



## **Mountain Lion Debate**

This lesson aligns with Common Core State Standards (CCSS) and incorporates writing, reading, inquiry, and collaboration.

Suggested grade level: 8-12

This lesson has been adapted from the following AVID activity:

<http://www.inter-lakes.k12.nh.us/ilhs/AVID/4%20Corner%20Debate.pdf>

**Estimated Time: 45min-1hour**

### **CCSS Suggested Benchmarks**

- [CCSS.ELA-Literacy.RST.9-10.5](#) Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., *force*, *friction*, *reaction force*, *energy*).
- [CCSS.ELA-Literacy.RST.9-10.6](#) Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address.
- [CCSS.ELA-Literacy.RST.11-12.7](#) Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

### **Essential Questions**

- After reading the article, do you Strongly agree, agree, disagree, or strongly disagree with the following statement:

Hunters play an important role in controlling the mountain lion population. It is ok to let them hunt mountain lions if they follow rules.

- After listening the other three group's arguments, has your stance changed? Why or why not?

## **Objectives for Students**

- Students will read the following text and then listen to a controversial statement about controlling mountain lion populations in New Mexico and decide whether they strongly agree, agree, disagree, or strongly disagree with the statement.
- Students will collaborate with the other members of the group to record statements that support their stance on the controversial statement.
- Present their statements to the other three groups, listen to the other group's ideas, and then reconsider their stance.

## **ENGAGE:**

Have students conduct a guided reading of the following booklet on mountain lion education published by the New Mexico Department of Game and Fish [http://www.wildlife.state.nm.us/conservation/cougar/CougarEducationBooklet\\_1-31-11.pdf](http://www.wildlife.state.nm.us/conservation/cougar/CougarEducationBooklet_1-31-11.pdf)

## **EXPLORE:**

Use the "4 Corner Debate" (see website below for detailed directions) to conduct a collaborative discussion about the essential questions:

<http://www.inter-lakes.k12.nh.us/ilhs/AVID/4%20Corner%20Debate.pdf>

## **EVALUATE:**

Use a rubric to evaluate understanding. Students can rate themselves, then that rating can be combined with the teacher's. Here's an example:

## **EXTEND:**

Students will then decide if they want to change their stance and move to another corner.

## **EXPLAIN:**

Students write a detailed paragraph about why they chose the corner, and if they changed their mind after listening to the other arguments.

