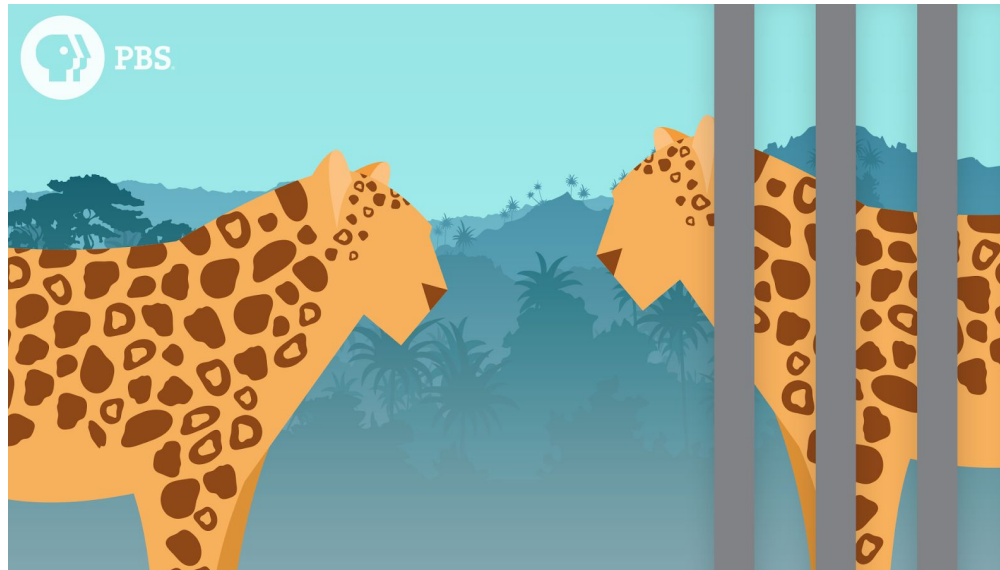


Educator Guide: Should Zoos Exist?



Lesson plan and [classroom viewing guide](#)

This guide is designed to support your students with these learning objectives:

- 1) Students will analyze information about animal conservation efforts and zoos
- 2) Students will evaluate and present arguments about the pros and cons of zoos on learn.kqed.org
- 3) Students will create a presentation about their local zoo and how it ranks.



Watch video



Join this Discussion



Make & Share

Use this [classroom viewing guide](#) with:

- Quick-write prompt
- Comprehension questions about the video
- Student note catcher

More student supports the Discussion page:

- Glossary with vocabulary used in the video
- Annotated source list
- Video transcripts in English and Spanish

Students sign into KQED Learn and click the “Join the Discussion” button to respond to the [Discussion question](#).

Responses should be supported by evidence from the Above the Noise video or other research on the topic.

Supports for joining the discussion KQED Learn:

- [Sentence frames](#)
- [Discussions rubric](#)
- [Response analysis activity](#)

Please refer to our [Code of Conduct](#) as well as your school’s behavioral expectations before joining.

Research the nearest zoo to your community. Then create a short presentation that includes photos from the zoo, what visitors should see (or avoid) and where it ranks according to national zoo rankings and why. Upload your presentation in the Make & Share tab.

(check out the citations for extra resources for discussions and Make & shares.

Web-based tools* for making presentations:

- [Google Slides](#)
- [Adobe Spark](#)
- [Prezi](#)

Embed presentations into Learn using the Make and Share tab..

New making presentations? Check out the course in [KQED Teach!](#)

Standards

| | |
|---|--|
| CCSS.ELA-Literacy.CCR.A.R.1 | Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. |
| CCSS.ELA-Literacy.CCR.A.R.7 | Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. |
| CCSS.ELA-Literacy.W.1 | Write arguments to support claims with clear reasons and relevant evidence. |
| CCSS.ELA-Literacy.W.6 | Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. |
| NGSS.SEP.7 | Engaging in argument from evidence |
| NGSS.SEP.8 | Obtaining, evaluating and communicating information |
| NGSS.CCC.2 | Cause and effect: Mechanism and explanation |
| ISTE Digital Citizen | Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical. |

***KQED's Media Tool Policy:** In KQED Education's media literacy work, we take an approach to platforms and tools that focuses on developing media-making competencies that are transferable to an individual's specific technology context. When we recommend software for specific mediamaking activities, our factors for consideration include ease of use, whether the tool is open-source, whether it works across platforms and whether it offers the necessary functionality for the task free of cost. If there are no free tools appropriate for the task, we prioritize the lowest-cost solution able to produce high-quality media.