



E1: COMMUNITY INTERVIEW

COMMUNITY INTERVIEW

Where are carnivores seen in my community?

Name _____ Teacher _____ Period _____ Date _____

DIRECTIONS

Choose one adult from your household to interview. Read each question to them and write their answers in the available spaces.

Who are you interviewing? (for example, “Mom” or “Grandpa”) _____

QUESTIONS:

1. Which of the following animals do you think live near Issaquah or Sammamish? (Circle all that apply)



Gray wolf



Badger



Grizzly bear



Coyote



Raccoon



Black bear

2. Since living in the Issaquah/Sammamish area, have you had any personal encounters with wild carnivores? If yes, please describe the encounter below:

Type of carnivore: _____ Date and Time: _____

Sighting location (for example: “in the garden in my yard” or “hiking trail on Tiger Mountain”):

Sighting location description (for example “forested”, “wilderness area” “suburban”, or “rural”)

3. How much do you agree with the statements below? (*Circle their response*)

I think it's cool that large carnivores live in my area	I strongly disagree	I disagree	I don't agree or disagree	I agree	I strongly agree
I feel worried about large carnivores living in my area	I strongly disagree	I disagree	I don't agree or disagree	I agree	I strongly agree
I'm grateful that I live in an area that has large carnivores	I strongly disagree	I disagree	I don't agree or disagree	I agree	I strongly agree
I feel intimidated that I live in an area that has large carnivores	I strongly disagree	I disagree	I don't agree or disagree	I agree	I strongly agree

4. Record the carnivore sighting information from this interview (question 2) on a notecard to add to your community map in class.

DIRECTIONS

Choose one adult from your household to interview. Read each question to them and write their answers in the available spaces.

Who are you interviewing? (for example, “Mom” or “Grandpa”) _____

QUESTIONS:

1. Which of the following animals do you think live near Issaquah or Sammamish? (Circle all that apply)



Gray wolf



Badger



Grizzly bear



Coyote



Raccoon



Black bear

2. Since living in the Issaquah/Sammamish area, have you had any personal encounters with wild carnivores? If yes, please describe what happened:

Type of carnivore: _____ Date and Time: _____

Sighting location (for example: “in the garden in my yard” or “hiking trail on Tiger Mountain”):

Sighting location description (for example “forested”, “wilderness area” “suburban”, or “rural”)

3. How much do you agree with the statements below? (*Circle their response*)

I think it's cool that large carnivores live in my area	I strongly disagree	I disagree	I don't agree or disagree	I agree	I strongly agree
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4. Record the carnivore sighting information from this interview (question 2) on a notecard to add to your community map in class.



E1: CARNIVORE MAP PATTERNS

STUDENT PACKET

Where are carnivores seen in my community?

Name _____ Teacher _____ Period _____ Date _____

CARNIVORE MAP ANALYSIS

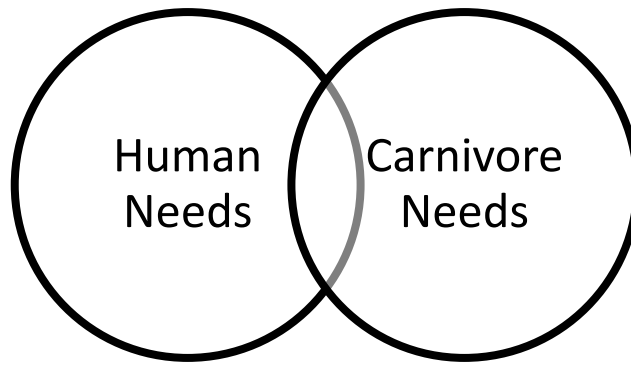
Instructions: Use your carnivore community map to answer these questions. Write your answers to the following questions in the provided spaces.

1. Make a simple drawing of the carnivore sightings on your carnivore map. **Label** any resources you think might influence patterns of where carnivores are sighted.

2. Make a list of the patterns in carnivore sightings you observed on your map.

- Example: *About half of the carnivore sightings are near Lake Sammamish*

- _____
- _____
- _____
- _____
- _____
- _____
- _____



Patterns can tell us about cause-and-effect relationships. Using your previously identified patterns, think about what might cause carnivores to be seen in a particular area. For example, if carnivores are seen near a lake, they might be there because they need water.

- Based on the patterns you observed, record what you think the similarities and differences of what humans and carnivores might need in the chart below.

Similarities: Human and Carnivore Needs	
Differences: Human Needs	Differences: Carnivore Needs



E3: INVESTIGATIVE QUESTION

STUDENT PACKET

What do I want to know about carnivores?

Name _____ Teacher _____ Period _____ Date _____

1. Brainstorm questions below. Refer to the patterns from your map, your Venn Diagram of human and carnivore needs, and/or what you learned from your zoo visit.

- _____
- _____
- _____
- _____
- _____
- _____

2. Cause and Effect questions: Edit your favorite questions into this format:

Do/Does _____ cause/affect _____?

- Example: Does distance from water affect the number of carnivores seen?
- _____
- _____
- _____
- _____

3. The **Investigative Question** my class chose is:

4. Reflection: I think this investigating this question may help humans and carnivores coexist because...

5. Make your prediction graph here:

6. My refined independent / manipulated variable is

7. My refined dependent / responding variable is

8. I predict that...



E4: METHODS AND DATA

STUDENT PACKET

Name _____ Teacher _____ Period _____ Date _____

1. Fill out the table below with your brainstormed methods, and list the pros and cons of each.

Method	Pros	Cons	Chosen?

2. In the last column, put a star next to the method(s) your class chose!

3. List of supplies, materials, and/or tools needed:

- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

Our step-by-step **research methods** procedure for collecting data:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____



E5: DATA ANALYSIS

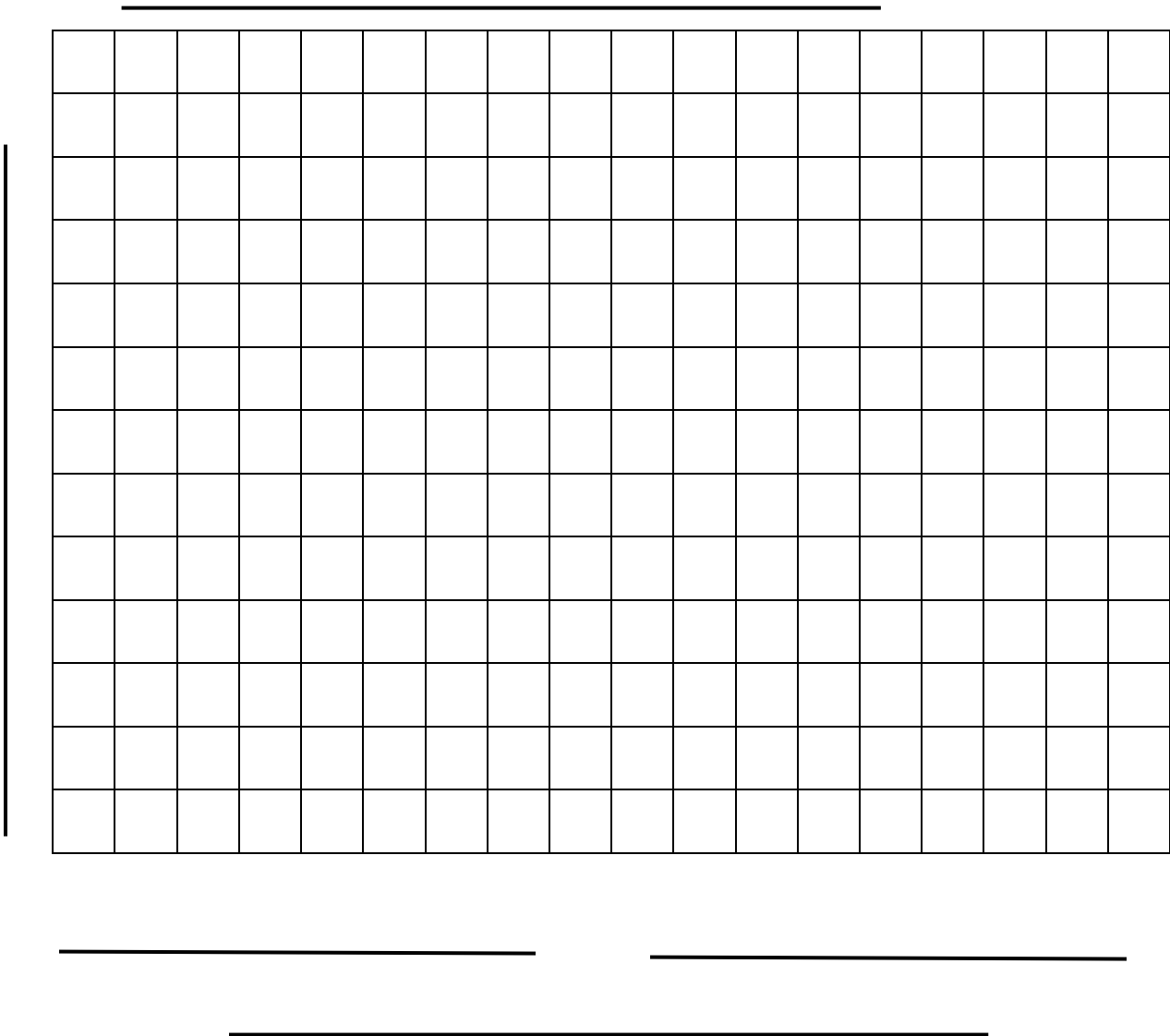
STUDENT PACKET

Name _____ Teacher _____ Period _____ Date _____

1. Create a data table to summarize your results.

This space is for notes or calculations:

2. Create a **graph of your results** below. Remember to label your axes.:



3. Describe major trends in your data (this can serve as your evidence):

4. Compare your prediction graph and results graph. How are they similar or different?

5. Does your data support your prediction? Explain your thinking.

6. **Confounding factors:** What confounding factors may have affected your results? Why?

7. Write down any questions that your results bring up (questions that could lead to another investigation):

8. **Future Insights:** If you were to repeat the investigation, what would you do differently? Explain.

This is an extra page for any other tables, charts, graphs or notes:



E7: RECOMMENDATION BUILDING

STUDENT PACKET

Name _____ Teacher _____ Period _____ Date _____

Write your recommendation using the CER Format.

C: Claim - Answer the driving question: “How can humans peacefully coexist with carnivores—meet our needs while allowing them to meet our needs?”

In order to peacefully coexist with carnivores, we recommend that people _____.

E: Evidence: Support your claim with evidence from your investigation. Use numbers and units. A way to start this could be: “When we [used this method], we found [this major finding].”

R: Reasoning: Why or how does your evidence support your claim?

1. Claim: In order to peacefully coexist with carnivores, we recommend that people

2. Evidence

3. Reasoning

4. Write your revised **Recommendation (CER)** here:

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.



RACCOON

CARNIVORE FACT SHEET

PRESENTATION COMPONENTS

Include **at least** these components from your Student Packet:

- ☐ Investigative Question (page 5)
- ☐ Refined independent/manipulated and dependent/responding variables (page 6)
- ☐ Prediction Statement (page 6)
- ☐ Your Methods, with enough detail that they could be repeated (page 8)
- ☐ Results graph (page 10)
- ☐ Revised recommendation (CER) (page 14)

STUDENT CHECKLIST

Recommendation (CER)

- ☐ Our recommendation is presented using the Claims, Evidence, Reasoning format.
- ☐ Our Claim answers the driving question of the unit.
- ☐ Our Claim is supported by Evidence from our investigation.
- ☐ Our Reasoning draws on scientific ideas to explain why our Evidence supports our Claim.

Investigation Question and Variables

- ☐ We stated our investigation question.
- ☐ Our question explores a cause and effect relationship between carnivores and a resource.
- ☐ We state our independent (manipulated) variable.
- ☐ We state our dependent (responding) variable.

Research Methods

- ☐ We explained why we selected our research method.
- ☐ We explained why we didn't select other research methods we considered.
- ☐ We described our methods in enough detail that they could be replicated.

Data Analysis

- ☐ We summarized our data in a logical and visual way (such as graph or chart).
- ☐ We stated two confounding variables and how they might have affected our results.
- ☐ Our visualization is neat, easy to read, and includes titles, labels, and captions.

Further Questions and Insights

- ☐ We stated changes we would make to our investigation methods.
- ☐ We stated why would we make those changes to our investigation methods.

Presentation Quality

- ☐ We shared presentation responsibilities evenly between group members.
- ☐ We acted professionally and spoke loudly and clearly.
- ☐ Our presentation looks neat, professional, and is easy to follow.
- ☐ Our presentation uses color and visual elements such as graphs and pictures.

REFLECTION

Based on your experience with Coexisting with Carnivores:

What's one positive thing you will take away?	
What is one surprising thing that happened?	
What did you learn about yourself?	
What would you do differently or change?	