

Student Book Notes—*On the Wild Side*



Synopsis

On the Wild Side explores the lives and accomplishments of some of the world's most famous environmentalists. The text highlights how these people often took great risks to ensure their causes were heard. The book concludes with suggestions about how everyone can contribute to the protection of the environment.

Vocabulary Development

bill, conservationist, environmentalist, global warming, influential, marine laboratory, oceanographer, pesticide, submersible

Challenges in the Text

historical perspective; biographical text

Cross-Curricular Connections

life science; history; technology

Learning Outcomes

Students will:

1. be able to state the accomplishments of three famous environmentalists.
2. recognize what they can do personally to help the environment.
3. display an understanding of what Eugene Rutagarama did.

For Independent Readers

Provide these questions before students read the text:

- What is the difference between *threatened* and *endangered* animals?
- Do you know of any famous environmentalists?
- What can you do to help the environment?
- Can everyone contribute in some way?

Visual Elements

Students have the opportunity to:

1. read a map with leader arrows to text.
2. view historical and contemporary photographs.
3. view double-page spreads.
4. read graphs and lists.

Purposes for Reading

Possible choices include:

1. to learn about the reasons some people try to help the environment.
2. to learn about major environmental issues.
3. to learn about the main functions of a bibliography.

Critical Thinking

Students have the opportunity to:

1. compare the accomplishments of different environmentalists.
2. articulate and justify an opinion about pesticides.
3. compose, sequence, and summarize information in the form of a profile.

Special Features

- What do polar bears and the rain forest have in common? “Earth Watch” explains.
- See what you think about DDT. Read “What’s Your Opinion?” and decide.
- Can a vehicle really fly underwater? Find out with “Techtalk.”

Guiding Learning

Before Reading

Read the title and explain that the book is about environmentalists. Discuss what the term means. Ask, *What are some of the environmental problems we face today?* Discuss students' responses.

During Reading

Key text to guide:

Pages 4–5: Read pages 4 and 5 to students. Discuss what these people have in common. Help students read and interpret the text and map.

Pages 6–9: Share read these pages. Highlight the fact that the text is in two main parts about who the person was and what the person did. Reread the “What’s Your Opinion?” section. Encourage students to form and justify their own opinions of DDT.

Pages 10–11: Read these pages to students. Ask, *What do these two people have in common even though they worked in two very different environments?*

Pages 12–15: Say, *Read to the end of page 15 to find out who Eugene Rutagarama is and what he does.* (Share read with students needing support.) Then have students recall and discuss information under the page headings *Who* and *What*.

Pages 16–17: Share read these pages and discuss the contents. Help students understand that the “Earth Watch” sections are used here to divide between individual biographies.

Pages 18–21: Have students read these pages independently and report back using the *Who* and *What* headings.

Pages 22–23: Read these pages aloud. Discuss the contributions of each person.

Pages 24–27: Say, *Read to the end of page 27 and find out how Peter Garrett used his fame to help the environment.* As before, have students discuss what they have read using the *Who* and *What* headings.

Pages 28–29: Share read and then discuss how students can help the environment.

After Reading

Responding: Turn to page 31. Discuss what a bibliography is and how each entry is presented: author, title, publisher, and date. Remind that bibliographies show which publications the author used and provide a source of reference material for the reader.

Thinking Activity Master 15

A Famous Person: Composing and Summarizing Information

Discuss famous people students may be familiar with. Explain the activity worksheet, and then have students choose a famous person to profile.

A Famous Person

Name _____ Date _____

Choose a famous person and make a time line about that person's life.

I have chosen this person: _____

A Time Line of Important Events in This Person's Life

DATE	EVENT
<input type="text"/>	<input type="text"/>

(Continue on the back if you need to.)

This person's most important accomplishment was _____

I chose this person because: _____

Nonfiction Assessment Record

Book Title: *On the Wild Side*

Student _____ Date _____

<p><i>Say, Read pages 4 and 5 silently.</i> Ask, <i>Why do some people now believe we need to protect the environment?</i></p>	<p>Did the student understand that some changes have caused damage? (Purpose for Reading 1) <input type="checkbox"/></p>
<p>Ask, <i>What are three environmental issues mentioned on these pages?</i></p>	<p>Did the student say “oceans,” “forests,” and “animals”? (Purpose for Reading 2) <input type="checkbox"/></p>
<p><i>Say, Read pages 6 through 9 silently.</i> Ask, <i>Should there be a ban on DDT? Why or why not?</i></p>	<p>Could the student articulate and justify a consistent position? (Critical Thinking 2) <input type="checkbox"/></p>
<p><i>Say, Read pages 12 through 15 silently.</i> Ask, <i>What does Eugene Rutagarama do that is very important?</i></p>	<p>Did the student understand that he keeps track of gorilla numbers? (Learning Outcome 3) <input type="checkbox"/></p>
<p>Ask, <i>How are Eugene Rutagarama and Rachel Carson similar?</i></p>	<p>Did the student understand they were both risk-takers? (Critical Thinking 1) <input type="checkbox"/></p>
<p><i>Say, Read pages 28 and 29 silently.</i> Ask, <i>How could you and your family save energy in your home?</i></p>	<p>Could the student specify some appropriate ways of saving energy? (Learning Outcome 2) <input type="checkbox"/></p>
<p><i>Say, Look at the bibliography on page 31.</i> Ask, <i>What is one reason authors sometimes create a bibliography?</i></p>	<p>Did the student offer an appropriate reason for including a bibliography? (Purpose for Reading 3) <input type="checkbox"/></p>
<p>Ask, <i>Can you tell me the main accomplishments of three environmentalists described in this book?</i></p>	<p>Did the student recall at least three environmentalists and their contributions? (Learning Outcome 1) <input type="checkbox"/></p>