# 6th - 8th GRADE
# WRITING LESSON
# *ZOOS AND ANIMAL PARKS*

50 MINUTES

Google

# ZOOS AND ANIMAL PARKS
## WRITING WITH GOOGLE EARTH

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| GOOGLE EARTH USAGE OVERVIEW: | Teachers will guide students on a tour of some of the world's top zoos and animal parks using the Voyager Story, [Zoos and Animal Parks](#).  Students will use [Street View](#) to explore the zoos and animal parks around the world. |
| LESSON SUMMARY: | • Students will explore the purpose of different zoos and animal parks around the world using the Voyager Story, [Zoos and Animal Parks](#). <br><br> • Students will create a list of the pros and cons of keeping animals in zoos and animal parks. <br><br> • Students will write an argument essay in response to the question: should animals be kept in captivity in zoos and animal parks? |
| LEARNING OBJECTIVES: | • Students will **gather evidence** about zoos and animal parks around the world and infer their purpose (tourism, conservation, education, breeding). <br><br> • Students will **identify the pros and cons** of keeping animals in zoos and animal parks. <br><br> • Students will use **specific evidence** from the Voyager Story, [Zoos and Animal Parks](#) to **write an argument essay** in response to the prompt: should animals be kept in captivity in zoos and animal parks? |

# SUGGESTED STANDARDS
## GRADES 6th - 8th

**6th GRADE:**          CCSS.ELA-LITERACY.W.6.1- Write arguments to support claims with clear reasons and relevant evidence.

CCSS.ELA-LITERACY.RI.6.1- Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-LITERACY.RI.6.7- Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

**7th GRADE:**          CCSS.ELA-LITERACY.W.7.1- Write arguments to support claims with clear reasons and relevant evidence.

CCSS.ELA-LITERACY.W.7.8- Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

CCSS.ELA-LITERACY.RI.7.1- Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**8th GRADE:**          CCSS.ELA-LITERACY.W.8.1- Write arguments to support claims with clear reasons and relevant evidence.

CCSS.ELA-LITERACY.W.8.8- Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
CCSS.ELA-LITERACY.RI.8.1- Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

| LESSON OUTLINE WITH ESTIMATED TIME ALLOTMENT: | Introduce- 5 minutes<br>Explore- 10 minutes<br>Engage- 15 minutes<br>Extend- 25 minutes |
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| MATERIALS NEEDED: | • Access to the Voyager Story, Zoos and Animal Parks.<br><br>• Student copies of Evidence Chart and supporting texts (below) OR teachers can share documents with students using Google Classroom. |
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| VOCABULARY: | Captivity (noun) (reference here)<br>1. the condition of being imprisoned or confined.<br><br>Conservation (noun) (reference here)<br>1. preservation, protection, or restoration of the natural environment, natural ecosystems, vegetation, and wildlife.<br><br>Breeding (noun) (reference here)<br>1. the activity of controlling the mating and production of offspring of animals.<br><br>Tourism (noun) (reference here)<br>1. the commercial organization and operation of vacations and visits to places of interest. |
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# LESSON PLAN

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| INTRODUCE (5 minutes) | Today we are going on a tour of zoos and animal parks all over the world. We know zoos and animal parks to be places where people can get a close look at animals that typically live in the wild and learn about their behavior through observation.  Some zoos and animal parks exist for reasons beyond tourism such as conservation, education/research, and breeding.  For each zoo or animal park that we visit, record the name, purpose and who benefits from that purpose (humans, animals or both). |

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| EXPLORE (10 minutes) | 1. Teachers select a number (5-15) of zoos and animal parks to "visit", showing a variety of purposes (tourism, conservation, education, breeding). <br><br> 2. Utilize Street View to get a sense of the environment that the animals live in and how it compares to their natural habitat. <br><br> 3. For each zoo or animal park, students use the Evidence Chart (below) to record the name, purpose(s), and who is benefitting from the purpose(s). |

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| ENGAGE (15 minutes) | 1. Introduce a supporting text outlining both sides of the argument around keeping animals in captivity such as: <br> • https://newsela.com/read/overview-zoos/id/28236/ <br> • https://ww2.kqed.org/education/2016/05/11/should-animals-be-kept-in-zoos/ <br><br> 2. Students create a t-chart of pros and cons to keeping animals in captivity based on evidence gathered from the Voyager Story, Zoos and Animal Parks and supporting texts. |

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| EXTEND  (25 minutes) | 1. Students use the evidence gathered in the Explore & Engage sections to respond to the following argument essay prompt: <br><br> Should animals be kept in captivity in zoos and animal parks? <br><br> Support your claim with specific evidence from the Voyager Story, Zoos and Animal Parks and supporting texts. |

# ARGUMENT WRITING RUBRIC

EXCEEDING:
- Clearly stated claim.
- 3 to 5  pieces of evidence from Voyager Story and/or text.
- Evidence is relevant and demonstrates student understanding.
- Clear explanation for every piece of evidence.
- Use of a variety of transitional strategies.
- Use of domain specific vocabulary.
- Strong command of conventions.
- Introduction/conclusion acknowledges the counterclaim and refutes it.

MEETING:
- Clearly stated claim.
- 3 pieces of evidence from Voyager Story and/or text.
- Evidence is relevant and demonstrates student understanding.
- Explanation of evidence is unclear.
- Adequate use of transitional strategies.
- Use of domain specific vocabulary.
- Adequate command of conventions.
- Introduction/conclusion acknowledges the counterclaim.

APPROACHING:
- Clearly stated claim.
- 1 to 2 pieces of evidence from Voyager Story and/or text.
- Evidence is irrelevant and/or does not demonstrate student understanding.
- Explanation of evidence is unclear.
- Inconsistent use of transitional strategies.
- Unclear use of domain specific vocabulary.
- Partial command of conventions.
- Does not acknowledge the counterclaim.

BEGINNING:
- Clearly stated claim.
- 1 piece of evidence from Voyager Story and/or text.
- Evidence is irrelevant and/or does not demonstrate student understanding.
- Explanation of evidence is unclear.
- No use of transitional strategies.
- No use of domain specific vocabulary.
- Lack of command of conventions.
- Does not acknowledge the counterclaim.

# RESOURCES

**ADDITIONAL RESOURCES:**

- Supporting Texts:
    1. https://ww2.kqed.org/education/2016/05/11/should-animals-be-kept-in-zoos/
    2. https://newsela.com/read/overview-zoos/id/28236/
- Documentary Film, Wild Thing: The Smithsonian National Zoo
- Documentary Film, Zoochosis: The Living Conditions of Animals in Captivity

**OPTIONS FOR DIFFERENTIATION:**

- Provide students with an argument writing template (below).
- Provide students with an argument essay writing checklist.

**CREDITS:**

Written by Sarah Schwartz Johnson in collaboration with Jason Wallis and Kevin Graham.

*Note - this template is designed for teachers to modify for use with their grade level and standards.

# ZOOS AND ANIMAL PARKS EVIDENCE CHART

| Zoo or Animal Park | Purpose<br>(tourism, conservation, education, breeding) | Who does this benefit?<br>(people, animals or both) |
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# ZOOS AND ANIMAL PARKS

| Pros | Cons |
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# ARGUMENT ESSAY WRITING TEMPLATE

Introduction:

Claim:

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Evidence:

How does this evidence support your claim? Explanation:

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Evidence:

How does this evidence support your claim? Explanation:

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Evidence:

How does this evidence support your claim? Explanation:

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Conclusion: