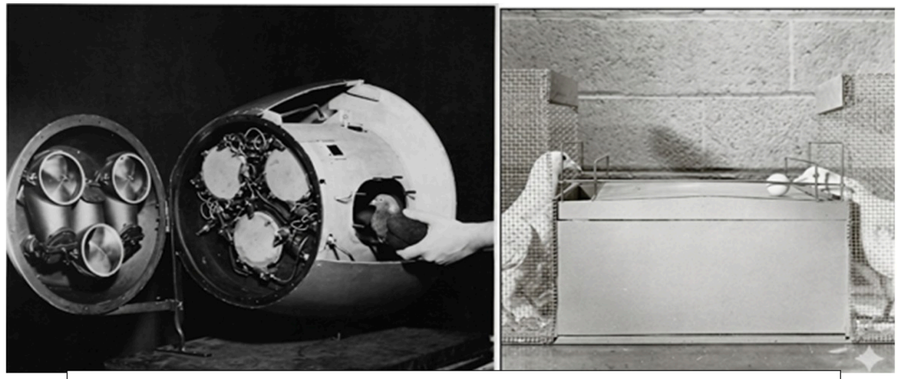
ACCESSIBLE TEXT. RIGOROUS THINKING.

Students read accessible, high-interest cases. Then compare evidence, identify patterns, and use what they discover to answer a bigger question.

What should humans consider before using an animal to solve a problem?





Could a Pigeon Guide a Machine?

The Strange Story of Project Pigeon

Vocabulary	
technology	tools, machines, or methods created to solve a problem
peck	to hit or pick at something quickly with a beak
guidance	help that keeps something moving toward the right place
signal	a message or sign that tells what to do
prototype	an early model made to test an idea

That Fell From the Sky

arre true story from Idaho

mal to a new place

ads, or many people

or animal lives

hing dangerous or difficult

blem. Beavers were living near the town of McCall. They flooded land that people wanted to use. Wildlife worke ed to relocate them to a better place.

he Chamberlain Basin. It had good habitat for beavers, vas also remote. There were no easy roads into the area. there.

READ. COMPARE. GATHER EVIDENCE.

Three-Case Graphic Organizer

Name: _____ Date: _____

My third case: Rats that hunt for land mines | Dogs that search for survivors | Falcons that protect airport runways

Essential Question: *What should humans consider before using an animal to solve a problem?*

Directions: Use short phrases to collect evidence from all three cases. Return to the readings when you n

GATHER EVIDENCE - PART 1		
Think About...	**The Beavers That Fell From the Sky**	**Could a Pigeon**
What problem were humans trying to solve? *What needed to change or be fixed?*		
Why was this animal useful? *What ability or behavior helped?*		
Was the useful behavior natural, trained, or both? *Write natural, trained, or both. Add a short reason.*		
What did humans have to do? *Think about training, moving, guiding, designing, or caring for the animal.*		

Three-Case Graphic Organizer

Directions: Keep using evidence from the readings. You do not need complete sentences yet.

GATHER EVIDENCE - PART 2			
Think About...	**The Beavers That Fell From the Sky**	**Could a Pigeon Guide a Machine?**	**My Chosen Case**
What evidence shows the solution worked or could work? *Look for a result, test, change, or outcome.*			
What risks or limit consider? *What could go wrong? difficult?*			
What did the anim humans? *Think about food, traini safety, or guidance.*			
What happened to what could happen *Consider safety, stress, injury, relocation, or other effects.*			

Identify the human problem
Examine the animal's useful ability
Evaluate evidence, risks, and limits
Compare across 3 cases

MOVE BEYOND COMPARISON

Essential Question: *What should humans consider before using an animal to solve a problem?*

Directions: Now move beyond retelling. Look across all three cases and decide what they teach you about using animals to solve human problems.

What helped the solutions work?	What risks or concerns do you notice?	What patterns do you see across the cases?

Turn Patterns Into Criteria *A criterion is something people should think about before making a decision.*

Humans should consider...	Why does this matter?	Evide
1.		
2.		
3.		

Ready for the final product? Use your strongest criteria and evidence to create your Animal Problem-Solving Decision Guide. You should use evidence from all three

Students look across all 3 cases, identify patterns, and decide what should matter when humans consider an animal-based solution.

FROM EVIDENCE TO CRITERIA

FLEXIBLE & EASY TO USE

MAKE YOUR ONE-PAGE DECISION GUIDE

BIG QUESTION: What should humans consider before using an animal to solve a problem?

1	**PICK 3 IMPORTANT IDEAS** Look at the last page of your organizer. Ch
2	**BUILD 3 SHORT SECTIONS** For **each** idea, include: • a question or heading • why it matters • one example from a case
3	**USE ALL 3 CASES** Across your whole guide, use evidence from: • The Beavers That Fell From the Sky • Could a Pigeon Guide a Machine? • your chosen third case

KEEP THE PAGE EASY TO READ

BIG TITLE
at the top

Section 1	Section 2	Section 3

SHORT TEXT
not long paragraphs

CHECK BEFORE YOU TURN IT IN

☐ I used 3 important ideas from my organizer.	☐ I explained why each idea matters.
☐ I used evidence from all 3 cases.	☐ I did more than retell the stories.
☐ My guide fits on 1 page.	☐ My page is clear and easy to follow.

CULMINATING PRODUCT: Animal Problem-Solving Decision Guide

SUGGESTED SEQUENCE

Stage	Purpose	What Students Do
1. Revisit	Activate the two shared cases	Recall the human problem, the animal role, and what happened in the beaver and pigeon cases.
2. Choose	Add a third case	Select the rats, dogs, or falcons reading. Students may read independently or with a partner/group.
3. Read	Gather new evidence	Read the selected case with a clear purpose: What problem needed to be solved? Why was this animal useful?
4. Compare	Organize evidence	Complete the three-case graphic organizer using evidence from the two shared cases and the selected case.
5. Synthesize	Move beyond comparison	Look across all three cases and identify ideas that should matter whenever humans consider an animal-based solution.
6. Create	Apply the synthesis	Create the Animal Problem-Solving Decision Guide and support the criteria with evidence from all three cases.
7. Share	Compare conclusions	Optional gallery walk or partner share. Students notice which criteria appear across multiple guides and which vary.

TEACHING THE PROJECT

1. Revisit the Two Shared Cases

Students don't need to reread both full passages unless they need the support. Briefly review the central problem and the role of the animal in each case. Ask: *What made the animal useful to humans?* Keep this discussion short; the goal is to reactivate what students already know.

The two shared cases are intentionally different. In the beaver case, people moved animals whose natural

STUDENT CHOICE OF 3rd CASE

INDIVIDUAL, PARTNER, OR GROUP OPTIONS

CLEAR 3–5 DAY PROJECT SEQUENCE



My name is Cathy White, Ed.D., and I'm the creator behind Pathwise Works. I've spent 25+ years in education, and I build frameworks and systems to help educators have **more time** to actually teach.

Work smarter, not harder!

PATHWISE WORKS

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