

# Times are A-Changing

**Age:** High School

**Objectives:** Students will be able to...

- Identify trends of wolf attitudes in literature over time
- Reflect upon policy influences of wolf conservation/attitudes

## Standards

- NGSS HS-LS2-7 Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity.
- NGSS HS-LS4-5 Evaluate the evidence supporting claims that changes in environmental conditions may result in (1) increases in the number of individuals of some species (2) the emergence of new species over time, and (3) the extinction of other species.
- 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 C.12.14 Explain and analyze how different political and social movements have sought to mobilize public opinion and obtain governmental support in order to achieve their goals

## Materials

- Two different color index cards. One of each color per student
- Tape
- Copies of attitude

## Introduction

Have students each bring one example of where wolves are depicted in an unfavorable way and a favorable way. These can be story books, periodicals, articles, field guides, fairy tales, newspaper articles, etc. Try to encourage students to search prior to 1950's as well as current. Take a half class period to research or go to the library. This could be partner activity.

## Activity:

1. Give students two index cards, each a different color or with two different color markings on them. Have them put the year and title of the publication on the top and then follow by 2 summary sentences. Ask for all students to put the unfavorable publications on the same color and all the favorable on the other color.
2. On the wall, create a timeline either by posting decades. Ask students to post their note cards in the decade it was written. There should be a shift in mid 1900s.
3. Class Discussion:
  - a. Ask for various students to share what they posted. Try to get at least half the decades.
  - b. Was there a time when attitudes towards wolves began to change from unfavorable to favorable? (have them analyze colors on the wall)

- c. Ask students what could cause this switch in attitudes? (Legislation, conservation movement, etc.)
4. Provide students with the worksheet to complete about the conservation movement and legislation. Have them work in pairs or small groups to accomplish.
5. Allow time to research and complete sheet.
6. Share with students data from DNR attitudinal survey in WI results, found on their website, published in 2015. Discuss if this fits what they learned about or researched. (Optional)

### **Concluding activity**

Assign students different decades to represent different attitudes. Have them design a poster that represents a viewpoint of wolves from that time period. These could be propaganda. It may even be good to invite TWA to talk to your class about wolves in your state. This can allow them to explain more of the viewpoints of today behind the wolf.

- Examples: Wolf Bounties, Kill the Wolf, Hunt the wolf, or Protect the Wolf. You can find examples of these online.

*Originally produced by the Timber Wolf Alliance &*

*Ottawa National Forest*

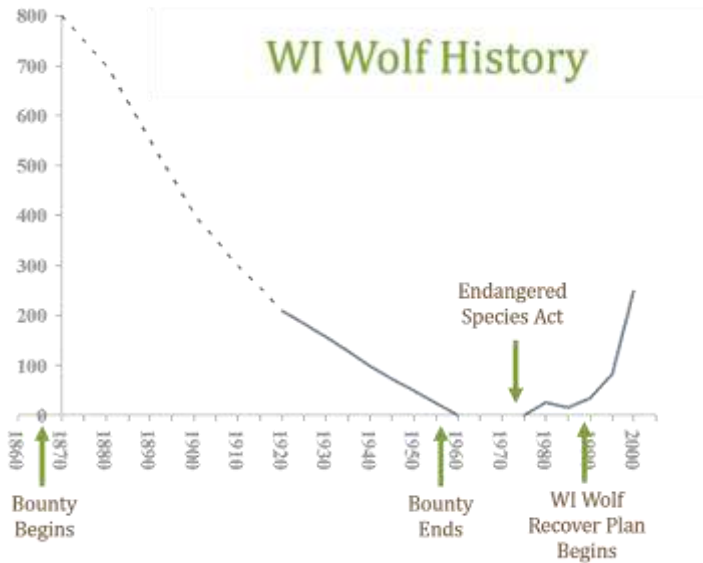
*Updated and Adapted by Angela Rivera Rautmann*



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

### Attitudes in Wolf Conservation

Looking at the wolf population graph below and the publications timeline you did as a class, make 2 comparisons.



- 1. \_\_\_\_\_  
\_\_\_\_\_
- 2. \_\_\_\_\_  
\_\_\_\_\_

Define: Conservation Movement

Time Period: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

How is, or is this, movement reflected in attitudes towards wolves?

\_\_\_\_\_

Why did European settlers dislike wolves? \_\_\_\_\_

\_\_\_\_\_

In your opinion, is that reason still as relevant today? \_\_\_\_\_

\_\_\_\_\_

Define: Endangered Species Act

Year Began: \_\_\_\_\_

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Make a comparison of this legislation with the attitude of wolves and/or wolf population in Wisconsin.

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Do you think that legislation change attitudes or do attitudes influence legislation? Why so? \_\_\_\_\_

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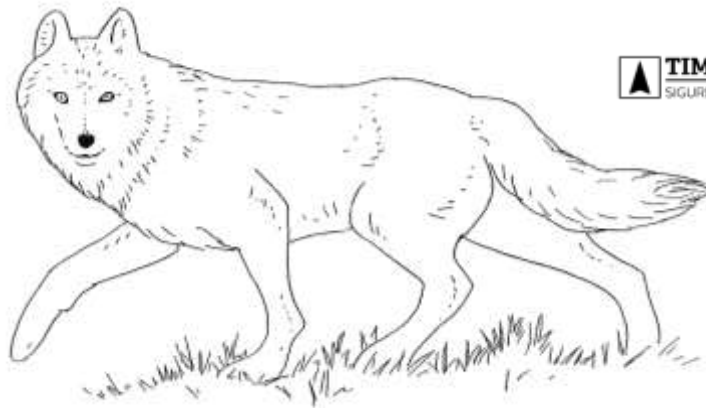
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Name one thing you, the government, or others could do to prevent wolves from being unfavorable. Is this happening? Or could I happened?

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## Suggested Answers

**Comparisons:** Varies based on introduction activity. Should see that unfavorable attitudes occurred by European settlers until mid-1900's, even by scientists. This could be seen by fairy tales, periodicals, propaganda, etc. As wolves were gone and conservation movement started, should see increase in favorability as wolves returned.

**Conservation Movement:** an environmental and social movement to protect the natural resources. Aldo Leopold in the *Sand County Almanac* in "Thinking Like a Mountain" recalls his ideology change between killing wolves and thinking about their importance in ecology (this is a good reading for this exercise).

**Time:** 1890-1920's

**Conservation Movement affects:** Answers may vary. Note: Bounties on wolves did not end until much after the movement.

**European settlers:** Threatened livestock. Note as settlers killed off large bison and other animals, they shortened the wild prey of wolves.

**Opinion:** answers will vary

**Endangered Species Act:** A law that provides protection and conservation planning for threatened and endangered species.

**Time:** 1973

**Comparison ESA:** Answers will vary. Note: Wolves began recolonizing WI a year after this law was passed.

**Legislation:** Answers will vary.

**Favorability actions:** Answers will vary. Might include protect livestock, compensate for losses, get involved in advocacy, etc.