

ZB Zaner-Bloser
NEXT GENERATION ASSESSMENT PRACTICE
English Language Arts / Literacy

Student Edition

Grade 4
Opinion

Name _____

Date _____

PART I: Close Reading

Your Task

You will examine three sources about the wildlife and people of Africa. Then you will answer three questions about what you have learned. Later, in Part 2, you will write an editorial about the future of wildlife in Africa.

Steps to Follow

In order to plan and write your editorial, you will do all of the following:

1. Examine three sources.
2. Make notes about the information from the sources.
3. Answer three questions about the sources.

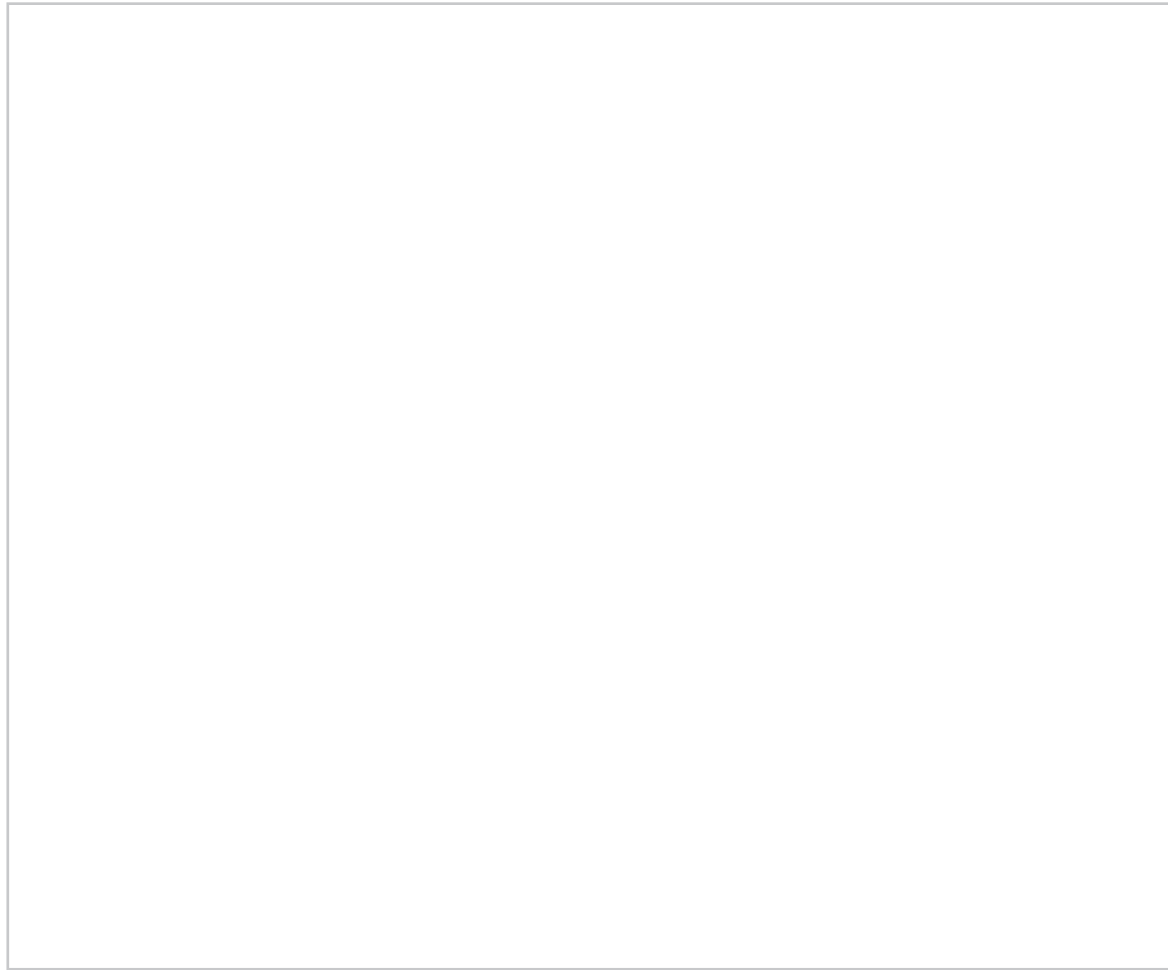
Directions for Beginning

You will have 45 minutes to complete Part I. You will now examine three sources. Take notes because you may want to refer to your notes while writing your editorial. You can re-examine any of the sources as often as you like. Answer the questions in the spaces provided after them.

Click the image to watch the video.



How does watching a video about Africa help you better understand the lives of the people and wildlife there? Give three details from the video to support your answer.



“Wildlife in Africa Then and Now”

“Yai, Yai, Yai, Yai, Yai!” My young friend Souleymane ran, shouting and waving a stick. A dozen baboons screamed and ran from the field, some of them still holding ears of corn. When they reached the edge of the field, two big male baboons turned and yawned their toothy threats. Souleymane rushed at them again, rattling a tin can with pebbles in it. “You leave our maize alone!”

It was the eleventh time since yesterday morning. The raiders came just as the corn was ripening, of course: porcupines, elephants, warthogs, monkeys, bushbucks, birds, and now baboons! Souleymane watched the animals escape into the safety of the Nazinga Forest, a place in Burkina Faso, Africa, where the government protects wildlife.

It had been backbreaking work to cultivate the stony soil. And this was the result! Nearly a quarter of the crop was lost to raiding animals. Souleymane’s father would be angry with him.

Souleymane wept. There would be no extra maize to sell to pay for his school fees or to buy the radio his mother longed for. They would be lucky if there was

enough maize left to feed the family until next year’s harvest. If his father had to sell the family’s last cows and goats to buy food or medicine, then there would be no more milk for the family.

In the Nazinga Forest, Souleymane saw a tourist vehicle full of people who came from far away to look at the animals.

“Yai! Who cares what a warthog looks like?” Souleymane said. He felt frustrated by the wild animals, and he resented the forest reserve that protected them.

That was more than twenty years ago, when I was working in Africa as a wildlife ecologist. Most governments then were using a preservation approach to protect wildlife. To create safe places for animals, the governments had taken farmland. Deprived of land, people often were unable to get enough food to eat.

Recently I was back in Burkina Faso, working with Souleymane in the new Nazinga Game Ranch. The ranch is a protected area of about four hundred square miles, and it includes the Nazinga Forest and adjacent lands. Souleymane showed me how his village has changed since the country has taken a different approach, called

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conservation.

Souleymane is now grown up. He has his own family to feed, and he raises his own crops. He showed me where warthogs had dug up his sweet potatoes. His little son Karim looked shamefaced. It was his job to chase animals out of the garden. But Souleymane shrugged it off. He liked warthogs, he said.

I was surprised to hear him say that.

“The animals bring me money!” Souleymane explained. “I now have a job guiding tourists.”

Everyone in the village seemed to appreciate the value of wildlife. A part of the game ranch’s money had been used to build a medical clinic. And a few years before that, the Nazinga Game Ranch helped to build a school in another village. Now a new deep well is being planned, so Souleymane’s village will have clean, safe water.

“What if more animals raid the crops?” I asked.

“It’s little! We can share our crops,” Souleymane said.

This new approach to wildlife protection in Africa is catching on and spreading quickly. Before, outsiders told the villagers, “Don’t touch!” Now the villagers themselves say, “These animals and plants are our

treasures. We will take care of them.” That’s a big change, I thought.

“We have a new idea,” Souleymane said. “My village and the other villages that surround Nazinga will let one-third of our least-productive pastures and farmlands grow back to wilderness. Then more wildlife will return.”

Conservation Compared with Preservation

Conservation is the use of natural resources in ways that allow animals and plants to be replenished. Conservation searches for ways that both wildlife and people can use the land and survive.

Preservation means that the animals and plants are saved, but none can be used by people. Preservation is fine for the wildlife. But sometimes it has not been good for people.

Again I was surprised. Twenty years before, villagers had been cutting down forest to get more and more cropland. Nobody dreamed of giving farmland back to the wildlife!

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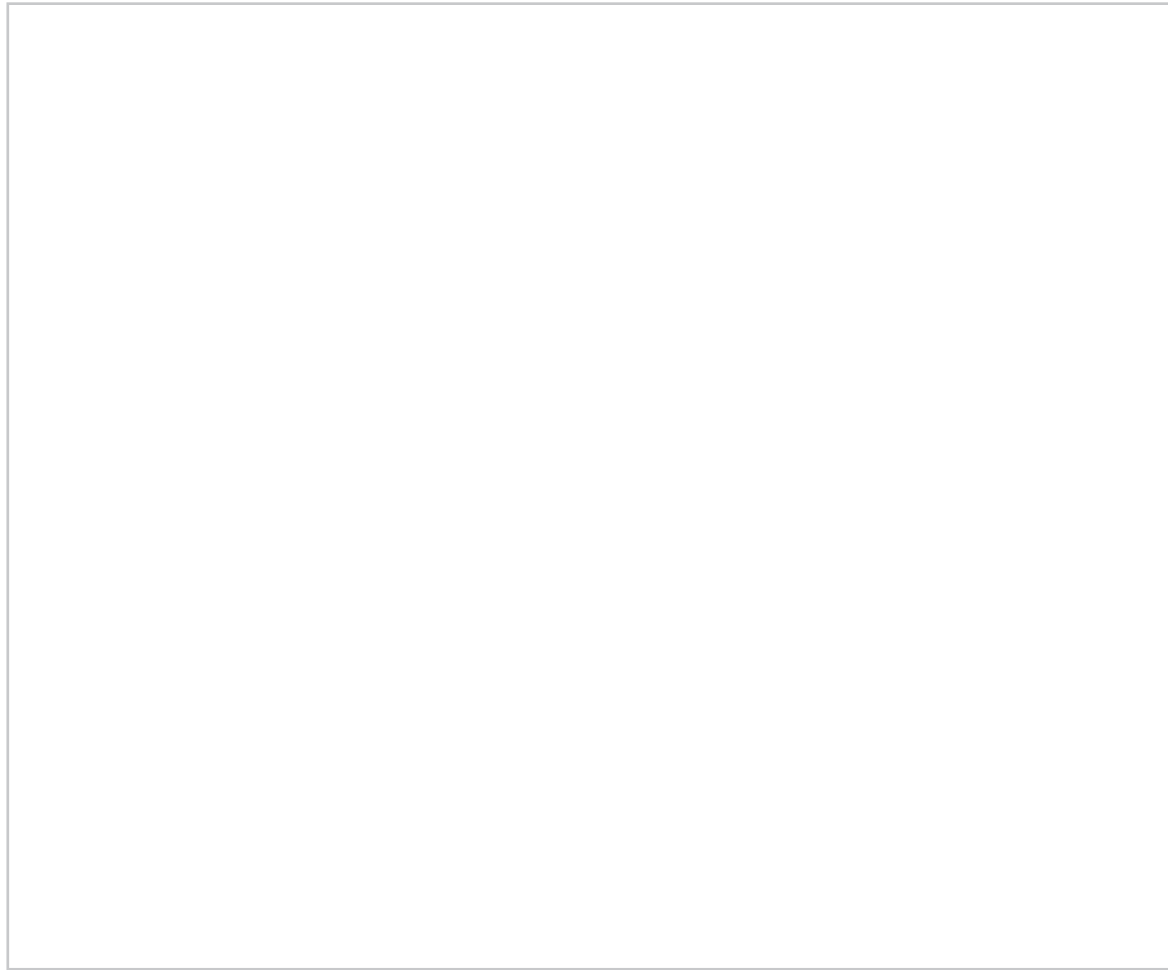
“On these lands,” Souleymane explained, “the government has agreed to set safe quotas and let us hunt wild animals for meat, just as our parents and ancestors once did. We also will receive half the fees tourists pay for licenses to hunt on our lands. That is much more money than our little cash crops would bring. My children will all go to school this year.”

“And with management there will be more wild animals than ever before,” I added.

“Yes,” Souleymane agreed happily.

"Wildlife in Africa Then and Now" by George W. Frame. Copyright ©2001 by Highlights for Children, Inc., Columbus, Ohio.

Explain how the author uses reasons and evidence to support his point that conservation is better than preservation for the people of Africa. Provide three details from the text to support your answer.



Wildlife on the East African Savannah

Wildlife and People

Visitors in East Africa are amazed by its wildlife. Few places on Earth are home to such huge herds of animals. But just 100 years ago, many species were in danger of dying out. The cause was hunting.

People in Africa had hunted animals for food for thousands of years. This kind of hunting did not harm the great herds. The trouble started when people from other lands began hunting there. Many of these hunters killed animals for sport. Hunters also killed animals for their skins, tusks, horns, and other body parts.

Settlers from Europe carried diseases into Africa. One disease was rinderpest. Rinderpest is a disease that cows get. The disease spread from the Europeans' cattle to wild animals. The wild animals' bodies had no protection against rinderpest. Many animals died.

Settlers, however, blamed the wild animals for causing disease. The diseases, they said, were carried by flies from wildlife to cattle. The flies were tsetse flies. They live in Africa but not in Europe. The fly's bite carries a disease that can kill humans and cattle, but not wildlife. Wild animals' bodies had natural protection

against the disease.

Settlers thought they could get rid of tsetse flies by wiping out wildlife. They killed tens of thousands of antelopes, zebras, and other animals. Then scientists learned that tsetse flies rarely bite these species. They prefer elephants, buffalo, and warthogs.

In the early 1900s, laws were passed to protect the wild animals. Later, lands were set aside as parks for wildlife. Inside these parks, the animals could not be hunted.

The parks and the laws helped prevent many species from becoming extinct. But they are also causing some problems.

One problem is that savannah animals need to migrate. If they can't migrate, their park becomes a trap. Then animals eat all the food in the park.

Another problem is that African people were not part of the decision making. The native people had lived with wildlife for thousands of years. They called wild animals their "second cattle." But then they were told they could not hunt or use the land anymore. This has made them angry.

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Cattle and the Land

Wildlife trapped in parks can harm their own habitat. People can harm their own habitat, too. Much of this harm is caused by their cattle and goats.

Some African people who live on the savannah are called pastoralists. They own herds of cattle. They bring their herds out on the savannah to graze and drink. They milk the cattle, but do not kill them for meat.

Long ago, the cattle were not a problem. The pastoralists were few in number. They owned only small herds. There was lots of room on the savannah for wildlife, cattle, and people.

Today, the population of Africa has grown. There are more pastoralists, and their herds are much bigger.

The cattle destroy the land as they graze. They eat the grass right down to the ground. They trample and cut the soil. This kills the grasses' roots.

Bare ground is left behind. Weeds that are not eaten by grazers or browsers may take it over. The land is useless for both wildlife and cattle. The cattle starve.

Cattle are not natural on the savannahs. Wildlife has been on the savannah for millions of years.

The Future of Wildlife

Some people think African people should give up cattle. Other people disagree. They say pastoralists and cattle do not harm land.

Today, East Africa's animals still face an uncertain future. The human population has grown much larger. Many people are very poor. More land has been taken over by farms and ranches. As habitat disappears, wildlife and people have even more conflicts. Lions and leopards kill cattle, sheep, and goats. Baboons eat vegetables and fruits. Elephants knock down fences and trample and eat crops.

How can people and wildlife best share the savannah?

Some people think that wild animals should "pay their way." Trophy hunters can pay high fees to go hunting. The money can then be used to help both native people and wildlife. In some places, such hunting is allowed.

Some people suggest selling tusks and other animal parts to raise money. Other people say this will endanger wildlife. Animals killed for body parts are often hunted illegally. This is called poaching.

Poaching has nearly caused some animals to become extinct.

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Some people think trophy hunting is wrong. But they think it would be good to let African people hunt for meat. African people can also earn money by saving wildlife. People from around the world take vacations in Africa to see wildlife. While they are visiting, they spend money in villages.

Most people agree that any plan must involve the wildlife's neighbors. Farmers, ranchers, villagers, and herders must have a say. That way, people will learn more about the wild animals.

From *Wildlife on the East African Savannah*
by Christina Wilsdon. Copyright ©2012 by
Zaner-Bloser, Inc.

Name some of the conflicts between the wildlife and the people of Africa. Provide three details from the text to support your answer. What is a possible solution to these problems?



PART 2: Writing to Multiple Sources

You will now have 70 minutes to review your notes and sources, plan, draft, and revise your editorial. You may use your notes and refer to the sources. You may also refer to the answers you wrote to questions in Part I, but you cannot change those answers. Now read your assignment and the information about how your editorial will be scored; then begin your work.

Your Assignment

Think about the different lands, people, and animals in Africa. Then compare and contrast the effects that preservation and conservation have on these people and animals. Your assignment is to write an editorial on the future of wildlife in Africa. Support your position with information from the sources you have examined. Make sure to include information about preservation and conservation. The audience for your editorial will be readers of a nature magazine.

Editorial Scoring

Your editorial will be scored on the following criteria:

1. **Statement of purpose/focus and organization** How well did you clearly state your opinion on the topic and maintain your focus? How well did your ideas flow logically from the introduction to conclusion using effective transitions? How well did you stay on topic throughout the editorial?

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Editorial Scoring (continued)

2. **Elaboration of evidence** How well did you provide facts and details from the sources to support your opinions? How well did you effectively express ideas using precise language that was appropriate for your audience and point of view?
3. **Conventions** How well did you follow the rules of usage, punctuation, capitalization, and spelling?

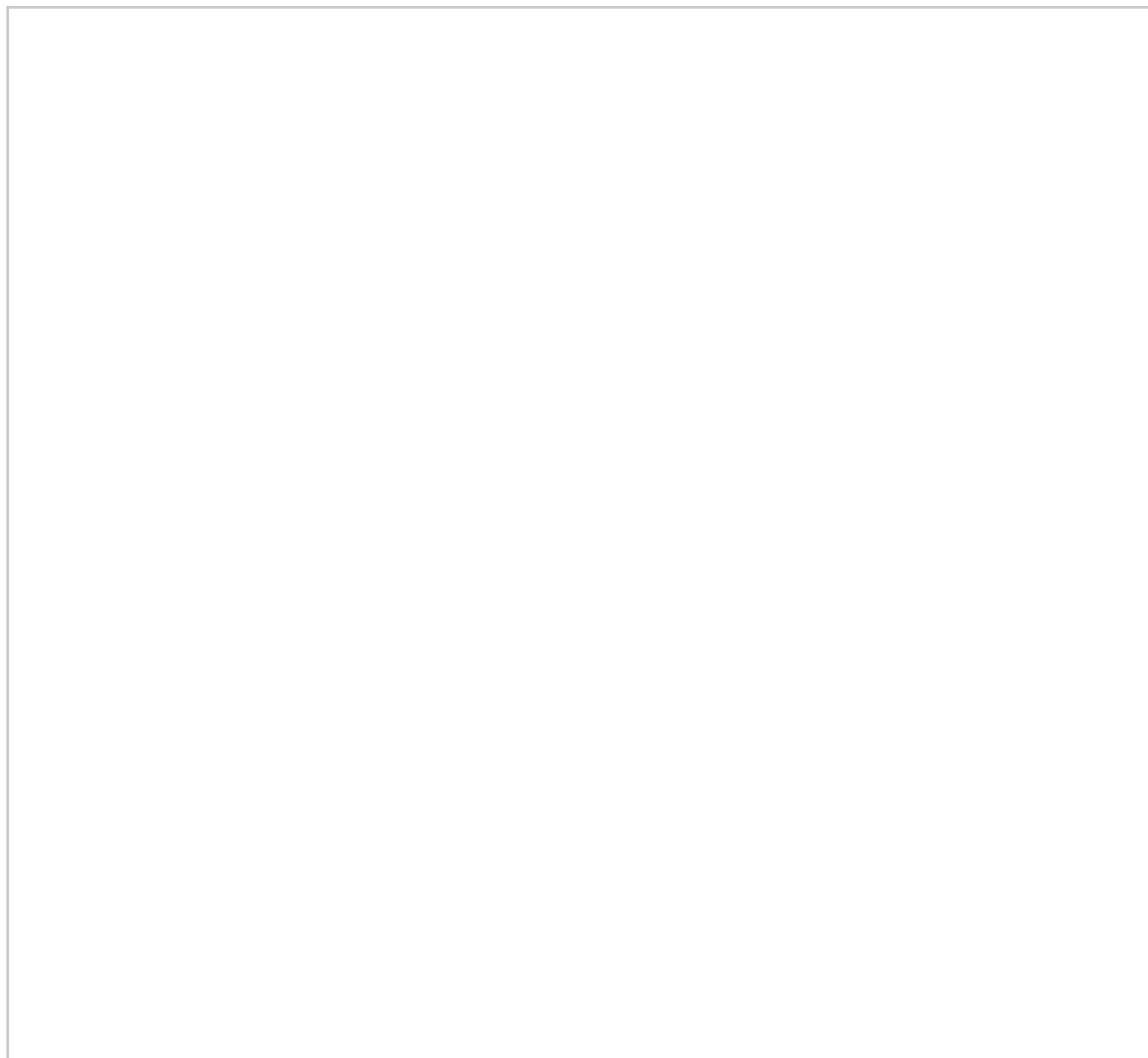
Now begin work on your editorial. Manage your time carefully so that you can:

- plan your editorial.
- write your editorial.
- revise and edit for a final draft.

Spell check is available to you.

Type your response in the space provided on the following page. Write as much as you need to fulfill the requirements of the task; you are not limited by the size of the response area on the screen.

Type your response below.



Go to the next page if you need more space.



Continue your response below.

