

Choices

Age: Grades 6-12

Objectives: Students will be able to...

- Examine their own values and beliefs related to the recovery of timber wolves in Wisconsin & Michigan.
- Identify actions by which humans adversely impact the conservation of wolves in Wisconsin & Michigan.
- Identify actions that could be taken to support wolf conservation.

Standards

- NGSS MS-ETS1-1 Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions.
- WI Social Studies C.8.7 Locate, organize, and use relevant information to understand an issue of public concern, take a position, and advocate the position in a debate
- NGSS HS-LS2-7 Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity.
- WI Social Studies A.12.9 Identify and analyze cultural factors, such as human needs, values, ideals, and public policies, that influence the design of places, such as an urban center, an industrial park, a public project, or a planned neighborhood
- WI Social Studies C.12.8 Locate, organize, analyze, and use information from various sources to understand an issue of public concern, take a position, and communicate the position
- WI Social Studies E.12.9 Defend a point of view related to an ethical issue such as genetic engineering, declaring conscientious objector status, or restricting immigration

Materials

- Individual copies of the Choices record sheet for each student
- 4-6 copies on cardstock of the dilemma cards

Background

These dilemma cards present real situations facing wolf conservation in Wisconsin. The choices to be made are options which have been exercised or discussed in each of the dilemma situations. There is no “right” or “wrong” answer. There is a legitimate range of views and reasoning behind each alternative choice which can be made in each dilemma.

Before the Lesson/Introduction

Invite TWA in for a presentation or do some research or lessons about wolves in the states and controversies around them.

Activity

1. Divide class into 4-8 groups and give each a stack of dilemma cards placed down in the center of the group.
2. One student draws a card from the top of the stack and reads the situation and options aloud. Each student independently makes a choice from those listed or comes up with an alternative and provides a reason on their record sheet.
3. Allow another student to read the next card and repeat the actions in step 2. Do this until all dilemma cards have been read and everyone has written down their choice and reasoning.
4. Assign each group a dilemma. Within the group, the students should share their choice and explain why. Make sure that ground rules are set that everyone listens while people are giving their answers before adding comments.
5. Tell students they have to compromise/debate the choices, so that their entire group supports one.
6. Have student groups prepare to present their choice and provide reasoning for this. This could be as simple as sharing, having to do extended research, or creating a poster, etc.
7. Have all groups share their decisions and the dilemma they were given. If more than 4 groups, there may be more than one group per dilemma. This may be interesting to see what the different decisions are.

Conclusion

Complete a class discussion about this process. Possible questions can be:

- Did any of your group agree on the choice for the selected dilemma?
- Why do you think there are different choices being made for each dilemma?
- Before learning about wolves, do you think your choice would be different? Which ones? Why did you change your mind?

Dilemma Card A

You are a judge. A case is before you were a deer hunter shot a wolf, while it was protected federally as an endangered species, during the deer firearm hunting season. The hunter says he thought the wolf was a coyote. However, in order to protect the wolf from mistaken identity, a law was passed prohibiting coyote hunting during ~~deer~~ firearm deer season in certain areas of WI & MI. The hunter is from out of state and denies any knowledge of a closed coyote hunting season.

Should you:

- A) Impose the maximum sentence, a state penalty of six months jail time and \$25,000 fine.
- B) Impose the maximum sentence, a federal penalty under the Endangered Species Act for \$50,000 fine and 1 year jail time.
- C) Imposes a lesser fine (how much?) and no jail time
- D) Impose a lesser fine (how much?) and lesser jail time (how long?)
- E) Sentence only jail time (how long?)
- F) Let the hunter off with a warning and a lecture.
- G) Other: _____

Dilemma Card B

You are an engineer with the State Department of Transportation (DOT). The DOT proposes to upgrade a 10 miles of highway from a two-lane to a four-lane expressway. The upgrade of the highway will allow for smoother flow of traffic, especially in the summer tourist season when the road is heavily travelled, and will lessen accidents caused by passing vehicles. The current two-lane highway cuts through wolf territories and is periodically crossed by wolves. You know that wolf and car collisions account for a good part of wolf deaths. Widening the highway will mean a great area for wolves to travel across and likely increase the change of wolf-car collisions. Any modifications to accommodate the wolves will involve a higher construction cost financed by public taxes. You will have to publically defend your decision and any increased costs. How will you proceed with the highway upgrade?

Should you:

- A) Proceed with the widening with no modifications for wolves
- B) Include costly underpasses where the wolves can pass underneath the highway.
- C) Widen the median strip and leave vegetation in the middle to allow for wolves to cross only one set of the expressway at a time.
- D) Propose to cancel construction of the four-lane expressway
- E) Other:

Dilemma Card C

A mining exploration company is seeking permission to excavate in a forest area inhabited by a wolf pack. If the exploration reaches the mining stage railroad tracks, electric corridors, roads, and other support facilities will need to be built. You know high road densities and human disturbance can negatively affect wolves. However, the area the company wishes to excavate in is economically depressed with a large number of unemployed people, especially youth. If a mine was built, it would mean hundreds of good-paying jobs. Your own sibling has been out of work for over a year.

Should you:

- A) Deny permission for excavation
- B) Allow excavation without restrictions
- C) Deny permission for excavation near active wolf dens or rendezvous sites, even if it means the project would not go forward
- D) Allow only daytime excavation if wolves are active in the site, which could result in a reduction of number of employees hired
- E) Allow excavation without restrictions, but require that all access roads be abandoned and closed off with gates and other barriers.
- F) Other: _____

Dilemma Card D

You are a farmer in northern WI and your main source of income is sales of the turkeys you raise. Your turkeys are free ranging—they are not confined to buildings, but roam freely over a large fenced in area. A wolf has been preying on your turkeys. The wolf destroyed over 150 turkeys in five days.

Should you:

- A) Insist the wolves be destroyed and by whom? (if "endangered" wildlife officials cannot kill wolves)
- B) Insist the wolves be relocated
- C) Invest in a building to confine the turkeys
- D) Stop raising turkeys
- E) Seek reimbursement from the state wildlife damage control fund to make sure you get reimbursed for all turkeys lost, and not worry about it.
- F) Other: _____

NAME: _____



Choices

Read each dilemma and pick an option or create your own. Record your responses here and provide a short reason why you choose this option.

Dilemma A

Option:

Reason:

Dilemma B

Option:

Reason:

Dilemma C

Option:

Reason:

Dilemma D

Option:

Reason:
