

FAQ's and Tips:

It may be helpful to start off each class with a check-in question for the students to answer for attendance, in order to get them thinking and gauge their change over the course of the unit. This could be followed by an in-class discussion on the question. The questions could also be entered into a shared document by the students so that they can view other students' responses. Some examples include:

- How would you feel about running into a grizzly bear while out in nature? What would you do?
- Who would you interview about grizzly bear reintroduction? Why would their point of view be important?
- Who do you think would be against grizzly bears being reintroduced? Why?
- What other animal reintroductions do you know about? If you do not know of any, are there any animals that you know of that have gone extinct aside from the grizzly bear?
- In your opinion, what are the most important things to consider when it comes to grizzly bear reintroduction or animal reintroduction more generally?

It could also be fun to show students the live grizzly bear cam from the Grizzly and Wolf Discovery Center: <https://www.ipcamlive.com/bearcam> or the grizzlies at Brooks falls at Katmai National Park:

https://www.youtube.com/watch?v=nprdq03e8yI&ab_channel=ExploreLiveNatureCams

Or any other live grizzly bear cams you can find on youtube or online.

Lesson 1:

If additional materials are needed, see the Lesson 1 section within the "Busy Work" folder. There is a crossword puzzle and word search, and both are related to the video provided in lesson 1.

It may be helpful to set a time limit for the state flag drawing portion, as students may want to spend hours on their masterpiece.

Lesson 2:

If you are participating in virtual learning and are unable to do the object-based lesson, you can reach out to museums to see if they do virtual lessons, for example the Grizzly and Wolf Discovery Center.

Lesson 4:

It may be helpful to assign roles to the students in order to have diversity in roles throughout the classroom. Students may pick the flashiest or most exciting roles as opposed to getting varied perspectives for the debate and discussion.

Extra readings and resources can be found in the Extra/Higher Level Materials folder, and are organized by which role packet they belong to. These might be helpful for higher grade levels that are able to digest higher-level scientific research papers.

Lesson 6:

For the vote, Google Forms could be a good resource to use for your classroom if you prefer, instead of using sheets of paper.