

# CANADIAN GEOGRAPHIC IN THE CLASSROOM

Article 'For The Love of Pronghorns'  
Issue May/June 2018



## Note:

Some parts of this article may not be appropriate for younger learners (graphic details related to hunting, family problems, etc.) so copying portions of the text might be beneficial. Furthermore, depending on the age of your students, consider having a class discussion about ethics before students work through the article. The following activities are geared towards grades 4-6 but could be adapted for various levels.

## Materials:

- 1 copy of the May/June 2018 issue of Canadian Geographic for teacher reference and the online version to display images ([canadiangeographic.ca/magazine/mj18](http://canadiangeographic.ca/magazine/mj18))
- Document camera/projector
- Large wall map of North America for student reference (e.g.: Can Geo Education's [tiled map of North America](#))
- See, Think, Wonder Chart handout for each student (included)

## Activate:

Show students the magazine cover on the Smartboard/projector. Cover up the word “pronghorn” and ask students what animal they think it is and whether they know anything about it. Guide the discussion using the following inquiry questions: Why might a magazine that covers Canadian geography be highlighting this animal?

- How does this link to geography?
- What might be special about this species?

## Investigate:

### IDEA #1

Display the following quote or give groups of three or four students a poster paper with this quote written on it:

“In 1925, the pronghorn was near extinction. From a North American peak population of about 35 million a century earlier, the species was reduced to as few as 13,000.”

Ask each group to discuss the quote and to make an educated guess as to what might have led to this extreme population drop. Students might have a good understanding of food chains or habitat destruction, so activate that prior knowledge.

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## IDEA #2

Display the picture of the pronghorn from the magazine cover, and have students use the See, Think, Wonder Chart (included at the end of this lesson) to activate their critical thinking skills to make inferences about the photo. Once students have completed the chart, consider using the charts as a guide for future lesson. Provide students with the opportunity to research topics that they are interested in to further their understanding about the pronghorn and other endangered species.

### Apply:

Depending on the area you live in, the pronghorn might be a part of your local wildlife. If not, challenge students by asking, “What species in our area may be facing a population decline?”

Visit your local zoo, wildlife reserve, or even a nearby park to find out what is actually happening in your own community. Take students out for a nature walk with a clipboard and have them make notes and record data about the species they see.

### Wrap Up and Action:

Challenge students to ask themselves:

- What is happening?
- Are humans a part of the problem?
- Why should we care?
- What can we do?

Encourage students to come up with a way of sharing and caring about the problem. Some ideas could include: school announcements, writing an article to the local paper, making a presentation at a school assembly, etc.

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## See, Think, Wonder Chart

Name: \_\_\_\_\_

Date: \_\_\_\_\_

| What I SEE | What I THINK | What I WONDER |
|------------|--------------|---------------|
|            |              |               |