lying country **P9**
65 before their quest was rewarded. Then they came upon moose. It was a big bull they first found. Here was meat and life, and it was guarded by no mysterious fires nor flying missiles of flame. Splay hoofs and **palmated** antlers they knew, and they flung their customary patience and caution to the wind. It was a brief fight and fierce. The big bull was beset on every side. He ripped them open or split their skulls with shrewdly driven
70 blows of his great hoofs. He crushed them and broke them on his large horns. He stamped them into the snow under him in the wallowing struggle. But he was **foredoomed**, and he went down with the she-wolf tearing savagely at his throat, and with other teeth fixed everywhere upon him, devouring him alive, before ever his last struggles ceased or his last damage had been wrought.



75 There was food in plenty. The bull weighed over eight hundred pounds—fully **P10**
twenty pounds of meat per mouth for the forty-odd wolves of the pack. But if they could
fast **prodigiously**, they could feed prodigiously, and soon a few scattered bones were all
that remained of the splendid live brute that had faced the pack a few hours before.

There was now much resting and sleeping. With full stomachs, bickering and **P11**
80 quarrelling began among the younger males, and this continued through the few days
that followed before the breaking-up of the pack. The **famine** was over. The wolves were
now in the country of game, and though they still hunted in pack, they hunted more
cautiously, cutting out heavy cows or crippled old bulls from the small moose-herds they
ran across.

85 There came a day, in this land of plenty, when the wolf-pack split in half and went in **P12**
different directions. The she-wolf, the young leader on her left, and the one-eyed
elder on her right, led their half of the pack down to the Mackenzie River and across into
the lake country to the east. Each day this **remnant** of the pack **dwindled**. Two by two,
male and female, the wolves were deserting. Occasionally a solitary male was driven out
90 by the sharp teeth of his rivals. In the end there remained only four: the she-wolf, the
young leader, the one-eyed one, and the ambitious three-year-old.

The she-wolf had by now developed a ferocious temper. Her three suitors all bore **P13**
the marks of her teeth. Yet they never replied in kind, never defended themselves against
her. They turned their shoulders to her most savage slashes, and with wagging tails and
95 **mincing** steps strove to **placate** her wrath. But if they were all mildness toward her, they
were all fierceness toward one another. The three-year-old grew too ambitious in his



fierceness. He caught the one-eyed elder on his blind side and ripped his ear into ribbons. Though the grizzled old fellow could see only on one side, against the youth and vigor of the other he brought into play the wisdom of long years of experience. His lost
105 eye and his scarred muzzle bore evidence to the nature of his experience. He had survived too many battles to be in doubt for a moment about what to do.

The battle began fairly, but it did not end fairly. There was no telling what the
110 outcome would have been, for the third wolf joined the elder, and together, old leader and young leader, they attacked the ambitious three-year-old and proceeded to destroy him. He was **beset** on either side by the merciless fangs of his **erstwhile** comrades. Forgotten were the days they had hunted together, the game they had pulled down, the famine they had suffered. That business was a thing of the past. The business of love was at hand—ever a sterner and crueler business than that of food-getting. **P14**

And in the meanwhile, the she-wolf, the cause of it all, sat down contentedly on her
115 haunches and watched. She was even pleased. This was her day—and it came not often—when manes bristled, and fang smote fang or ripped and tore the yielding flesh, all for the possession of her. **P15**

And in the business of love the three-year-old, who had made this his first adventure
120 upon it, yielded up his life. On either side of his body stood his two rivals. They were gazing at the she-wolf, who sat smiling in the snow. But the elder leader was wise, very wise, in love even as in battle. The younger leader turned his head to lick a wound on his **P16**



shoulder. The curve of his neck was turned toward his rival. With his one eye the elder saw the opportunity. He darted in low and closed with his fangs. It was a long, ripping slash, and deep as well. His teeth, in passing, burst the wall of the great vein of the

125 throat. Then he leaped clear.

The young leader snarled terribly, but his snarl broke midmost into a tickling **P17**
cough. Bleeding and coughing, already stricken, he sprang at the elder and fought while life faded from him, his legs going weak beneath him, the light of day dulling on his eyes, his blows and springs falling shorter and shorter.

130 And all the while the she-wolf sat on her haunches and smiled. She was made glad **P18**
in **vague** ways by the battle, for this was the mating of the Wild, the tragedy of the natural world that was tragedy only to those that died. To those that survived it was not tragedy, but realization and achievement.

When the young leader lay in the snow and moved no more, One Eye stalked over to **P19**
135 the she-wolf. His **carriage** was one of mingled triumph and caution. He was plainly expectant of a **rebuff**, and he was just as plainly surprised when her teeth did not flash out at him in anger. For the first time she met him with a kindly manner. She sniffed noses with him, and even **condescended** to leap about and frisk and play with him in quite puppyish fashion. And he, for all his grey years and **sage** experience, behaved quite as
140 puppyishly and even a little more foolishly.



Forgotten already were the **vanquished** rivals and the love-tale red-written on the snow. Forgotten, save once, when old One Eye stopped for a moment to lick his stiffening wounds. Then it was that his lips half **writhed** into a snarl, and the hair of his neck and shoulders involuntarily bristled, while he half crouched for a spring, his claws **145 spasmodically** clutching into the snow-surface for firmer footing. But it was all forgotten the next moment, as he sprang after the she-wolf, who was **coyly** leading him a chase through the woods.



TEXT #7

All About Wolves

John Vucetich and Rolf Peterson Wolves and Moose of Isle Royale Project, 2012

<http://isleroyalewolf.org/overview/overview/wolves.html>

HUNTING BEHAVIOR

About The Wolves and Moose of Isle Royale Project: Overview

Isle Royale is a remote wilderness island, isolated by the frigid waters of Lake Superior, and home to populations of wolves and moose. As predator and prey, their lives and deaths are linked in a drama that is timeless and historic. Their lives are historic **P1**

5 because we have been documenting their lives for more than five decades. This research project is the longest continuous study of any predator-prey system in the world.

Observations about Hunting Behavior

For most North American and European humans, eating a meal is a pretty simple affair: get some food from the cupboard, heat it up, and eat. What if every meal required **P2**

10 exerting yourself to the point of exhaustion, holding nothing back? What if every meal meant risking serious injury or death? Under these circumstances, you might be happy to eat only once a week or so – like Isle Royale wolves.

Isle Royale wolves capture and kill, with their teeth, moose that are ten times their size. Think about it for a moment – it is difficult to comprehend. A successful alpha wolf **P3**

15 will have done this more than one hundred times in its life.



Wolves **minimize** the risk of severe injury and death by attacking the most **vulnerable** moose. Somehow wolves are incredible judges of what they can handle. Wolves encounter and chase down many moose. Chases typically continue for less than ½ a mile.

P4

20 During chase and **confrontation** wolves test their prey. Wolves attack only about 1 out of every ten moose that they chase down. They kill 8 or 9 of every ten moose that they decide to attack. The decision to attack or not is a **vicious** tension between intense hunger and wanting not to be killed by your food.

P5

25 Wolves typically attack moose at the rump and nose. The strategy is to inflict injury by making large gashes in the muscle, and to slow the moose by staying attached, thereby allowing other wolves to do the same. Eventually the moose is stopped and brought to the ground by the weight and strength of the wolves. The cause of death may be shock or loss of blood. Feeding often begins before the moose is dead.

P6

30 A moose, with a wolf clamped to its rump is still **formidable**. They can easily swing around, lifting the wolf into the air, and hurl the wolf into a tree. Most experienced wolves have broken (and healed) their ribs on several occasions. Moose deliver powerful kicks with their hooves. Wolves occasionally die from attacking moose.

P7

After a chase, wolves may kill and begin feeding within 10 or 15 minutes. Or they may wound and wait several days for the moose to die.

P8

35 To some, wolves are evil for killing without cause and without eating much of what they kill. This is more a poor **rationalization** to **justify** killing wolves, than an observation rooted in fact. P9

Typically, wolves **consume** impressive portions of their prey, eating all but the **rumen** contents, larger bones, and some hair. They routinely eat what you and I would not dream of eating – the stomach muscles, tendons, marrow, bones, hair and hide. They typically consume 80 to 100% of all that is edible. By wolf standards, every American deer hunter is wasteful. A wolf’s gut is not so different from ours that we can’t appreciate what it means to resort to eating such parts. P10

45 These eating habits make sense: starvation is a very common cause of death for wolves; killing prey requires a tremendous amount of energy and is a life-threatening prospect for a wolf. P11

Two circumstances give false impressions. First, it may take several days for a pack to consume a **carcass**, or they may **cache** it and consume it later. The ultimate **utilization** of what may appear to be a poorly utilized carcass is routinely **verified** by merely revisiting the site of a moose carcass at a later date. P12

Occasionally prey are unusually abundant, **prone** to starvation, and easy to capture. Under such conditions wolves may eat relatively small portions – only the most nutritious parts – of a carcass. P13

In this regard, wolves are no different from any other creature in the animal kingdom. Along migration routes during spring, when song birds many be extremely abundant, hawks sometimes kill many of these birds and eat only the organs, leaving behind all the muscle. Spiders suck a smaller portion of juice from their prey when prey are more common. P14

These are examples of an **inviolable** law of nature – utilization decreases as availability increases. The average American throws away about 15% of all the **edible** food that they purchase. Ten percent of our landfills are food that was once edible. P15

Finally, waste is a matter of perspective. What wolves leave behind, **scavengers** **invariably** utilize. Foxes, eagles, and ravens are among the most important scavengers on Isle Royale. However, even smaller scavengers may benefit greatly. To a chickadee, for example, a moose carcass is the world’s largest suet ball. Scavengers make waste an impossibility. P16

After feeding for a few hours on a fresh kill, wolves sprawl out or curl up in the snow and sleep. To eat a large meal with one’s family, and then to rest. To stretch out and just rest. When we observe wolves during the winter, about 30% of the time they are just sleeping or resting near a recent kill. Wolves have plenty of reason to rest. P17

When wolves are active, they are really active. On a daily basis, wolves burn about 70% more calories compared to typical animals of similar size. P18

While chasing and attacking a moose, a wolf may burn calories at ten to twenty times the rate they do while resting. Its heart beats at five times its resting rate. For context, a world class athlete can burn calories at no more than about five times the calories they burn at rest. The intensity at which wolves work while hunting is far beyond the **capabilities** of a human. P19

While spending all this energy, wolves may eat only once every five to ten days. During the time between kills a wolf may lose as much as 8-10% of its body weight. However, a wolf can regain all of this lost weight in just two days of **ad libitum** eating and resting. P20

When food is plentiful, wolves spend a substantial amount of time simply resting, because they can. When food is scarce, wolves spend much time resting because they need to. P21

Wolves work tremendously hard, but they also take resting very seriously. P22

In some important ways, wolves and humans are alike. We are both social, intelligent, and communicative. In other ways, we differ. With thoughtful **reflection**, however, we can understand or imagine some of these aspects of a wolf's life – their endless walking and their feast or famine lifestyle. P23

However, in a fundamental way wolves **perceive** a world that is simply beyond our comprehension and imagination. Through their noses, wolves sense and know things that we could never know. P24

We can build tools to help us visualize things we can't see directly, like x-ray telescopes and electron microscopes. However, it is difficult to imagine a tool that would allow us to sense or experience the **olfactory** world experienced by the everyday life of a wolf. P25

Wolves have 280 million olfactory receptors in their nasal passages – more than the number of visual receptors in their **retinas**. Wolves can detect odors that are hundreds to millions of times fainter than what humans can detect. P26

100 A wolf often walks with its head down, nose close to the ground. Wolves rely on their noses for two of the most basic activities – hunting and communicating with other wolves. Smells, more than sights or sounds, determine where a wolf will travel next. P27

While hunting, moose are most often detected first by smell. Wolves commonly hunt into the wind, and by doing so can smell moose from 300 yards away. P28

105 A moose with jaw **necrosis** is vulnerable, and wolves can almost certainly smell that a moose has jaw necrosis before even seeing it. P29

The life of a wolf is difficult and typically, short. The chances of pup survival are highly variable. In some years, for some packs, most or all pups die. In other years, most or all survive. P30

110 Of the wolves that survive their first six to nine months, most are dead by three or four years of age. Every year, one in four or five adult wolves dies in a healthy wolf population. P31

Alpha wolves tend to be the longest lived. They commonly live for between six and nine years. Of the pups that survive their first year, only about one or two of every ten rise to the level of alpha. Most die without ever reproducing, and few wolves ever live long enough to grow old. **P33**

115 These rates of **mortality** are normal, even when humans are not involved in the death of wolves. **P34**

120 Wolves are **intensely social**. They are born into a family, and spend most of their time with other wolves. Wolves know each other and they know each other well. Imagine a world where it is common for one out of every four or five of the people you know to die. **P35**

The causes of wolf death are primarily lack of food and being killed by other wolves in conflict over food. This fact denies all **credibility** to **perceiving** wolves as wasteful **gluttons**, as they are often portrayed. **P36**

130 Most wolves die in the process of dispersing. Dispersal is a tremendous risk, but one worth taking. Ultimately, the only thing that matters is reproducing. Reproduction is very unlikely within the pack to which a wolf is born. It is better to risk death for some chance of finding a mate and a territory, than to live safely, but have virtually no chance of reproduction. **P37**



TEXT #8

White Fang Jack London Macmillan, 1906

<http://www.gutenberg.org/files/910/910-h/910-h.htm>

Excerpt: Ch. III THE GREY CUB

He was different from his brothers and sisters. Their hair already **betrayed** the P1
reddish hue inherited from their mother, the she-wolf; while he alone, in this particular,
took after his father. He was the one little grey cub of the litter. He had bred true to the
straight wolf-stock—in fact, he had bred true to old One Eye himself, physically, with but a
5 single exception, and that was he had two eyes to his father’s one.

The grey cub’s eyes had not been open long, yet already he could see with steady P2
clearness. And while his eyes were still closed, he had felt, tasted, and smelled. He knew
his two brothers and his two sisters very well. He had begun to **romp** with them in a
feeble, awkward way, and even to squabble, his little throat vibrating with a queer
10 **rasping** noise (the **forerunner** of the growl), as he worked himself into a **passion**. And
long before his eyes had opened he had learned by touch, taste, and smell to know his
mother—a fount of warmth and liquid food and tenderness. She possessed a gentle,
caressing tongue that soothed him when it passed over his soft little body, and that
impelled him to snuggle close against her and to doze off to sleep.



15 Most of the first month of his life had been passed thus in sleeping; but now he **P3**
could see quite well, and he stayed awake for longer periods of time, and he was coming to
learn his world quite well. His world was gloomy; but he did not know that, for he knew no
other world. It was dim-lighted; but his eyes had never had to adjust themselves to any
other light. His world was very small. Its limits were the walls of the **lair**; but as he had no
20 knowledge of the wide world outside, he was never **oppressed** by the narrow **confines** of
his existence.

But he had early discovered that one wall of his world was different from the **P4**
rest. This was the mouth of the cave and the source of light. He had discovered that it was
different from the other walls long before he had any thoughts of his own, any **conscious**
25 **volitions**. It had been an irresistible attraction before ever his eyes opened and looked
upon it. The light from it had beat upon his sealed lids, and the eyes and the optic nerves
had pulsated to little, sparklike flashes, warm-coloured and strangely pleasing. The life of
his body, and of every fibre of his body, the life that was the very substance of his body and
that was apart from his own personal life, had **yearned** toward this light and urged his body
30 toward it in the same way that the **cunning** chemistry of a plant urges it toward the sun.

Always, in the beginning, before his conscious life dawned, he had crawled toward **P5**
the mouth of the cave. And in this his brothers and sisters were one with him. Never, in
that period, did any of them crawl toward the dark corners of the back-wall. The light drew
them as if they were plants; the chemistry of the life that composed them demanded the
35 light as a necessity of being; and their little puppet-bodies crawled blindly and chemically,



like the tendrils of a vine. Later on, when each developed individuality and became personally conscious of **impulsions** and desires, the attraction of the light increased. They were always crawling and sprawling toward it, and being driven back from it by their mother.

40 It was in this way that the grey cub learned other **attributes** of his mother than the soft, soothing, tongue. In his insistent crawling toward the light, he discovered in her a nose that with a sharp nudge administered **rebuke**, and later, a paw, that crushed him down and rolled him over and over with swift, **calculating** stroke. Thus he learned hurt; and on top of it he learned to avoid hurt, first, by not **incurring** the risk of it; and second, **45** when he had incurred the risk, by dodging and by retreating. These were conscious actions, and were the results of his first generalisations upon the world. Before that he had **recoiled** automatically from hurt, as he had crawled automatically toward the light. After that he recoiled from hurt because he *knew* that it was hurt.

He was a fierce little cub. So were his brothers and sisters. It was to be expected. He **50** was a carnivorous animal. He came of a breed of meat-killers and meat-eaters. His father and mother lived wholly upon meat. The milk he had sucked with his first flickering life, was milk transformed directly from meat, and now, at a month old, when his eyes had been open for but a week, he was beginning himself to eat meat—meat half-digested by the she-wolf and **disgorged** for the five growing cubs that already made too great **55** demand upon her breast.



But he was, further, the fiercest of the **litter**. He could make a louder rasping growl **P8** than any of them. His tiny **rages** were much more terrible than theirs. It was he that first learned the trick of rolling a fellow-cub over with a **cunning** paw-stroke. And it was he that first gripped another cub by the ear and pulled and tugged and growled through **60** jaws tight-clenched. And certainly it was he that caused the mother the most trouble in keeping her litter from the mouth of the cave.

The fascination of the light for the grey cub increased from day to day. He was **P9** perpetually departing on yard-long adventures toward the cave's entrance, and as perpetually being driven back. Only he did not know it for an entrance. He did not know **65** anything about entrances—passages whereby one goes from one place to another place. He did not know any other place, much less of a way to get there. So to him the entrance of the cave was a wall—a wall of light. As the sun was to the outside dweller, this wall was to him the sun of his world. It attracted him as a candle attracts a moth. He was always striving to attain it. The life that was so swiftly expanding within him, urged him **70** continually toward the wall of light. The life that was within him knew that it was the one way out, the way he was **predestined to tread**. But he himself did not know anything about it. He did not know there was any outside at all.

There was one strange thing about this wall of light. His father (he had already **P10** come to recognise his father as the one other dweller in the world, a creature like his **75** mother, who slept near the light and was a bringer of meat)—his father had a way of walking right into the white far wall and disappearing. The grey cub could not understand this. Though never permitted by his mother to approach that wall, he had approached the



other walls, and encountered hard obstruction on the end of his tender nose. This hurt. And after several such adventures, he left the walls alone. Without thinking about it, **80** he accepted this disappearing into the wall as a **peculiarity** of his father, as milk and half-digested meat were peculiarities of his mother.

In fact, the grey cub was not given to thinking—at least, to the kind of thinking customary of men. His brain worked in dim ways. Yet his conclusions were as sharp and distinct as those achieved by men. He had a method of accepting things, without questioning **P11** **85** the why and wherefore. In reality, this was the act of classification. He was never disturbed over why a thing happened. How it happened was sufficient for him. Thus, when he had bumped his nose on the back-wall a few times, he accepted that he would not disappear into walls. In the same way he accepted that his father could disappear into walls. But he was not in the least disturbed by desire to find out the reason for the **90** difference between his father and himself. **Logic** and **physics** were no part of his mental make-up.

Like most creatures of the Wild, he early experienced famine. There came a time when not only did the meat-supply cease, but the milk no longer came from his mother's breast. At first, the cubs whimpered and cried, but for the most part they slept. It was not **P12** **95** long before they were reduced to a coma of hunger. There were no more spats and squabbles, no more tiny rages nor attempts at growling; while the adventures toward the far white wall **ceased** altogether. The cubs slept, while the life that was in them flickered and died down.



One Eye was desperate. He ranged far and wide, and slept but little in the lair that **P13**
100 had now become cheerless and miserable. The she-wolf, too, left her litter and went out in search of meat. In the first days after the birth of the cubs, One Eye had journeyed several times back to the Indian camp and robbed the rabbit snares; but, with the melting of the snow and the opening of the streams, the Indian camp had moved away, and that source of supply was closed to him.

105 When the grey cub came back to life and again took interest in the far white wall, **P14**
 he found that the population of his world had been reduced. Only one sister remained to him. The rest were gone. As he grew stronger, he found himself **compelled** to play alone, for the sister no longer lifted her head nor moved about. His little body rounded out with the meat he now ate; but the food had come too late for her. She slept continuously, a
110 tiny skeleton flung round with skin in which the flame flickered lower and lower and at last went out.

Then there came a time when the grey cub no longer saw his father appearing and **P15**
 disappearing in the wall nor lying down asleep in the entrance. This had happened at the end of a second and less severe famine. The she-wolf knew why One Eye never came
115 back, but there was no way by which she could tell what she had seen to the grey cub. Hunting herself for meat, up the left fork of the stream where lived the lynx, she had followed a day-old trail of One Eye. And she had found him, or what remained of him, at the end of the trail. There were many signs of the battle that had been fought, and of the lynx's withdrawal to her lair after having won the victory. Before she went away, the she-
120 wolf had found this lair, but the signs told her that the lynx was inside, and she had not dared to venture in.



After that, the she-wolf in her hunting avoided the left fork. For she knew that in **P16**
the lynx's lair was a litter of kittens, and she knew the lynx for a fierce, bad-tempered
creature and a terrible fighter. It was all very well for half a dozen wolves to drive a lynx,
125 spitting and bristling, up a tree; but it was quite a different matter for a lone wolf to
encounter a lynx—especially when the lynx was known to have a litter of hungry kittens at
her back.

But the Wild is the Wild, and motherhood is motherhood, at all times fiercely **P17**
protective whether in the Wild or out of it; and the time was to come when the she-wolf,
130 for her grey cub's sake, would venture the left fork, and the lair in the rocks, and the lynx's
wrath.



TEXT #9

Alpha Status, Dominance, and Division of Labor in Wolf Packs

David L. Mech

In Canadian Journal of Zoology

Published by Northern Prairie Wildlife Research Center Online, 1999

<http://www.npwrc.usgs.gov/resource/mammals/alstat/index.htm>

Introduction

Wolf (*Canis lupus*) packs have long been used as examples in descriptions of behavioral relationships among members of social groups. The subject of social **dominance** and alpha **status** has gained considerable **prominence**, and the prevailing **5** view of a wolf pack is that of a group of individuals ever **vying** for dominance but held in check by the "alpha" pair, the alpha male and the alpha female. **P1**

Most research on the social **dynamics** of wolf packs, however, has been conducted on **10** wolves in captivity. These captive packs were usually composed of an assortment of wolves from various sources placed together and allowed to breed at will. This approach apparently reflected the view that in the wild, "pack formation starts with the beginning of winter", **implying** some sort of annual assembling of independent wolves. **P2**



In captive packs, the **unacquainted** wolves formed **dominance hierarchies** featuring alpha, beta, omega animals, etc. With such **assemblages**, these dominance labels were probably appropriate, for most species thrown together in captivity would usually so arrange themselves.

P3

In nature, however, the wolf pack is not such an assemblage. Rather, it is usually a family including a breeding pair and their offspring of the previous 1-3 years, or sometimes two or three such families (Murie 1944; Haber 1977; Mech et al. 1998). Occasionally an unrelated wolf is adopted into a pack, or a relative of one of the breeders is included, or a dead parent is replaced by an outside wolf and an offspring of opposite sex from the newcomer may then replace its parent and breed with the stepparent.

P4

Nevertheless, these variations are exceptions, and the pack, even in these situations, consists of a pair of breeders and their young **offspring**. The pack functions as a unit year-round (Mech 1970, 1988, 1995b).

P5

As offspring begin to mature, they **disperse** from the pack as young as 9 months of age. Most disperse when 1-2 years old, and few remain beyond 3 years (Mech et al. 1998). Thus, young members constitute a temporary portion of most packs, and the only long-term members are the breeding pair. In contrast, captive packs often include members forced to remain together for many years.

P6

- 30** Attempting to apply information about the behavior of assemblages of unrelated captive wolves to the **familial** structure of natural packs has resulted in considerable confusion. Such an approach is **analogous** to trying to draw inferences about human family dynamics by studying humans in refugee camps. The concept of the alpha wolf as a "top dog" ruling a group of similar-aged **compatriots** is particularly misleading. **P7**
- 35** Because wolves have been persecuted for so long, they have been difficult to study in the wild (Mech 1974) and therefore information about the social **interactions** among free-living wolf pack members has accumulated slowly. Little is known about the interactions between breeding males and breeding females under natural conditions, and about the role of each in the pack and how dominance relates to these relationships. **P8**
- 40** A few people have observed the social behavior of wild wolves around dens, but Murie (1944) gave an **anecdotal** account, Clark (1971), in an unpublished **thesis**, presented only a **quantified** summary of the pack's hierarchical relationships, and Haber (1977) described his interpretation of a pack's social hierarchy but gave no supporting evidence. Thus, no one has yet quantified the hierarchical relationships in a wild wolf pack. **P9**
- 45** Here I attempt to clarify the natural wolf-pack social order and to advance our knowledge of wolf-pack social dynamics by discussing the **alpha concept** and **social dominance** and by presenting information on the dominance relationships among members in free-living packs. **P10**

Methods

50 This study was conducted during the summers of 1986-1998 on Ellesmere Island, P11
Northwest Territories, Canada (80° N, 86° W). There, wolves prey on **arctic hares**
(*Lepus arcticus*), muskoxen (*Ovibos moschatus*), and Peary caribou (*Rangifer tarandus*
pearyi), and live far enough from **exploitation and persecution** by humans that they are
relatively unafraid of people. During 1986, I **habituated** a pack of wolves there to my
55 presence and reinforced the habituation each summer. The pack frequented the same
area each summer and usually used the same den or nearby dens. The habituation
allowed me and an assistant to remain with the wolves daily, to recognize them
individually, and to watch them regularly from as close as 1 m.

We noted each time a wolf **submitted posturally** to another wolf. Usually this P12
60 **deference** was characterized by "licking up" to the mouth of the dominant animal in the
"active submission" posture, similar to that described by Darwin (1877) for domestic dogs.
Often this behavior took place as an animal returned to the den area after **foraging**, and
sometimes the returning individual disgorged food to the **soliciting** wolf. Other behavior
noted included "pinning," or **passive submission**, in which the dominant wolf threatened
65 another, which then groveled, and "standing over," in which one wolf stands over
another, which often lies nonchalantly but in a few cases sniffs the genitals of the other. I
did not consider "standing over" a dominance behavior.

The following is a summary of generalizations documented in the previous references, together with new quantified findings.

P13

70 Results and Discussion

Alpha status

"Alpha" **connotes** top ranking in some kind of **hierarchy**, so an alpha wolf is by definition the top-ranking wolf. Because among wolves in captivity the hierarchies are gender-based, there are an alpha male and an alpha female.

P14

- 75 The way in which alpha status has been viewed historically can be seen in studies in which an attempt is made to distinguish future alphas in litters of captive wolf pups. For example, it was **hypothesized** that "the emotional **reactivity** of the dominant cub, the *potential* alpha animal (emphasis mine) of the pack, might be measurably different from the **subordinate** individuals," and that "it might then be possible to pick out the **temperament** characteristics or emotional reactivity of *potential alpha or leader wolves* (emphasis mine), and of subordinates" (Fox 1971*b*, p.299). Furthermore, "Under normal field conditions, it seems improbable that timid, low ranking wolves would breed" (Fox 1971*a*, p.307). This view implies that rank is innate or formed early, and that some wolves are destined to rule the pack, while others are not.

P15

85 Contrary to this view, I **propose** that all young wolves are potential breeders and **P16**
 that when they do breed they automatically become alphas. Even in captive packs,
 individuals gain or lose alpha status, so individual wolves do not have an **inherent**
 permanent social status, even though captive pups show **physiological** and behavioral
 differences related to current social rank. Secondly, wolves in captivity breed readily, and I
 90 know of no mature captive individuals that failed to breed when paired apart from a
 group, as would be the case if there were inherently low-ranking, nonbreeders.

Third, in the wild, most wolves disperse from their natal packs and attempt to pair **P17**
 with other dispersed wolves, produce pups, and start their own packs. I know of no
 permanent dispersers that failed to breed if they lived long enough.

95 Wolves do show considerable **variation** in dispersal age, distance, direction, and **P18**
 other dispersal behavior, and conceivably these are related to the **intralitter** variation
 discussed above. However, unless a maturing pack member inherits a position that allows
 it to breed with a stepparent in its own pack, sooner or later it will disperse and attempt to
 breed elsewhere. Labeling a high-ranking wolf alpha emphasizes its rank in a dominance
 100 hierarchy. However, in natural wolf packs, the alpha male or female are merely the
 breeding animals, the parents of the pack, and dominance contests with other wolves are
 rare, if they exist at all. During my 13 summers observing the Ellesmere Island pack, I saw
 none.



Thus, calling a wolf an alpha is usually no more appropriate than referring to a human parent or a doe deer as an alpha. Any parent is dominant to its young offspring, so "alpha" adds no information. Why not refer to an alpha female as the female parent, the breeding female, the **matriarch**, or simply the mother? Such a **designation** emphasizes not the animal's dominant status, which is **trivial** information, but its role as pack **progenitor**, which is critical information.

P19

The one use we may still want to reserve for "alpha" is in the relatively few large wolf packs comprised of multiple litters. Although the genetic relationships of the mothers in such packs remain unknown, probably the mothers include the original matriarch and one or more daughters, and the fathers are probably the **patriarch** and unrelated adoptees. In such cases the older breeders are probably dominant to the younger breeders and perhaps can more appropriately be called the alphas. Evidence for such a **contention** would be an older breeder consistently dominating food **disposition** or the travels of the pack.

P20

The point here is not so much the terminology but what the **terminology** falsely **implies**: a **rigid**, force-based dominance hierarchy.

P21



EXTENDED READING

Why Wolves Are Forever Wild and Dogs Can Be Tamed Discovery.com

<http://news.discovery.com/animals/pets/why-wolves-are-forever-wild-and-dogs-can-be-tamed-130122.htm>

Dogs, But Not Wolves, Use Humans as Tools Jason G. Goldman Scientific American, 2012

<http://blogs.scientificamerican.com/thoughtful-animal/2012/04/30/dogs-but-not-wolves-use-humans-as-tools/>

How Werewolves Work How Stuff Works.com

<http://www.howstuffworks.com/science-vs-myth/strange-creatures/werewolf.htm>

Interview with Suzanne Stone (Wolf Expert for Defenders of Wildlife) Outdoor Idaho

<http://idahoptv.org/outdoors/shows/wolvesinidaho/Sstone.cfm>

About the Wolves of Isle Royale Project Wolves and Moose of Isle Royale Website

<http://isleroyalewolf.org/overview/overview/wolves.html>

Name Text



Reading Purpose:

A question I have about the text:

SEARCHING FOR DETAILS

I read the text closely and mark words and phrases that help me answer my question.

SELECTING DETAILS

I select words or phrases from my search that I think are the most important for answering my question.

Detail 1 (Ref.:)

Detail 2 (Ref.:)

Detail 3 (Ref.:)

ANALYZING DETAILS

I re-read parts of the text and think about the meaning of the details and what they tell me about my question.

What I think about detail 1:

What I think about detail 2:

What I think about detail 3:

CONNECTING DETAILS

I compare the details and explain the connections I see among them.

How I connect the details:



Reading Purpose: To analyze details that help me understand wolves

A question I have about the text:

How do details in paragraphs 1 and 2 describe why early North American cultures "revered the wolf and its role in nature?"

SEARCHING FOR DETAILS

I read the text closely and mark words and phrases that help me answer my question.

SELECTING DETAILS

I select words or phrases from my search that I think are the most important for answering my question.

Detail 1 (Ref.: lines 9-11)
 "Many indigenous groups relied on hunting as their major source of food and goods and were keenly attuned to their environment."

Detail 2 (Ref.: lines 5-6)
 "Wolf kills provided a source of food for numerous other species such as bears, foxes, eagles and ravens."

Detail 3 (Ref.: lines 3, 4, 7)
 Wolves killed "the sick, the weak and the old" of "deer, elk and beaver"
 "leaving the fittest to survive and reproduce"
 "preventing overgrazing and soil erosion"

ANALYZING DETAILS

I re-read parts of the text and think about the meaning of the details and what they tell me about my question.

What I think about detail 1:
 These people understood how the environment worked because they relied on it for their survival.

What I think about detail 2:
 Leftover meat from wolf kills fed lots of other important animals.

What I think about detail 3:
 Wolves killed the weak animals, helping others survive and helping the soil because not too many animals were eating the grass.

CONNECTING DETAILS

I compare the details and explain the connections I see among them.

How I connect the details:

These North American cultures "revered" wolves because they understood how the environment worked because they needed it. So they understood the role wolves played in keeping it working through all the benefits of their hunting.

Name Text



APPROACHING THE TEXT	What are my reading purposes?		
Before reading, I consider what my specific purposes for reading are.			
I also take note of key information about the text.	Title:	Author:	Source/Publisher:
		Text Type:	Publication Date:
	What do I already understand about the text based on this information?		



QUESTIONING THE TEXT	Guiding questions for <i>my first reading</i> of the text:		
As I read the text for the first time, I use guiding questions that relate to my reading purpose and focus. <i>(Can be taken from the Guiding Questions handout).</i>			
AS I READ I MARK DETAILS ON THE TEXT THAT RELATE TO MY GUIDING QUESTIONS.			
As I re-read, I use questions I have about specific details that have emerged in my reading to focus my analysis and deepen my understanding.	Text-specific questions to help focus <i>my re-reading</i> of the text:		



APPROACHING THE TEXT	<p>What are my reading purposes? To analyze details that help me understand wolves</p>		
<p>Before reading, I consider what my specific purposes for reading are.</p>			
<p>I also take note of key information about the text.</p>	<p>Title: A Brief History of Wolves in the United States</p>	<p>Author: Cornelia N. Hutt</p> <p>Text Type: informational</p>	<p>Source/Publisher: KidsPlanet.org</p> <p>Publication Date: unkown</p>
	<p>What do I already understand about the text based on this information? The text will give information about wolves in the United States.</p>		



QUESTIONING THE TEXT	<p>Guiding questions for my first reading of the text: What information or ideas does the text present? What words or phrases stand out to me as I read?</p>		
<p>As I read the text for the first time, I use guiding questions that relate to my reading purpose and focus. (Can be taken from the Guiding Questions handout).</p>			
<p>AS I READ I MARK DETAILS ON THE TEXT THAT RELATE TO MY GUIDING QUESTIONS.</p>			
<p>As I re-read, I use questions I have about specific details that have emerged in my reading to focus my analysis and deepen my understanding.</p>	<p>Text-specific questions to help focus my re-reading of the text: How do details in paragraphs 1 and 2 describe why early North American cultures "revered the wolf and its role in nature?"</p>		

READING CLOSELY FOR DETAILS: GUIDING QUESTIONS

APPROACHING TEXTS

Reading closely begins by considering my specific purposes for reading and important information about a text.

I am aware of my purposes for reading:

- Why am I reading this text?
- In my reading, should I focus on:
 - ⇒ The content and information about the topic?
 - ⇒ The structure and language of the text?
 - ⇒ The author's view?

I take note of information about the text:

- Who is the author?
- What is the title?
- What type of text is it?
- Who published the text?
- When was the text published?

QUESTIONING TEXTS

Reading closely involves:
1) initially questioning a text to focus my attention on its structure, ideas, language and perspective then
2) questioning further as I read to sharpen my focus on the specific details in the text

I begin my reading with questions to help me understand the text and I pose new questions while reading that help me deepen my understanding:

Structure:

- How is the text organized?
- How has the author structured the sentences and paragraphs?
- How do the text's structure and features influence my reading?

Topic, Information and Ideas:

- What information/ideas are presented at the beginning of the text?
- What information/ideas are described in detail?
- What stands out to me as I first examine this text?
- What do I learn about the topic as I read?
- How do the ideas relate to what I already know?
- What is this text mainly about?
- What information or ideas does the text present?

Language:

- What words or phrases stand out to me as I read?
- What words and phrases are powerful or unique?
- What do the author's words cause me to see or feel?
- What words do I need to define to better understand the text?
- What words or phrases are critical for my understanding of the text?
- What words and phrases are repeated?

Perspective:

- Who is the intended audience of the text?
- What is the author saying about the topic or theme?
- What is the author's relationship to the topic or themes?
- How does the author's language show his/her perspective?

ANALYZING DETAILS

Reading closely involves:
1) thinking deeply about the details I have found through my questioning to determine their meaning, importance, and the ways they help develop ideas across a text
2) analyzing and connecting details leads me to pose further text-specific questions that cause me to re-read more deeply.

I analyze the details I find through my questioning:

Patterns across the text:

- What does the repetition of words or phrases in the text suggest?
- How do details, information, or ideas change across the text?

Meaning of Language:

- How do specific words or phrases impact the meaning of the text?

Importance:

- Which details are most important to the overall meaning of the text?
- Which sections are most challenging and require closer reading?

Relationships among details:

- How are details in the text related in a way that develops themes or ideas?
- What does the text leave uncertain or unstated? Why?

READING CLOSELY FOR DETAILS CHECKLIST		COMMENTS
I. APPROACHING TEXTS <i>Reading closely begins by considering my specific purposes for reading and important information about a text.</i>	I am aware of my purposes for reading.	
	I take note of key information about the text.	
II. QUESTIONING TEXTS <i>Reading closely involves:</i> 1) <i>initially questioning a text to focus my attention on its structure, ideas, language and perspective then</i> 2) <i>questioning further as I read to sharpen my focus on the specific details in the text.</i>	I begin my reading with questions to help me understand the text.	
	I annotate the text marking details that relate to my guiding questions.	
	I pose new questions while reading that help me deepen my understanding.	
III. ANALYZING DETAILS <i>Reading closely involves thinking deeply about the details I have found through my questioning to determine their meaning, importance, and the ways they help develop ideas across a text.</i>	I analyze the details I find through my questioning.	
	I pose further <i>text-specific</i> questions based on my analysis that cause me to re-read more deeply.	
IV. COMMUNICATING UNDERSTANDING <i>Reading closely involves explaining what I have come to understand about texts and topics to clarify and share my ideas.</i>	I explain my ideas clearly in a manner appropriate for my task and audience.	
	I cite details and evidence to support my explanations.	

TEXT-CENTERED DISCUSSIONS CHECKLIST		COMMENTS
I. PREPARING	Reading & Research: I come to the discussion prepared, having read the text and/or researched the topic we are studying.	
II. ENGAGING AND PARTICIPATING	Engaging Actively: I pay attention to, respect, and work with all other participants in the discussion.	
	Participating Responsibly: I take a variety of roles in the discussion, and I follow the guidelines or agreements we have set for the conversation.	
	Recognizing Purpose & Goals: I understand the purpose and goals of our discussion or work, and I contribute to our progress.	
III. COMMUNICATING IDEAS, CLAIMS AND EVIDENCE	Presenting Ideas Coherently: I present my ideas and claims clearly, using relevant evidence and well-chosen details from the text.	
	Communicating Clearly: When I talk with others, I make eye contact and speak in a clear, respectful voice so they can understand me.	
IV. QUESTIONING	Posing Questions: I pose good questions that are centered on the text or topic and that help us think more deeply.	
	Responding to Questions: I respond to others' questions or comments by citing specific, relevant evidence and ideas.	
	Making Connections: I make valid and thoughtful connections and comparisons among my ideas and those of others.	
V. LISTENING RESPECTFULLY	Acknowledging Others: I pay attention to, acknowledge, and consider thoughtfully new information and ideas from others.	
	Qualifying or Justifying Views: I modify or further justify my ideas in response to evidence and ideas I have heard from others.	

