

Wild Horses of the Outer Banks

Lesson Title- Wild Horses of the Outer Banks

Grade level- 6th grade

Content Area- Language Arts-Writing, Geography, History

Time Allotment- four 50 minute class periods over a two week period

Academic Standards Addressed- Writing 2.2- Write an expository composition

Revision 1.6- Revise writing to improve the organizational and consistency of ideas within and between paragraphs.

Goal- The goal of the lesson is for students to be able to see how the wild horses of the outer banks have adapted to their environment on the island and for students to describe how they have adapted to a new surrounding or a new school.

Performance Indicators-

Students will be able to describe how the horses have adapted to life on the island.

Students will be able to write a descriptive story about how they have personally adapted to a new surrounding or school.

Background Information- Students will be asked about their prior knowledge of horses.

As a class we will chart all the responses the students give and use this information as a spring board to deliver the lesson. The teacher will give students historical information about the wild horses of the outer banks to further develop their knowledge of horses.

Materials- chart paper, markers, writing paper, drawing paper, colored pencils, National Park Service Cape Lookout informational handout, habitat classifications from the field, Horse chart from the field , map of the island.

Technology- wild horses of the outer banks website, laptop, projector, Picture slideshow from the field

Instructional Procedure-

Introduction- Students will be asked what prior knowledge they have of wild horses.

Teacher will chart responses for students to use in a k-w-l individual mini chart. Students will be given time to fill in personal responses to k-w-l chart and follow up by sharing out with the members of their table. Teacher will close introduction by going over some of the responses to the k-w-l activity. The teacher will ask the essential question “How do these horses adapt to their environment and how do you as students adapt to a new surrounding or a new school?” This will be the guiding question to be answered as more information is gained and as students start getting ready to write their papers later in the lesson.

Activities-

Day one- Teacher will introduce students to the Wild Horses of the Outer Banks by retelling her experience as an Earth watch participant on the Shackleford Island. Teacher will show the slideshow of the pictures taken out on the field at Shackleford Island. The class will then proceed to the computer lab and view the website on Wild Horses of Shackleford Island. Students will have access to the site individually and the teacher will give them directed questions for students to answer while they are viewing this site.

Day two- Class will break up into groups and read the handout on Horses of Shackleford Banks by the National Park Service. They will then take notes on the origin of the horses, the wild life, and the social life. This along with their prior knowledge will be the information needed to start the writing process on how these horses have adapted to life

on the island. The teacher will go over her experience on the island and how she adapted to living on the island for 14 days. Students will share out their summaries of their notes with their group and start to brainstorm how they have adapted to a new surrounding themselves or to a new school setting such as being 6th graders at a new middle school.

Day Three- This is a two part writing activity session in which students will write about how the horses on Shackelford Island have adapted to life on the island and how the students have adapted to a new surrounding or a new school.

Part one- students will use their k-w-l charts to chart what they have learned about the wild horses and use this information to brainstorm and write a 1 page report on how they feel the horses have adapted to life on the island.

Part two- students will brainstorm ideas on how they have adapted to a new surrounding or new school. The teacher will guide them through the writing process to develop their 5 paragraph writing assignments.

Closure- The students will have two class sessions to work on their assignments. The end product will be the students sharing their writing experiences in their small group setting. The other students in the group will be giving them feedback on their writing assignments. The teacher will collect the writing assignments and grade them based on the established classroom grading system.

Assessment- The teacher will use the 4 point grading scale to grade final writing assignments on how horses have adapted to life on the island and the second writing assignment being how the students have adapted to a new surrounding or a new school. The students will also participate in peer feedback of the writing assignment.

Connections- This lesson is incorporating the writing process with historical information on the wild horses of the outer banks as well as the adaptations that these horses have had to make to manage life on the uninhabited island.

Extensions - Students could continue further research on the life of wild horses or focus on a particular breed of horse and write a report for extra credit on the topic of horses.

Acknowledgements- National Park Service handout, field materials from Earth watch expedition, Wild horses of Shackleford web site - <http://www.shacklefordhorses.org/>

Lesson Submitted by: Monica Fuentes