



## Lesson Plan Summary

### Magic Tree House #19: Tigers at Twilight

#### Cries of the Wild

#### DURING THIS BOOK STUDY, EACH STUDENT WILL:

- Discover that many animals are endangered and face extinction unless measures are taken to protect them.
- Listen to informational text on the topic of endangered species.
- Research an endangered animal of their choice using available resources.
- Learn important components of effective persuasive writing.
- Look at examples of effective persuasive writing.
- Write a persuasive argument from an animal's point of view (first person) on the topic of endangered species.
- Create a model of an endangered animal using various art materials.
- Use a graphic organizer to plan a persuasive argument.
- Share a persuasive argument project on the topic of endangered animals with classmates.
- Discover ways as a class to help in the protection of endangered animals

#### COMMON CORE STANDARDS ADDRESSED:

##### Visual Arts

- Express thoughts creatively in response to text.

##### Reading:

- Key Ideas and Details
- Craft and Structure
- Integration of Knowledge and Ideas
- Foundational Skills

##### Writing:

- Text Types and Purposes
- Production and Distribution of Writing
- Research to Build and Present Knowledge

##### Language Arts:

- Conventions of Standard English
- Knowledge of Language

##### Science:

- Inquiry and Process Skills
- Organisms and their Environments

##### Speaking and Listening:

- Presentation of Knowledge and Ideas
- Comprehension and Collaboration

19-1S112

Created By: Paula Henson, 2007 Magic Tree House Teacher of the Year Knoxville, Tennessee



## Lesson Plan Magic Tree House #19: Tigers at Twilight

### Cries of the Wild

After your students read Tigers at Twilight, they will have a basic understanding of the terms “endangered” and “extinction” as they travel with Jack and Annie to a forest in India. As they search for “a gift from a forest far away” in an effort to free Teddy from a spell, they discover that two of India’s magnificent animals are in danger of becoming extinct or totally eliminated from the planet! The Indian one-horned rhinoceros and the Indian tiger are in serious trouble because of the carelessness of man. As you lead your class into a discussion about the endangered animals in Tigers at Twilight, ask if they are aware of other animals that are in danger of becoming extinct. Make a class list or web of the animals your students name and their habitats. Increase your student’s knowledge and awareness of the global problem of endangered animals by reading one or more of the following books:

- Pandas and Other Endangered Species by Mary Pope Osbourne and Natalie Pope Boyce
- Children’s Guide to Endangered Animals by Roger Few
- Count them While You Can... by Anne Bowman
- Hug Time by Patrick McDonnell
- Helping Endangered Animals by Rebecca E. Hirsh
- Endangered Tigers by Amanda Harman

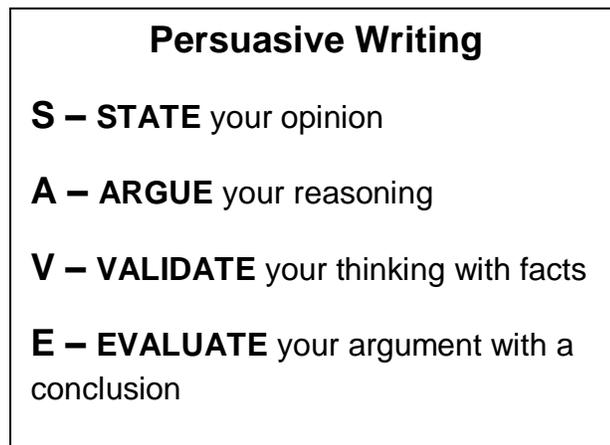
Because children love animals, they will immediately see the need to protect our endangered friends in the wild and will want to find ways to help bring about the changes needed to ensure that they remain on Earth. This topic provides a perfect opportunity to engage your students in a persuasive argument project as they answer the “Cries of the Wild”!

#### Materials needed for each child:

- 1 lunch size paper bag - Provide various colors to choose from if available.
- Colored pencils and/or makers
- Various art materials of choice or availability – construction paper, buttons, sequins, feathers, pipe cleaners, paint, etc...
- Glue stick
- Scissors
- 8 Index Cards
- Rubber band
- Graphic organizer for persuasive argument (provided)

## Procedure:

1. After reading books to your class about endangered animals and possibly allowing students to engage in further research via the internet and/or school library resources, ask them to choose an animal to represent in a persuasive writing project.
2. Present the persuasive writing genre to your class in the following way:
  - Use the acronym “**SAVE**” to emphasize the importance of saving our endangered animals as a format for teaching the components of persuasive writing by making the following chart:



3. Give examples of some persuasive arguments by showing students a television commercial or a newspaper ad that clearly demonstrates the use of persuasion. You may also wish to read the book, Hey, Little Ant about a boy who just before he is about to squish an ant, the ant talks to him! The ant tries to persuade the boy to not squish him but to let him go free. The author leaves the end of the story up to the reader which provides a wonderful opportunity for your students to try out their “powers of persuasion” as they argue their point of view about the ant’s fate with their classmates!
4. Explain to your students that the ant presented his own case and was the narrator. This technique of writing in the first person will be a model for your students to follow as they take up the position of the endangered animal they have chosen to write about. The student will “become” the animal as they argue their case to be saved from extinction.
5. To give this project an interesting and creative touch, your students will use a paper bag and index cards to present their argument.

- After researching their endangered animal of choice (some may choose to work in pairs or small groups if the same animal is chosen by several students), allow the children to follow the **SAVE** persuasive writing format by printing a **SAVE** Graphic Organizer for each child (provided).
- Give each child (or pairs/groups of students) eight index cards. Cards will be used to write the facts from their **SAVE** Graphic Organizer from the animal's point of view! The "animal" will **State** his or her opinion on the first card which should be feelings about what is happening to his or her species. On the next three cards the "animal" will **Argue** his or her point of view by giving three reasons why he or she should continue to survive on the planet. The next three cards should have facts that **Validate** the "animal's" reasons learned as a result of their research/reading. The final card should **Evaluate** from the "animal's" point of view and should be a restatement and final analysis in which a concluding plea is made to the audience to save him or her from extinction. Put the cards in order and secure with a rubber band.
- Next, ask your students to transform their paper bag into a model of the endangered animal they have chosen. This is the creative part of the project and the part the children will enjoy the most! Allow them to use various art materials to turn their paper bag into a replica of their animal. Be certain the bottom of the bag is the bottom of the animal as the index cards containing their persuasive arguments will be placed inside the bag until their presentation to the class.



6. When Index cards are placed in the animal paper bags it is time for students to share their projects and present their arguments to the class! Be sure to remind them that they **ARE** the animal and should speak with emotion from the animal's point of view that is facing extinction!

7. Use the animal bags and information to create an attractive and “persuasive” bulletin board in your classroom or as a hall display to increase awareness and provide information about the many endangered animals facing extinction. Entitle the display “Cries of the Wild” using an animal print for the letters in the caption (students will enjoy making the letters.). Children can design a forest or other habitat as a background for the display. Staple the animal bags made by the students under the caption leaving the top of the bags open so that others may read the cards and learn more about the endangered animals, their struggle for survival, and ways they may be able to help. Provide a poster with general information about endangered animals such as the one on the example that follows:

This basic image of the bulletin board display is just to give you an idea. Please design this with a forest background with trees on the sides of the display and vines hanging all around the paper bag animals if possible.  
The letters in the caption “Cries of the Wild” should have an animal print design.



8. As a culminating activity, visit one of the websites below that might provide ideas for ways that your students can help endangered animals.

- Through The Defenders of Wildlife your class can adopt a tiger (or another endangered animal) and help fund program support services and raise awareness in an effort to save these amazing animals! This can be accomplished for as little as a dollar per child. Visit on the following link to find out more!
- [https://secure.defenders.org/site/SPageServer?pagename=wagc\\_tiger](https://secure.defenders.org/site/SPageServer?pagename=wagc_tiger)
- Host an Endangered Species Day! Started by the United States Senate, Endangered Species Day is the third Friday in May. This could be an interesting and worthwhile end-of-the-year celebration! Follow the link below to find out how your class or school can get involved and bring awareness to your community.
- <http://www.stopextinction.org/esd.html>

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## SAVE Persuasive Writing Graphic Organizer

State Your Opinion

Argue

Your Reasoning

Validate

Your Reasoning with Facts

Evaluate

Your Argument