California Grizzly Bear Reintroduction Unit

Lesson 3
Conservation Roles Gallery Walk

Introduction:
This lesson shows students the different roles and professions involved in the possible reintroduction of Grizzly Bears to California. Students will hear and see about what kinds of work the role does and why their input is important. They will be exposed to different environmental careers. The slides will be used to give students a general understanding of each career. This lesson could also be done digitally (without printing the slides out and walking around), by presenting the slideshow and talking through each role, asking the students engaging questions, etc. There is also an interview assignment that can be added to this lesson. Students interview someone from their life or their community regarding their perspective on grizzly bear reintroduction. They can then share the main points from the interview with the class. This allows students to hear varied perspectives from people that are a part of their community and who would be impacted by a reintroduction.

Another very important role not included in the gallery walk is that of local indigenous individual or tribal council representative. There is not a role created for this specific role due to the uniqueness of each tribe. However, if there is a local tribal representative in your community it is highly recommended that teachers include that indigenous role in the gallery walk and encourage students to interview and do research on that tribal representative.

Time:
45 minutes

Supplies:
1. Printed Gallery Walk Slides
2. Thumb tacks or tape to put up roles in gallery
3. Wall space
4. Computer/projector (option to project them instead)
5. Printed Worksheet (for a closer look or take-home option)

Educational Outcomes:
1. Students gain an understanding of the different types of careers that come up in the conservation conversation.
2. Students will be able to think critically about their role in the conservation conversation (from the point of view of their chosen professional).
3. Students will be able to define their chosen profession for this discussion.
4. Students will gain confidence and skills surrounding interviews.
5. Students gain an understanding of the varied perspectives that their community provides and that are important for well-rounded decision making.

NGSS Standards fulfilled: IS4
1. LS4.D – Biodiversity and Humans
2. LS2.C – Ecosystem Dynamics
3. LS2. A – Interdependent Relationships in Ecosystems
4. SEP-1
5. SEP-8
6. SEP-4
7. Env. Principles 1, 2, 3, 5

Steps:

1. Print out slides and place them on the walls around the room, or on poster boards.

2. Split the students up into groups at each "role station" and instruct them to read the descriptions. Ask students to take a few notes about each role and then move clockwise to the next station once they feel ready.

3. Allow the students about 20 minutes to walk around the room until they get back to their original station.

4. Ask the students to return to their desks and re-group the class.

5. Prompt discussion about the roles. Possible questions:
   1. "What would a rancher have to say about grizzly reintroduction?"
   2. "What kinds of things could a paleontologist research for this discussion?"
   3. "How might a mayor balance the diverse requests of stakeholders?"

6. Students can also fill out the Roles Worksheet from the "Additional Content" folder under lesson 3.

7. Find the interview assignment in the "Additional Content" folder under lesson 3 and assign it to students.

8. Have the students share with the class their findings from their interviews once they are completed.

Conservation Roles:

Bear Scientist
Environmental Lawyer
Environmental Historian
Rancher
Environmental Educator
Paleontologist
*Option to ask a student group to create an Indigenous Representative role based on your local tribe.

Lesson 3

Grizzly Conservation Roles

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Bear Scientist

Hi, my name is Dr. Tanner and I am a bear scientist. I study the biology and behavior of the Grizzly Bear. In the field, I observe bear behavior and also take samples and measurements. I look at the physical characteristics of a bear and how it interacts with its environment. I publish my research in scientific journals and books. I will decide my stance on grizzly reintroduction by looking at biological data and my findings to see how they would react to the reintroduction.

Environmental Lawyer

Hello, my name is Sam and I am an environmental lawyer. I know a lot about state laws and environmental concerns, and I defend the environment in court. If someone is doing something that is against the law and harming the environment, I can help fight it. I will decide my opinion on the subject of grizzly bear reintroduction by studying the local laws and observing which option is in accordance with the legislature.

Environmental Historian

Hi there, my name is Dr. Culler and I am an environmental historian. I study human interactions with nature over the course of history, and how nature affects humans (and vise versa). I help inform policy-makers and decisions that can have an affect on nature. I will look at how grizzly bears lived in the past in order to inform my decision on whether they should/would thrive here today.

Rancher

Howdy, my name is Doug. I am a rancher, and I raise livestock such as cattle and sheep on my property. I make a living off of taking care of these animals. I think reintroducing grizzly bears is an awful idea, they will eat all my livestock and I will lose my livelihood. My father had bad experiences with these pests when he owned this land and I will fight to keep them off of it.

Environmental Educator

Hi my name is Shane. I am an environmental educator. I teach students about the environment and conservation issues. I help students learn about systems and organisms on our planet. I help people think about complex environmental issues like reintroducing grizzly bears to California.

Paleontologist

Hi my name is Eliza. I am a paleontologist. I study life on earth older than 12,000 years ago, including fossils. I can look at bones and remains from California grizzly bears to see what their diet, behavior, and life was like thousands of years ago, before they were hunted to extinction. This will inform my decision on reintroduction, by showing me how they would most likely act today.

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Grizzly Conservation Roles Worksheet

Please answer the following questions using complete sentences:

1. After looking at these careers, which one appeals to you the most? Why?

2. Do you think a person working within that career would be for or against grizzly bear reintroduction? Why?

3. Who of these professionals do you think has an important voice in the discussion regarding grizzly reintroduction?

4. Do you know anyone who works within one of these roles or has a similar career?

Interview Assignment

For this assignment, please choose one person from your personal life or from the community to interview about Grizzly reintroduction. You must speak to them over the phone or video, or in person if it is safe. Explain some of the background on grizzly bear history and biology that you have learned from this unit so far, making sure to let them know that California grizzlies used to live in California but are extinct now. Try not to share your point of view on reintroduction in order to get an unbiased interview. Record the interview or take notes and be ready to share your findings with the class.

Some example topics to create questions about:

• Their experience with grizzly bears or other large carnivores

• How they think grizzly bear reintroduction would affect
  • Families
  • The economy
  • The ecosystem

• Their previous knowledge about the history of our flag and grizzly bears

The goal here is to get varied perspectives on the issue of grizzly bear reintroduction from people in your community. This kind of opinion and perspective is important when making decisions that affect a wide range of people.