

CANADIAN GEOGRAPHIC IN THE CLASSROOM

Magazine issue: January/February 2015

Article title: "The Big Bad Wolf?", pages 34 to 39



Objectives:

Students simulate a town hall meeting to decide on the best way to manage wolves in their area (may be adapted for more locally relevant species).

Time required:

75-90 minutes

Recommended grades:

Grades 6-12

Materials:

Copies of the January/February 2015 issue of *Canadian Geographic*

Canadian National Standards for Geography:

- *Asking geographic questions*
 1. Plan how to answer geographic questions.
- *Acquiring geographic information*
 1. Use a variety of research skills to locate and collect geographic data.
- *Answering geographic questions*
 1. Develop and present combinations of geographic information to answer geographic questions.
 2. Make generalizations and assess their validity.
- *Places and Regions*

Regional analysis of geographical issues and questions.
- *Environment and Society*

Effects of human modification of the physical environment (e.g. global warming, deforestation, desertification, urbanization)
- *World patterns of resource distribution and utilization.*

Use and sustainability of resources.

Environmental issues (eg. global warming, loss of biodiversity, deforestation, ozone depletion, air pollution, water pollution, acid precipitation, disposal of solid waste).
- *The Uses of Geography*

Local, regional, and world policies and problems with spatial dimensions.

Introduction:

- Ask students to brainstorm examples of what they would call good and bad animals. Record their answers on the board. Ask students what, in their opinion, classifies an animal as good or bad.
- Provide students with background information on wolves, where they live, what they eat, their social structure, etc. <http://www.canadiangeographic.ca/kids/animal-facts/wolf.asp> and <http://www.canadiangeographic.ca/wildlife-nature/?path=english/species/grey-wolf/1#main-content> is a good resource.

Development:

- Distribute copies of the 2015 January/February issue of *Canadian Geographic* to students and have them read the article, "The Big Bag Wolf?".
- Facilitate a discussion on whether your students would classify a wolf good or bad.
- Inform students that a wolf eating a deer was photographed near a city's limits and published on the front page of the local paper. This photograph sparked discussion about wolves in the area, creating a need for a wolf management plan.
- Place the students in 7 groups (more if necessary) each representing a(n):
 - Parent living in a house that backs onto wilderness
 - Environment Canada officer
 - Local politician with an election looming
 - Aboriginal elder
 - Trapper/hunter
 - Livestock farmer
 - Wildlife photographer
- Allow students time to research wolves using *Canadian Geographic* and other sources, and have each form an opinion on how the wolves should be managed in their geographic area. The students will be required to present this information in the next class.

Conclusion:

- Arrange the classroom into a town hall style layout.
- Invite another class to watch the presentation and to vote on how the wolves in the area should be managed.
- Each group will have 5-10 minutes for their presentations. Leave 5 minutes between presenters for questions.
- At the end of all presentations, allow time for the visiting class to vote on the best wolf management plan.
- Have a teacher-led discussion on the advantages and disadvantages of the selected management plan.

Extend your geographic thinking:

- Take students to a local zoo, park or university to visit and learn more about wolves from an expert.
- The wolf is an iconic symbol for Canada. Have students choose another country and one of its iconic animals and research how this animal is perceived.

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