

# Faces™

## Bears

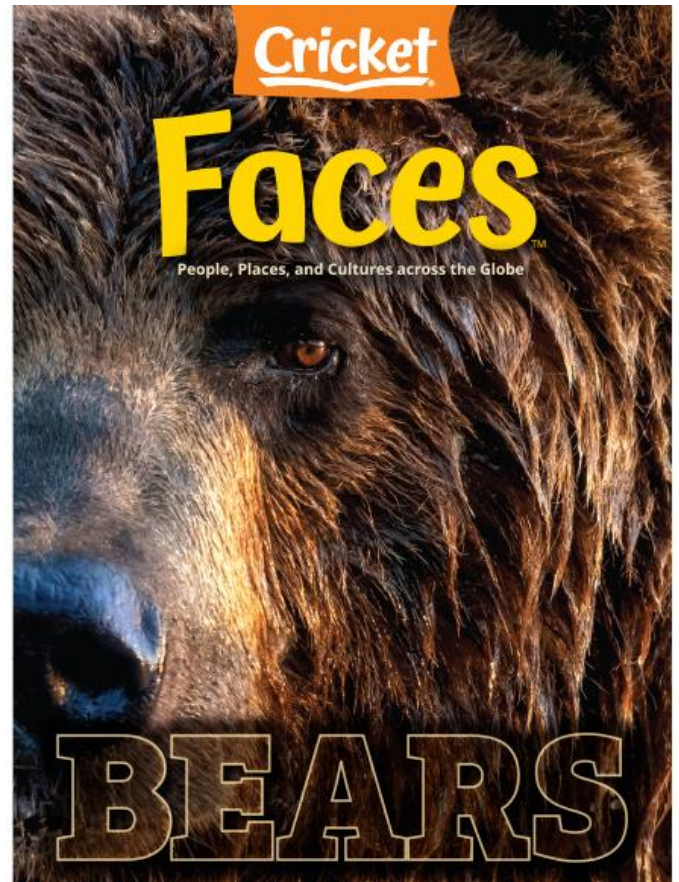
Although bears have walked the earth for over 30 million years, only eight different species of the animal exist today. It seems we have been taught to love the stuffed teddy bear and to fear the wild bear. This issue of FACES magazine explores the stories behind the myths, as well as the realities of the wild bear.

## CONVERSATION QUESTION

How do bears impact our world?

## TEACHING OBJECTIVES

- Students will learn about the eight different species of bears worldwide.
- Students will learn about the constellations of Ursa Major and Ursa Minor, known as the “two bears.”
- Students will learn about Katami National Park’s “Fat Bear Week.”
- Students will distinguish between facts and opinions.
- Students will examine cultural perspectives.
- Students will use a map to explain relationships between geographical locations.
- Students will research bear protection and recovery programs in the United States.
- Students will write a constellation myth.
- Students will use a mathematical process to solve word problems.



In addition to supplemental materials focused on core Social Studies skills, this flexible teaching tool offers vocabulary-building activities, questions for discussion, and cross-curricular activities.

## SELECTIONS

- **The Bear Facts**  
Expository Nonfiction
- **Two Bears in the Sky**  
Expository Nonfiction
- **Fat Bear Week**  
Expository Nonfiction

# Faces® Teacher Guide: February 2024

## The Bear Facts

### pp. 9–11, Expository Nonfiction

This article introduces readers to the eight various species of bears throughout the world. From the black bear to the moon bear, the text details the traits and characteristics of each type of bear.



## RESOURCES

Facts and Opinions: Bear in Mind

## OBJECTIVES

- Students will learn about the eight different species of bears worldwide.
- Students will distinguish between fact and opinion statements.
- Students will research bear protection and recovery programs in the United States.

## KEY VOCABULARY

- **keen** (p. 9) highly developed
- **distinctive** (p. 10) having a quality or characteristic that makes something different from others
- **inhibits** (p. 11) prevents an action or process

## ENGAGE

**Conversation Question:** How do bears impact our world?

Entice students into a game of “20 Questions” in which they will try to guess the topic of the article (bears). In this game, the players are allowed to ask yes/no questions one by one in order to unravel the mystery. Instead of calling out the answer, have students write their guess on a piece of paper after each question. At the end of the questions, did all students have the word “bear” written?

## INTRODUCE VOCABULARY

Post and review the three vocabulary words and definitions. Allow students to roll a die for vocabulary activities.

- 1 = Use the word in a sentence.
- 2 = Draw a picture illustrating the word.
- 3 = List two antonyms for the word.
- 4 = List two synonyms for the word.
- 5 = Break the word into syllables and list the part of speech.
- 6 = Make a connection between the word and your life, a book, or a movie.

## READ & DISCUSS

Pose the following questions to prompt meaningful discussion:

1. Which species of bears live in North America?
2. In what ways does the author of the article compare bears to humans?
3. What is the smallest bear species?
4. Why is the bear population declining?
5. What lessons can humanity learn from the bear species of the world?

## CONCEPT/SKILL FOCUS: Fact and Opinion

**INSTRUCT:** Review with the class that it is important to be able to make distinctions between fact and opinion in order to determine the credibility of information. (**Facts:** can be proven, true for everyone **Opinions:** can’t be proven, personal judgment) Instruct students to review the article and to classify each statement on the *Bear in Mind* worksheet as a fact or opinion.

**ASSESS:** After reviewing answers, have students choose one fact statement and one opinion statement and explain to a partner WHY it is a fact or opinion.

## EXTEND

**Environmental Science:** On page 11 of the article it states that national parks are important to the survival of the bear population. There are currently 13 national parks in the United States that bears inhabit. Have students use books and online sources to explore different recovery and protection plans that the parks have in place.

## Bear in Mind

**Facts and Opinions** Locate and underline each of the sentences below in the article. Then mark each statement as FACT (**F**) or OPINION (**O**). *Helpful Hint:* Facts can be proven; opinions are personal judgments.

- \_\_\_\_\_ 1. The nesting habits of bears differ.
- \_\_\_\_\_ 2. The sloth bear uses its long tongue and large lips to pull insects out of the ground.
- \_\_\_\_\_ 3. Bears are the scariest animal in any given forest.
- \_\_\_\_\_ 4. The spectacled bear has markings that give it the appearance of wearing glasses.
- \_\_\_\_\_ 5. I think that the brown bear looks just like a stuffed teddy bear.
- \_\_\_\_\_ 6. Bears should be returned to every national park in America.
- \_\_\_\_\_ 7. Many bear cubs can climb trees.
- \_\_\_\_\_ 8. Bears are so violent because humans don't respect the environment.
- \_\_\_\_\_ 9. The panda bear is the most vulnerable, with approximately 1,000 left in the world.
- \_\_\_\_\_ 10. The polar bear is equally at home on the ice or in the water.

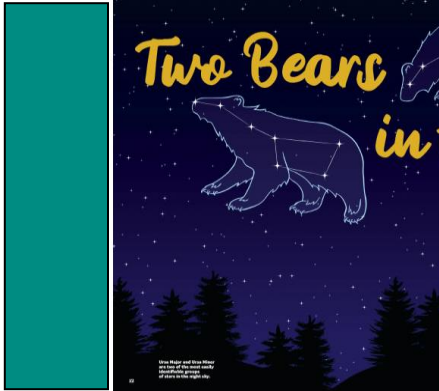


# Faces® Teacher Guide: February 2024

## Two Bears in the Sky

pp. 12–15, Expository Nonfiction

Ursa Major and Ursa Minor are two of the most easily identifiable groups of stars in the night sky. Readers will learn where to look when night falls to see this pair of star-lit bears.



## RESOURCES

Examine Perspectives: Starry Stories

## OBJECTIVES

- Students will learn about Ursa Major and Ursa Minor, known as the “two bears.”
- Students will examine cultural perspectives.
- Students will write a constellation myth.

## KEY VOCABULARY

- **asterism (p. 15)** a small group of stars
- **astrolabe (p. 15)** a circular device used from ancient times until the 18th century for measuring the position of stars, and on ships for calculating the ship’s position
- **quadrants (p. 15)** instruments used to make astronomical calculations and measure angles

## ENGAGE

**Conversation Question:** How do bears impact our world?

Introduce the article, “Two Bears in the Sky,” and have students turn to page 15 to study the text box titled January Constellations. Remind the class that a constellation is a group of stars that make an imaginary shape in the night sky. Enhance learning using the following kinesthetic activity: Divide the class into several groups and assign them a constellation to “become.” They will meet with the members of their group, study the stars in a given constellation (Ex: Cepheus), and then use their bodies to form that group of stars. Try to get a height advantage so you can photograph their creations. Invite another class to view the photos and identify the constellations as a pre-reading activity.

## INTRODUCE VOCABULARY

Post the key terms and discuss the definitions. Instruct students that they will be creating a word search puzzle using those three words, in addition to another 17 theme-related words. Suggest that they highlight topical words as they read for use in the word search and distribute grid paper. Share the puzzles with another class for use as a pre-reading exercise for this vocabulary-rich article.

## READ & DISCUSS

Read the article aloud with the class. Have students reread the text in small groups to answer the questions below. Discuss responses.

1. What is the easiest way to locate Polaris in the night sky?
2. Why is Ursa Minor harder to find than Ursa Major?
3. What is the name of the seven stars that make up the body of Ursa Minor?
4. How can the North Star be a valuable tool for navigation?
5. Why do different cultures have their own unique stories about collections of stars?

## SKILL FOCUS: Cultural Perspectives

**INSTRUCT:** Discuss the content of the article with students and distribute the graphic organizer, *Starry Stories*. Ancient cultures often wove together mythology with patterns in the night sky. Complete with heroes and core messages, these stories were created for entertainment, as well as to map the night sky. Instruct students to use the chart to examine and record different myths about Ursa Major and Ursa Minor.

**ASSESS:** Pose the question: *Is one myth more interesting than the other?* Explore the characteristics of an engaging myth.

## EXTEND

**Language Arts:** Page 14 of the article states that some cultures saw things other than bears when gazing upon Ursa Major and Ursa Minor—a wagon, a plow, a boat, or a salmon net. Have the class return to the January Constellations text box (p. 14) and have them choose one of the groups of stars and create their own myth. Myths should include characters, setting, conflict, plot, and resolution/core message.

Starry Stories

**Examine Perspectives** Use information from the article to examine the Greek and South Korean myths of Ursa Major and Ursa Minor.

Ursa Major and Ursa Minor	
Greek Constellation Myth	South Korean Constellation Myth
Characters and Setting:	Characters and Setting:
Plot and Conflict:	Plot and Conflict:
Resolution/Message:	Resolution/Message:



## Fat Bear Week

pp. 16–17, Expository Nonfiction

Readers will become acquainted with Alaska's Fat Bear Week and discover how the contest educates people about bears and their environment.



## RESOURCES

Using Maps: Alaskan Adventure

## OBJECTIVES

- Students will learn about Katami National Park's "Fat Bear Week."
- Students will use a map to explain relationships between geographical locations.
- Students will use a mathematical process to solve word problems.

## KEY VOCABULARY

- **transformative** (p. 7) a thorough or dramatic change in form or appearance

## ENGAGE

**Conversation Question:** How do bears impact our world?

Have students recount how their school celebrates Spirit Week. Remind them that a week-long celebration is meant to be inclusive, informative, and entertaining. Have students brainstorm other week-long or month-long celebrations (Ex: Shark Week, Fashion Week, Black History Month) and discuss how they are celebrated. Then present the title of the article, "Fat Bear Week," and have students predict what takes place during this week in Alaska. Revisit predictions after the reading.

## INTRODUCE VOCABULARY

Post and discuss the key word and definition. As the author uses common vocabulary to educate readers about Fat Bear Week, there is only one key vocabulary term to study. Take the opportunity to do a primary word study using the word **transformative** as follows: *How many letters are vowels? How many are consonants? How many syllables does the word have? Is it a thing/person (noun), action word (verb), or a describing word (adjective)? What words are similar to this word (synonyms)? How can you use the word in a sentence? Use this word to make a real-life connection or to discuss book/movie characters.*

## READ & DISCUSS

Reinforce comprehension of the concepts presented in the article by using the following questions to direct discussion.

1. Why do bears pack on weight in the months before hibernation?
2. What do the bears of Katami National Park eat?
3. Why is the Brooks River essential for the bears' survival?
4. What is ultimately the goal of the Fat Bear contest?
5. Explain the elements and voting process of the Fat Bear contest.

## CONCEPT/SKILL FOCUS: Using a Map

**INSTRUCT:** Guide students to acknowledge the importance of cardinal directions (N, S, E, W) and city and capital markings when trying to understand the location of various places on a map. Review map skills. Distribute the *Using Maps: Alaskan Adventure* worksheet. Students will be using the map and keys provided to complete the questions.

**ASSESS:** Instruct students to independently complete the worksheet, then review. Remediate in a small group, if necessary.

## EXTEND

**Mathematics:** Page 17 of the article states that the 2023 Fat Bear Champion was 128 Grazer. Have students use the R-D-W (Read-Draw-Write) process to calculate the answer to the following word problem: *Female bear, 128 Grazer, beat out her opponent, 32 Chunk, by a vote of 108,321 to 23,134.*

- A) *How many total votes were counted?* (Answer: 131,455 total votes)  
B) *How many more votes did 128 Grazer receive than 32 Chunk?* (Answer: 85,187 more votes)

# Alaskan Adventure

**Using Maps** Use the map of Alaska, the key, and the compass rose to answer the questions.



**Part I:** The compass rose above displays cardinal directions. Use the map of Alaska and the compass rose to provide the answers below. (north, south, east, west)

1. Juneau is directly \_\_\_\_\_ of Sitka.
2. The Aleutian Islands are \_\_\_\_\_ of St. Lawrence Island.
3. The Beaufort Sea is \_\_\_\_\_ of the Gulf of Alaska.
4. Canada is \_\_\_\_\_ of Alaska.
5. Bethel is \_\_\_\_\_ of Valdez.

**Part II:** The questions below can be answered by using the map of Alaska and the key.

6. The capital city of Alaska is \_\_\_\_\_.
7. Two rivers in Alaska are \_\_\_\_\_ and \_\_\_\_\_.
8. The name of the mountain range in Alaska is \_\_\_\_\_.
9. Two cities located on Alaska's coastline are \_\_\_\_\_ and \_\_\_\_\_.
10. The city of \_\_\_\_\_ lies within the Arctic Circle.