Unit 6/Week 2

Title: The Golden Lion Tamarin Comes Home

Suggested Time: 5 days (45 minutes per day)

Common Core ELA Standards: RI.5.1, RI.5.3, RL.5.4, RI.5.8; RF.5.3, RF.5.4; W.5.2, W.5.4, W.5.9; SL.5.1, SL.5.2, L.5.4, L.5.5

Teacher Instructions

*Refer to the Introduction for further details.*

**Before Teaching**

1. Read the Big Ideas and Key Understandings and the Synopsis. Please do **not** read this to the students. This is a description for teachers, about the big ideas and key understanding that students should take away **after** completing this task.

Big Ideas and Key Understandings

Through conservation and careful wildlife management, humans can repair many damages to nature.

Synopsis

In “The Golden Lion Tamarin Comes Home,” the golden lion tamarin’s survival has been threatened by human development. Now, conservationists with the Golden Lion Tamarin Conservation Program have developed programs to reintroduce captive golden lion tamarins into the wild.

1. Read entire main selection text, keeping in mind the Big Ideas and Key Understandings.
2. Re-read the main selection text while noting the stopping points for the Text Dependent Questions and teaching Vocabulary.

**During Teaching**

1. Students read the entire main selection text independently.
2. Teacher reads the main selection text aloud with students following along. (Depending on how complex the text is and the amount of support needed by students, the teacher may choose to reverse the order of steps 1 and 2.)
3. Students and teacher re-read the text while stopping to respond to and discuss the questions and returning to the text. A variety of methods can be used to structure the reading and discussion (i.e.: whole class discussion, think-pair-share, independent written response, group work, etc.)

Text Dependent Questions

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| **Text Dependent Questions** | **Answers** |
| What is a “mico”? What words are used to describe a “mico”? | A “mico” is short for *mico leao dourado* or the golden lion tamarin. It is described as a streak “of orange-gold flash.” It has a high-pitched whistle and piercing squeak. It is “about the size of a squirrel” and has a “lionlike mane.” |
| The tropical forest is described as “teeming.” What does this mean and what are the sounds of humans in the forest? | There is all sorts of life in the tropical forest. “Birds sing, insects buzz, cicadas chirp.” Also, there are signs of human life, “tractor engine, cattle lowing, a rooster, and men at work.” |
| What words does the author use to describe the weather in the rain forest? | The weather is hot and humid. |
| The Brazilian government created a wildlife refuge for the golden lion tamarin. Who urged them to do this and why? | Dr. Coimbra-Filho warned the Brazilian government that the GLT could become extinct. He did this because European settlers cut down the trees in the GLT’s habitat and “burned the rest of the forest to clear the land for settlements” and crops. The city of Rio de Janiero “grew and spread” into the GLT’s habitat. There is only 2% of the original habitat left. |
| What does “omnivorous” mean? | Tamarins eat “fruits, seeds, and nuts.” Also, “bird eggs, insects, frogs, and snakes.” This means they eat plants, animals, and insects. |
| Using support from the text, how is the conservationist in the illustration helping the Golden Lion Tamarin? | The illustration shows a conservationist with a rope going up into the trees. The text describes a rope that is hung “to simulate vines” which the GLT will encounter in the wild. These conservationists change the ropes (“vines”) and nesting boxes in which the GLT sleep to prepare them for the unexpected. |
| It says the golden lion tamarin “will grow accustomed to their new surrounding” in a protective cage. How will conservationists help them do this? | The tamarins are place in a protective cage on p. 636. This cage allows them to become accustomed while protecting them. “Potential prey” passes through their cage. Also, on p.636 the tamarins are fed a familiar food, “marmoset,” which is “exactly what the tamarins ate in the zoo. Small bits of food are placed into holes teaching the GLT how to extract the food “just as they will…once they are released. |
| How has the Golden Lion Tamarin Conservation Program benefited humans in Silva Jardin? | It has “provided many jobs for people” |
| How do the observation teams help the released golden lion tamarins slowly become accustomed to the wild? | The observers provide a feeder near the nesting box. “they are given plenty of food and water”. Fruits are prepared for them: “bananas are partially opened for them” “oranges have ‘windows’ cut into them” Later, the observers “reduce their visits” |
| The author describes the golden lion tamarin as “tentative.” What does this word tell about how the tamarin is feeling in its new environment? | This shows that the GLT is uncertain about its environment. It “looks around” first. Then it “darts out.” |
| Why are the observers recording the behavior of the reintroduced Golden Lion Tamarins? | This answer is found previously. The team sends notes “to the National Zoo.” These notes help the scientists prepare the captive tamarins for their reintroduction. |
| What are some reasons from “The Golden Lion Tamarin Comes Home” why reintroduced golden lion tamarins do not survive as long as? | Reintroduced GLT can “become disoriented and get lost” Also, they can “die of starvation, become injured, or fall prey to a predator” also they don’t know how to “peel a whole fruit”. GLT infants born in the wild adapt faster. Also, wild GLT are “more acrobatic and confident. They can “deal with surprises” and “don’t have to unlearn behaviors” from the zoo. |

Vocabulary

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|  | **KEY WORDS ESSENTIAL TO UNDERSTANDING**  Words addressed with a question or task | **WORDS WORTH KNOWING**  General teaching suggestions are provided in the Introduction |
| **TEACHER PROVIDES DEFINITION**  not enough contextual clues provided in the text | imminent  extinction  native  diversity  preserve  bred  coordinates  Captivity  Climate  Conservation | Forage |
| **STUDENTS FIGURE OUT THE MEANING**  sufficient context clues are provided in the text | Teeming  Cluster  Flanked  Original  Confined  Permitted  Modified  Observing  Roam  Potential  Tentative  Fare | Machete  Crams  Hoists |

Culminating Tasks

1. You are presented with a job opportunity to promote the work of the GLT Conservationists in order to secure additional funding for their program. Considering what you have learned about the GLT, design a presentation that highlights the positive efforts, as well as some of the challenges, that have resulted from a changed awareness and treatment of the GLT over time. Your presentation may be written, visual, oral, or a combination of those. *Note to teacher: The CCSS demands a lot of writing. If you give students the choice of doing this presentation visually or orally, please also have them complete the 2nd culminating task. Or an alternative would be to have students’ presentation include all three components: written, visual and oral.*
2. The Treatment of Golden Lion Tamarins by humans has changed over time. Citing specific examples, describe how humans have changed their awareness and treatment of the Golden Lion Tamarins over time.

Answer: This should include the lack of awareness of the GLT’s habitat details on page 631. The habitat was burned or cut down. Urban expansion led to a lack of habitat and food for the GLT. Efforts by conservationists (Dr. Coimbra-Filho, Dr. Benjamin Beck) helped to create programs to increase the population of GLTs. Many volunteers work to save the GLT. The Poco das Antas Biological Reserve has been created to provide a better habitat. Many zoos provide captive GLTs for reintroduction

Additional Tasks

* The author says, “The dilemma for the zoo is how to protect the animals and still expose them to the experiences and dangers they will meet in the wild. How is this accomplished?

Answer: The GLTS are placed in cages in the forest. Observers help the GLTs get food but slowly provide less support.

* How does the work in the Washington D.C. zoo and the work by the observers in Brazil support each other?

Answer: The Washington D.C. zoo prepares captive GLTs for reintroduction. The observers in Brazil take notes on the reintroduced GLTs and send the data to Washington.

* The author describes the children moving in the rain forest: “They pick their way carefully along the narrow path to avoid the sharp spines of leaves and the tangle of vines underfoot.” Illustrate this sentence. Why does the author use the verb “pick” to describe how they are moving? What does this tell you about the setting?

Note to Teacher

* Students may use the Internet to visit the webpage describing the GLT conservation project to add details to their presentations or simply learn more about GLTs and the project.