CALIFORNIA Native American Studies MODEL CURRICULUM











Connected California: Grizzly Bears Grade Level: 3rd-5th Grades

Subjects: History, English Language Arts, and Visual Arts

Materials Needed:

- Internet access to play the video
- Chart paper or whiteboard
- Markers
- Student notebooks

Curriculum Themes: (Check that apply)	
✓ History	
☐ Cultural Strengths	
☐ Law/Government	
✓ Relationship to Place	
Cross Curricular Integration	

Unit Authors and Researchers

This unit was researched, authored, and edited by the California Indian Museum and Cultural Center, California Indian Education for All, and the San Diego County Office of Education. Additionally the videos from this unit come from the California Academy of Sciences. The California Academy of Sciences is a renowned scientific and educational institution dedicated to regenerating the natural world through science, learning, and collaboration. Based in San Francisco's Golden Gate Park, it's the only place in the world to house an aquarium, planetarium, rainforest, and natural history museum—plus cutting-edge research programs—all under one living roof. The unit resources were designed and created from funding through the California Department of Education's Native American Studies Model Curriculum grant and contract.

Instructional Video Credits

Cultural Connections with Grizzlies | California Academy of Sciences Video

https://www.youtube.com/watch?v=IKKRXNc7yHU&list=PLS14biAqBAtE-RYxvhTbDnsqkq2Lu0R0j&index=9&t=3s

Octavio Escovedo, III, Chairman, Tejon Indian Tribe

Videographer/Editor: Nick Perez Producer: Molly Michelson

Images and Video courtesy of Tejon Indian Tribe

Stock Footage and Music: Pond5.com

Bringing Grizzlies Back | California Academy of Sciences Video

https://www.youtube.com/watch?v=pYISmSGB33k&list=PLS14biAqBAtE-RYxvhTbDnsqkq2Lu0R0j&index=13&pp=iAOB

Peter Alagona, UC Santa Barbara, California Grizzly Research Network

Videography: Nick Perez and Erik Krumrey

Editor: Nick Perez

Producer: Molly Michelson

Stock Footage and Music: Pond5.com

Monarch the Grizzly Bear | California Academy of Sciences Video

https://www.youtube.com/watch?v=UcgLIEJdi0w&list=PLS14biAqBAtE-RYxvhTbDnsqkq2Lu0R0j&index=16&pp=iAQB

Rebekah Kim

Nick Perez, Videographer/Editor Molly Michelson, Producer/Writer Additional images courtesy of: OpenSFHistory.org

OpenSFHistory.org Tejon Indian Tribe

Monarch the Grizzly, Susan Middleton

Grizzly as Healer | California Academy of Sciences Video

 $\underline{https://www.youtube.com/watch?v=ZZliBSaBgEI\&list=PLS14biAqBAtE-RYxvhTbDnsqkq2Lu0R0j\&index=27\&pp=iAQBates.pdf. Appendix a property of the p$

Rudy Ortega, Jr.

Producer: Molly Michelson



Videographer: Erik Krumrey

P-22 Images: Santa Monica Mountains National Recreation Area

Stock footage and music: Pond5.com

Maintaining Connections with Land | California Academy of Sciences Video

https://www.voutube.com/watch?v=3lif_uNilVA&list=PLS14biAqBAtE-RYxvhTbDnsqkq2Lu0R0i&index=28&pp=iAOB

Kevin and Nathan Nuñez

Images courtesy of Village of Xaapchivit Videographer/Editor: Erik Krumrey Producer: Molly Michelson

Stock footage and music: Pond5.com

Setting the Foundation for Grizzlies to Return | California Academy of Sciences Video

https://www.youtube.com/watch?v=e5ILG_zQFKU&list=PLS14biAqBAtE-RYxvhTbDnsqkq2Lu0R0j&index=29&pp=iAQB

Samantha Morales Johnson Yang, Seth Morales Johnson

Producer: Molly Michelson Videographer: Erik Krumrey Additional video: Jay Lamars Stock footage and music: Pond5.com

Respect, Reciprocity, and Reverence | California Academy of Sciences Video

https://www.youtube.com/watch?v=gh2YDztv_cQ&list=PLS14biAqBAtE-RYxvhTbDnsqkq2Lu0R0j&index=30&pp=iAQB

Kimberly Johnson Producer: Molly Michelson Videographer: Erik Krumrey Additional Video: Jay Lamars Stock Footage and Music: Pond5

New Conversations about Grizzlies | California Academy of Sciences Video

https://www.youtube.com/watch?v=ByRNGA5kbbY&list=PLS14biAqBAtE-RYxvhTbDnsqkq2Lu0R0j&index=31&pp=iAQB

Devlin Gandy

Editor: Matt Blackwell Videographer: Erik Krumrey Producer: Molly Michelson

Stock Footage and Music: Pond5.com

Maidu Bear Dances | California Academy of Sciences Video

 $\underline{https://www.youtube.com/watch?v=nTDvHChONbA\&list=PLS14biAqBAtE-RYxvhTbDnsqkq2Lu0R0j\&index=32\&pp=iAQBAte-RYxvhTbDnsqkq2Lu0R0j\&index=32\&pp=iAQBAte-RYxvhTbDnsqkq2Lu0R0j&index=32\&pp=iAQBAte-RYxvhTbDnsq$

Danny Manning, Ricky Prows, Vance Hedrick, Mountain Maidu

Videographer/Editor: Nick Perez Producer: Molly Michelson Additional Footage: Oakland Zoo Stock footage and music: Pond5.com

California Native American Studies Model Curriculum

The California Native American Studies Model Curriculum (NASMC) will support the design and development of open-source lesson plans, primary source documents, planning resources, teaching strategies, and professional development activities to assist California K-12 educators in teaching about California Native American Studies. Per AB 167, the NASMC is defined as lesson plans, primary source documents, planning resources, teaching strategies, and professional development activities to assist educators in teaching about Native American Studies.

Unit Objectives:

- Students will identify how climate change impacts Indigenous communities.
- Students will evaluate strategies Indigenous communities use to adapt to environmental changes.
- Students will present their understanding through creative expression and group discussion.
- Students will understand the historical presence of grizzlies in California and why they were extirpated.
- Students will analyze the challenges and benefits of reintroducing grizzlies to California ecosystems.
- Students will evaluate and present strategies for balancing wildlife conservation and human activity.



- Students will investigate the importance of traditional cultural practices in environmental sustainability and conservation.
- Students will understand the role of grizzly bears in their ecosystem.
- Students will explore the concepts of respect, reciprocity, and reverence within Indigenous knowledge systems.
- Students will understand how these values contribute to sustainable practices and environmental conservation.
- Students will reflect on the importance of maintaining balanced relationships with the land and nature.
- Students will apply these concepts by discussing ways they can show respect, reciprocity, and reverence for their local environment.
- Students will learn from California Native American perspectives

Background for Educators

Essential Understandings of California Indian History and Culture

✓ Essential Understanding 1: Great Diversity Among Tribes (EU1 Video) https://bit.ly/NASMC EU1
 ✓ Essential Understanding 2: Diversity Among Identity (EU2 Video) https://bit.ly/NASMC EU2
 ✓ Essential Understanding 3: Native Traditional Beliefs (EU3 Video) https://bit.ly/NASMC EU3
 ✓ Essential Understanding 4: Policies that Affected Tribes (EU4 Video) https://bit.ly/NASMC EU4
 ✓ Essential Understanding 5: Reservations (EU5 Video) https://bit.ly/NASMC EU5
 ✓ Essential Understanding 6: History from a California Indian Perspective (EU6 Video) https://bit.ly/NASMC EU6
 ✓ Essential Understanding 7: Tribes Have Sovereign Powers (EU7 Video) https://bit.ly/NASMC EU7

Overview

The Connected California: Grizzly Bears unit is a dynamic, interdisciplinary educational experience designed for students in grades 3–5 that weaves together history, science, English language arts, and visual arts through the lens of California Native American knowledge and perspectives. Centered around the ecological and cultural significance of grizzly bears, this unit encourages students to investigate the historical presence and extirpation of grizzlies in California, their role in traditional Indigenous lifeways, and contemporary efforts to restore balance between wildlife conservation and human activity. Through powerful video storytelling featuring Tribal leaders, scientists, and cultural practitioners, students explore themes of climate change, sustainability, and Indigenous environmental stewardship. Lessons emphasize essential concepts such as interdependence within ecosystems, the importance of respect and reciprocity with nature, and the resilience of Native communities.

This unit is a cross-curricular, standards-aligned educational resource. Rooted in Indigenous knowledge systems and environmental science, the unit explores the ecological, cultural, and historical significance of grizzly bears in California. Engaging activities, including discussions, creative expression, group research, and ecosystem modeling are designed to promote critical thinking, collaboration, and empathy. The unit not only deepens students' academic understanding but also invites them to reflect on their own responsibilities to the land and to consider how Indigenous values can inform more sustainable futures. This unit not only builds academic skills but also fosters cultural awareness, environmental responsibility, and civic engagement among young learners.

Core Themes:

- History and sovereignty
- Cultural strengths and Indigenous knowledge systems
- Environmental relationships and stewardship
- Science, civics, and ELA integration

Students will:

- Understand the historical presence and extirpation of grizzlies in California.
- Analyze climate change's impact on Indigenous communities and ecosystems.
- Explore Indigenous cultural perspectives on grizzlies and the environment.
- Investigate ecological roles of grizzlies and the implications of their potential reintroduction.
- Evaluate solutions for balancing conservation and human needs.
- Express learning through art, reflection, and collaborative discussion.



Lesson Highlights:

- 1. Cultural Connections with Grizzlies: Students explore climate change impacts on Indigenous communities, with insights from the Tejon Tribe.
- 2. Bringing Grizzlies Back: Students investigate ecological and social considerations of reintroducing grizzlies to California.
- 3. Monarch the Grizzly Bear: Students examine the life of Monarch, a symbolic figure in California's history, to understand conservation and historical narratives.
- 4. Grizzly as Healer: Students learn about the grizzly's role in ecosystem health and cultural healing, as shared by the Fernandeño Tataviam Band of Mission Indians.
- 5. Maintaining Connections with Land: Students study sustainable Indigenous land practices and reflect on personal environmental stewardship.

Pedagogical Approach:

Each lesson follows a 5E learning model—Engage, Explore, Explain, Elaborate, Evaluate—and includes:

- Video-based storytelling from Native voices
- Hands-on activities and group projects
- Scaffolded strategies for differentiation
- Formative and summative assessments
- Emphasis on respect, reciprocity, and reverence in learning



Connected California: Grizzly Bears

Lesson 1: Cultural Connections with Grizzlies

Grade Level: Grades 3-5

Subject: Social Studies, English Language Arts and Science

Duration: 60 minutes

Learning Objectives

- Students will identify how climate change impacts Indigenous communities.
- Students will evaluate strategies Indigenous communities use to adapt to environmental changes.
- Students will present their understanding through creative expression and group discussion.
- Students will learn from California Native American perspectives and members of the Tejon tribe.

Materials

- Internet access to play the video
- Chart paper or whiteboard
- Markers
- Student notebooks

Video Link: Cultural Connections with Grizzlies

https://www.youtube.com/watch?v=IKKRXNc7yHU&list=PLS14biAqBAtE-RYxvhTbDnsqkq2Lu0R0j&index=8&t=3s&pp=iAQB

Curriculum Themes: (Check that apply)	
✓ History	
☐ Cultural Strengths	
□ Law/Government	
Relationship to Place	
☐ Cross Curricular Integration	

Instructional Standards:

California History-Social Science Content Standards

- HSS 3.2.2: Discuss the ways in which physical geography influenced the lives of local American Indian nations.
- **HSS 5.9**: Understand how physical systems affect human systems, including how the environment influences human culture.

Next Generation Science Standards (NGSS)

- 3-ESS3-1: Make a claim about the merit of a design solution that reduces the impacts of a weather-related hazard.
- 5-ESS3-1: Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources and environment.

English Language Arts Standards (CCSS)

- ELA RI.4.2: Determine the main idea of a text or video and explain how it is supported by key details.
- **ELA SL.5.1**: Engage effectively in a range of collaborative discussions.



Engage (10 minutes)

Teacher Actions:

- Begin by asking students:
 - What do you know about climate change?
 - Have you ever heard of Indigenous communities?
 - How might changes in the environment affect how people live?
- Record student responses on chart paper or a whiteboard.
- Show an image of an Indigenous community or a climate-affected area to prompt curiosity.

Student Actions:

- Share prior knowledge and ideas in a class discussion.
- Observe and respond to the prompt image.

• Scaffolding:

- Provide guiding questions to elicit responses.
- o Offer a simplified explanation of "climate change" and "Indigenous communities" with visual aids.

2. Explore (15 minutes)

• Teacher Actions:

- Play the video: Cultural Connections with Grizzlies
- https://www.youtube.com/watch?v=IKKRXNc7yHU&list=PLS14biAqBAtE-RYxvhTbDnsqkq2Lu0R0j&ind ex=8&t=3s&pp=iAQB
- Distribute a graphic organizer with sections for students to note:
 - Environmental changes mentioned in the video.
 - Impacts on Indigenous communities.
 - Strategies used to adapt.

Student Actions:

• Watch the video and take structured notes using the graphic organizer.

Scaffolding:

- Pause the video at key points to discuss and clarify information.
- Use vocabulary cards for complex terms like "adaptation" and "mitigation."

Explain (15 minutes)

• Teacher Actions:

- Lead a class discussion using questions like:
 - What changes in the environment were mentioned in the video?
 - How do these changes affect Indigenous communities?
 - What are some solutions Indigenous communities are using?
- Write student responses on a T-chart: "Challenges" vs. "Solutions."

Student Actions:

- Share findings and observations from their notes.
- o Participate in building the T-chart.

Scaffolding:

- o Provide sentence starters (e.g., One challenge is..., A solution is...).
- Pair students for peer discussions before sharing with the class.



Elaborate (15 minutes)

• Group Discussion and Reflection Activity:

- Divide students into small groups. Ask them to share their notes and identify common themes from the
 video
- Have the small group complete the Video Discussion and Reflection Group Activity.

• Teacher Actions:

- Divide students into small groups.
- Assign each group a specific Indigenous community (e.g., Inuit, Navajo, or coastal tribes).
- o Groups will create a mini-poster showing:
 - One specific impact of climate change on their assigned community.
 - A solution or adaptation strategy used by the community.

Student Actions:

- o Research their assigned community using provided resources.
- Create and present their posters to the class.

Scaffolding:

- o Offer pre-researched fact sheets for each community.
- o Provide templates for poster layout.

Extension Discussion:

Lead a whole-class discussion, asking questions like:

- "How can we honor Native American history and culture today?"
- "What lessons can we learn about resilience and advocacy from their experiences?"
- "How do modern Native communities continue to preserve their connection to the land?"

Evaluate (5 minutes)

• Teacher Actions:

- Distribute an exit ticket with prompts:
 - What is one thing you learned about Indigenous communities and climate change?
 - What is one way we can help protect the environment?
- Review responses to assess understanding.

• Student Actions:

o Complete the exit ticket with thoughtful answers.

Scaffolding:

• Provide sentence frames (e.g., I learned that... or One way to help is...).

Differentiation Strategies

• For English Language Learners (ELL):

- Pair with bilingual peers or provide translation tools.
- Use visuals and simplified text in graphic organizers.



For Advanced Learners:

o Encourage them to explore additional research on policies addressing climate change.

• For Students with Special Needs:

- Offer one-on-one support during group work.
- o Allow alternative presentations, such as drawings or oral summaries.

Assessment

Formative:

- Monitor participation during discussions and group work.
- o Review graphic organizers for accuracy and completeness.

Summative:

- Evaluate mini-posters for understanding of challenges and solutions.
- Assess exit tickets for clear articulation of learning outcomes.



Lesson Studer	ted California: Grizzly Bears 1: Cultural Connections with Grizzlies t Worksheet
	Pre-Video Reflection What do you know about climate change?
2.	What do you think might happen to people if the environment where they live changes?
3.	Why do you think some communities, like Indigenous peoples, might face special challenges from climate change?



Part 2: Video Notes

While watching the video, take notes on the following:	
1. Environmental Changes: What changes are happening in the environment?	

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2. Impacts on Indigenous Communities: How are these changes affecting Indigenous peoples?

0		
0		

- 3. **Adaptation Strategies:** What solutions or strategies are Indigenous communities using to adapt to climate change?
 - o _____o ____

Part 3: Group Activity

In your group, you will research one Indigenous community affected by climate change. Use the table below to organize your findings.

Topic	Your Notes
Name of the Indigenous group	
Environmental challenges	
Cultural impacts	
Adaptation strategies	

On a separate sheet of paper or poster, draw or write about:

- One specific impact of climate change on this community.
- A solution or strategy they are using to adapt.



Part 4: Reflection Questions

Answer the following questions based on your learning today:

- 1. What is one thing you learned about how climate change affects Indigenous communities?
- 2. Why do you think it's important to learn about how different communities experience climate change?
- 3. What is one way you think we can help protect the environment and support these communities?

Part 5: Exit Ticket

Write a short answer to this question:

• What is one thing you can do in your own life to help reduce the impacts of climate change?



Cultural Connections to Grizzlies - Tejon Group Discussion and Reflection

Video Link

<u>Cultural Connections with Grizzlies</u> | California Academy of Sciences



Summary of Video

"Cultural Connections with Grizzlies" by the California Academy of Sciences delves into the profound bonds between grizzly bears and human cultures, particularly their revered role in Native American traditions. It reflects on the grizzly's historical presence in California and its extinction in the state a century ago.

Reflection Questions

1. How did the people in the video connect with grizzly bears in their culture? (Think about the stories or traditions they shared about grizzlies.)

2. What lessons can we learn from grizzly bears and how they live in the wild? (Consider how grizzlies survive and what they might teach us about nature.)

3. Why do you think it's important to respect animals like grizzlies in both nature and culture? (Think about the role they play in the environment and what they mean to different communities.)

Video:

https://www.youtube.com/watch?v=IKKRXNc7yHU&list=PLS14biAqBAtE-RYxvhTbDnsqkq2Lu0R0j&index=8&t=3s&p p=iAQB



Connected California: Grizzly Bears Lesson 2: Bringing Grizzlies Back

Grade Level: Grades 3-5

Subject: Social Studies, English Language Arts and Science

Duration: 60 minutes

Learning Objectives

- Students will understand the historical presence of grizzlies in California and why they were extirpated.
- Students will analyze the challenges and benefits of reintroducing grizzlies to California ecosystems.
- Students will evaluate and present strategies for balancing wildlife conservation and human activity.
- Students will learn from California Native American perspectives and members of the Tejon tribe.

Materials

- Internet access to play the video
- Chart paper or whiteboard
- Markers
- Student notebooks

Video Resource: California Academy of Sciences: Bringing Grizzlies Back

https://www.youtube.com/watch?v=pYISmSGB33k&list=PLS14biAqBAtE-RYxvhTbDnsqkq2Lu0R0i&index=13&pp=iAQB

Curriculum Themes: (Check that apply)		
✓ History		
☐ Cultural Strengths		
☐ Law/Government		
✓ Relationship to Place		
☐ Cross Curricular Integration		

Instructional Standards:

Next Generation Science Standards (NGSS)

- 3-LS4-3: Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all.
- 5-ESS3-1: Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources and environment.

California History-Social Science Standards (HSS)

- 3.2.2: Discuss the ways in which physical geography influenced the lives of local American Indian nations.
- **5.9:** Understand how physical systems affect human systems, including the interdependence of people and their environment.

English Language Arts Standards (CCSS)

- **ELA RI.4.2:** Determine the main idea of a text or video and explain how it is supported by key details.
- **ELA SL.4.1:** Engage effectively in a range of collaborative discussions.



Lesson Plan

Engage (10 minutes)

Teacher Actions:

- 1. Show students a picture of the California flag and ask, What do you notice about the animal on the flag?
- 2. Discuss the significance of the grizzly bear on the flag and ask, Why do you think we don't see grizzlies in California today?
- 3. Ask students, What do you know about grizzly bears? Record their ideas on chart paper to revisit later.

Student Actions:

- Share prior knowledge and predictions.
- Engage in a brief discussion about grizzlies and their historical role in California.

Scaffolding Strategies:

- Provide visual aids (images of grizzlies and maps of their historical range).
- Offer sentence starters: I think grizzlies disappeared because...

Explore (15 minutes)

Teacher Actions:

- Play the video <u>Bringing Grizzlies Back</u>.
 <u>https://www.youtube.com/watch?v=pYISmSGB33k&list=PLS14biAqBAtE-RYxvhTbDnsqkq2Lu0R0j&index=13&pp=iAQB</u>
- 2. Provide students with a graphic organizer divided into three sections:
 - Why grizzlies were extirpated from California.
 - o Benefits of bringing grizzlies back.
 - Challenges of reintroducing grizzlies.
- 3. Pause the video at key points to discuss and allow students to complete their graphic organizers.

Student Actions:

- Watch the video and take notes in their graphic organizers.
- Participate in brief discussions during pauses to clarify understanding.

Scaffolding Strategies:

- Pause to explain complex concepts using simple terms (e.g., "extirpation" means they no longer live here but are not extinct)
- Provide sentence frames for note-taking: Grizzlies were removed because...

Explain (15 minutes)

Teacher Actions:

- 1. Facilitate a class discussion to summarize key points from the video.
 - Ask: Why were grizzlies important to California's ecosystems?
 - What are some reasons people might want to bring them back?
 - What challenges could this bring for humans and the environment?
- 2. Record responses on a T-chart labeled "Benefits" and "Challenges."



Student Actions:

- Share observations from their graphic organizers.
- Contribute to the class T-chart discussion.

Scaffolding Strategies:

- Use guiding questions to prompt participation: What might happen to other animals if grizzlies return?
- Pair students for think-pair-share discussions before sharing with the class.

4. Elaborate (15 minutes)

- Group Discussion and Reflection Activity:
 - Divide students into small groups. Ask them to share their notes and identify common themes from the video.
 - o Have the small group complete the Video Discussion and Reflection Group Activity.

Teacher Actions:

- 1. Divide students into small groups. Assign each group a specific perspective (e.g., conservationists, farmers, park rangers, local communities).
- 2. Provide fact sheets or pre-researched data about grizzly reintroduction and its effects.
- 3. Groups will create a poster or skit to present their assigned perspective, answering:
 - What do we think about bringing grizzlies back?
 - What are the benefits and concerns from our perspective?

Student Actions:

- Collaborate to analyze their assigned perspective.
- Create and present their poster or skit to the class.

Scaffolding Strategies:

- Offer templates for posters (e.g., title, key points, visuals).
- Provide vocabulary cards and sentence starters for presentations: As conservationists, we believe...

Evaluate (5 minutes)

Teacher Actions:

- 1. Distribute an exit ticket with these prompts:
 - What is one thing you learned about grizzlies and their role in ecosystems?
 - Would you support bringing grizzlies back to California? Why or why not?
- 2. Collect responses to assess understanding and opinions.

Student Actions:

• Complete the exit ticket with thoughtful answers.

Scaffolding Strategies:

Offer sentence frames: I learned that grizzlies... or I would/would not support bringing them back because...



Differentiation

For English Language Learners (ELL):

- Use visuals and bilingual resources if available.
- Pair with a buddy for note-taking and group work.

For Advanced Learners:

- Encourage research on other reintroduction efforts (e.g., wolves in Yellowstone).
- Ask them to propose their own solutions for balancing conservation and human needs.

For Students with Special Needs:

- Provide one-on-one support during group activities.
- Allow alternative ways to present their ideas (e.g., drawings or simple oral explanations).

Assessment

Formative:

- Monitor participation in discussions and group work.
- Check graphic organizers for accurate note-taking.

Summative:

- Evaluate group presentations for understanding and creativity.
- Review exit tickets for clear articulation of key concepts.



	Lesson 2: Bringing Grizzlies Back Student Worksheet		
			
Part 1:	Pre-Video Reflection		
1.	Look at the California flag. What do you notice about the animal on the flag?		
2.	Why do you think grizzly bears are no longer found in California?		
3.	What do you think might happen if grizzlies were brought back to California?		
 Part 2:	Video Notes		
While	watching the video, take notes on the following topics:		
1.	Why were grizzlies removed from California?		
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2.	Why might people want to bring grizzlies back?		
	0		
	0		
3.	What challenges come with bringing grizzlies back?		
	0		
	0		



Connected California: Grizzly Bears

Part 3: Group Activity

In your group, you will take on the role of one perspective about bringing grizzlies back to California. Fill in the table below with your group's ideas:

Role:	Group Members:
What do we think about bringing grizzlies back?	
What are the benefits of bringing grizzlies back?	
What are the challenges or concerns?	

On a poster or sheet of paper, create a visual that shows your perspective, including:

- A drawing or diagram.
- Key points from your discussion.



Part 4: Reflection Questions

Answer the following questions based on the video and your group work:

1. What is one thing you learned about the history of grizzly bears in California?

2. Why is it important to think about both the benefits and challenges of reintroducing grizzlies?

3. Do you think grizzlies should be brought back to California? Why or why not?

Part 5: Exit Ticket

Write a short answer to this question:

• What is one way you can help protect wildlife in your community?



Bringing Grizzlies Back Group Discussion and Reflection

Video Link

California Academy of Sciences: Bringing Grizzlies Back



Summary of Video

The video "Bringing Grizzlies Back" by the California Academy of Sciences explores the historical presence of grizzly bears in California, their extirpation, and the considerations surrounding their potential reintroduction. It discusses the ecological roles grizzlies played, the reasons for their decline, and the challenges and benefits of bringing them back to their former habitats. The video also highlights the importance of understanding human-wildlife interactions and the cultural significance of grizzlies to Indigenous communities.

Reflection Questions

1. What are some reasons people want to bring grizzlies back to California?
(Think about how grizzlies might help the environment or connect to the state's history.)

2. What challenges might happen if grizzly bears were brought back to California? (Consider what grizzlies need to survive and how people might feel about living near them.)

3. If you were in charge of deciding whether to bring grizzlies back, what would you do and why? (Use what you learned in the video to explain your decision.)

Video:

https://www.youtube.com/watch?v=pYISmSGB33k&list=PLS14biAqBAtE-RYxvhTbDnsqkq2Lu0R0i&index=13&pp=iAQB



Connected California: Grizzly Bears Lesson 3: Monarch the Grizzly Bear

Grade Level: Grades 3-5

Subject: Social Studies, English Language Arts and Science

Duration: 60 minutes

Learning Objectives

- Students will learn the story of Monarch the Grizzly Bear and his role in California's history.
- Students will analyze the ecological and cultural significance of grizzly bears in California.
- Students will evaluate the challenges of balancing wildlife conservation and human activity.
- Students will learn from California Native American perspectives and members of the Tejon tribe.

Materials

- Internet access to play the video
- Chart paper or whiteboard
- Markers
- Student notebooks

Video Resource: Monarch the Grizzly Bear

https://www.youtube.com/watch?v=UcgLIEJdi0w&list=PLS14biAqBAtE-RYxvhTbDnsqkq2Lu0R0j&index=16&pp=iAQB

Curriculum Themes: (Check that apply)	
☑ History	
☐ Cultural Strengths	
☐ Law/Government	
✓ Relationship to Place	
☐ Cross Curricular Integration	

Instructional Standards:

Next Generation Science Standards (NGSS)

- **3-LS4-3:** Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all.
- 5-ESS3-1: Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources and environment.

California History-Social Science Standards (HSS)

- 3.2.2: Discuss the ways in which physical geography influenced the lives of local American Indian nations.
- 5.9: Understand how physical systems affect human systems, including the interdependence of people and their environment.

English Language Arts Standards (CCSS)

- ELA RI.4.2: Determine the main idea of a text or video and explain how it is supported by key details.
- **ELA SL.4.1:** Engage effectively in a range of collaborative discussions.



Lesson Plan

Engage (10 minutes)

Teacher Actions:

- 1. Display an image of the California flag and ask students:
 - What do you notice about the animal on the flag?
 - Why do you think the grizzly bear was chosen for the flag?
- 2. Briefly explain that the grizzly on the flag represents Monarch the Grizzly Bear.
- 3. Ask students:
 - Have you heard about Monarch the Grizzly Bear? What do you think his story might be?

Student Actions:

- Share prior knowledge about the California flag and grizzly bears.
- Engage in predictions about Monarch's story.

Scaffolding Strategies:

- Provide visual aids (images of the California flag and grizzly bears).
- Use sentence starters: I think Monarch's story is about...

Explore (15 minutes)

Teacher Actions:

- 1. Play the video: Monarch the Grizzly Bear
- 2. https://www.youtube.com/watch?v=UcgLIEJdi0w&list=PLS14biAqBAtE-RYxvhTbDnsqkq2Lu0R0j&index=16&pp=iAQB
- 3. Provide students with a graphic organizer divided into three sections:
 - Monarch's story (key events).
 - o The role of grizzlies in California ecosystems.
 - The significance of Monarch to California's history.
- 4. Pause the video at key moments to clarify and discuss:
 - o Monarch's capture.
 - His impact on public awareness of grizzlies.

Student Actions:

- Watch the video attentively and take notes in their graphic organizers.
- Participate in brief discussions during pauses.

Scaffolding Strategies:

- Pause to explain terms like "extirpation" and "conservation."
- Use visuals or maps to show where Monarch lived and where grizzlies historically roamed.

Explain (15 minutes)

Teacher Actions:

- 1. Facilitate a class discussion to summarize key points from the video. Ask:
 - What happened to Monarch after his capture?
 - Why were grizzlies important to California's ecosystems and culture?
 - What lessons can we learn from Monarch's story?



2. Record responses on a T-chart labeled "Monarch's Story" and "Lessons Learned."

Student Actions:

- Share their observations from the video and graphic organizers.
- Contribute to the T-chart discussion.

Scaffolding Strategies:

- Use guiding questions to prompt participation: Why do you think Monarch became a symbol?
- Pair students for think-pair-share discussions before sharing with the class.

Elaborate (15 minutes)

- Group Discussion and Reflection Activity:
 - Divide students into small groups. Ask them to share their notes and identify common themes from the video.
 - Have the small group complete the Video Discussion and Reflection Group Activity.

Teacher Actions:

- 1. Divide students into small groups and assign them a creative task:
 - Create a short skit, poem, or poster that tells the story of Monarch.
 - Highlight Monarch's role in raising awareness about conservation.
- 2. Provide fact sheets or data about grizzly bears in California for additional context.
- 3. Encourage groups to consider how Monarch's story relates to modern conservation efforts.

Student Actions:

- Collaborate to create their skit, poem, or poster.
- Present their work to the class.

Scaffolding Strategies:

- Provide templates for posters (e.g., title, key events, lessons).
- Offer sentence starters for skits or poems: Monarch was important because...

Evaluate (5 minutes)

Teacher Actions:

- 1. Distribute an exit ticket with these prompts:
 - What is one thing you learned about Monarch the Grizzly Bear?
 - Why is it important to remember his story?
 - What can we do today to protect animals like Monarch?
- 2. Collect responses to assess understanding.

Student Actions:

Complete the exit ticket with thoughtful answers.

Scaffolding Strategies:

• Offer sentence frames: I learned that Monarch... or We can protect animals by...



Differentiation

For English Language Learners (ELL):

- Use bilingual resources and visuals.
- Pair with a buddy for group activities.

For Advanced Learners:

- Challenge them to research other conservation symbols and compare them to Monarch.
- Encourage them to propose ideas for wildlife conservation campaigns.

For Students with Special Needs:

- Provide additional one-on-one support during group activities.
- Allow alternative ways to share their work, such as oral presentations or drawings.

Assessment

Formative:

- Monitor participation in discussions and group work.
- Check graphic organizers for accuracy and completeness.

Summative:

- Evaluate creative projects for understanding of Monarch's story and its significance.
- Review exit tickets for clear articulation of key concepts.



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t 1	Pre-Vide	eo Reflection
1.	Look at	the California flag. What do you notice about the animal on the flag?
2.	Why do	you think a grizzly bear was chosen as a symbol for California?
3.	What d	o you think Monarch the Grizzly Bear's story might teach us about wildlife conservation
	Male e N	
	Video Nowatching	
nile	watching	otes ; the video, take notes on the following: :h's Story: What are the key events in Monarch's life?
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/hile 1. 2.	Monard Grizzlie Conser	the video, take notes on the following: ch's Story: What are the key events in Monarch's life? es in California: Why were grizzlies important to California's ecosystems and culture? evation Lessons: What lessons can we learn from Monarch's story?



Connected California: Grizzly Bears

Part 3: Group Activity

In your group, create a skit, poem, or poster about Monarch the Grizzly Bear. Use this table to plan your ideas:

Our Project Type:	Group Members:
What happened to Monarch?	
Why is Monarch's story important?	
What can we learn about protecting wildlife?	

Use your notes and creativity to complete your project. Be ready to share it with the class!

Part 4: Reflection Questions

Answer the following questions based on what you learned:

- 1. What surprised you the most about Monarch's story?
- 2. Why is it important to remember the story of Monarch and other animals like him?
- 3. What is one thing you can do to help protect wildlife in your community?



Part 5: Exit Ticket Write a short answer to this question: • What is one lesson from Monarch's story that you think is most important for us today?					



Monarch the Grizzly Bear Group Discussion and Reflection

Video Link

Monarch the Grizzly Bear



Summary of Video

Discover the story of Monarch, one of California's last grizzly bears. This specimen is on display in our California: State of Nature exhibit. This video is one of several on the subject of the California grizzly bear. The video also highlights the importance of understanding human-wildlife interactions and the cultural significance of grizzlies to Indigenous communities.

Reflection Questions

1. Who was Monard	ch the grizzly bear, and why is he an important part of California's history	/?
(Think about what y	ou learned about his life and his connection to the state.)	

2. How do you think Monarch's story helps people understand the relationship between humans and wildlife? (Consider what his life teaches us about how humans and animals interact.)

3. What can we learn from Monarch's story about protecting animals and their habitats today? (Think about how his story connects to caring for animals like grizzlies now.)

Video:

Monarch the Grizzly Bear

https://www.youtube.com/watch?v=UcgLIEJdi0w&list=PLS14biAqBAtE-RYxvhTbDnsqkq2Lu0R0j&index=16&pp=iAQB



Connected California: Grizzly Bears

Lesson 4: Grizzly as Healer Grade Level: Grades 3-5

Subject: Social Studies and Science

Duration: 60 minutes

Learning Objectives

- Students will explain the role of grizzly bears in the ecosystem and how they contribute to environmental health.
- Students will identify the relationships between organisms in an ecosystem and describe how the removal of one species (grizzly bears) can affect the entire ecosystem.
- Students will work collaboratively to explore how animals can influence the health of natural environments.
- Students will learn from California Native American perspectives and members of the Fernardeno Tataviam Band of Mission Indians.

Materials

- Internet access to play the video
- Chart paper or whiteboard
- Markers
- Student notebooks

Video Resource: Lesson 4: Grizzly as Healer

https://www.youtube.com/watch?v=ZZliBSaBgEI&list=PLS14biAqBAtE-RYxvhTbDnsqkq2Lu0R0j&index=27&pp=iAQB

Curriculum Themes: (Check that apply)		
☑History		
☐ Cultural Strengths		
☐ Law/Government		
✓ Relationship to Place		
☐ Cross Curricular Integration		

Instructional Standards:

NGSS (Next Generation Science Standards):

3-ESS3-1 Earth and Human Activity - Students can make a claim about the merit of a solution to a problem caused by humans impacting the environment.

5-LS2-1 Ecosystems: Interactions, Energy, and Dynamics - Students can develop a model to describe the movement of matter among producers, consumers, and decomposers in an ecosystem.

4-LS1-2 From Molecules to Organisms: Structure and Function - Students can use evidence to construct an explanation for how structures of organisms enable life to meet its needs.

California State Science Standards:

3-LS2-1 Interactions in Ecosystems - Organisms in ecosystems exchange energy and resources.

4-LS1-1 Structure and Function - Investigating structures of plants and animals and how they support life processes.

5-LS2-1 Energy Flow in Ecosystems - Students will model the flow of energy in an ecosystem.



Lesson Plan

Engage (10 minutes)

Spark interest and activate prior knowledge.

- Begin by asking students if they know what a grizzly bear is and what role animals play in ecosystems.

 Teacher Prompt: "What do you think happens if an animal is removed from its ecosystem, like a grizzly bear?"
- Show a brief clip of grizzly bears in their natural habitat (video or photos). Ask: "What do you notice about these animals and the places they live?"
- Pose the question: "How might an animal like a grizzly bear help heal or balance an environment?"

Scaffolding Tip: Provide vocabulary support if needed (e.g., ecosystem, role, balance, energy flow). Write key terms on the board.

Explore (20 minutes)

Allow students to explore and collect information.

- Watch the video: Play the "Grizzly as Healer" video for the class. https://www.youtube.com/watch?v=ZZliBSaBgEI&list=PLS14biAqBAtE-RYxvhTbDnsqkq2Lu0R0j&index=27&pp=iAOB
- Encourage students to take notes on what the grizzly bear does in the environment and how it interacts with other species.
- After watching the video, have students work in small groups to discuss their findings.
 - Prompt questions for group work:
 - What role does the grizzly bear play in its ecosystem?
 - How does the grizzly bear help balance or "heal" the environment?
 - What other animals or plants benefit from the grizzly's actions?
- As groups discuss, circulate and ask questions to prompt deeper thinking.

Scaffolding Tip: Provide a graphic organizer with a diagram for students to fill in as they watch the video (e.g., a chart with "Grizzly Bear Action," "Effect on Environment," and "Other Species Involved").

Explain (15 minutes)

Guide students to articulate their understanding and build on the concepts.

- After group discussions, ask each group to share their findings. Record these on the board or chart paper.
- Teacher Explanation:
 - Explain how grizzly bears impact the environment through their actions, such as digging for food, which helps spread seeds, or their role in controlling the population of other species. Discuss how this interconnects with the broader ecosystem.
 - Key Concepts: Grizzly bears are apex predators and scavengers that help maintain a balanced ecosystem by influencing the populations of other animals and plants.

Scaffolding Tip: Use visual aids like the ecosystem diagram to explain the flow of energy between different organisms (producers, consumers, decomposers).



Elaborate (15 minutes)

Group Discussion and Reflection Activity:

Divide students into small groups. Ask them to share their notes and identify common themes from the video. Have the small group complete the Video Discussion and Reflection Group Activity.

Encourage students to apply what they've learned to new contexts.

- Ask students to create a model (either drawing or a written description) of an ecosystem that includes the grizzly bear. They should label the different species and explain how the grizzly bear impacts each one.
 - Example Questions to Guide Students:
 - How does the grizzly bear interact with plants?
 - How do other animals rely on the grizzly bear?
 - What happens if the grizzly bear is removed from the ecosystem?
- Have students present their models to the class and discuss the interconnections they identified.

Scaffolding Tip: Pair students who need extra support with stronger students to ensure understanding and collaboration. Use sentence starters like, "The grizzly bear helps the environment by..."

Evaluate (10-15 minutes)

Assess student understanding of the lesson.

- Formative Assessment: Have students individually answer the following questions in their journals:
 - What role does the grizzly bear play in the ecosystem?
 - How does the removal of the grizzly bear affect the environment and other species?
 - O Do you think the grizzly bear is important for the health of the ecosystem? Why or why not?
- **Optional Exit Ticket:** Ask students to complete a short exit ticket where they draw or describe one way the grizzly bear "heals" the environment.

Scaffolding Tip: Provide sentence frames for students who need support in structuring their responses, such as, "The grizzly bear helps the environment by __because __."

Extensions::

- **Field Trip or Virtual Tour:** If possible, plan a visit to a local zoo or wildlife center where students can learn more about grizzly bears and their ecosystems.
- **Cross-curricular Link:** In a language arts class, students can write a story or an informational report from the perspective of a grizzly bear, describing their role in the environment.

Assessment:

- Formative: Group discussions, graphic organizers, and journal responses throughout the lesson.
- Summative: Evaluate student models and exit tickets for understanding of the grizzly bear's role in the ecosystem.

Reflection for Teachers:

After the lesson, reflect on the following:

- Were students able to understand the grizzly bear's role in its ecosystem?
- Did the scaffolding strategies help all students engage with the content?
- How can the lesson be adjusted to improve clarity or engagement in future lessons?



Connected California: Grizzly Lesson 4: Grizzly as Healer Student Worksheet Name:	Bears	
Date:		
Write a few s	nat Do You Know? know about grizzly bears? entences about what you think grizzly bears are like think they eat? Where do they live?	
	"ecosystem" mean to you? I it in your own words.	
— Part 2: While Watching the Vi Watch the video and take noto your thoughts.	deo – Take Notes! es on what the grizzly bear does in its environment. U	Jse the chart below to help you organize
Grizzly Bear Action	Effect on the Environment	Other Species Involved
Example: Digging for food	Helps spread seeds and create space for new plants	Plants, other animals



Part 3: After the Video - Discuss & Reflect

1. What did you learn about the grizzly bear's role in its ecosystem? Write at least 3 things the grizzly bear does to help its environment.

2. How do other animals or plants benefit from the actions of the grizzly bear? Explain one example of how another species depends on the grizzly bear.

Part 4: Create Your Ecosystem Model

- 1. **Draw an ecosystem diagram** that includes a grizzly bear. Label the different species (plants, animals) in the ecosystem and explain how the grizzly bear impacts each one.
 - Make sure to include at least three different species (plants, herbivores, carnivores, etc.).
 - Use arrows to show how energy or resources flow between them.



Part 5: Re	eflection - Your Opinion
1. [eflection – Your Opinion Do you think the grizzly bear is important for the health of its ecosystem? Why or why not? Write a paragraph with your thoughts.
Before yo	xit Ticket (Optional) ou leave, answer the following: How does the grizzly bear "heal" the environment?



(Write at least one sentence.)

Grizzly as Healer - California Academy of Science -

 $Fernardeno\ Tataviam\ Band\ of\ Mission\ Indians$

Group Discussion and Reflection

Video Link

Grizzly as Healer | California Academy of Sciences



Summary of Video

"Grizzly as Healer" by the California Academy of Sciences features insights from the Fernando Tataviam Tribe regarding the display of Monarch, one of California's last grizzly bears. It explores the cultural significance of grizzlies in Indigenous traditions, emphasizing their roles as symbols of strength and healing.

Reflection Questions

1. How is the grizzly bear seen as a healer in the cultures discussed in the video? (Think about the stories or beliefs that show how grizzlies help people.)

2. What qualities of the grizzly bear might make people think of it as a symbol of strength and healing? (Consider how grizzlies behave in the wild and what they represent.)

3. Why do you think it's important to share and remember stories about animals like the grizzly bear? (Think about how these stories can teach us lessons about nature and culture.)

Video:

https://www.youtube.com/watch?v=ZZliBSaBgEI&list=PLS14biAqBAtE-RYxvhTbDnsqkq2Lu0R0j&index=27&pp=iAQB



Connected California: Grizzly Bears

Lesson 5: Maintaining Connections with Land

Grade Level: Grades 3-5

Subject: Social Studies and Science

Duration: 60 minutes

Learning Objectives

- Students will understand the importance of maintaining connections to the land and how Indigenous peoples' practices support environmental sustainability.
- Students will identify traditional practices that help people live in harmony with nature and contribute to ecosystem health.
- Students will discuss how their actions can impact the environment and identify ways to create positive changes.
- Students will learn from California Native American perspectives and members of the Village of Xaapchivit.

Materials

- Internet access to play the video
- Chart paper or whiteboard
- Markers
- Student notebooks

Video Resource: Lesson 5: Maintaining Connections with Land

https://www.youtube.com/watch?v=3Iif uNiIVA&list=PLS14biAgBAtE-RYxvhTbDnsqkq2Lu0R0j&index=28&pp=iAQB

Curriculum Themes: (Check that apply)		
✓ History		
_ ,		
Cultural Strengths		
☐ Law/Government		
☑ Relationship to Place		
☐ Cross Curricular Integration		

Instructional Standards:

NGSS (Next Generation Science Standards):

3-ESS3-1 Earth and Human Activity - Students can make a claim about the merit of a solution to a problem caused by humans impacting the environment.

5-LS2-1 Ecosystems: Interactions, Energy, and Dynamics - Students can develop a model to describe the movement of matter among producers, consumers, and decomposers in an ecosystem.

4-LS1-2 From Molecules to Organisms: Structure and Function - Students can use evidence to construct an explanation for how structures of organisms enable life to meet its needs.

California State Science Standards:

3-LS2-1 Interactions in Ecosystems - Organisms in ecosystems exchange energy and resources.

4-LS1-1 Structure and Function - Investigating structures of plants and animals and how they support life processes.

5-LS2-1 Energy Flow in Ecosystems - Students will model the flow of energy in an ecosystem.



Lesson Plan

Engage (10 minutes)

Spark curiosity and activate prior knowledge.

- Begin by asking students, "What do you think it means to be connected to the land?"
 - Prompt students to think about people they know who have special connections to the places where they live,
 such as family traditions, farming, or cultural practices.
- Show a picture of an Indigenous community or images of landscapes where people interact with nature in sustainable ways. Ask, "How do you think people might live in harmony with the land instead of taking more than what's needed?"
- Pose a question to the class: "Why do you think it is important to take care of the land and maintain a connection to it?"

Scaffolding Tip: Provide vocabulary support by writing key terms on the board (e.g., connection, land, sustainable, ecosystem) and using visuals as needed.

Explore (20 minutes)

Allow students to gather information and make connections.

- Watch the video: Play the "Maintaining Connections with Land" video for the class.
 https://www.youtube.com/watch?v=3ljf uNjlVA&list=PLS14biAqBAtE-RYxvhTbDnsqkq2Lu0R0j&index=28&p
 p=iAQB
- Encourage students to take notes on the traditional practices discussed in the video and how they relate to the land.
- **Group Activity**: After watching the video, divide students into small groups to discuss what they learned. Ask them to focus on:
 - What traditional practices do Indigenous people use to connect to the land?
 - How do these practices help maintain a healthy environment?
 - How do humans and nature depend on each other?
- **Graphic Organizer**: Have each group complete a graphic organizer or Venn diagram comparing traditional Indigenous practices with modern ways of interacting with the environment.

Scaffolding Tip: Give sentence starters like, "One practice that helps the land is __," or "Indigenous peoples maintain the land by __," to help students articulate their thoughts.

Explain (15 minutes)

Guide students to deepen their understanding and connect new knowledge.

- After group discussions, invite each group to share their answers with the class. Write these answers on the board or chart paper.
- Teacher Explanation:

Explain that Indigenous peoples have been living in harmony with nature for thousands of years, and their practices focus on sustainability, respect for the land, and preserving resources for future generations. Talk about specific practices like controlled burning, planting native crops, or using natural resources without overharvesting.



- Key Concepts:
 - Sustainable practices help preserve ecosystems.
 - People's actions can have long-term effects on the environment.
 - Everyone has a responsibility to protect the land for future generations.

Scaffolding Tip: Use visuals like photos of Indigenous communities practicing traditional land management to reinforce key concepts.

Elaborate (15 minutes)

Group Discussion and Reflection Activity:

Divide students into small groups. Ask them to share their notes and identify common themes from the video. Have the small group complete the Video Discussion and Reflection Group Activity.

Encourage students to apply their learning in new ways.

• Individual Activity: Have students individually reflect on and write about one practice from the video that they think is important for the environment. They should explain why it's important and how they could apply it in their own lives.

Example: "What's one thing you can do to maintain a connection with the land and help take care of it? What's something you can do in your community to support a healthy environment?"

• Class Discussion: After students have completed their individual reflections, hold a class discussion about practical ways they can contribute to environmental sustainability in their own communities. For example, starting a recycling program, planting trees, or reducing waste.

Scaffolding Tip: Encourage students to share one idea with the class. If needed, prompt them with, "How can you help your environment in a small way every day?"

Evaluate (10-15 minutes)

Assess student understanding and provide closure.

- **Formative Assessment:** Ask students to write a short paragraph in their journals or on an exit ticket in response to the following question:
 - "Why is it important to maintain a connection with the land, and how can we use traditional practices to help protect the environment?"
- Exit Ticket: Have students complete an exit ticket with one thing they learned from the video and one action they can take to help the environment.

Example Exit Ticket Question: "Write down one traditional practice you learned about in the video, and describe how it helps the land."

Scaffolding Tip: Provide sentence frames for struggling writers, such as, "One way Indigenous peoples connect with the land is __," or "This practice helps the environment by __."



Extensions

- **Research Project:** Students can research a specific Indigenous community or tradition that helps the environment. They can present their findings in a report, poster, or presentation.
- **Field Trip or Guest Speaker:** If possible, arrange a visit to a local Indigenous community or have a guest speaker talk about land preservation and traditional practices.
- Cross-Curricular Activity: In art, students could create a poster illustrating a practice they've learned about, such as sustainable farming or managing forests.

Assessment:

- Formative: Group discussions, graphic organizers, and journal reflections.
- Summative: Paragraph responses and exit tickets to assess understanding of the content.

Reflection for Teachers:

After the lesson, reflect on the following:

- Were students able to connect traditional practices with sustainability and environmental health?
- Did the scaffolding strategies help all students engage with the content?
- What worked well in the group activities and discussions? What could be improved?



	cted California: Grizzly Bears
	5: Maintaining Connections with Land It Worksheet: Maintaining Connections with Land
Part 1:	Before the Video - What Do You Know?
	What does it mean to be connected to the land?
	Write a few sentences about how people might be connected to the land and why this is important.
2.	
	Write down any practices or actions you think people use to help take care of the earth.
Part 2:	While Watching the Video – Take Notes!
	the video and take notes on the following:
•	What are some traditional practices used to maintain a connection to the land?
	Write at least 3 practices you notice in the video.
	1
	2
	3
•	How do these practices help the environment?
	Write a sentence or two explaining the benefit of one of the practices you wrote above.



Part 3: After the Video - Reflect & Discuss 1. Why is it important to maintain a connection with the land? Write down your thoughts about why people should care for and protect the land. 2. How do humans and nature depend on each other? Write a short explanation of how people and nature rely on each other. Part 4: Create Your Own Action Plan 1. What is one thing you can do to help take care of the environment? Think about something you can do in your daily life or community to make the world a better place. 2. Draw a picture of what you can do to help the land. Create a simple drawing of the action you want to take. (For example: recycling, planting trees, picking up litter, etc.)

Part 5: Exit Ticket (Optional)

Before you leave, answer the following:

• What is one thing you learned from the video that helps the environment?

Write down one traditional practice from the video and explain how it helps the earth.



Maintaining Connections with Land - California Academy of Sciences - Village of Xaapchivit Group Discussion and Reflection

Video Link

Maintaining Connections with Land | California Academy of Sciences



Summary of Video

"Maintaining Connections with Land" by the California Academy of Sciences features insights from the Village of Xaapchivit on the significance of revitalizing land for grizzly bears. It explores the cultural and ecological importance of grizzlies, emphasizing the need to restore habitats to support their return. The video underscores the interconnectedness of species and the role of Indigenous knowledge in conservation efforts.

Reflection Questions

1.	Why is it important for people to stay connected to the land, as shown in the video?
	(Think about how the land helps people and how people care for it.)

2. What are some ways the people in the video maintain their connection to the land? (Consider the traditions, activities, or beliefs they share about the land.)

3. How can learning about these connections inspire us to take care of the land around us? (Think about how their actions might encourage us to respect nature.)

Video:

https://www.youtube.com/watch?v=3Ijf_uNjIVA&list=PLS14biAqBAtE-RYxvhTbDnsqkq2Lu0R0j&index=28&pp=iAQB



Connected California: Grizzly Bears

Lesson 6: Setting the Foundation for Grizzlies to Return

Grade Level: Grades 3-5

Subject: Social Studies and Science

Duration: 60 minutes

Learning Objectives

- Students will understand the importance of habitat restoration for grizzly bear conservation and the role of ecosystems in supporting wildlife.
- Students will explore how human activities impact the environment and how conservation efforts can help restore wildlife habitats.
- Students will investigate the role of grizzly bears in ecosystems and how their return can help balance the environment.
- Students will learn from California Native American perspectives and members of the Gabrieleno/Tongva tribe.

Materials

- Internet access to play the video
- Chart paper or whiteboard
- Markers
- Student notebooks
- Large poster paper (for group work)
- Printouts of photos or diagrams of grizzly bears and ecosystems (optional)

Video Resource: Lesson 6: Setting the Foundation for Grizzlies to Return

https://www.youtube.com/watch?v=e5ILG zQFKU&list=PLS14biAgBAtE-RYxvhTbDnsgkg2Lu0R0j&index=29&pp=iAQB

Curriculum Themes: (Check that apply)	
☑ History	
☐ Cultural Strengths	
☐ Law/Government	
✓ Relationship to Place	
Cross Curricular Integration	

Instructional Standards:

NGSS (Next Generation Science Standards):

- **3-LS4-4** Biological Evolution: Unity and Diversity Students can understand how living things are adapted to their environments and how ecosystems are interconnected.
- **4-ESS3-1** Earth and Human Activity Students can explain how human activities can impact the environment and the ecosystems within it.
- **5-ESS3-1** Earth and Human Activity Students can develop a model to describe how human actions impact natural environments.

California State Science Standards:

- **3-LS4-4** Biological Evolution: Unity and Diversity Adaptations of animals to their environments.
- 4-ESS3-1 Earth and Human Activity Human actions can affect the environment.
- 5-ESS3-3 Human Impacts on Earth Systems Analyzing human impacts on natural systems.



Lesson Plan

Engage (10 minutes)

Spark curiosity and activate prior knowledge.

- Question Prompt: Begin by asking students, "What do you know about grizzly bears? Where do they live, and what do they need to survive?"
 - Encourage students to think about the physical characteristics of grizzly bears, their habitats, and the importance of a balanced ecosystem.
- Quick Activity: Show a picture or diagram of a grizzly bear and ask, "What do you think it would take for a grizzly bear to live and thrive in a new area? What would they need?"
- **Vocabulary Pre-Teaching:** Write key terms on the board (e.g., ecosystem, habitat, restoration, conservation, biodiversity). Briefly define each term to ensure students have a solid understanding as they move through the lesson.

Scaffolding Tip: If students are unfamiliar with these terms, provide simple definitions and visuals. For example, "A habitat is where an animal lives, and an ecosystem is all the plants, animals, and the environment in that area."

Explore (20 minutes)

Allow students to gather information and make connections.

- Watch the video: Play the "Setting the Foundation for Grizzlies to Return" video for the class.
 - Video Link: Setting the Foundation for Grizzlies to Return

https://www.youtube.com/watch?v=e5ILG zQFKU&list=PLS14biAqBAtE-RYxvhTbDnsqkq2Lu0R0j&index=29&pp=iAQB

While watching, students should focus on:

- What challenges grizzly bears face when trying to return to an area?
- What is being done to restore their habitat and support their return?
- How does restoring a habitat help the environment as a whole?
- **Group Activity:** After watching the video, divide the class into small groups. Provide each group with a graphic organizer (e.g., a cause and effect chart or a T-chart). Ask students to answer these questions within their group:
 - What are the challenges grizzly bears face in returning to certain habitats?
 - What are the steps being taken to help grizzly bears return?
 - How might these efforts help other animals or plants in the ecosystem?

Scaffolding Tip: For students who need additional support, provide sentence starters (e.g., "One challenge grizzly bears face is __," "A solution being implemented is __") to help them organize their thoughts.

Explain (15 minutes)

Deepen student understanding and guide them to make connections between concepts.

- Teacher Explanation: Summarize key points from the video about the efforts to restore grizzly bear habitats, including:
 - How the reintroduction of grizzly bears can benefit the ecosystem.
 - The importance of a balanced ecosystem for biodiversity (e.g., how grizzly bears contribute to maintaining plant and animal populations).



- How habitat restoration efforts can support not only grizzly bears but also other species in the ecosystem.
- Key Concepts to Discuss:
 - o Grizzly bears are an important part of the ecosystem and can help maintain a balanced environment.
 - Habitat restoration involves planting trees, removing invasive species, and protecting natural resources.
 - o Grizzly bear populations were affected by human activities, such as hunting and land development.
- Class Discussion: Ask the class, "What do you think will happen if grizzly bears are successfully reintroduced to an area? How might other animals or plants benefit?"

Scaffolding Tip: Break down the information into smaller parts and check for understanding. Use visuals like diagrams or photos to support the explanations.

Elaborate (15 minutes)

Group Discussion and Reflection Activity:

Divide students into small groups. Ask them to share their notes and identify common themes from the video. Have the small group complete the Video Discussion and Reflection Group Activity.

Encourage students to apply their learning in a new context.

- Activity: Have students work in pairs or small groups to create a model of a restored ecosystem. Students should:
 - o Draw a map of the ecosystem where grizzly bears might be reintroduced.
 - o Identify other species (plants, animals) that live in this ecosystem.
 - Show how the return of grizzly bears might affect other parts of the ecosystem.
- Encourage students to think about food chains, shelter, and the balance of nature when designing their model.
- **Group Presentations:** After the models are complete, each group should present their ecosystem to the class, explaining how the reintroduction of grizzly bears might benefit the environment and other species.

Scaffolding Tip: Provide a simple template or worksheet with guiding questions to help students organize their ideas. For example: "What animals live in this area?" "How will the grizzly bears impact other species?"

Evaluate (10-15 minutes)

Assess student understanding and provide closure.

- Formative Assessment: Have students complete an exit ticket where they answer the following questions:
 - "What is one way that grizzly bears help maintain a balanced ecosystem?"
 - "Why is habitat restoration important for grizzly bear conservation?"
- Class Discussion/Reflection: Ask students to reflect on their learning by answering the following questions in their journals:
 - "How do human actions affect the ability of animals like grizzly bears to thrive in the wild?"
 - "What can we do to support wildlife conservation efforts in our own communities?"

Scaffolding Tip: Allow students time to think about their answers and provide sentence starters (e.g., "Grizzly bears help by __," "Humans can help by __") to assist students in organizing their reflections.



Extension

- **Research Project:** Have students choose an endangered species and research conservation efforts to help them. Students can present their findings to the class through posters or presentations.
- **Field Trip/Guest Speaker:** If possible, arrange a visit to a local wildlife reserve or have a guest speaker talk about conservation efforts for grizzly bears or other species.
- Art Project: In art class, students can create posters or models that promote wildlife conservation and the importance of protecting habitats.

Assessment:

- Formative: Group discussions, graphic organizers, and ecosystem model presentations.
- Summative: Exit tickets and journal reflections to assess understanding of habitat restoration and conservation.

Reflection for Teachers:

After the lesson, reflect on the following:

- Were students able to understand the importance of habitat restoration for grizzly bears and other wildlife?
- Did the scaffolding strategies support students in making connections to real-world conservation efforts?
- How effectively did the group work and model-building activities engage students?



	cted California: Grizzly Bears 6: Setting the Foundation for Grizzlies to Return
	t Worksheet: Setting the Foundation for Grizzlies to Return
Date: _	
Part 1:	Before the Video - What Do You Know?
1.	What do you already know about grizzly bears?
	Write a few sentences about what you know regarding grizzly bears. Where do they live? What do they eat?
2.	Why do you think it might be important to bring grizzly bears back to certain areas? Write down your thoughts on why grizzly bears might need to return to a specific habitat or area.
•	watch the video, write down key points about: What challenges do grizzly bears face when trying to return to certain areas?
•	What steps are being taken to restore the grizzly bear's habitat?
•	How does restoring the habitat benefit other animals or the environment?
	NASMC

Part 3: After the Video - Reflection and Understanding 1. What is one reason why habitat restoration is important for grizzly bears? Write down your answer explaining why it is important to restore the grizzly bear's habitat. 2. How do grizzly bears help maintain a balanced ecosystem? Write a few sentences on how grizzly bears play a role in keeping the environment balanced. Part 4: Creating Your Own Ecosystem Model 1. Draw a simple map of an ecosystem where grizzly bears live or could be reintroduced. • Include animals, plants, and any important natural features like rivers or forests. o Label key elements in your ecosystem. 2. Explain how the return of grizzly bears could affect other species in this ecosystem. Write a sentence or two describing how the presence of grizzly bears might impact other animals or plants in the area.

Part 5: Exit Ticket (Optional) Before leaving class, answer the following: • What is one thing you learned today that could help protect the environment or support wildlife conservation?		
	Write one idea from the lesson that you think could help protect the land or wildlife.	

Setting the Foundation for Grizzlies to Return California Academy of Sciences - Gabrieleno/Tongva Group Discussion and Reflection

Video Link

Setting the Foundation for Grizzlies to Return | California Academy of Sciences



Summary of Video

"Setting the Foundation for Grizzlies to Return" by the California Academy of Sciences highlights the efforts of younger generations of the Tongva tribe in stewarding land to safeguard species. It emphasizes the importance of cultural and ecological restoration in creating a suitable habitat for the potential reintroduction of grizzly bears to California.

Reflection Questions

1.	What steps are people taking to prepare for the return of grizzlies to California?
	(Think about what they are doing to make sure grizzlies can live safely and thrive.)

2. Why is it important to set a strong foundation before bringing grizzlies back to California? (Consider what grizzlies need to survive and how people and grizzlies can live together.)

3. How do you think bringing grizzlies back could help the environment and the people in California? (Think about the role grizzlies play in nature and their cultural significance.)

Video:

https://www.youtube.com/watch?v=e5ILG_zQFKU&list=PLS14biAgBAtE-RYxvhTbDnsgkg2Lu0R0j&index=29&pp=iAQB



Connected California: Grizzly Bears

Lesson 7: Respect, Reciprocity, and Reverence

Grade Level: Grades 3-5

Subject: Social Studies and Science

Duration: 60 minutes

Learning Objectives

- Students will explore the concepts of respect, reciprocity, and reverence within Indigenous knowledge systems.
- Students will understand how these values contribute to sustainable practices and environmental conservation.
- Students will reflect on the importance of maintaining balanced relationships with the land and nature.
- Students will apply these concepts by discussing ways they can show respect, reciprocity, and reverence for their local environment.
- Students will learn from California Native American perspectives and members of the Gabrieleno/Tongva tribe.

Materials

- Internet access to play the video
- Chart paper or whiteboard
- Markers
- Student notebooks

Video Resource: Lesson 7: Respect, Reciprocity, and Reverence

https://www.youtube.com/watch?v=gh2YDztv_cQ&list=PLS14biAqBAtE-RYxvhTbDnsqkq2Lu0R0j&index=30&pp=iAQB

Curriculum Themes: (Check that apply)		
☑History		
☐ Cultural Strengths		
☐ Law/Government		
☑ Relationship to Place		
Cross Curricular Integration		

Instructional Standards:

NGSS (Next Generation Science Standards):

3-ESS3-1 Earth and Human Activity - Students can engage in discussions about how human activities affect the environment and the importance of conserving resources.

4-LS1-1 From Molecules to Organisms - Students will learn about the interdependence between living organisms and their environment.

5-PS3-1 Energy - Students explore how the actions of humans impact the flow of energy through ecosystems and the importance of sustainable practices.

California State Standards:

3-LS4-4 Biological Evolution: Unity and Diversity - Students understand the importance of balancing human activities with environmental sustainability.

4-ESS3-1 Earth and Human Activity - Students can explain the impact of human actions on the environment and why sustainability practices are vital for the health of ecosystems.

5-ESS3-1 Earth and Human Activity - Students analyze and develop solutions for preserving natural environments based on knowledge of ecosystems.



Lesson Plan

Engage (10-15 minutes)

Spark curiosity and activate prior knowledge.

- Warm-up Question: Ask students, "What do you think it means to show respect to nature? How do you think people might show respect to the land or animals?"
 - Encourage students to brainstorm ideas, possibly touching on concepts of caring for the environment, protecting animals, or sustainability.
- **Quick Pair Share:** Have students talk with a partner about ways they show respect for nature. Do they recycle? Do they help plant trees or gardens?

This will allow students to start thinking about these values in their own lives.

- **Vocabulary Pre-Teaching:** Write key terms on the board (e.g., respect, reciprocity, reverence, sustainability). Define each term with simple language and examples:
 - Respect: Showing care for others and the environment.
 - o Reciprocity: Giving back in return for something, such as giving back to nature what it gives to us.
 - Reverence: Deep respect and awe, particularly for nature.

Scaffolding Tip: For students who may struggle with these concepts, provide simple visuals or examples. For example, "When we plant trees, we respect the earth by taking care of it, and we give back by helping it grow."

Explore (20 minutes)

Allow students to gather information and make connections.

- Watch the video: Show the video "Respect, Reciprocity, and Reverence."
 - Ask students to focus on the following questions as they watch:
 - o How do the Indigenous peoples in the video demonstrate respect for the land and animals?
 - What practices do they use to ensure reciprocity (giving back to nature)?
 - Why do they feel reverence toward the environment?
- **Small Group Activity:** After watching the video, break the class into small groups. Have each group answer these questions using a graphic organizer (e.g., T-chart or Venn diagram):
 - What does respect, reciprocity, and reverence look like in practice?
 - How can we show respect, reciprocity, and reverence in our community or school?

Scaffolding Tip: Provide sentence starters for students who may need support:

•	"Respect means"
•	"Reciprocity looks like

"Reverence is when we ____."

Explain (15-20 minutes)

Deepen student understanding and guide them to connect concepts.

- Class Discussion: After the small group activity, facilitate a class-wide discussion about what students learned from the video. Use the following guiding questions:
 - "Why is reciprocity important for environmental sustainability?"
 - "What practices can we adopt in our own lives to show respect for the environment?"
 - "How does the idea of reverence connect to taking care of the planet for future generations?"



- **Teacher Explanation:** Summarize the key ideas from the video:
 - o Respect: How Indigenous peoples honor the land and animals by considering their needs.
 - Reciprocity: The practice of giving back to the land and animals, such as through sustainable hunting, planting, or protecting natural resources.
 - **Reverence:** The deep respect Indigenous peoples feel for nature and its sacredness, inspiring responsible stewardship of the earth.

Scaffolding Tip: To support comprehension, present visuals and examples of sustainable practices like responsible fishing or agriculture, or use short video clips to reinforce these values.

Elaborate (15 minutes)

Group Discussion and Reflection Activity:

Divide students into small groups. Ask them to share their notes and identify common themes from the video. Have the small group complete the Video Discussion and Reflection Group Activity.

Encourage students to apply their learning to new situations.

- Activity: Have students design a "Respect, Reciprocity, and Reverence" action plan for their school or community. Ask them to create a poster or action list that includes:
 - How they can show respect for local plants, animals, and natural resources.
 - Ways they can practice reciprocity by giving back to their community or environment.
 - Ideas for how they can show reverence for nature.
- **Group Work:** In small groups, students will brainstorm actions they can take, such as planting trees, cleaning up a local park, or starting a recycling program.

Scaffolding Tip: Provide sentence starters or prompts for students who need assistance. For example, "One way we can show respect for nature is by ____."

Evaluate (10 minutes)

Objective: Assess student understanding and provide closure.

- Formative Assessment: Have students individually complete a short reflection in their journals:
 - "What is one thing you can do to show respect for nature?"
 - "Why is it important to give back to the environment?"
 - "How can showing reverence for the land help future generations?"
- **Exit Ticket:** Before leaving class, ask each student to share one action they will take to show respect, reciprocity, or reverence in their own life.

Scaffolding Tip: For students who need support, provide a list of ideas (e.g., recycling, planting, conserving water) to help them reflect.



Extension

- **Research Project:** Have students research Indigenous cultures in their area or region and learn about traditional practices that show respect and reverence for nature. Students can present their findings to the class.
- **Field Trip:** If possible, arrange a visit to a local cultural center, museum, or natural reserve where students can learn more about how Indigenous people have managed and respected the land for generations.

Assessment:

- Formative: Participation in group activities, class discussions, and graphic organizers.
- **Summative:** Journals, exit tickets, and action plans demonstrating students' understanding of respect, reciprocity, and reverence in environmental practices.

Reflection for Teachers:

After the lesson, reflect on the following:

- Were students able to understand and apply the concepts of respect, reciprocity, and reverence in the context of sustainability and environmental stewardship?
- How effectively did the video help students connect Indigenous knowledge to real-world practices for environmental protection?
- Were students able to create actionable plans for demonstrating these values in their own lives?



Lesson 7: Respect, Reciprocity, and Reverence
Student Worksheet
Name:
Date:
Part 1: What Does Respect, Reciprocity, and Reverence Mean? 1. Define each of the following terms based on what you learned from the video. • Respect:
• Reciprocity:
Reverence:
Part 2: Key Ideas from the Video While watching the video, pay attention to the following questions and take notes. How do Indigenous people show respect for the land and animals?
What are some examples of reciprocity (giving back to nature) mentioned in the video?
Why is reverence for nature so important in Indigenous cultures?



Part 3: Your Connection to Respect, Reciprocity, and Reverence How can you show respect for nature in your daily life? (For example: taking care of plants, reducing waste, conserving water.) What is one way you can practice reciprocity with the environment? (Think about how you can give back to nature, like recycling, planting, or cleaning up.) How can you show reverence for the environment in your community? (Consider actions such as protecting local wildlife, learning about nature, or sharing your knowledge.) Part 4: Action Plan Create an action plan to show respect, reciprocity, and reverence in your community. Draw a picture or write a list of things you and your family, school, or community could do to show respect for the land, give back to nature, and honor the earth.

Part 5: Reflection Exit Ticket: Before you finish the worksheet, answer this question: • What is one new thing you learned today that will help you show respect for the environment?

Respect, Reciprocity, and Reverence California Academy of Sciences - Gabrieleno/Tongva Group Discussion and Reflection

Video Link

Respect, Reciprocity, and Reverence | California Academy of Sciences



Summary of Video

"Respect, Reciprocity, and Reverence" by the California Academy of Sciences features insights from a member of the Tongva tribe on settler colonialism and Indigenous worldviews. It discusses the extinction of the California grizzly bear and the significance of the Monarch specimen displayed in the Academy's "California: State of Nature" exhibit. The video emphasizes the importance of integrating Indigenous perspectives in understanding and preserving natural history.

Reflection Questions

1. What do respect, reciprocity, and reverence mean, and how do they relate to how people interact with nature in the video?

(Think about how these ideas guide the way people treat the environment and animals.)

2. What examples from the video show how people show respect for the land and animals? (Consider specific actions or traditions that demonstrate these values.)

3. How can practicing reciprocity, or giving back to nature, help protect the environment? (Think about why it's important to give back instead of just taking from nature.)

Video:

https://www.youtube.com/watch?v=gh2YDztv_cQ&list=PLS14biAqBAtE-RYxvhTbDnsqkq2Lu0R0j&index=30&pp=iAQB



Connected California: Grizzly Bears

Lesson 8: New Conversations about Grizzlies

Grade Level: Grades 3-5

Subject: Social Studies and Science

Duration: 60 minutes

Learning Objectives

- Students will understand the role of grizzly bears in their ecosystem.
- Students will explore the impact of human activity on grizzly bears and their habitats.
- Students will engage in discussions about how people and wildlife can coexist, focusing on the importance of conservation efforts for grizzly bears.
- Students will explore real-world solutions to help conserve grizzly bear populations.
- Students will learn from California Native American perspectives and members of the Gabrieleno/Tongva tribe.

Materials

- Internet access to play the video
- Chart paper or whiteboard
- Markers
- Student notebooks

Video Resource: Lesson 8: New Conversations about Grizzlies

https://www.youtube.com/watch?v=ByRNGA5kbbY&list=PLS14biAqBAtE-RYxvhTbDnsqkq2Lu0R0j&index=31&pp=iAQB

Curriculum Themes: (Check that apply)	
☑ History	
☐ Cultural Strengths	
☐ Law/Government	
☑ Relationship to Place	
☐ Cross Curricular Integration	

Instructional Standards:

NGSS (Next Generation Science Standards):

3-LS4-4 Biological Evolution: Unity and Diversity – Students will understand how organisms, including grizzly bears, interact with their environments and the importance of maintaining biodiversity.

4-ESS3-1 Earth and Human Activity – Students will learn about the impact of human activity on the environment and the importance of conservation.

5-PS3-1 Energy – Students will explore how ecosystems, including those with grizzly bears, rely on energy flow and conservation to maintain balance.

California State Standards:

3-LS4-3 From Molecules to Organisms: Structures and Processes – Students investigate how animals, including grizzly bears, adapt to their environment.

4-ESS3-1 Earth and Human Activity – Students explain how human actions impact the environment, focusing on conservation of species like grizzly bears.

5-ESS3-1 Earth and Human Activity – Students explore the conservation of species like grizzly bears through sustainable practices.



Lesson Plan

Engage (10-15 minutes)

Spark curiosity and activate prior knowledge.

- Warm-up Question: Write the question "What do you know about grizzly bears?" on the board.

 Allow students to share their thoughts and write their responses on the board.

 Encourage students to discuss where grizzly bears live, what they eat, and any other interesting facts they know.
- **Discussion:** Ask, "Why do you think grizzly bears are important in the ecosystem?"

 Let students brainstorm ideas about the role of grizzly bears in nature. Prompt with examples like "Do they help other animals or plants?"
- **Visuals:** Show pictures of grizzly bears in their natural habitats and discuss briefly how they interact with their environment.

Scaffolding Tip: For students who are unfamiliar with grizzly bears, provide additional background knowledge on their habits and ecosystems (e.g., they are top predators and play an important role in food webs).

Explore (20 minutes)

Allow students to gather information and make connections through video analysis.

• Watch the Video: Show the video "New Conversations about Grizzlies".

Ask students to pay attention to the following key points:

- How are grizzly bears important to the ecosystem?
- What are some challenges grizzly bears face in the wild today?
- What is being done to conserve grizzly bears and their habitat?
- Guided Note-Taking:

As students watch the video, encourage them to take notes on these key points. Use a graphic organizer (e.g., T-chart) to record:

- o Positive Impacts of Grizzly Bears on Ecosystems
- o Challenges Facing Grizzly Bears
- Conservation Efforts for Grizzly Bears

Scaffolding Tip: Provide sentence starters or guiding questions for students who may need extra support:

- "One way grizzly bears help their ecosystem is by _____."
- "One challenge grizzly bears face is ____."
- "Grizzly bear conservation efforts include ____."

Explain (15-20 minutes)

Deepen student understanding through teacher explanation and class discussion.

• Class Discussion: After watching the video, ask the class to share their notes and ideas. Write down their responses on the board.

Use these questions to guide the discussion:

- "How do grizzly bears contribute to maintaining a balanced ecosystem?"
- "What human activities have impacted grizzly bear populations?"
- "What are some conservation efforts that are working to protect grizzly bears?"



- **Teacher Explanation:** Explain how grizzly bears are a keystone species, meaning their presence and actions help regulate the environment around them. Discuss the importance of biodiversity and the need for conservation to prevent the extinction of important species like grizzly bears.
- Key Concepts to Emphasize:
 - o Grizzly bears are top predators and help control populations of other animals.
 - Human activities such as habitat destruction, poaching, and climate change have negatively impacted grizzly populations.
 - Conservation efforts include habitat restoration, legal protection, and education programs to promote coexistence between humans and bears.

Scaffolding Tip: Use visuals, such as infographics or short video clips, to reinforce the concepts of keystone species and conservation efforts.

Elaborate (15 minutes)

Group Discussion and Reflection Activity:

Divide students into small groups. Ask them to share their notes and identify common themes from the video. Have the small group complete the Video Discussion and Reflection Group Activity.

Encourage students to apply their knowledge to new situations and discuss real-world solutions.

• Activity: Have students work in small groups to design a "Grizzly Bear Conservation Plan" for a local wildlife area or national park.

The plan should include:

- Ways to protect grizzly bear habitats.
- Steps to reduce human impact on bear populations (e.g., preventing poaching, reducing waste).
- Educational programs to teach people about grizzly bears and conservation efforts.
- **Presentations:** Each group will present their plan to the class, explaining the strategies they would use to protect grizzly bears and their habitats.

Scaffolding Tip: Provide graphic organizers or templates for students to map out their plans. Offer suggestions or examples to guide students in their planning.

Evaluate (10 minutes)

Assess student understanding and provide closure.

• Exit Ticket:

Before students leave, ask them to complete the following on a post-it note or index card:

- One thing I learned today about grizzly bears is...
- One action I can take to help protect grizzly bears is...
- **Formative Assessment:** Review the students' notes, group discussions, and action plans. Assess their understanding of grizzly bear conservation and their ability to apply the knowledge gained in the lesson.

Scaffolding Tip: For students who may need extra support in reflecting on their learning, provide sentence starters for the exit ticket or encourage them to discuss their answers with a partner first.



Extension

- **Field Trip:** If possible, arrange a visit to a local wildlife sanctuary, national park, or zoo that features grizzly bears. Students can learn about the animals up close and see conservation efforts in action.
- **Research Project:** Have students research a particular conservation effort or grizzly bear habitat restoration project. They can present their findings to the class.

Assessment:

- **Formative:** Participation in class discussions, graphic organizers, and group work.
- Summative: Exit ticket reflections and "Grizzly Bear Conservation Plan" presentations.

Reflection for Teachers:

After the lesson, reflect on the following:

- Were students able to connect the importance of grizzly bears to the broader concept of ecosystem health?
- Did students understand the challenges grizzly bears face and the role conservation plays in their survival?
- Were students able to apply their knowledge of conservation efforts in the design of their action plans?



Connected California: Grizzly Bears Lesson 8: New Conversations about Grizzlies
Student Worksheet: New Conversations about Grizzlies
Name: Date:
Part 1: Key Vocabulary Write the definition of each term based on what you learned in the video. 1. Grizzly Bear
2. Ecosystem
3. Keystone Species
4. Conservation
Part 2: Video Reflection Watch the video "New Conversations about Grizzlies" and answer the following questions. Why are grizzly bears important to their ecosystem?
What are some challenges that grizzly bears face in the wild today?
What conservation efforts are being made to protect grizzly bears and their habitat?



Part 3: Group Discussion After watching the video, discuss these questions with your group. Write down your group's ideas.	
How do you think people can help protect grizzly bears and their habitats?	
What can you do in your daily life to help wildlife conservation, including grizzly bears?	
Part 4: Conservation Plan	
Create your own plan to help protect grizzly bears and their habitats. Use the spaces below to outline your ideas.	
Ways to protect grizzly bear habitats:	
Steps to reduce human impact on grizzly bear populations (e.g., preventing poaching, reducing waste):	
Educational programs or actions to teach people about grizzly bear conservation:	



Part 5: Exit Ticket Before you leave, answer the following: What is one thing you learned today that will help you protect wildlife, including grizzly bears? What is one action you can take to help protect grizzly bears and their environment?



New Conversations about Grizzlies - CA Academy of Sciences Group Discussion and Reflection

Video Link

New Conversations about Grizzlies | California Academy of Sciences



Summary of Video

"New Conversations About Grizzlies" by the California Academy of Sciences examines the extinction of California's grizzly bears, emphasizing the importance of integrating cultural perspectives and scientific research to understand their history. It highlights the story of Monarch, one of the last known California grizzlies, and discusses the potential for the species' reintroduction to the state.

Reflection Questions

1.	What new ideas or conversations about grizzlies were shared in the video, and why are they important?
	(Think about how these ideas might change the way people think about grizzlies.)

2. How can learning about grizzlies help people make decisions about bringing them back to California? (Consider what people need to understand about grizzlies and their role in nature.)

3. What do you think is the most important thing people should do to prepare for grizzlies returning, and why? (Think about what the video says about creating a balance between humans and wildlife.

Video: https://www.youtube.com/watch?v=ByRNGA5kbbY&list=PLS14biAqBAtE-RYxvhTbDnsqkq2Lu0R0j&index=31&pp=iAQB



Connected California: Grizzly Bears

Lesson 9: Maidu Bear Dances Grade Level: Grades 3-5

Subject: Social Studies and Science

Duration: 60 minutes

Learning Objectives

- Students will explore the cultural significance of the Maidu Bear Dance and its connection to nature.
- Students will understand the Maidu people's respectful relationship with the land and animals.
- Students will investigate the importance of traditional cultural practices in environmental sustainability and conservation.
- Students will learn from California Native American perspectives and members of the Maidu tribe.

Materials

- Internet access to play the video
- Chart paper or whiteboard
- Markers
- Student notebooks

Video Resource: Lesson 9: Maidu Bear Dances

https://www.youtube.com/watch?v=nTDvHChONbA&list=PLS14biAqBAtE-RYxvhTbDnsqkq2Lu0R0j&index=32&pp=i AQB

Curriculum Themes: (Check that apply)				
✓ History				
☐ Cultural Strengths				
☐ Law/Government				
✓ Relationship to Place				
☐ Cross Curricular Integration				

Instructional Standards:

NGSS (Next Generation Science Standards):

3-LS2-1 Ecosystem Interactions – Students will explore how humans, animals, and nature interact and how cultural practices, like the Maidu Bear Dance, connect people with their environment.

4-ESS3-1 Earth and Human Activity – Students will learn about the importance of respecting and maintaining natural resources, focusing on how the Maidu people respect and honor animals through cultural practices.

5-ESS3-1 Earth and Human Activity – Students will understand how indigenous cultures like the Maidu have developed sustainable practices for living with nature.

California State Standards:

3-SS3.1.3 Understanding Native American Tribes and their cultural practices.

4-SS3.1.1 Exploration of native groups, focusing on their traditions and sustainability practices.

5-SS5.1.3 Native American history, including the role of animals in indigenous cultures.



Lesson Plan

Engage (10-15 minutes)

Spark curiosity and activate prior knowledge.

- Warm-up Question: Write "What do you know about Native American cultures and their connection to animals?" on the board.
 - Ask students to share their ideas and write them down on the board. This will activate prior knowledge and get them thinking about the cultural importance of animals.
- **Discussion:** Ask students, "What do you think is the role of animals in different cultures? Why might animals, like bears, be honored in special ways?"
- Introduction to the Maidu: Briefly introduce the Maidu people and their historical connection to the land, using visuals or a brief story. Highlight that the Maidu people have deep respect for the environment, and the Bear Dance is an important cultural tradition.

Scaffolding Tip: For students who may need extra support in connecting the content, offer a brief background on other Native American practices, such as the role of animals in their myths or ceremonies.

Explore (20 minutes)

Allow students to gather information and make connections through video analysis.

• Watch the Video: Show the "Maidu Bear Dances" video. Lesson 9: Maidu Bear Dances

https://www.youtube.com/watch?v=nTDvHChONbA&list=PLS14biAqBAtE-RYxvhTbDnsqkq2Lu0R0j&index=32&pp=iAQB

Ask students to pay attention to:

- The significance of the Bear Dance in Maidu culture.
- The roles animals, particularly the bear, play in Maidu spirituality and daily life.
- How the Maidu people honor and respect the bear.
- Guided Note-Taking:

Provide students with a graphic organizer (T-chart or mind map) to take notes on:

- Cultural Significance of the Bear Dance
- o Role of the Bear in Maidu Culture
- o Environmental and Spiritual Connections

Scaffolding Tip: For students who might have trouble with note-taking, offer sentence starters like:

- "The Bear Dance is important because ____."
- "The Maidu people believe that the bear represents ____."

Explain (15-20 minutes)

Deepen student understanding through teacher explanation and class discussion.

- Class Discussion: After the video, ask students to share their notes and ideas. Write down their responses on the board. Use the following questions to guide the discussion:
 - "Why do you think the Maidu people hold such a deep respect for bears?"
 - "How does the Bear Dance show a connection to nature?"
 - "What role do animals play in cultural traditions? Can you think of other animals that might be honored in different cultures?"
- **Teacher Explanation:** Explain that the Maidu Bear Dance is not just a performance, but a ceremony that connects the Maidu people to the bear spirit and to the earth. It teaches respect, reverence, and the importance of conservation.



• Key Concepts to Emphasize:

- The Bear Dance is an expression of the relationship between humans and animals, where animals are respected and celebrated.
- Through this tradition, the Maidu ensure that they live in balance with nature and promote sustainability.

Scaffolding Tip: Use visual aids, such as images of the Bear Dance, to reinforce the concepts of respect and connection to nature. Provide real-life examples from other indigenous cultures to broaden understanding.

Elaborate (15 minutes)

Group Discussion and Reflection Activity:

Divide students into small groups. Ask them to share their notes and identify common themes from the video. Have the small group complete the Video Discussion and Reflection Group Activity.

Evaluate (10 minutes)

Assess student understanding and provide closure.

• Exit Ticket:

Before students leave, have them answer the following question on a post-it note or index card:

- "One thing I learned today about the Maidu Bear Dance is ____."
- "One way I can show respect for animals or nature is ____."
- Formative Assessment: Review the exit tickets and student projects to assess their understanding of the Maidu Bear Dance, its cultural significance, and the connection between culture and environmental sustainability.

Scaffolding Tip: For students who may struggle to articulate their reflections, provide prompts or work with them one-on-one to help clarify their thoughts.

Extensions (Optional):

- **Field Trip:** If possible, visit a local museum or cultural center to learn more about Native American traditions, particularly those that involve animal reverence and conservation.
- Research Project: Assign students to research another Native American group and their traditions related to animals, conservation, or ceremonies, and have them present their findings to the class.

Assessment:

- Formative: Participation in class discussions, note-taking, and group activities.
- Summative: Exit ticket reflections and "Respect for Nature" projects.

Reflection for Teachers:

After the lesson, reflect on the following:

- Did students make connections between cultural traditions and environmental conservation?
- Were students able to understand the importance of respecting and honoring nature in the same way the Maidu people do?
- Were students engaged and able to create their own respectful representations of nature?



Connected California: Grizzly Bears Lesson 9: Maidu Bear Dances Student Worksheet			
Write th	Key Vocabulary ne definition of each term based on what you learned in the video. Maidu People		
2.	Bear Dance		
3.	Cultural Tradition		
4.	Reverence		
Watch t	/ideo Reflection he video "Maidu Bear Dances" and answer the following questions. the Bear Dance important to the Maidu people?		
How do	the Maidu people show respect for bears and other animals through the Bear Dance?		
What m	essage do you think the Bear Dance sends about the relationship between humans and nature?		



Part 3: Group Discussion In your group, discuss these questions and write down your answers. How can we show respect for animals and nature in our everyday lives?		
Why do you think it is important to learn about and understand other cultures, like the Maidu?		
Reflection		
Before you leave, answer these questions:		
What is one thing you learned today about the Maidu Bear Dance?		
What is one way you can show respect for nature or animals?		



Maidu Bear Dances - California Academy of Sciences - Maidu Group Discussion and Reflection

Video Link

Maidu Bear Dances | California Academy of Sciences



Summary of Video

"Maidu Bear Dances" by the California Academy of Sciences explores the significance of the Bear Dance, or Wedam ceremony, in Maidu culture. This annual spring ritual honors creation and pays homage to the grizzly bear and rattlesnake, symbolizing the Maidu's deep connection to nature. The video highlights the enduring importance of this tradition in preserving cultural heritage and fostering community among the Maidu people.

Reflection Questions

1.	What is the significance of the Maidu Bear Dance, and why do you think it is an important tradition?
	(Think about what the dance represents and how it connects people to bears and their culture.)

2. How does the Maidu Bear Dance show respect for bears and nature? (Consider the movements or messages in the dance that reflect respect for the bear and the environment.)

3. What can we learn from the Maidu Bear Dance about the relationship between humans and animals? (Think about how traditions like the Bear Dance teach us to live in harmony with nature.)

Video: https://www.youtube.com/watch?v=nTDvHChONbA&list=PLS14biAqBAtE-RYxvhTbDnsqkq2Lu0R0j&index=32&pp=iAQB

