

California Grizzly Bear Reintroduction Unit

The California Grizzly Research Network



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Lesson 5

Grizzly Group Interdisciplinary Groups Lesson Plan

Background Information:

This lesson serves to further immerse students within their role. Students will engage with the knowledge from previous lessons to create their own character and form opinions about the reintroduction of grizzly bears to California. The handouts will serve as a guide. They will be able to think critically about their role and importance to the conservation conversation. Students will become their character as they present their knowledge with other disciplines. Students will then give a 2-5 minute presentation on who their identity is, and whether they believe we should reintroduce grizzly bears. If there is time the students will ask one another questions giving them an opportunity to debate.

Time: 2 hours

Supplies:

1. Printed worksheets

Educational Outcomes:

1. Students gain an understanding of issues surrounding real world conversations about wildlife reintroduction
2. Students will exercise their public speaking skills
3. Students will be able to think critically on their feet

NGSS Standards fulfilled:

SEP-1

SEP-4

SEP-7

SEP-8

ETS1.B

CCC-2

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Steps:

1. Hand out the worksheets to the students for completion (at home or in the classroom). It is encouraged to use previous lesson notes and handouts for this assignment.
2. Ask the students to create their own identity as their role. The worksheet will be used to aid in the creation of the student's identity.
3. After the worksheet is filled out, break students into interdisciplinary groups with one member from each role per group.
4. Give each student about 2-5 minutes to present their identity, and stance on grizzly bear reintroduction with an explanation of why they took their stance.
5. Each student can be required to ask all other students a question about their role or their role's stance on reintroduction after a student presents. This can be done in several ways. Students freely asking after each student one question after that student presents. You can also have students go around in a circle asking the questions to anyone after all presentations are complete.
6. Once each student presents, they should be encouraged to debate (as their interdisciplinary roles) about whether grizzly bears should be reintroduced or not.

Alternative lesson:

If this kind of lesson does not feel feasible for your learning situation, students could write an essay instead of lessons 5 and 6. The questions from the interdisciplinary assignment below can be followed as a guide for writing the essay. Students can also share their essays with their peers or present their main points in order to create classroom engagement and share the different perspectives with their classmates.



Lesson 5

Interdisciplinary Assignment: Finding your role's character

Instructions: You have learned what your role does. Use the knowledge you now have to create your own identity as your role. Answer the following prompts to guide your story. Be sure to use disciplinary vocabulary. Have fun and be creative!

1. Create a name for your character. What kind of education did you need to become what you are?
2. What made you decide upon this career path?
3. What role does the grizzly bear play in your life? Explain.
4. Why is what you do important? What is your impact on your community?

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5. List and define 3 vocabulary words used in your discipline:

1.

2.

3.

6. According to your perspective, what benefits do grizzlies provide an ecosystem? If you are a type of scholar or scientist you will need to use evidence and cite the sources (e.g. "According to _____ Grizzlies provide...").

7. What techniques do you use to gather information to make informed decisions?

8. Based on your knowledge, do you think grizzly bears should be reintroduced? Why or why not?

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9. What might be some of the effects of grizzly reintroduction? What issues do you think should be taken into consideration and how do you propose to tackle these (according to your role)?

10. What is your favorite thing about what you do?