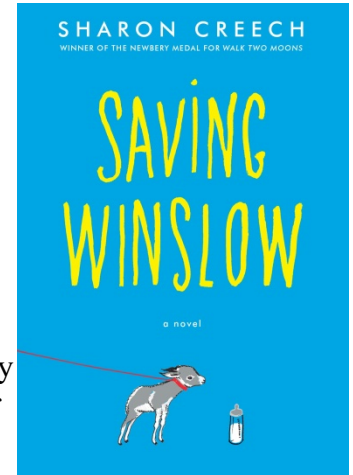


April 2020 Chapter Book of the Month

Saving Winslow

By: Sharon Creech

Louie isn't the best at caring for animals, but when his father brings home Winslow, a sick, newborn donkey, Louie is determined to bring him back to health, despite the neighbor's opinions. Taking care of Winslow helps Louie feel closer to his brother, Gus, who is away in the Army. Everyone worries that Winslow won't survive, especially Louie's new friend, Nora, who has experience loss of her own. But as Louie's bond with Winslow grows, surprising and life-altering events prove that this fragile donkey is stronger than anyone expected.¹ Louie gets a crash course in animal husbandry but Louie eventually is faced with a hard decision of letting go for the sake of Winslow's well-being.



Fun Facts

- **Guardian animals** are animals that live with and protect livestock from predators. Examples of guardian animals are llamas, dogs, and donkeys.
- Donkeys are territorial and will protect their own space, which in turn protects the livestock they are paired with.
- Donkeys have a reputation for stubbornness but this is due to their highly developed sense of self preservation. It is difficult to force or frighten a donkey into doing something it sees as contrary to its own best interest or safety.²
- Donkeys are not easily startled (unlike horses), and have a keen sense of curiosity.²
- Donkeys can live over 50 years.²

Discussion Questions³

1. Compare Winslow's birth and early weeks to what you learn about Louie's early life. Why do you think Louie feels a "sudden rush" when he first sees the donkey (p. 2)? What makes him say, "I accept the mission" (p.4)? Why does he see caring for the donkey as a mission?
2. What are the differences between Louie and his brother Gus? How does Winslow help fill the hole in Louie's life since Gus left for the Army? Why does he feel anxious about Mack spending so much time with Claudine?
3. What do you think Gus means when he starts signing his letters from the Army, "Remember me" (p. 26)? How does Louie feel about that signature? What does he do to keep remembering his brother?

4. Compare Claudine’s reaction to Winslow with Nora’s reaction when they first see him. What is Louie’s first impression of Nora and why is she so negative about Winslow? Discuss what Louie means when he thinks to himself, “It was surprising...how much one simple sentence could affect your opinion of someone” (p. 31).
5. Why does Nora run away when Winslow is sick and Louie is giving him his medicine? Why do you think Nora keeps coming back to Louie’s house? Why does she walk up and down the street but doesn’t knock on the door?
6. Why does Louie find Nora so hard to talk to? Compare his experience of becoming friends with Nora to the earlier experience he remembers with the new girl named Cookie. What makes Louie sit at Nora’s lunch table to keep her company?
7. Louie asks Nora, “Why do you always expect the worst?” and she replies, “Why do you always stupidly expect the best?” (p. 79). Discuss the differences between their outlooks and why they might each feel this way. Is it “stupid” to expect the best? What is the difference between those expectations and Louie’s reply, “I worry about the worst, but I *hope* for the best.”?
8. What problems arise as Winslow gets older? What is Louie’s reaction to Mrs. Tooley’s complaints and to the woman from the Board of Health? When does Louie start to wonder what would be best for Winslow and where Winslow truly belongs?
9. What does Louie understand about Mrs. Tooley and her baby after the fire forces them to sleep at Louie’s house? How do his feelings change about them, and how do Mrs. Tooley’s feelings change about Winslow?
10. Why is Uncle Pete’s farm the right place for Winslow to live? After Louie expects to feel “infinitely sad” (p. 162) when he takes Winslow to the farm, what changes his mood? Discuss the importance of the sign that Louie adds to Winslow’s pen at the farm.

Misconceptions in Agriculture

1. The librarian gives Louie a *Winnie-the-Pooh* book, in which the character, Eeyore, is depicted as a sad donkey. Louie wonders, “Are all donkeys sad?” Why do you think Eeyore is depicted this way in *Winnie-the-Pooh*? How is Eeyore’s character similar to Winslow at this point in the book? How are they different? Would someone without and experience or exposure to donkeys think donkeys are like the character, Eeyore? Explain your answer.
2. What are misconceptions in agriculture? (see list below for examples, or to help give clues to the students) Why do these misconceptions exist? How can farmers or people who work in agriculture help educate the public, or change these misconceptions?
 - a. Only men can be farmers.
 - Are there folks in your community that bust this misconception? There are 74,062 total producers in NC, 32.5 percent are female.⁵ Contact your local county Farm Bureau office to get a farmer to speak to your class.

- b. Farmers are uneducated. You don't have to be "smart" to be a farmer.
 - Research shows that many farmers have college degrees.
- c. Farming is old-fashioned and does not require technology.
 - Explain the use of technology on the farm, including machines, GPS systems, irrigation systems, livestock ID systems, drones, etc.
- d. Working in the agriculture industry means you are a farmer.
 - There are many jobs in agriculture that are not farming: nutritionists, veterinarians, engineers, geneticists, scientists, educators, extension agents insurance agents, etc.
- e. Red barns
 - This image is most often depicted in farm scenes. Why is that? If possible, ask students to research the origins of the red barn.
- f. Animal vaccinations are bad for humans and animals.
 - For this example, use Louie administering medicine and shots to Winslow in the book. Was this necessary for Winslow's survival? Should we only give vaccines to non-meat animals? Is it inhumane to treat meat animals with medicine if they are sick? Does this change your perception of the use of antibiotics for animals? How is this different from humans taking medications when sick?
 - What struggles did Louie have with Winslow's medical care?

Domestication, Hunting and Gathering, and Farming⁴

In the book, *Saving Winslow*, we learn that donkeys are great guardian animals for livestock, such as the sheep at Uncle Pete's farm. But how did the domestication of animals, such as livestock, begin? By definition, a **domesticated animal** is an animal that has many of its needs provided by humans. In this activity, students will read and research about the domestication of animals to better understand why and how they are raised on a farm.

1. Ask students to brainstorm and make a list of items which are necessary for survival. Encourage students to list only the very basic items that provide food, clothing, water, and shelter.
2. Next, identify the source of each of these necessities. Natural resources provide our water supply, but likely in every other case, agriculture or farming provide our supplies (food to eat, timber to build houses, plants and animals for clothing, etc.).
3. Ask students if our society has always relied on agriculture to provide our necessities of life. (No) Use student comments and ideas to guide your discussions. Point out that the implementation of farming changed the nature and practices of ancient civilizations.

Hunting and Gathering

1. Explain to your students that before human civilizations began to farm their land, all people were “hunter gathers.” Ask students to the context clues found in these words to describe what **hunter gathers** are.
2. Use the following questions to help students visualize and understand a hunter gatherer society:
 - a. How would a civilization’s geographic location have affected the availability of food? (*The climate and location of their civilization would indicate what food (from both plants and animals) was available. For example, if they lived near the sea, they may have fished. If they lived in the desert, they would have less available food than a civilization in a forested area with more moisture.*)
 - b. Did hunter gathers live in one place for long periods of time? (*No. Civilizations followed their source of food. When the resources in one area became depleted, they packed up and moved to the next area. These people were called **nomads**.*)
 - c. What plant-based food would hunter gatherers have consumed? (*Any edible plant that grew naturally in their surroundings. This could have included berries and fruits or edible plant roots. Generally, the more tropical the climate, the more they would rely on plant-based foods.*)
 - d. What kind of animals did they hunt? (*It varied on the location. In general, they hunted wild game no larger than deer or wild boar. Rabbits and various bird species were also common.*)
 - e. Were there gender roles in these societies? (*Yes, the women primarily did the gathering and the cooking. The men did the hunting.*)
 - f. Could hunter gatherer societies consume a diet with a wide variety of foods? Did their diet change from season to season? (*No, compared to the average diet today, hunter gatherers consumed only a small variety of foods depending on their location. Yes, their diets changed with the seasons as food was available.*)

Domestication Timeline

1. With your students, compare and contrast the characteristics of domestic animals and wild animals. Draw a line down the center of your board to list contrasting characteristics.
 - a. **Behavior:** Wild animals do not want to be around humans. Domestic animals are tamer, meaning they enjoy & depend on human contact.
 - b. **Reproduction:** Wild animals reproduce by the principle of “survival of the fittest.” The reproduction of domestic animals is controlled by their caretaker who identifies ideal characteristics they would like their offspring and selectively breeds animals with those characteristics.
 - c. **Feed:** Wild animals provide their own subsistence. Predators must hunt their own food, and foragers move to find suitable lands for grazing. Domestic animals rely on their caretaker to provide their feed.

- d. **Appearance:** Domestic animals develop a different appearance than their wild ancestors. This takes place due to selective breeding. (For example, a wild boar and a domestic farm pig look similar, but have changed significantly in domestication.) Wild animals maintain the characteristics needed for survival.
2. Discuss the interdependence of humans and animals over the centuries. Why did some animals become domesticated while others did not?
3. Hand out *Student Worksheets A and B* (attached to this activity sheet and in **Links** section). Instruct students to read the information on *Student Worksheet A* and use it to complete *Student Worksheet B*.
4. Each student will select one of the domesticated animals mentioned on *Student Worksheet A* and use online search engines and library references to research the animal's history and use today.
5. Hand out *Student Worksheet C*.
6. Discuss the meanings of BC and AD in reference to ancient history. Discuss the fact that the 1900s took place in the 20th century. Caution students to remember this as they complete the timeline on *Student Worksheet C*.
7. Have students use resource materials and online searches to find agricultural or historical events that were happening during the time period when each of the animals listed on the worksheet were being domesticated. Students should place these events on the timeline.
8. On a world map (attached and in *Student Worksheets* in **Links** section), ask students to locate the places listed on *Student Worksheet A* where the following animals may have first been domesticated: sheep and goats; cattle; rabbits.
9. As students complete the worksheet, ask them to research online what animals were domesticated on the North American continent pre-Columbus and what animals were later brought by European explorers and settlers.

Farming

1. Tie everything together by discussing and further comparing the benefits our society today enjoys due to farming versus those found through hunting and gathering. Use the following key points to direct the discussion:
 - a. Farming allows for a greater abundance of food. More food can be farmed on a given plot of land than could grow naturally.
 - b. Our food supply has a much greater variety of foods and food groups to obtain the nutrients we need and to enjoy the food we eat as well.
 - c. Our food supply is more stable and sustainable. While crop failures can occur in modern farming, they are less likely than they would be if we were relying on nature to provide our food.
 - d. The location of our communities and cities does not rely upon the local food sources. In most cases, food is grown in the ideal climate and region, then permanent resident rather than living as nomads.

Links

- *Saving Winslow* Reader's Theater Script (for a class read aloud)
<https://drive.google.com/file/d/1y2ZfpBPaRXNbi0yWNRLjiaHlrdo4DO4Z/view>
- Student Worksheets A, B, and C, used in Domestication activity
<https://naitc-api.usu.edu/media/uploads/2014/09/17/aurochs.pdf>

Sources

1. <https://www.sharoncreech.com/book/9780062570703/saving-winslow/>
2. <https://www.habitatforhorses.org/interesting-donkey-facts/>
3. <https://texasbluebonnetaward2020.wordpress.com/saving-winslow/>
4. https://www.agclassroom.org/teacher/matrix/lessonplan.cfm?lpid=49&author_state=0&search_term_lp=goat
5. <https://www.usda.gov/media/blog/2019/09/26/got-be-nc>

3-8 Subject Areas

Reading, Speaking and Listening, Science, and Social Studies

Common Core/Essential Standards

Reading

- **RL.3.1** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- **RL.4.1** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- **RL.5.1** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- **RL.6.1** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **RL.7.1** Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **RL.8.1** Cite textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- **RL.4.2** Determine a theme of a story, drama, or poem from details in the text; summarize the text.
- **RL.5.2** Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
- **RL.6.2** Determine a theme of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- **RL.7.2** Determine a theme of a text and analyze its development over the course of the text; provide an objective summary of the text.
- **RL.8.2** Determine a theme of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
- **RL.4.3** Describe in depth a character, setting, or event in a story or drama, drawing on specific details **in the text**.
- **RL.5.3** Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text.
- **RL.6.3** Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
- **RL.7.3** Analyze how particular elements of a story or drama interact.

- **RI.8.3** Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
- **RI.4.1** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- **RI.5.1** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- **RI.6.1** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **RI.7.1** Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **RI.8.1** Cite textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- **RI.4.2** Determine the main idea of a text and explain how it is supported by key details; summarize the text.
- **RI.5.2** Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
- **RI.6.2** Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- **RI.7.2** Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
- **RI.8.2** Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

Speaking and Listening

- **SL.3.4** Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly in complete sentences at an understandable pace.
- **SL.4.4** Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; adjust speech as appropriate to formal and informal discourse.
- **SL.5.4** Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; adapt speech to a variety of contexts and tasks.
- **SL.3.1** Communicate with others in group interactions.
- **SL.4.1** Communicate with others in group interactions.
- **SL.5.1** Communicate with others in group interactions
- **SL.6.1** Engage in collaborative discussions.
- **SL.7.1** Engage in collaborative discussions.
- **SL.8.1** Communicate with others in group interactions.
- **SL.6.4** Communicate findings including descriptions, facts, or details related to main idea or theme.
- **SL.7.4** Communicate findings including descriptions, facts, or details related to main idea or theme.
- **SL.8.4** Communicate findings including relevant descriptions, facts, or details.

Science

- **4.L.1.1** Give examples of changes in an organism’s environment that are beneficial to it and some that are harmful.
- **4.L.1.2** Explain how animals meet their needs by using behaviors in response to information received from the environment.
- **4.L.1.3** Explain how humans can adapt their behavior to live in changing habitats (e.g., recycling wastes, establishing rain gardens, planting trees and shrubs to prevent flooding and erosion).
- **4.L.1.4** Explain how differences among animals of the same population sometimes give individuals an advantage in surviving and reproducing in changing habitats.

Social Studies

- **3.H.2.1** Explain change over time through historical narratives. (events, people and places)
- **3.H.2.2** Explain how multiple perspectives are portrayed through historical narratives.
- **3.G.1.1** Find absolute and relative locations of places within the local community and region.
- **3.G.1.2** Compare the human and physical characteristics of places.
- **3.G.1.3** Exemplify how people adapt to, change and protect the environment to meet their needs.
- **3.G.1.4** Explain how the movement of goods, people and ideas impact the community.

- **3.G.1.5** Summarize the elements (cultural, demographic, economic and geographic) that define regions (community, state, nation and world).
- **3.G.1.6** Compare various regions according to their characteristics.
- **4.G.1.2** Explain the impact that human activity has on the availability of natural resources in North Carolina.
- **4.G.1.3** Exemplify the interactions of various peoples, places and cultures in terms of adaptation and modification of the environment.
- **5.G.1.1** Explain the impact of the physical environment on early settlements in the New World.
- **5.G.1.2** Explain the positive and negative effects of human activity on the physical environment of the United States, past and present.
- **5.G.1.3** Exemplify how technological advances (communication, transportation and agriculture) have allowed people to overcome geographic limitations.
- **6.H.1.3** Use primary and secondary sources to interpret various historical perspectives.
- **6.H.2.2** Compare historical and contemporary events and issues to understand continuity and change.
- **6.H.2.3** Explain how innovation and/or technology transformed civilizations, societies and regions over time (e.g., agricultural technology, weaponry, transportation and communication).
- **6.G.1.1** Explain how the physical features and human characteristics of a place influenced the development of civilizations, societies and regions (e.g., location near rivers and natural barriers, trading practices and spread of culture).
- **6.G.1.2** Explain the factors that influenced the movement of people, goods and ideas and the effects of that movement on societies and regions over time (e.g., scarcity of resources, conquests, desire for wealth, disease and trade).
- **6.G.1.4** Explain how and why civilizations, societies and regions have used, modified and adapted to their environments (e.g., invention of tools, domestication of plants and animals, farming techniques and creation of dwellings).
- **6.E.1.1** Explain how conflict, compromise and negotiation over the availability of resources (i.e. natural, human and capital) impacted the economic development of various civilizations, societies and regions (e.g., competition for scarce resources, unequal distribution of wealth and the emergence of powerful trading networks).
- **6.E.1.2** Explain how quality of life is impacted by economic choices of civilizations, societies and regions.
- **7.G.1.1** Explain how environmental conditions and human response to those conditions influence modern societies and regions (e.g. natural barriers, scarcity of resources and factors that influence settlement).
- **8.H.3.1** Explain how migration and immigration contributed to the development of North Carolina and the United States from colonization to contemporary times (e.g. westward movement, African slavery, Trail of Tears, the Great Migration and Ellis and Angel Island).

Taming the Wild Aurochs

The first domesticated animals were captured to raise as pets. Others were used for sport or in religious ceremonies.

The dog was the first animal to be domesticated, probably 12,000 years ago. Sheep and goats came next. They were domesticated around 7000 BC in the Middle East and Central Asia.

By 4000 BC cattle had been domesticated in South Asia, the Middle East and Europe. Cattle were descended from the wild aurochs, a massive, longhorned herd animal that lived in heavily-wooded areas. Pigs and horses were domesticated at about the same time as cattle. Rabbits were domesticated about the 6th Century AD by French monks. In the New World the alpaca and llama may have been domesticated as early as 5500 BC.

Herd animals like the aurochs were the easiest animals to domesticate. Herd animals follow the lead of a dominant member. They stay close together and move together.

Early farmers could put out surplus grains to attract a few hungry members of the herd. If the farmer could attract a few herd members, the others were likely to follow.

The farmers watched the animals and learned their food and water needs. They would lead them to suitable pasture and water. They would protect them from predators. The animals grew accustomed to having humans around. After awhile, they become tame.

For many years tame herd animals were used only as an easy source of meat. Later the farmer noticed crops grew better on plots where the animals grazed. That was how they learned that animal manure was a valuable fertilizer.

Eventually the farmer discovered other uses for herd animals. The milk of some animals could be a valuable food source. The hair of herd animals like sheep and goats could be woven into cloth. Cattle, goats and horses could help with the farmer's work.

The animals that were domesticated gradually changed through selective breeding. Modern cattle are much smaller than their wild ancestors. That is because the smaller animals were easiest to capture and domesticate. Hunters killed the larger animals until there were no more. the smaller animals were protected and encouraged to breed.

Taming the Wild Aurochs

Choose five words from the list at right to create idioms, analogies, metaphors, or similes. Share these examples through illustrations. (Use reference materials such as dictionaries and thesaurus.)

- alpaca
- aurochs
- breed
- descended
- domesticated
- dominant
- fertilizer
- herd
- llama
- manure
- monks
- predators
- surplus
- selective breeding

Complete an outline from the reading. Place the headings listed below in the correct sequence before listing the subheadings.

- How to Tame Herd Animals
- Characteristics of Herd Animals
- Changes in Domesticated Animals
- First Domesticated Animals
- Uses for Domesticated Animals

I. _____

- A. _____
- B. _____ and _____
- C. _____
- D. _____ and _____
- E. _____
- F. _____

II. _____

- A. _____
- B. _____

III. _____

- A. _____
- B. _____
- C. _____
- D. _____
- E. _____

IV. _____

- A. _____
- B. _____
- C. _____
- D. _____
- E. _____

V. _____

- A. _____
- B. _____

Taming the Wild Aurochs (outline)

I. First Domesticated Animals

- A. Dog
- B. Sheep and Goats
- C. Cattle
- d. Pigs and Horses
- e. Rabbits
- F. Alpaca and llama

II. Characteristics of Herd Animals

- A. Follow lead of dominant member.
- B. Stay close together and move together.

III. How to Tame Herd Animals

- A. Use surplus grain to attract a few herd members so others will follow.
- B. Watch the animals and learn their food and water needs.
- C. Lead animals to suitable pasture and water.
- D. Protect animals from predators.
- E. Animals grow accustomed to having humans around and gradually become tame.

IV. Uses for Domesticated Animals

- A. Meat
- B. Fertilizer
- C. Milk
- D. Clothing
- E. Work

V. Changes in Domesticated Animals

- A. Change in size
- B. Change according to use

World Map

Name _____

