

CERCA SET  
Endangered Animals  
English Language Arts

What role should people play in saving endangered animals?

# LESSON TITLE Critics Question Zoos' Commitment to Conservation

CERCA QUESTION What should zoos be doing to help animal conservation efforts?

## 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 zoos and students experience of them. Discuss the purpose of zoos and link them to these experiences. Define animal conservation, and discuss how zoos might help with this.

### 1 Connect



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

### Introduce Vocabulary



Use the **Frayer 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

Provide an example of an endangered animal and how people are trying to help it. You might want to discuss tigers, polar bears, or rhinos.

► **ASK:** Why is [insert name of animal] endangered?

Support language acquisition with the following sentence frame:

\_\_\_\_\_ is endangered because \_\_\_\_\_.

► **ASK:** How are groups or individuals trying to help this animal?

Support language acquisition with the following sentence frames:

Today, \_\_\_\_\_ is helping this endangered animal by \_\_\_\_\_.

#### 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.

#### 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 endangered animals and have students research them. You may wish to provide them with the following questions: How did this animal become endangered? How have people tried to protect this animal? Did it help? Why or why not? What should people do next? Have students present their findings to the group.

#### 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 evidence of how zoos are helping in the conservation of animals.**

\_\_\_\_\_ **is an example of how zoos could be doing more in regards to the conservation of animals.**

### 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.

\_\_\_\_\_ **is just one example of the how zoos are attempting to aid in animal conservation.**

\_\_\_\_\_ **emphasizes that zoos could be doing more to promote animal conservation.**

## 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.

**The article highlights what zoos are doing to \_\_\_\_\_.**  
**The Bronx Zoo is building exhibits that offer both \_\_\_\_\_ and \_\_\_\_\_.**  
**This lets the public leave feeling \_\_\_\_\_.**  
**One major barrier to zoo's animal conservation efforts has been \_\_\_\_\_.**

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** Zoos should \_\_\_\_\_ to help animal conservation efforts.  
**Reason** This claim is true because \_\_\_\_\_.  
**Evidence** According to Michael Hutchins, the director of Conservation and Science at the AZA, in the future zoos will \_\_\_\_\_.  
**Reasoning** This is important because \_\_\_\_\_.  
**Counterargument** Some people argue that animal conservation is the responsibility of \_\_\_\_\_. However, it is actually the duty of \_\_\_\_\_ because they can \_\_\_\_\_.

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** To help animal conservation efforts zoos should \_\_\_\_\_.  
**Reason** in order to \_\_\_\_\_.  
**Evidence** According to Michael Hutchins, the director of Conservation and Science at the American Zoo and Aquarium Association, in the future zoos will \_\_\_\_\_.  
**Reasoning** This is important because \_\_\_\_\_.  
**Counterargument** While some argue that animal conservation is the responsibility of \_\_\_\_\_, others say it is the duty of \_\_\_\_\_ because \_\_\_\_\_.  
**Evidence** Laidlaw, a captive wildlife expert and the executive director of Zoocheck, explains that zoos struggle to \_\_\_\_\_.  
**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:  
***Based on the evidence provided in the article, such as the fact that zoos \_\_\_\_\_, it seems that zoos should \_\_\_\_\_ and \_\_\_\_\_ in order to aid wildlife conservation.***

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).

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## Vocabulary

accredited (adj.): officially recognized

affiliated (adj.): associated

arks (noun): boats

aquarium (noun): a building containing tanks of live fish and marine life of different species

benevolent (adj.): good and kind

\*captivity (noun): enclosure

conceding (verb): agree that something is true after first denying it

\*conserve (verb): protect

\*disenchanted (adj.): disappointed

\*diverge (verb): move in different directions

ecosystem (noun): a biological community of interacting organisms and their physical environment

enact (verb): put into action

## Vocabulary continued

exhibit (noun): display

exotic (adj.): from a faraway place

field project (noun): a project completed on location, and not inside a zoo or classroom

habitats (noun): places where plants or animals live

heralded (verb): publicized

indifference (noun): absence of feeling, interest

innovative (adj.): new and useful

instilled (verb): taught

lure (verb): attract

magnitude (noun): size

menageries (noun): park-like areas in which animals are housed for exhibition

nonprofit (noun): a business that is not focused on making a personal profit

oak savannas (noun): lightly forested areas with many oak trees

## Vocabulary continued

outmoded (adj.): old-fashioned

peerless (adj.): superior

proactive (adj.): actively responding to a problem

regulatory (adj.): managerial

\*restoration (noun): the action of returning something to a former owner, place, or condition

species (noun): a type of plant or animal

self-congratulatory (noun): feeling of satisfaction of one's own accomplishments

urbanization (noun): a population shift from rural to urban areas; the growth of cities

## LESSON

## Critics Question Zoos' Commitment to Conservation

## CERCA QUESTION

What should zoos be doing to help animal conservation efforts?

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## Summary

Many people see zoos as protectors of wildlife, but in reality, very few do meaningful conservation work. Several factors have influenced the way zoos operate: funding shortages, public indifference and government regulation all play a part in what happens to captive species. Prominent non-profit organizations and experts agree that something needs to change if conservation and education are to prevail. However, they hold divergent opinions about the best path forward. While some think that zoos need to be more proactive in their approach to creating authentic exhibits and promoting habitat restoration in the wild, others argue that without greater support and patronage change will be slow.



# Critics Question Zoos' Commitment to Conservation

What should zoos be doing to help animal conservation efforts?

¿Qué deberían hacer los zoológicos para ayudar a los esfuerzos de los conservacionistas de animales?

## Vocabulary

### English

#### accredited

(adj.): officially recognized

#### affiliated

(adj.): associated

#### arks

(noun): boats

#### aquarium

(noun): a building containing tanks of live fish and marine life of different species

#### benevolent

(adj.): good and kind

#### \*captivity

(noun): enclosure

#### conceding

(verb): agree that something is true after first denying it

#### \*conserve

(verb): protect

#### \*disenchanted

(adj.): disappointed

#### \*diverge

(verb): move in different directions

### Español

#### acreditado

(adjetivo): reconocido oficialmente

#### afiliado

(adjetivo): asociado

#### arcas

(sustantivo): barcos

#### acuario

(sustantivo): un edificio que contiene tanques con peces vivos y vida marina de diferentes especies

#### benevolente

(adjetivo): bueno y bondadoso

#### \*cautiverio

(sustantivo): encierro

#### conceder

(verbo): estar de acuerdo en que algo es cierto después de haberlo negado

#### \*conservar

(verbo): proteger

#### \*desencantado

(adjetivo): decepcionado

#### \*divergir

(verbo): moverse en diferentes direcciones

# Vocabulary continued

**ecosystem**

(noun): a biological community of interacting organisms and their physical environment

**ecosistema**

(sustantivo): una comunidad biológica de organismos que interactúan y su entorno físico

**enact**

(verb): put into action

**promulgar**

(verbo): poner en acción

**exhibit**

(noun): display

**exposición**

(sustantivo): muestra

**exotic**

(adj.): from a faraway place

**exótico**

(adjetivo): de un lugar lejano

**field project**

(noun): a project completed on location, and not inside a zoo or classroom

**proyecto de campo**

(sustantivo): un proyecto terminado en el lugar y no dentro de un zoológico o en el salón de clases

**habitats**

(noun): places where plants or animals live

**hàbitats**

(sustantivo): lugares donde viven las plantas o animales

**heralded**

(verb): publicized

**anunciar**

(verbo): publicitar

**indifference**

(noun): absence of feeling, interest

**indiferencia**

(sustantivo): ausencia de sentimiento, de interés

**innovative**

(adj.): new and useful

**innovador**

(adjetivo): nuevo y útil

**instilled**

(verb): taught

**inculcar**

(verbo): enseñar

**lure**

(verb): attract

**captar**

(verbo): atraer

**magnitude**

(noun): size

**magnitud**

(sustantivo): tamaño

## Vocabulary continued

<b>menageries</b> (noun): park-like areas in which animals are housed for exhibition	<b>casa de las fieras</b> (sustantivo): áreas como el parque en el que se alojan los animales a la exposición
<b>nonprofit</b> (noun): a business that is not focused on making a personal profit	<b>organización sin fines de lucro</b> (sustantivo): un negocio que no se enfoca en obtener una ganancia personal
<b>oak savannas</b> (noun): lightly forested areas with many oak trees	<b>sabanas de roble</b> (sustantivo): áreas ligeramente boscosas con muchos árboles de roble
<b>outmoded</b> (adj.): old-fashioned	<b>anticuado</b> (adjetivo): pasado de moda
<b>peerless</b> (adj.): superior	<b>sin par</b> (adjetivo): superior
<b>proactive</b> (adj.): actively responding to a problem	<b>proactivo</b> (adjetivo): que responde activamente a un problema
<b>regulatory</b> (adj.): managerial	<b>regulatorio</b> (adjetivo): de gestión
<b>*restoration</b> (noun): the action of returning something to a former owner, place, or condition	<b>*restauración</b> (sustantivo): la acción de devolver algo a un antiguo propietario, lugar o condición
<b>species</b> (noun): a type of plant or animal	<b>especie</b> (sustantivo): un tipo de planta o animal
<b>self-congratulatory</b> (noun): feeling of satisfaction of one's own accomplishments	<b>autocomplaciente</b> (sustantivo): sensación de satisfacción de los propios logros
<b>urbanization</b> (noun): a population shift from rural to urban areas, the growth of cities	<b>urbanización</b> (sustantivo): un cambio de la población del campo a zonas urbanas, el crecimiento de las ciudades

# Critics Question Zoos' Commitment to Conservation

What should zoos be doing to help animal conservation efforts?

¿Qué deberían hacer los zoológicos para ayudar a los esfuerzos de los conservacionistas de animales?

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## Summary

### English

Many people see zoos as protectors of wildlife, but in reality, very few do meaningful **conservation** work. Several factors have influenced the way zoos operate: funding shortages, public **indifference** and government regulation all play a part in what happens to **captive species**. Prominent **non-profit** organizations and experts agree that something needs to change if conservation and education are to prevail. However, they hold **divergent** opinions about the best path forward. While some think that zoos need to be more **proactive** in their approach to creating authentic **exhibits** and promoting **habitat restoration** in the wild, others argue that without greater support and patronage change will be slow.

### Español

Muchas personas ven a los zoológicos como protectores de la vida salvaje, pero en realidad muy pocos hacen un trabajo de **conservación** significativo. Muchos factores han influido en la manera que los zoológicos operan: escasez de financiamiento, **indiferencia** pública y regulación gubernamental; todos forman parte de lo que les sucede a las **especies cautivas**. Prominentes **organizaciones sin fines de lucro** y expertos están de acuerdo en que algo tiene que cambiar para que la educación y la conservación prevalezcan. Sin embargo, tienen opiniones **divergentes** con respecto al mejor camino a seguir. Si bien algunos consideran que los zoológicos deben ser más **proactivos** en su enfoque a crear **exhibiciones** auténticas y promover la **restauración de los hábitats** naturales, otros argumentan que sin mayor apoyo y financiamiento el cambio será lento.

## 4 Summarize

*The article highlights what zoos are doing to \_\_\_\_\_.*

*The Bronx Zoo is building exhibits that offer both \_\_\_\_\_*

*and \_\_\_\_\_. This lets the public leave feeling*

\_\_\_\_\_.

*One major barrier to zoo's animal conservation efforts has been*

\_\_\_\_\_.

## 5 Build Your Argument

**Claim** *Zoos should \_\_\_\_\_  
to help animal conservation efforts.*

**Reason** *This claim is true because \_\_\_\_\_.*

**Evidence** *According to Michael Hutchins, the director of  
Conservation and Science at the AZA, in the future zoos will*

\_\_\_\_\_.

**Reasoning** *This is important because \_\_\_\_\_.*

**Counterargument** *Some people argue that animal conservation is the  
responsibility of \_\_\_\_\_.*

*However, it is actually the duty of \_\_\_\_\_*

*because they can \_\_\_\_\_.*

## 5 Build Your Argument

**Claim** *To help animal conservation efforts zoos should*

**Reason** *in order to* \_\_\_\_\_.

**Evidence** *According to Michael Hutchins, the director of Conservation and Science at the American Zoo and Aquarium Association, in the future zoos will* \_\_\_\_\_.

**Reasoning** *This is important because* \_\_\_\_\_.

**Counterargument** *While some argue that animal conservation is the responsibility of* \_\_\_\_\_, *others say it is the duty of* \_\_\_\_\_ *because* \_\_\_\_\_.

**Evidence** *Laidlaw, a captive wildlife expert and the executive director of Zoocheck, explains that zoos struggle to* \_\_\_\_\_.

**Reasoning** *This proves that* \_\_\_\_\_.

## 6 Create Your CERCA

*Based on the evidence provided in the article, such as the fact that zoos* \_\_\_\_\_, *it seems that zoos should* \_\_\_\_\_ *and* \_\_\_\_\_ *in order to aid wildlife conservation.*