

What role should people play in saving endangered animals?

LESSON TITLE

## Welcome to Japan's Whale Week, Featuring Curried Whale Meat and Exploding Harpoons

CERCA QUESTION

Should the Japanese be allowed to hunt whales for commercial purposes?

READING CCSS.RI.11-12.1  
WRITING CCSS.W.11-12.1

### RESOURCES

- **Build Background Knowledge**  
<https://www.pinterest.com/thinkcerca/endangered-animals-cerca-set-board/>
- **CERCA Framework**
- **Vocabulary Routine**
- **Speaking and Listening Routines**

Whole group	Online
Small group	Offline
Individual activity	Activity time period
Speaking and listening activity	Audio
Available in English and Spanish	

### Introduce the CERCA Question



Discuss what students know about fishing, including what fish are hunted commercially and personally. If necessary, define commercial fishing for students. Share information about whaling and how it used to be important. Introduce the idea that hunting whales is controversial and define the term for students.

#### LEVEL 3-4 Expanding

► **ASK:** What does the word *controversial* mean?

Support language acquisition with the following sentence frame:

*The word controversial means* \_\_\_\_\_.

Provide an example of something that is known to students and is controversial. Guide students to understand the two sides of the issue.

### 1 Connect



Have students log in to ThinkCERCA and click into this lesson.

#### LEVEL 3-4 Expanding

Read the overview aloud and discuss vocabulary. Then read the writing prompt aloud for students before they answer.

Complete Step 1: Connect.

### Introduce Vocabulary



Use the **Fray Model** to Introduce Vocabulary

► **NOTE:** Some students will need support for additional words not listed on the student support page. Weave them into the instruction.

#### LEVEL 3-4 Expanding

Have students work in pairs to complete graphic organizer for the words. Instead of the box for 'characteristics' in the traditional Frayer model, replace with a box for 'drawing' and have students draw a picture that represents the word. Students should write definition in their own words with support from teacher as needed.

After the routine have students add the focus words to their word notebooks.

#### LEVEL 4-5 Bridging

Provide examples of controversial topics, which are familiar to students. Have students research to find the two sides of the issue and present their findings to the class. Guide students to understand that some issues are very difficult to solve because each side is passionate about their particular stance.

#### LEVEL 4-5 Bridging

Complete Step 1: Connect.

#### LEVEL 4-5 Bridging

Have students work in pairs to complete the graphic organizer for the words. Students should write definition in their own words with support from teacher as needed.

After the routine have students add the focus words to their word notebooks.

## Introduce the Summary

En | Sp



Remind students that this is a summary for the passage they will read. Point out the Vocabulary as you read.

### LEVEL 3-4 Expanding

Have students read the Spanish version on the student support page, if applicable, before you read the summary aloud and have students follow along.

### LEVEL 4-5 Bridging

Ask a student to read aloud the summary in English to practice their fluency.

## 2 Read



Have students read the text, using Vocabulary from the student support page as appropriate.

### LEVEL 3-4 Expanding

Read comprehension questions with students before they begin reading the passage.

Complete Step 2: Read.

Discuss comprehension questions. Point out key vocabulary words in the text, especially as they are relevant to finding answers.

### LEVEL 4-5 Bridging

Complete Step 2: Read.

Discuss comprehension questions. Point out key vocabulary words in the text, especially as they are relevant to finding answers.

## 3 Engage with the Text



**NOTE:** If you have concerns that your students are struggling with comprehension, you may wish to work with them on Step 4: Summarize before Step 3: Engage with the Text.

### LEVEL 3-4 Expanding

Model highlighting the text for students.

Complete Step 3: Engage with the Text.

Use the following sentence frames to discuss the highlights students made.

\_\_\_\_\_ **is one of the reasons Japan would like to continue their whale hunts.**

\_\_\_\_\_ **is one reason conservationists would like to extend the hunting moratorium.**

### LEVEL 4-5 Bridging

Complete Step 3: Engage with the Text.

Discuss the highlighting students did. Ask students to share their highlights and notes, and use the following sentence stems to support student engagement in the conversation.

**The Japanese government contends that whale hunts are vital to their culture and economy because \_\_\_\_\_.**

**Conservationists have said the moratorium on whale hunting needs to be extended because \_\_\_\_\_.**

## 4 Summarize



Prepare students to write a CERCA by having them summarize the text.

### LEVEL 3-4 Expanding

Complete a summary of the article together using either the suggested sentence frames below or the stems in the product. Encourage students to use Vocabulary from the lesson.

Use the following sentence frames to create a summary.

*Japan is intending to end the moratorium on \_\_\_\_\_, which has some conservationist groups \_\_\_\_\_.*  
*\_\_\_\_\_ is the primary reason for the resumption of whale-hunts, and the Japanese government has begun promoting this by \_\_\_\_\_.*  
*Japan's prime minister has said that \_\_\_\_\_.*

Complete Step 4: Summarize.

### LEVEL 4-5 Bridging

Complete Step 4: Summarize.

Review the summaries to ensure that all students understand the big ideas of the passage. Encourage students to use Vocabulary from the lesson.

## 5 Build Your Argument



Practice creating a CERCA together using the CERCA graphic organizer (online or offline) and the leveled frames below and on the student support pages. Remind students that some of their evidence can come from their highlighting work.

**NOTE:** You may wish to have students orally respond to the CERCA question using a Listening and Speaking Routine instead of writing a response.

### LEVEL 3-4 Expanding

Use the following sentence frames to complete the CERCA graphic organizer.

**Claim** *The Japanese [should/should not] be allowed to hunt whales for commercial purposes.*

**Reason** *The hunts are \_\_\_\_\_.*

**Evidence** *Japanese Prime Minister Shinzo Abe points out the whaling allows for economic benefit, as well as \_\_\_\_\_.*

**Reasoning** *This point demonstrates that \_\_\_\_\_.*

**Counterargument** *Some say that the Japanese \_\_\_\_\_, but others feel that whale hunting \_\_\_\_\_.*

Complete Step 5: Build Your Argument.

### LEVEL 4-5 Bridging

Have students share their thoughts with the group.

Use the following sentence frames to complete the CERCA graphic organizer.

**Claim** *The Japanese [should/should not] be allowed to hunt whales for commercial purposes*

**Reason** *because they \_\_\_\_\_.*

**Evidence** *Japanese Prime Minister Shinzo Abe points out the whaling allows for economic benefit, as well as \_\_\_\_\_.*

**Reasoning** *This point demonstrates that \_\_\_\_\_.*

**Counterargument** *Some contend that the Japanese \_\_\_\_\_, yet others argue that the moratorium on whale hunting \_\_\_\_\_.*

**Evidence** *Despite opposition from other nations, activist groups and even the International Court of Justice, the Japanese are determined to resume whale hunts for both economic and \_\_\_\_\_.*

**Reasoning** *This proves that whaling has been an important historical and \_\_\_\_\_ force in Japan.*

Have students complete the graphic organizer with at least one more piece of evidence and associated reasoning. Assist as needed.

Complete Step 5: Build Your Argument.

## 6 Create Your CERCA



Have students write their CERCA in the lesson online so that you can provide feedback and monitor growth.

► **NOTE:** Remind students that they can use the Copy all button to move their work into the text box.

### LEVEL 3-4 Expanding

Use the responses students made in the graphic organizer to model writing in response to the CERCA question.

Have students reread their draft. Then have them submit to complete Step 6: Write Your CERCA.

### LEVEL 4-5 Bridging

Have students write their CERCA. Provide support as necessary. Remind students that they can use vocabulary words as they write.

Use this sentence frame to help students conclude their CERCA:  
***After considering all of the opinions and facts in the article, it is clear that whaling [is/is not] an integral part of Japanese culture and politics. Therefore, the moratorium on commercial whale hunting***  
\_\_\_\_\_.

Have students add a conclusion and then reread their draft. Then have them submit to complete Step 6: Write Your CERCA.

## Complete Speaking and Listening Activities



Complete a whole group speaking and listening activity with all students who completed the grade level lesson. Prompt students to use the vocabulary from the passage in the activity.

### LEVEL 3-4 Expanding

Do the **Think-Pair-Share** activity with students

This protocol ensures that all participants simultaneously engage with a text or topic. It allows participants to recognize, (commit to paper), and speak their own ideas with a partner before considering the ideas of others in the classroom.

### LEVEL 4-5 Bridging

Do the **Think-Pair-Share** activity with students

This protocol ensures that all participants simultaneously engage with a text or topic. It allows participants to recognize, (commit to paper), and speak their own ideas with a partner before considering the ideas of others in the classroom. You may wish to modify the protocol by not requiring them to write down ideas or beginning with simple partner talk and then small group discussion (4-6 students).

# Welcome to Japan's Whale Week, Featuring Curried Whale Meat and Exploding Harpoons

Should the Japanese be allowed to hunt whales for commercial purposes?

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## Vocabulary

barbaric (adj.): savagely cruel or primitive

\*biodiversity (noun): many different types of plants and animals in one environment

cetacean (noun): a marine mammal belonging to the aquatic order called Cetacea that includes whales and dolphins

commercial whaling (noun): hunting whales for profit

commissioned (verb): to authorize or fund a specific project

\*conservation (noun): protection

endeavor (verb): try hard to achieve something

guise (noun): an appearance

harpoon (noun): a barbed spear-like missile attached to a long rope and thrown by hand or fired from a gun, used to catch whales

humanely (adv.): with kindness and compassion

inherent (adj.): natural

metaphorical (adj.): described using figurative language

## Vocabulary continued

minute (adj.): tiny

\*moratorium (noun): the ending of a practice

loophole (noun): a way around the rules

overdrive (noun): a state of excessive activity

overzealousness (adj.): too overly excited about something

religious rites (noun): ceremonies or practices one participates in as part of their religious beliefs

skirmishes (noun): quick fights between small groups

\*slaughter (verb): kill animals for food

supplemented (verb): supplied a deficiency

\*sustainable (adj.): able to continue indefinitely

thwarting (verb): frustrating

# Welcome to Japan's Whale Week, Featuring Curried Whale Meat and Exploding Harpoons

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## Summary

While the Japanese have always turned to the oceans for as a source of food, the devastation caused by World War II meant that commercial whaling went into overdrive and became an even more important cultural and economic force. In recent years, a moratorium had been put in place by the International Court of Justice out of concerns about overfishing, biodiversity, and sustainability. The Japanese found a loophole in the ICJ's ruling so they continued whaling, which lead to numerous skirmishes with groups like Greenpeace, who sought to prevent the harpooning and slaughter of whales. Today the Japanese Prime Minister Shinzo Abe is advocating publicly to repeal the ban, by promoting the practice with forums, positive advertising and speeches. Conservationists, like Greenpeace, contend that the moratorium needs to remain in place and are fighting back.

# Welcome to Japan's Whale Week, Featuring Curried Whale Meat and Exploding Harpoons

Should the Japanese be allowed to hunt whales for commercial purposes?

¿Se les debería permitir a los japoneses cazar ballenas con fines comerciales?

## Vocabulary

### English

#### barbaric

(adj.): savagely cruel or primitive

#### \*biodiversity

(noun): many different types of plants and animals in one environment

#### cetacean

(noun): a marine mammal belonging to the aquatic order called Cetacea that includes whales and dolphins

#### commercial whaling

(noun): hunting whales for profit

#### commissioned

(verb): to authorize or fund a specific project

#### \*conservation

(noun): protection

#### endeavor

(verb): try hard to achieve something

#### guise

(noun): an appearance

### Español

#### bárbaro

(adjetivo): salvajemente cruel o primitivo

#### \*biodiversidad

(sustantivo): muchos tipos diferentes de plantas y animales en un medio ambiente

#### cetáceo

(sustantivo): un mamífero marino que pertenece al orden de los acuáticos llamados cetáceos que incluye ballenas y delfines

#### caza comercial de ballenas

(sustantivo): la caza de ballenas con fines de lucro

#### comisionar

(verbo): autorizar o financiar un proyecto específico

#### \*conservación

(sustantivo): protección

#### esforzarse

(verbo): intentar con empeño lograr algo

#### aspecto

(sustantivo): una apariencia



## Vocabulary continued

### harpoon

(noun): a barbed spear-like missile attached to a long rope and thrown by hand or fired from a gun, used to catch whales

### arpón

(sustantivo): un misil de púas unido a una cuerda larga y lanzado a mano o con una pistola, para capturar ballenas

### humanely

(adv.): to act with kindness and compassion

### humanamente

(adverbio): actuar con bondad y compasión

### inherent

(adj.): natural

### inherente

(adjetivo): natural

### metaphorical

(adj.): described using figurative language

### metafórico

(adjetivo): descrito con el uso de un lenguaje figurativo

### minute

(adj.): tiny

### diminuto

(adjetivo): muy pequeño

### \*moratorium

(noun): the ending of a practice

### \*moratoria

(sustantivo): el final de una práctica

### loophole

(noun): a way around the rules

### vacío legal

(sustantivo): una forma de evitar las reglas

### overdrive

(noun): a state of excessive activity

### aumentar excesivamente

(sustantivo): un estado de excesiva actividad

### overzealousness

(adj.): too overly excited about something

### exceso de celo

(adjetivo): demasiado emocionado por algo

### religious rites

(noun): ceremonies or practices one participates in as part of their religious beliefs

### ritos religiosos

(sustantivo): ceremonias o prácticas en las que uno participa como parte de sus creencias religiosas

## Vocabulary continued

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**skirmishes**

(noun): quick fights between small groups

**escaramuzas**

(sustantivo): peleas rápidas entre grupos pequeños

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**\*slaughter**

(verb): kill animals for food

**\*carnear**

(verbo): matar a los animales para comer

---

**supplemented**

(verb): to supply a deficiency

**complementó**

(verbo): suplió una deficiencia

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**\*sustainable**

(adj.): able to continue indefinitely

**\*sustentable**

(adjetivo): que puede continuar indefinidamente

---

**thwarting**

(verb): frustrating

**impedir**

(verbo): frustrar

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# Welcome to Japan's Whale Week, Featuring Curried Whale Meat and Exploding Harpoons

Should the Japanese be allowed to hunt whales for commercial purposes?

¿Se les debería permitir a los japoneses cazar ballenas con fines comerciales?

## Summary

**English** While the Japanese have always turned to the oceans for as a source of food, the devastation caused by World War II meant that **commercial whaling** went into **overdrive** and became an even more important cultural and economic force. In recent years, a **moratorium** had been put in place by the International Court of Justice out of concerns about overfishing, **biodiversity**, and **sustainability**. The Japanese found a **loophole** in the ICJ's ruling so they continued whaling, which lead to numerous **skirmishes** with groups like Greenpeace, who sought to prevent the **harpooning** and **slaughter** of whales. Today the Japanese Prime Minister Shinzo Abe is advocating publicly to repeal the ban, by promoting the practice with forums, positive advertising and speeches. **Conservationists**, like Greenpeace, contend that the moratorium needs to remain in place and are fighting back.

**Español** Si bien los japoneses siempre han recurrido a los océanos para buscar su comida, la devastación ocasionada por la Segunda Guerra Mundial significó que la **caza comercial de ballenas aumentara excesivamente** y se transformó incluso en una fuerza económica y cultural más importante. En años recientes, se ha establecido una **moratoria** por parte de la Corte Internacional de Justicia a causa de las preocupaciones ocasionadas por la caza excesiva, la **biodiversidad** y la **sustentabilidad**. Los japoneses encontraron un **vacío legal** en el dictamen de la CIJ por lo que han continuado cazando ballenas, lo que ha generado numerosas **escaramuzas** con grupos como Greenpeace, quienes buscan prevenir el **arponeo** y el **carnear** a las ballenas. Hoy en día, el Primer Ministro Japonés, Shinzo Abe está defendiendo públicamente que se retire la prohibición, promoviendo la práctica en fotos, publicidad positiva y discursos. Los **conservacionistas** como Greenpeace, afirman que la moratoria debe permanecer y están defendiéndose.

# LESSON Welcome to Japan's Whale Week, Featuring Curried Whale Meat and Exploding Harpoons

CERCA QUESTION Should the Japanese be allowed to hunt whales for commercial purposes?

## 4 Summarize

*Japan is intending to end the moratorium on \_\_\_\_\_,  
which has some conservationist groups \_\_\_\_\_.*

*\_\_\_\_\_ is the primary reason for the resumption of whale-hunts, and the  
Japanese government has begun promoting this by \_\_\_\_\_.*

*Japan's prime minister has said that \_\_\_\_\_.*

## 5 Build Your Argument

**Claim** *The Japanese [should/should not] be allowed to hunt whales for commercial purposes.*

**Reason** *The hunts are \_\_\_\_\_.*

**Evidence** *Japanese Prime Minister Shinzo Abe points out the whaling allows for economic benefit, as well as \_\_\_\_\_.*

**Reasoning** *This point demonstrates that \_\_\_\_\_.*

**Counterargument** *Some say that the Japanese \_\_\_\_\_, but others feel that whale hunting \_\_\_\_\_.*

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Should the Japanese be allowed to hunt whales for commercial purposes?

## 5 Build Your Argument

**Claim** *The Japanese [should/should not] be allowed to hunt whales for commercial purposes*

**Reason** *because they \_\_\_\_\_.*

**Evidence** *Japanese Prime Minister Shinzo Abe points out the whaling allows for economic benefit, as well as \_\_\_\_\_.*

**Reasoning** *This point demonstrates that \_\_\_\_\_.*

**Counterargument** *Some contend that the Japanese \_\_\_\_\_, yet others argue that the moratorium on whale hunting \_\_\_\_\_.*

**Evidence** *Despite opposition from other nations, activist groups and even the International Court of Justice, the Japanese are determined to resume whale hunts for both economic and \_\_\_\_\_.*

**Reasoning** *This proves that whaling has been an important historical and \_\_\_\_\_ force in Japan.*

## 6 Create Your CERCA

*After considering all of the opinions and facts in the article, it is clear that whaling [is/is not] an integral part of Japanese culture and politics. Therefore, the moratorium on commercial whale hunting \_\_\_\_\_.*