

What role should people play in saving endangered animals?

LESSON TITLE

SeaWorld Responds to Questions About Captive Orcas, 'Blackfish' Film

CERCA QUESTION

Do the benefits of keeping orcas in captivity outweigh the dangers it poses to animals and humans?

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



Describe orcas for students and show photos to support understanding. Define captivity. Discuss other large, wild predators that students know live in captivity, such as lions or tigers. Introduce the film "Blackfish" and provide a brief summary of the film and its impact.

LEVEL 3-4 Expanding

► **ASK:** What are some of the challenges presented by keeping large animals in captivity?

Support language acquisition with the following sentence frame:

Two of the challenges posed by keeping large animals captive might include: _____ and _____.

► **ASK:** What are some of the pros and cons associated with allowing people to see large animals in captivity?

Support language acquisition with the following sentence frames:

One benefit of allowing the public to see large animals in captivity is _____.

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

► **ASK:** Do you think there are sound, justifiable reasons to have large animals and mammals in zoos and aquariums today? Explain why you feel that way.

Guide students to use an example animal, such as a lion or elephant, and explain the pros and cons of keeping the animal captive. Accept all answers as long as evidence is provided.

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 an example of SeaWorld's contributions to marine life according to Fred Jacobs.**

_____ **is one way Kirby claims captivity is detrimental to orcas.**

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.

SeaWorld points out that they have contributed to the betterment and knowledge of marine life by _____.


Critics claim that that captivity of orcas is detrimental 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.

In the article focuses on the debate around _____ that was the focus of the documentary film _____.
According to SeaWorld executives the film is _____ because _____.
CNN's interview with Fred Jacobs, SeaWorld's Vice President of Communications, reveals 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 benefits of keeping orcas in captivity [do/do not] outweigh the dangers*
Reason *because in captivity _____.*
Evidence *SeaWorld's Vice President of Communications, Fred Jacobs, points out that his company has _____.*
Reasoning *This point is important as it highlights _____.*
Counterargument *Some contend that orcas should be _____, yet others argue that captivity is _____.*

 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 benefits of keeping orcas in captivity [do/do not] outweigh the dangers this action poses to animals and humans*
Reason *because in captivity _____.*
Evidence *Fred Jacobs, SeaWorld's Vice President of Communications, noted that his company has _____.*
Reasoning *This point is demonstrative of the fact that _____.*
Counterargument *While some contend that keeping orcas in captivity should be _____, others argue that _____.*
Evidence *Conversely, scientist and whale and dolphin expert Dr. Lori Marino said that she saw little evidence that SeaWorld _____ visitors about the mammals they were seeing.*
Reasoning *This proves that _____.*

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:
When one considers the account provided by Jacobs, and the concerns of animal ethicists it seems that SeaWorld _____ be allowed to continue keeping orcas captive.

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).

SeaWorld Responds to Questions About Captive Orcas, 'Blackfish' Film

CERCA QUESTION

Do the benefits of keeping orcas in captivity outweigh the dangers it poses to animals and humans?

Vocabulary

bias (noun): a personal prejudice

captivity (noun): being held in confinement

conceded (verb): acknowledged something as true

*conservation (noun): protection

desensitization (noun): a process whereby someone becomes less sensitive towards a certain topic or object

*documentary (noun): a movie that provides factual information

enriching (verb): improving the quality of something

*ethicists (noun): people who specialize in moral behavior

foraging (verb): searching for food

husbandry (noun): the science of breeding

integral (adj.): necessary

marine biologists (noun): people who study life in the ocean

Vocabulary continued

*misleading (verb): deceiving, giving the wrong impression

overwhelmingly (adj.): when something is overpowering

regrettably (adv.): unfortunately

rehabilitation (noun): the process of bringing something back to health

*welfare (noun): health and well-being

zoological (adj.): relates to animals

SeaWorld Responds to Questions About Captive Orcas, 'Blackfish' Film

CERCA QUESTION

Do the benefits of keeping orcas in captivity outweigh the dangers it poses to animals and humans?

Summary

SeaWorld has been a popular amusement park for decades, but recently with the release of the documentary film “Blackfish” and the death of one of their trainers, the company has faced an overwhelming backlash because it holds orcas in captivity for the entertainment of park visitors. To help counter the negative press they have been receiving, their Vice President of Communications Fred Jacobs sat down with CNN for an in-depth interview to highlight what the company believes to be a stellar record of animal treatment and conservation. Jacobs noted numerous examples of SeaWorld’s work with marine biologists, and discussed their ongoing efforts to learn more about orca husbandry and to rehabilitate injured animals globally. However, animal ethicists contend that SeaWorld’s record is misleading, and that for the welfare of these mammals they should be returned to the wild. The truth may lie somewhere in between.

SeaWorld Responds to Questions About Captive Orcas, 'Blackfish' Film

Do the benefits of keeping orcas in captivity outweigh the dangers it poses to animals and humans?
 Los beneficios de mantener orcas en cautiverio, ¿superan los peligros que esto representa para los animales y las personas?

Vocabulary

English

bias

(noun): a personal prejudice

captivity

(noun): being held in confinement

conceded

(verb): acknowledged something as true

*conservation

(noun): protection

desensitization

(noun): a process whereby someone becomes less sensitive towards a certain topic or object

*documentary

(noun): a movie that provides factual information

enriching

(verb): to improve the quality of something

*ethicists

(noun): people who specialize in moral behavior

Español

parcialidad

(sustantivo): un prejuicio personal

cautiverio

(sustantivo): el estar recluso y retenido

reconocer

(verbo): asumir que algo es verdadero

*conservación

(sustantivo): protección

desensibilización

(sustantivo): un proceso mediante el cual una persona se vuelve menos sensible a un determinado tema u objeto

*documental

(sustantivo): una película que ofrece información sobre los hechos

enriquecer

(verbo): mejorar la calidad de algo

*especialistas en ética

(sustantivo): personas que se especializan en la conducta moral

Vocabulary continued

foraging (verb): searching for food	buscar alimento (verbo): buscar comida
husbandry (noun): the science of breeding	zootecnia (sustantivo): la ciencia de la cría de animales
integral (adj.): necessary	esencial (adjetivo): necesario
marine biologists (noun): people who study life in the ocean	biólogos marinos (sustantivo): personas que estudian la vida en el océano
*misleading (adj.): deceiving, giving the wrong impression	*engañoso (adjetivo): que da la impresión equivocada
overwhelmingly (adv.): when something is overpowering	abrumadoramente (adverbio): cuando algo es demasiado sobrecogedor
regrettably (adv.): unfortunately	lamentablemente (adverbio): desafortunadamente
rehabilitation (noun): the process of bringing something back to health	rehabilitación (sustantivo): el proceso de regenerar la salud
*welfare (noun): health and well-being	*bienestar (sustantivo): la salud y el sentirse bien
zoological (adj.): relates to animals	zoológico (adjetivo): en relación con los animales

SeaWorld Responds to Questions About Captive Orcas, 'Blackfish' Film

CERCA QUESTION

Do the benefits of keeping orcas in captivity outweigh the dangers it poses to animals and humans?

Los beneficios de mantener orcas en cautiverio, ¿superan los peligros que esto representa para los animales y las personas?

Summary

English SeaWorld has been a popular amusement park for decades, but recently with the release of the **documentary** film “Blackfish” and the death of one of their trainers, the company has faced an **overwhelming** backlash because it holds orcas in **captivity** for the entertainment of park visitors. To help counter the negative press they have been receiving, their Vice President of Communications Fred Jacobs sat down with CNN for an in-depth interview to highlight what the company believes to be a stellar record of animal treatment and **conservation**. Jacobs noted numerous examples of SeaWorld’s work with **marine biologists**, and discussed their ongoing efforts to learn more about orca **husbandry** and to **rehabilitate** injured animals globally. However, animal **ethicists** contend that SeaWorld’s record is **misleading**, and that for the **welfare** of these mammals they should be returned to the wild. The truth may lie somewhere in between.

Español SeaWorld ha sido un parque de atracciones muy popular durante décadas, pero recientemente con el estreno de un **documental** “Blackfish” y la muerte de uno de sus entrenadores, la empresa ha enfrentado una **abrumadora** reacción por tener orcas en **cautiverio** para el entretenimiento de los asistentes. Para ayudar a contrarrestar la prensa negativa que han estado recibiendo, su vicepresidente de comunicaciones, Fred Jacobs se sentó con CNN en una entrevista profunda para destacar lo que la empresa considera un increíble registro de trato y conservación de los y **conservación** de los animales. Jacobs destacó numerosos ejemplos del trabajo de SeaWorld con **biólogos marinos**. También discutió los esfuerzos continuos por aprender más sobre la **zootecnia** de las orcas y sobre la **rehabilitación** de animales heridos en todo el mundo. Sin embargo, los **especialistas en ética** animal argumentan que el registro de SeaWorld es **engañoso** y que por el **bienestar** de estos mamíferos, deberían ser devueltos a la naturaleza. La verdad se encuentra en algún lugar entre ambas afirmaciones.

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4 Summarize

*In the article focuses on the debate around _____
that was the focus of the documentary film _____.
According to SeaWorld executives the film is _____
because _____.
CNN's interview with Fred Jacobs, SeaWorld's Vice President of
Communications, reveals that _____.*

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the dangers*

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CERCA QUESTION Do the benefits of keeping orcas in captivity outweigh the dangers it poses to animals and humans?

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