

Animal attack

Teacher's guide



A Learning and Evaluation Situation **Core ESL** **Secondary Cycle Two, Year three**

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Title :
ANIMAL ATTACK

Description :

Students will read and watch texts about animal attacks. They will have to identify information about the victim(s), the animal(s), where the attack took place and the attack itself.

The intention of the LES is to produce an interview where interviewers will question victims.

Cycle : 2 Year: 3

Time frame : 6 to 7 periods of 75 minutes

Broad area of Learning:
Health and well-being

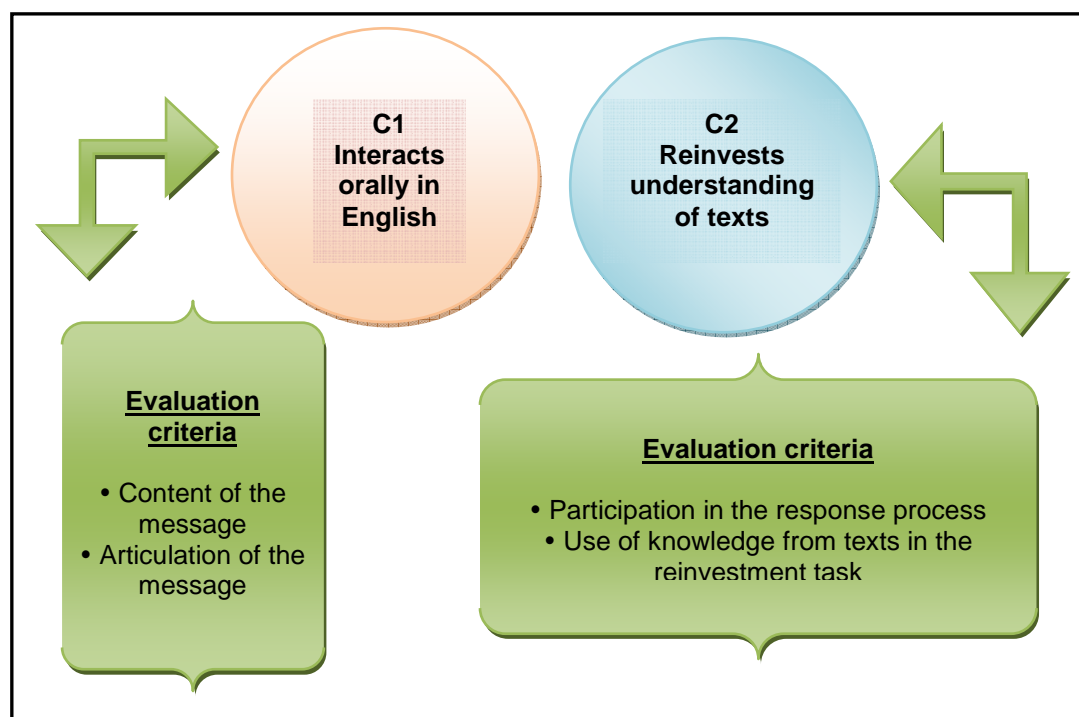
Focus of development:
Active lifestyle and safe behaviour
• adoption of safe behaviour in all circumstances

Cross-Curricular Competencies:
Evaluation Criteria:

Use creativity
• Degree of openness to new ways of doing things
• Flexibility in using new ideas

ESL Competencies:

The C1 and C2 competencies are evaluated.



Note:

Two criteria per competency have been selected for evaluation. The rubrics include all the criteria for the two competencies, so teacher can choose to evaluate more than the ones selected.

Possible Assessment tools for evaluation and regulation

Rubric for C1 and C2 / Peer and self evaluation

Overview: Classroom Activities

- ❶ Introductory videos
- ❷ Answering quizzes on *Animal Discovery*
- ❸ Taking a quick look at the student booklet and revealing the intention of the LES
- ❹ Response process
- ❺ Preparing an interview
- ❻ Peer and self evaluation

Related content

- **Culture:** media
- **Language repertoire:**
 - **Functional language**
 - Social conventions
 - Identification
 - Feelings and interests
 - Requests for information
 - Request for/offers of clarification
 - **Vocabulary**
 - Vocabulary related to the topic of animal attack
 - **Focus on form:** interrogative form / simple past / past continuous
- **Strategies:** recast / rephrase / transfer / ask for repetition/clarification/confirmation / ask questions / recombine / skim / scan / take notes / transfer / use semantic mapping / activate prior knowledge / compare / infer / predict
- **Processes:** response process
- **Texts:** information-based texts

Material needed

Teacher's material

- Teacher's guide
- Annex 2 – Answers for activity 4 part B
- Computer with Internet connection
- Multimedia projector
- or
- Computer lab
- Internet links (will appear at the beginning of each activity in the teacher's guide)

Students' handouts

- Student's booklet
- Annex 1 – Text: *How to survive a cougar attack*
- Annex 3 – peer evaluation

Activating prior knowledge

❶ Introductory videos

This activity will introduce to the students the topic of animal attack.

Part A

Time: 15 minutes

Material:

- Student booklet page 2
 - Computer
 - Multimedia projector
- or

- Computer lab
- Internet links:

1st video - Polar bear zoo attack (3 minutes 8 seconds):

<http://www.youtube.com/watch?v=8wGbCNDw-m0>

2nd video - Bird of prey attacks cockatoo (1 minute 22 seconds):

http://www.youtube.com/watch?v=ikDpYwDKQ_A&feature=fvsrc

Part B

Time: 10 to 15 minutes

Material:

- Student's booklet page 2

❷ Answering quizzes on *Animal Discovery*

This activity will familiarize students with survival tips in case of animal attacks.

Time: 35 minutes

Material:

- Student's booklet page 3
- Computer
- Multimedia projector
- Internet connection

- Teacher stops the first video after 4 seconds.
- Students read the title and look at the freeze frame.
- Students predict what is going to happen in the video.
- Students share their predictions with a partner
- Students watch the video
- Students confirm their predictions

- Same instructions for the second video.

- Teacher reads out loud the questions from the student's booklet.
- Students answer individually.
- In groups of 4, students share their answers.

- Teacher asks some students to share with the group.

- Teacher tells students that they will answer one of the four quizzes about how to survive a specific animal attack.

Option: teacher has the whole class do the same quiz together or at the computer lab each student does one individually.

- After the quiz, students answer the questions at the bottom of their student's booklet.

<p>or</p> <ul style="list-style-type: none"> • Computer lab • Internet link: http://animal.discovery.com/tv/im-alive/quizzes/ <p>Choice between : Lion, Shark, Grizzly and Chimpanzee</p> <p>③ <u>Taking a quick look at the student's booklet and revealing the intention of the LES</u></p> <p>This part will allow students to get acquainted with the final task and the intention of the LES.</p> <p>Time: 10 minutes</p> <p>Material:</p> <ul style="list-style-type: none"> • Student's booklet (all pages) 	<ul style="list-style-type: none"> • Teacher asks the students to browse through the booklet. • Teacher reveals the intention of the LES.
Carrying out the task	
<p>④ <u>Response process</u></p> <p><u>Part A – How to survive a cougar attack</u></p> <p>This activity will allow students to get familiar with the response process and all the elements of an animal attack.</p> <p>Time: 75 minutes</p> <p>Material:</p> <ul style="list-style-type: none"> • Student's booklet page 4 • Annex 1 – Text: <i>How to survive a cougar attack</i> • Generic rubric for C1 	<p>Note: Teacher can evaluate C1 when the students are discussing and sharing.</p> <ul style="list-style-type: none"> • Teacher asks the students to read the text individually. • Individually, students answer the questions in their student's booklet. • Teacher reminds the reading strategies to the students (recombine / skim / scan / take notes / transfer / use semantic mapping / activate prior knowledge / compare / infer / predict) <p>•Answers:</p> <p>Question 1 to 8: personal answers</p> <p>Question 9: 60 years</p> <p>Questions 10: Big and dangerous animals (coyotes, wolves and cougars)</p> <p>Questions 11: On January 24th 2000 in the early hours in the morning</p> <p>Question 12: Put his hand behind the canine teeth of the lower jaw of the animal</p> <p>Question 13: the animal was starving. There was nothing in his stomach but water and porcupine quills in its throat. The animal was in pain.</p> <p>Question 14: He felt sorry</p>

Part B – Deconstructing the texts

This activity will allow students to deconstruct the texts in order to identify the elements.

Time: 45 minutes

Material:

- Student's booklet page 5 & 6
- Annex 1 – Text: ***How to survive a cougar attack***
- **You Tube** Videos:

CTV: Cape Breton coyote attack kills touring folk singer

<http://www.youtube.com/watch?v=u7-0-1yy0>

Rising folk star Taylor Mitchell killed by coyotes

<http://www.youtube.com/watch?v=8V1PQTS54zg>

1) *How to survive a cougar attack*

- Individually
Teacher asks the students to complete the chart on page 5 in the student's booklet using the text ***How to survive a cougar attack***.

- In teams
Teacher asks the students to share their answers in order to confirm their understanding of the text.

- With the whole group
Teacher goes over the elements to make sure that the students are on the right track.

2) *CTV: Cape Breton coyote attack kills touring folk singer and Rising folk star Taylor Mitchell killed by coyotes*

- Teacher tells the students that they will watch 2 videos about another animal attack.
Note: both videos are about the same attack

First viewing:

- Individually
Teacher asks the students to complete the chart on page 6 in the student's booklet using the videos ***CTV: Cape Breton coyote attack kills touring folk singer*** and ***Rising folk star Taylor Mitchell killed by coyotes***

- In teams
Teacher asks the students to share their answers in order to confirm their understanding of the videos.

Second viewing:

- Individually
Same instructions as the first viewing

- In teams
Same instructions as the first viewing

- With the whole group
Teacher goes over the elements to make sure that the students are on the right track.

Answers: see Annex 2

5 Preparing an interview

This activity will allow students to prepare an interview including the information gathered in the previous task.

Time: 225 minutes

Material:

- Student's booklet page 7 & 8
- Video cameras provided by the school or the students
- Microphones
- Cue cards if necessary

Procedure for preparing the interview

- Teacher splits the class in two groups. One group will be victims and the other group will be interviewers. Among the two groups, the teacher pairs up interviewers together and victims together. For example: a class of 28 students will have 14 interviewers and 14 victims. Among the group of interviewers, there will be 7 groups of 2 working together.

- Teacher tells the interviewers that they have to prepare a list of a minimum of 15 questions that they will ask the victims. They use page 8 of the student's booklet.

- Teacher tells the victims that they will have to create a story about an animal attack. They organize the information like it was organized in the previous task. They use page 8 of the student's booklet.

- Teacher reminds the students that when they will do the interview, students are allowed to use cue cards but for the sake of keeping it as close to reality as possible, they can only use it in case they are stuck.

- Teacher matches one team of interviewers with one team of victims. They are given a camera and the group goes to another room to film themselves.

Suggestions:

- If teacher has enough cameras, one for each team, all the filming can be done at the same time.

- Allow 40 minutes for each team for filming.

- Students are allowed as many takes as they want but when they start the camera, they have to go through the whole interview (they may not stop the camera until it's finished). They must respect the time limit they have.

- Students will make a choice between all the takes they have made for evaluation by the teacher.

- In case it is not possible to use video cameras, teacher asks the students to make a live presentation.

⑥ Peer evaluation and self evaluation

This activity will allow students to get feedback from their peers and evaluate their own participation in the LES.

Time: 75 minutes

Material:

- Annex 3 – peer evaluation
- Student's booklet page 9
- DVD player or computer and multi media projector
- Generic rubric for C2

- Teacher asks each team of students to watch the videos and fill out Annex 3 – peer evaluation (each team has one sheet).

- The purpose of this activity is to give feedback to the team on each video but not to evaluate the viewers. For that reason the feedback will be anonymous.

- Teacher returns the peer evaluation to each team in order to help them fill out their self evaluation on page 9 of the student's booklet.

Note: Teacher evaluates C2 while watching the videos in class. Teacher can watch the videos again after class to make sure the evaluation is all completed.

Analysis of what took place (Teacher's reflection)	
I'm happy about...	I want to work on...

I'm happy about...

I want to work on...

Annex 2 - Answers for activity 4 part B

1) How to survive a cougar attack

Character Clarence Hall	Animal	Place of the attack	Attack
<p>Age : 77 years old</p> <p>Gender : Male</p> <p>Occupation : He has a contract with the ministry of environment</p> <p>Hobbies : Outdoor activities Hunting</p> <p>Where the person lives : Bella Coola Valley, British Columbia</p> <p>Other info: <ul style="list-style-type: none"> • Has been hunting for 60 years • World War II veteran • Survived tough times during the war • Professional of problem animals • Specialist in tracking cougars </p>	<p>Type: Cougar</p> <p>Size: Approximately 80 pounds</p> <p>Number of animals: 1</p> <p>Other info: <ul style="list-style-type: none"> • Furtive, intelligent animal • The cougars kill their prey by cutting the back of the neck with their claws and bite the back of the head, and in doing so they bleed the animal to death • Secretive and sleek and sneaking fellow • Very shy animal • Can hide itself anywhere • Abrasive tongue, licks the hair off of its prey • Eats everything except the bones </p>	<p>Detailed description of the place where the attack happened</p> <ul style="list-style-type: none"> • Bella Coola Valley, British Columbia • On an Indian reserve • Backyard bushes • Beside his car 	<p>Detailed description of the attack</p> <ul style="list-style-type: none"> • On January 24th 2000, Mr. Hall got a call from a dog owner saying that his dog was killed by a cougar on an Indian reserve. Once he got there, he could track the animal with the traces left in the snow. He wanted to go back to his truck to get his rifle. On his way to the truck, the cougar bit him on the neck. To save his life, he placed his hand behind the lower canine teeth on the lower jaw. This way he could control the animal. He succeeded to wrap his left arm around the animal's neck and choked it. Then a man arrived with a rifle and shot it. <p>He felt sorry for the cougar even though it almost killed him.</p>

2) CTV: Cape Breton coyote attack kills touring folk singer and Rising folk star Taylor Mitchell killed by coyotes

Character	Animal	Place of the attack	Attack
<p>Name: (Stage)Taylor Mitchell (real name) Taylor Luciow</p>			
<p>Age : 19 years old</p> <p>Gender : Female</p> <p>Occupation : Folk singer</p> <p>Hobbies : <ul style="list-style-type: none"> • Hiking in the woods • Outdoors </p> <p>Where the person lives : Toronto, Ontario</p> <p>Other info: <ul style="list-style-type: none"> • Quit school early to become a singer • She was a gifted student • First tour in the Maritimes </p>	<p>Type: Coyote</p> <p>Size: Not mentioned</p> <p>Number of animals: 2</p> <p>Other info: <ul style="list-style-type: none"> • Very shy animals • Attack large animals like deer • Might be more aggressive because interbreeding with wolves </p>	<p>Detailed description of the place where the attack happened</p> <ul style="list-style-type: none"> • Popular trail in Cape Breton Highlands National Park in Nova Scotia • Mountains • Near Cheticamp 	<p>Detailed description of the attack</p> <ul style="list-style-type: none"> • Taylor Mitchell in Cape Breton Park when she was savagely attacked by 2 coyotes. They left her badly bitten. She was found by other hikers who called 911. She was airlifted to a Halifax hospital where she died. <p>One coyote has been killed. The hunt continues for the rest of the pack.</p>

C1 INTERACTS ORALLY IN ENGLISH

CRITERIA	A Advanced competency development	B Thorough competency development	C Acceptable competency development	D Partial competency development	E Minimal competency development
Participation in oral interaction	<p>Always speaks English with a certain degree of confidence in both spontaneous and structured situations.</p> <p>Shares ideas and opinions spontaneously.</p> <p>Makes a concerted effort to keep discussion going.</p> <p>Takes many risks with language.</p>	<p>Often speaks English with a certain degree of confidence in spontaneous situations and always speaks English in structured situations.</p> <p>Shares ideas and opinions in turn.</p> <p>Helps keep discussion going.</p> <p>Takes some risks with language.</p>	<p>Sometimes speaks English with a certain degree of confidence in spontaneous situations and often speaks English in structured situations.</p> <p>Shares ideas and opinions with prompting.</p> <p>Participates in discussion once it’s started.</p> <p>Takes few risks with language.</p>	<p>Rarely speaks English in spontaneous situations and sometimes speaks English in structured situations.</p> <p>Rarely shares ideas and opinions</p> <p>Rarely participates in discussion.</p> <p>Takes very few risks with language.</p>	<p>Never speaks English in spontaneous situations and very rarely speaks English in structured situations.</p> <p>Never shares ideas and opinions.</p> <p>Does not contribute to discussion or impedes discussion.</p> <p>Doesn’t take risks with language.</p>
Content of the message	<p>Content is rich; ideas developed with elaboration and detail.</p> <p>All of the content of message is coherent.</p> <p>Message is always pertinent to the topic.</p> <p>Always takes the audience and purpose of communication into account.</p>	<p>Content is appropriate; ideas adequately developed with some elaboration and detail.</p> <p>Most of the content of message is coherent.</p> <p>Message is often pertinent to the topic.</p> <p>Often takes the audience and purpose of communication into account.</p>	<p>Content is somewhat adequate and mostly appropriate; basic ideas expressed but very little elaboration or detail.</p> <p>Most of the content of message is coherent however some parts need particular attention.</p> <p>Message is often pertinent to the topic with some interpretation.</p> <p>Sometimes takes the audience and purpose of communication into account.</p>	<p>Content is frequently undeveloped and/or somewhat repetitive.</p> <p>Some of the content of message is coherent and many parts need particular attention.</p> <p>Message is sometimes pertinent to the topic with a lot of interpretation.</p> <p>Rarely takes the audience and purpose of communication into account.</p>	<p>Content is undeveloped and repetitive.</p> <p>Little of the content of message is coherent and many parts need particular attention.</p> <p>Message is rarely pertinent to the topic with a lot of interpretation.</p> <p>Never takes the audience and purpose of communication into account.</p>
Articulation of the message	<p>Speech always sustained throughout with few pauses or stumbling.</p> <p>Uses some complex sentence structures and many idiomatic expressions.</p> <p>Pronunciation is clear.</p> <p>Uses extensive vocabulary.</p>	<p>Speech sustained most of the time; some hesitation but always manages to continue and complete thoughts.</p> <p>Uses some complex sentence structures and some idiomatic expressions.</p> <p>Pronunciation does not interfere with communication.</p> <p>Uses varied vocabulary.</p>	<p>Speech sometimes sustained; some hesitation but manages to continue and complete thoughts.</p> <p>Uses a few complex sentence structures and a few idiomatic expressions.</p> <p>Pronunciation may occasionally interfere with communication.</p> <p>Uses adequate vocabulary; some word usage irregularities.</p>	<p>Speech choppy and/or slow with frequent pauses; few incomplete thoughts; little sustained speech.</p> <p>Uses no complex sentence structures and a few simple idiomatic expressions.</p> <p>Pronunciation frequently interferes with communication.</p> <p>Uses functional vocabulary only.</p>	<p>Speech halting and uneven with long pauses; many incomplete thoughts; little sustained speech.</p> <p>Uses no complex sentence structures and idiomatic expressions.</p> <p>Pronunciation unclear and despite particular attention is not understood.</p> <p>Uses limited vocabulary.</p>
Management of strategies and resources	<p>Manages strategies and resources autonomously.</p> <p>Always analyzes use of strategies and resources, consistently makes necessary adjustments.</p> <p>Always regulates own development as communicator.</p>	<p>Uses targeted strategies and resources autonomously.</p> <p>Often analyzes use of strategies and resources, often makes necessary adjustments.</p> <p>Often regulates own development as communicator.</p>	<p>Uses targeted strategies and resources with support from peers and teachers.</p> <p>Sometimes analyzes use of strategies and resources, sometimes makes necessary adjustments.</p> <p>Sometimes regulates own development as communicator.</p>	<p>Rarely uses targeted strategies and resources.</p> <p>Sometimes analyzes use of strategies and resources, rarely makes necessary adjustments.</p> <p>Rarely regulates own development as communicator.</p>	<p>Never uses targeted strategies and resources.</p> <p>Rarely analyzes use of strategies and resources, rarely makes necessary adjustments.</p> <p>Never regulates own development as communicator.</p>

C2 REINVESTS UNDERSTANDING OF TEXTS

CRITERIA	A Advanced competency development	B Thorough competency development	C Acceptable competency development	D Partial competency development	E Minimal competency development
Participation in the response process	Consistently perseveres in trying to understand texts. Always shares personal responses to texts. Always keeps an open mind to others’ responses.	Makes a lot of effort in trying to understand texts. Often shares personal responses to texts. Often keeps an open mind to others’ responses.	Makes some effort in trying to understand texts. Sometimes shares personal responses to texts. Sometimes keeps an open mind to others’ responses.	Makes limited effort in trying to understand texts. Rarely shares personal responses to texts. Rarely keeps an open mind to others’ responses.	Makes no effort in trying to understand texts. Never shares personal responses to texts. Never keeps an open mind to others’ responses.
Evidence of understanding of texts	Always supports answers / arguments / opinions with direct links to texts. Makes personal links to many aspects of the text. Shares many appropriate thoughts, feelings and opinions about texts. Always recognizes the internal features (topic/information, language and text components) and the external features (purpose, audience and culture) of texts.	Often supports answers / arguments / opinions with direct links to texts. Makes personal links to some aspects of the text. Shares some appropriate thoughts, feelings and opinions about texts. Often recognizes the internal features (topic/information, language and text components) and the external features (purpose, audience and culture) of texts.	Sometimes supports answers / arguments / opinions with direct links to texts. Makes personal links to one or two aspects of the text. Shares few appropriate thoughts, feelings and opinions about texts. Sometimes recognizes the internal features (topic/information, language and text components) and the external features (purpose, audience and culture) of texts.	Rarely supports answers / arguments / opinions with direct links to texts. Makes inappropriate personal links to the text. Shares inappropriate thoughts, feelings and opinions about texts. Rarely recognizes the internal features (topic/information, language and text components) and the external features (purpose, audience and culture) of texts.	Never supports answers / arguments / opinions with direct links to texts. Doesn’t make any links to the text. Doesn’t share thoughts, feelings and opinions about texts. Never recognizes the internal features (topic/information, language and text components) and the external features (purpose, audience and culture) of texts.
Use of knowledge from texts in a reinvestment task	Always selects the appropriate knowledge from texts Always adapts the appropriate knowledge from texts. Always organizes the appropriate knowledge from texts. Respects all of the requirements of the task.	Often selects the appropriate knowledge from texts Often adapts the appropriate knowledge from texts. Often organizes the appropriate knowledge from texts. Respects many of the requirements of the task	Sometimes selects the appropriate knowledge from texts Sometimes adapts the appropriate knowledge from texts. Sometimes organizes the appropriate knowledge from texts. Respects some of the requirements of the task	Rarely selects the appropriate knowledge from texts Rarely adapts the appropriate knowledge from texts. Rarely organizes the appropriate knowledge from texts. Respects few of the requirements of the task	Never selects the appropriate knowledge from texts Never adapts the appropriate knowledge from texts. Never organizes the appropriate knowledge from texts. Respects almost none of the requirements of the task
Management of strategies and resources	Manages strategies and resources autonomously . Always analyzes use of strategies and resources, consistently makes necessary adjustments. Always regulates own development as communicator.	Uses targeted strategies and resources autonomously . Often analyzes use of strategies and resources, often makes necessary adjustments. Often regulates own development as communicator.	Uses targeted strategies and resources with support from peers and teachers . Sometimes analyzes use of strategies and resources, sometimes makes necessary adjustments. Soemtimes regulates own development as communicator.	Rarely uses targeted strategies and resources. Sometimes analyzes use of strategies and resources, rarely makes necessary adjustments. Rarely regulates own development as communicator.	Never uses targeted strategies and resources. Rarely analyzes use of strategies and resources, rarely makes necessary adjustments. Never regulates own development as communicator.

C1 and C3 - Feuille de compilation

	C1 - Interacts orally in English		C2 – Reinvests understanding of texts	
	Content of the message	Articulation of the message	Participation in the response process	Use of knowledge from texts in a reinvestment task
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