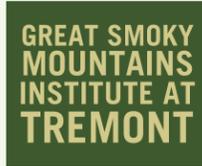


We Are Bears

Gamble Montessori High School, OH



Watch Now

Black bears are some of the Great Smoky Mountains best-known creatures. As with many animals, the land, water, temperature, food, and presence of other organisms influence black bear populations in this region. Human activity slowly altered or diminished the land and resources black bears need, but thanks to conservation and habitat management their numbers are increasing once again. Students who want to continue helping black bear populations recover in east Tennessee can educate others about important habitat management practices and how to interact with these wild animals.

LIFE SCIENCE

4.LS2.4	Develop and use models to determine the effects of introducing a species to, or removing a species from, an ecosystem and how either one can damage the balance of an ecosystem.
4.LS2.5	Analyze and interpret data about changes (land characteristics, water distribution, temperature, food, and other organisms) in the environment and describe what mechanisms organisms can use to affect their ability to survive and reproduce
6.LS2.1	Evaluate and communicate the impact of environmental variables on population size.
6.LS2.6	Research the ways in which an ecosystem has changed over time in response to changes in physical conditions, population balances, human interactions, and natural catastrophes.

6.LS4.1	Explain how changes in biodiversity would impact ecosystem stability and natural resources.
6.LS4.2	Design a possible solution for maintaining biodiversity of ecosystems while still providing necessary human resources without disrupting environmental equilibrium.

EARTH & SPACE SCIENCE

4.ESS3.2	Create an argument, using evidence from research, that human activity (farming, mining, building) can affect the land and ocean in positive and/or negative ways.
6.ESS3.3	Assess the impacts of human activities on the biosphere including conservation, habitat management, species endangerment, and extinction.

ENGINEERING, TECHNOLOGY & APPLICATIONS OF SCIENCE

6.ETS1.1	Evaluate design constraints on solutions for maintaining ecosystems and biodiversity.
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Hold on a second, we need to set the story
straight
Our species was once mighty but we
vanished at a scary rate
The hunter he is waiting for me just outside
the park
My home's been invaded by some wild
boars that came here from afar

We almost disappeared some years ago
The logging times didn't help a bit
And between the roads and big cities
Our home just keeps on vanishing
We're trying hard to stay on track

And by the time springtime comes
And our cubs are running around
We make life go on

CHORUS
That's right, we are bears
Our population, it is higher
Our future now is brighter
In the park

I used to never care for black bears
But then I learned about the wild boar
And the disappearing forests
Now I understand what the park is for

If you really care, really care
How we fare, how we fare
Then educate, educate
Prove you got our back

Chestnut feast
It is no longer
We brought the blight
Hit like a hammer

We're reckless
But nature must go on
The black bears started eating acorns
Because the chestnuts were all gone

But the acorn rations are slimmer
Because some years the oaks don't deliver
And bears will die, before spring starts
Without fat reserves for winter

The wild boar competing with the symbol
of the Smokies
The black bear population is affected by our
choices

NATURE!

Nature, that's the whole thing around here
All you've got to do is learn about the black
bears
Just keep your mind open and protect them
Don't be rude, you know we've got them

Here in the Smokies, we've got animals all
around here feeling lucky
Biodiversity is what we call it
You guys are over there tweeting now
Kids, they like the way that we teach