

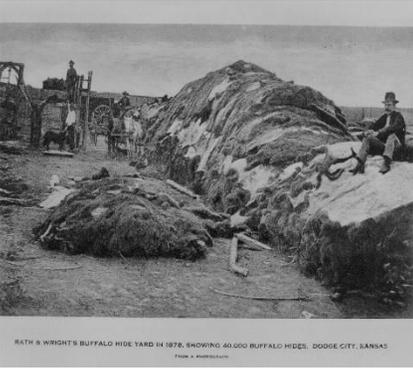
Educator Annotated Resource Set (ARS)

Title / Content Area:	Decimation, Preservation and Reintroduction of species in the American West Social Studies/Science
Developed by:	Chris Ippolito
Grade Level:	Secondary/7-12
Essential Question:	Has the effort to preserve the American Bison and reintroduce the Grey Wolf been positive for Yellowstone National Park and the surrounding community?
Contextual Paragraph:	The systematic pillaging of natural resources in the American west in the late 19 th century led America to a crossroads. Would Americans continue to rape the gifts of the earth, or would the government step in to help manage the remaining resources for the enjoyment and prosperity of future generations? Beginning with the effort to save the American Bison from outright extinction, the United States began to attempt to protect endangered species. By the early 20 th century, wolves had been eliminated in many parts of the U.S., with many not comprehending the ripple effects that removing a top predator would have on local plant and wildlife. The government seemingly righted this circumstance by reintroducing wolves to Yellowstone National Park in the 1990's. But some still believe wolves could be a potential nuisance and threat public safety.



Notes:

<p>Title – use title from resource</p>	<p>Slaughtered for the Hide</p>	<p>"Rath & Wright's buffalo hide yard in 1878, showing 40,000 buffalo hides, Dodge City, Kansas."</p>	<p>Trail of the Hide Hunters</p>	<p>Abernathy Holding Wolf by Jaw</p>
<p>Context – metadata</p>	<p>Illus. in: Harper's Weekly, 1874 Dec. 12, v. 18, no. 937.</p>	<p>40,000 buffalo hides, Dodge City, Kansas. 79-M-1B-3 1878</p>	<p>Buffalo lying dead in snow, 1872. 79-M-1B-4</p>	<p>Lambert, Alexander, 1861-1939, copyright claimant c1905 September 12</p>
<p>Significance – why this item was chosen...what is its importance?</p>	<p>Illustration provides evidence of Bison as something to be slaughtered for its hide and nothing more in 1874 America</p>	<p>To have 21st century students begin to comprehend the prolific numbers of bison killed on the plains, an image of 40,000 hides being shipped east will be used to illustrate this fact.</p>	<p>Unlike Native Americans who utilized an entire bison carcass, hunters slaughtered the animals by the tens of thousands simply for their hides.</p>	<p>By the 20th century, the grey wolf was looked at as a pariah to ranchers who gladly hunted them throughout the west, including T. Roosevelt</p>

<p>Paste Image Here</p>		 <p>RATH & WRIGHT'S BUFFALO HIDE YARD IN 1878, SHOWING 40,000 BUFFALO HIDES. DODGE CITY, KANSAS FROM A PHOTOGRAPH</p>		
<p>URL</p>	<p>https://www.loc.gov/item/2004678777/</p>	<p>https://www.archives.gov/files/research/american-west/images/091.jpg</p>	<p>https://www.archives.gov/files/research/american-west/images/090.jpg</p>	<p>https://www.loc.gov/item/2010647592/</p>

<p>Foundations Annotations</p>	
<p>↓</p>	<p>Curriculum Connections</p> <p>↓</p>
<p>Students need to be aware that every action in nature causes reaction or change. The combination of the decimation of the bison population in the 19th century and the removal of the wolf by ranchers had unforeseen consequences. One of these consequences was the prolific expansion of elk populations. Without bison to compete for food and with its main predator eliminated, elk populations drove several plant species to extinction and limited grazing opportunities for other animals. With careful planning, the United States brought wolves back to Yellowstone National Park in the 1990's. The wolves have had the expected impact by keeping elk populations in check and allowing bison populations to continue to grow. There are some who still believe the wolf reintroduction is more negative than positive, however.</p>	

↓ Curriculum Standards ↓

New Jersey Core Curriculum Content Standards

Social Studies: 6.2, 6.4, 6.5, 6.6

Science: 5.2, 5.4, 5.5, 5.6, 5.8

Language Arts Literacy: 3.5

↓ Content and Thinking Objectives ↓

- A) Students will demonstrate an ability to analyze resources and the scope at which they are consumed and determine a viewpoint as to what the government's role, if any, should be to conserve/preserve these resources.
- B) Students will be able to compare and contrast the economic need for society to consume resources and the need for proper planning and oversight to provide future generations to be able to benefit from those resources.
- C) Students will be able to explain verbally and in writing their opinion of modern conservation efforts and provide evidence to support their viewpoint.

↓ Inquiry Questions, Activities and Strategies ↓

All four images will be reproduced for several large images. Students will be split into small groups of 3-4 students and students will perform a variety of activities analyzing these images to introduce the unit. We will use the following to analyze the images in each group:

- A) Observe/Reflect/Question: Students will describe what they see as well as a deeper analysis of each image and a question the image conjures. <http://www.loc.gov/teachers/primary-source-analysis-tool/>
- B) Six-word story: Students will continue analyzing images by writing six-word creative stories and sharing them.
- C) Analysis of video "Wolves of Yellowstone" illustrating impact of Wolf reintroduction

<https://nj.pbslearningmedia.org/resource/a58e3ca2-52ab-45f5-87ac-26ee0d681146/wolves-of-yellowstone-earth-a-new-wild>

D) National Geographic Article, "Why We Are So Divided Over Saving Wolves"

<https://news.nationalgeographic.com/2017/06/wolf-nation-brenda-peterson-wolves/>

Assessment

Students will be assessed on their analysis activities at the introduction of the unit. Following deeper analysis of the program to reintroduce wolves to Yellowstone, there will be two culminating activities. The first will be a Socratic Seminar debating the pros and cons of the reintroduction of wolves into Yellowstone. Lastly, students will be required to write a 3-5 paragraph essay answering the unit essential question: Has the effort to preserve the American Bison and reintroduce the Grey Wolf been positive for Yellowstone National Park and the surrounding community? Students will be required to cite evidence from the primary and secondary sources utilized in the unit.

Other Resources



Web Resources



<https://news.nationalgeographic.com/2017/06/wolf-nation-brenda-peterson-wolves/>
<http://www.loc.gov/teachers/primary-source-analysis-tool/>
<https://nj.pbslearningmedia.org/resource/a58e3ca2-52ab-45f5-87ac-26ee0d681146/wolves-of-yellowstone-earth-a-new-wild>



Secondary Sources



Print and Other Media Resources



Preservation Connection



The effort to re-establish the Yellowstone eco-balance has proven to be one of the most fascinating and controversial issues in modern preservation efforts. The dialogue has been a healthy way in which to evaluate our methods on the local, state and federal levels and to analyze the impact wolves have on the environment and the economy. These efforts will be under constant watch to determine the viability of similar programs with species around the country and the world. Having students analyze these efforts and developing a personal viewpoint based on the evidence is a great way to have forward thinking generations who will evaluate their use of resources and their debt to posterity in preserving them.