

## Mini-unit entry activity #1 – Visit to the local zoo

Students will engage in group-based fieldwork at a local zoo by splitting into small groups based on animal species interests. At the zoo, they will gather observations and qualitative data to come up with inferences and questions about the purpose of the zoo, its habitats, and why it exists. Then, students will be able to discuss their observations and questions with a zoo staff member.

### Pre-visit reflection questions:

If you've visited a zoo before, what was your impression of it — positive or negative — and why?

- If you haven't visited a zoo before, what do you think the experience will be like?
- For everyone: What do you think the purpose of a zoo is?

Exhibit visited
What did you see?
What did you hear?
What inferences can you make?
What is the purpose of this exhibit? (Engage with signage, videos, and presenters.)
Did the exhibit effectively fulfill its purpose?
What questions do you have?

### Post-visit reflection questions:

- Was your experience at the zoo positive or negative? Explain why.
- What is the purpose of this zoo? Do you feel it fulfilled its purpose on your visit today?

## Mini-unit entry activity #2 – Watching zoological institution documentary clips

Students will engage in data collection about animal parks by watching clips from the documentaries *Blackfish*<sup>7</sup> and *Escape from Extinction*.<sup>8</sup> These films present two different perspectives on animals being held in human care. Students will come up with inferences and questions about the films' respective purposes and consider why zoological institutions exist, before analyzing any positive and negative outcomes that have resulted.

### Pre-activity reflection question:

- Documentaries are non-fiction movies intended to express or deal with factual events.<sup>9</sup> As you watch, consider the purposes of the documentaries *Blackfish* and *Escape from Extinction*.

Film #1 scene
What did you see?
What did you hear?
What inferences can you make?
What purpose did the filmmakers have in including this part of the film?
Did the scene effectively fulfill its purpose?
What questions do you have?

Film #2 scene
What did you see?
What did you hear?
What inferences can you make?
What purpose did the filmmakers have in including this part of the film?
Did the exhibit effectively fulfill its purpose?
What questions do you have?

### Post-activity reflection questions:

- What are three things the filmmakers wanted you to learn from each film?
- What are two questions you have for the filmmakers?
- What is one thing you think the filmmakers wanted you to think after watching this film?
- Are there any sides to this story that we didn't hear? Explain.

## Session 1 – Understanding persuasive techniques

**Learning target:** I can distinguish among different persuasive techniques: ethos, logos, and pathos.

**Student goals:** Students will learn about the different persuasive techniques and learn to identify them through visual ads and commercial videos.

**Next generation NY ELA standards:**

- 7R1: Cite textual evidence to support an analysis of what the text says explicitly/implicitly and make logical inferences. (RI&RL)
- 7W6: Conduct research to answer questions, including self-generated questions, drawing on multiple sources and refocusing the inquiry when appropriate. Generate additional related questions for further research and investigation.

Set-up & materials	Mini-lesson	Work period	Differentiation/modifications
<ul style="list-style-type: none"> <li>• Persuasive Techniques<sup>i</sup></li> <li>• Ads (videos and images)</li> <li>• Note catcher/</li> <li>• Graphic organizer</li> </ul>	Introduce different persuasive techniques: ethos, logos, and pathos.	Students will analyze different ads, clips from the Blackfish documentary, and/or opinion articles to identify the different persuasive techniques.	<ul style="list-style-type: none"> <li>• Note catcher/ Graphic organizer</li> <li>• Homogenous groupings</li> <li>• Give different groups of students different quantities of ads/texts to analyze.</li> </ul>

## Session 2 – Research

**Learning target:** I can research and gather evidence about the benefits and costs of keeping animals in zoos and animal parks

**Student goals:** Students will gather evidence and determine the benefits and costs of keeping animals in zoos and animal parks through reading/viewing sources.

**Next generation NY ELA standards:**

- 7R1: Cite textual evidence to support an analysis of what the text says explicitly/implicitly and make logical inferences. (RI&RL)
- 7W6: Conduct research to answer questions, including self-generated questions, drawing on multiple sources and refocusing the inquiry when appropriate. Generate additional related questions for further research and investigation.

Set-up & materials	Mini-lesson	Work period	Differentiation/modifications
Station 1: NewsELA article (Jigsaw protocol) <sup>ii</sup> Station 2: Laptops and headphones Station 3: Articles Station 4: Laptops	Stations Protocol <sup>iii</sup> – Students will be rotating among stations to conduct research about keeping animals in zoos and animal parks.	Station 1: NewsELA article – <i>Should we have zoos?</i> Station 2: Videos Station 3: Marine animals in human care articles Station 4: Researching animal institutions (WCS – Bronx Zoo, Dartmoor Zoo, and National Geographic)	<ul style="list-style-type: none"> <li>• Differentiated articles</li> <li>• Graphic organizers to organize notes</li> <li>• Have students compare notes/research.</li> </ul>

## Suggested station resources (links in Footnotes at end of article)

- NewsELA: [Issue Overview - Should we have zoos? Article](#)<sup>iv</sup>
- Videos
  - ◊ [Above the Noise \(PBS\): Are Zoos Good or Bad for Animals?](#)<sup>v</sup>
  - ◊ [Are Zoos Good or Bad? New Documentary Uncovers the Truth](#)<sup>vi</sup>
- Articles on marine animals in human care
  - ◊ California Globe: [Dolphins Would Join Orcas in New Captivity Ban Bill](#)<sup>vii</sup>
  - ◊ NewsELA: [Growing debate over whales and dolphins in captivity](#)<sup>viii</sup>
  - ◊ CNN: [What 'Blackfish' left on the cutting room floor](#)<sup>ix</sup>
  - ◊ San Antonio Express-News: [Ex-SeaWorld trainers dispute 'Blackfish,' say phase out whale show](#)<sup>x</sup>
- Zoological institutions:
  - ◊ [Wildlife Conservation Society/Bronx Zoo \(New York\)](#)<sup>xi</sup>
  - ◊ [Dartmoor Zoo \(England\)](#)<sup>xii</sup>
  - ◊ [National Geographic](#)<sup>xiii</sup>



## Session 3 – Discuss

**Learning target:** I can prepare for and engage in a discussion about the benefits and costs of keeping animals in zoos and animal parks.

**Student goals:** Students will engage in a Socratic seminar/Fishbowl discussion about the costs versus benefits of keeping animals in zoos and animal parks.

### Next generation NY ELA standards:

- 7SL1: Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively and build on those of others.
  - 7SL1a: Come to discussions prepared, having read or researched material under study; draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
  - 7SL1b: Follow norms for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
  - 7SL1c: Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic, as needed.
  - 7SL1d: Acknowledge new information expressed by others and, when warranted, modify personal views.

Set-up & materials	Mini-lesson	Work period	Differentiation/modifications
Fishbowl discussion desk set-up	Fishbowl discussion protocol <sup>xiv</sup>	Students will rotate in and out of the middle table to discuss their views on keeping animals in zoos and animal parks, citing evidence and building off each other's ideas.	<ul style="list-style-type: none"> <li>• Sentence starters</li> <li>• Use of counters to track participation</li> </ul>

## Session 4 – Create and take a stand

**Learning target:** I can compose a film or write a letter to convey my stance on the benefits and costs of keeping animals in zoos and animal parks

**Student goals:** Students can choose to design/direct a Powtoon, Brainpop, Flipgrid video, or write a persuasive letter or essay that either 1) conveys their stance (sent to Senator Cathleen Galgiani either in support of or in opposition to her bill to ban dolphins from being held in human care) 2) conveys their stance about animals in human care (sent to a local zoological institution).

**Next generation NY ELA standards:**

- 7W1: Write arguments to support claims with clear reasons and relevant evidence.
  - 7W1a: Introduce a precise claim, acknowledge, and distinguish the claim from a counter-claim, and organize the reasons and evidence logically.
  - 7W1b: Support claim(s) with logical reasoning and relevant evidence, using credible sources while demonstrating an understanding of the topic or text.
  - 7W1c: Use precise language and content-specific vocabulary to argue a claim.
  - 7W1d: Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
  - 7W1e: Provide a concluding statement or section that explains the significance of the argument presented.
  - 7W1f: Maintain a style and tone appropriate to the writing task.

Set-up & materials	Mini-lesson	Work period	Differentiation/ modifications
<ul style="list-style-type: none"> <li>• Laptops</li> <li>• Headphones</li> </ul>	Review video options: Powtoon, Brainpop, Flipgrid  Review writing options: persuasive letter or essay	Students will decide which medium they want to use and will then spend the work period creating their piece.	<ul style="list-style-type: none"> <li>• Outlines for videos</li> <li>• Outline for writing pieces</li> </ul>