

# Earth Day 2020 Live

## Overview

To support Earth Day 2020 Live a series of writing assignments have been developed for student. The literacy assignments are aligned with the US [Common Core State Standards](#), and can be adapted by teachers working in other school systems to develop literacy skills and competences through the Earth Day Live Event.

If students did not participate in the Live Lessons, these can be viewed on catch-up after broadcast.

### Confronting Extinction

Broadcast Live on: Wednesday 22 April at 10:00AM ET, 2:00PM GMT 3:00PM BST

Catch-up viewing at: <https://encounteredu.com/live-lessons/confronting-extinction-220420>

### Impacts of illegal wildlife markets

Broadcast Live on: Wednesday 22 April at 11:00AM ET, 3:00PM GMT 4:00PM BST

Catch-up viewing at: <https://encounteredu.com/live-lessons/impacts-of-illegal-wildlife-markets-22042020>

## The Last Animals Documentary

The Last Animals documentary is available for streaming via GOOD DOCS. A 14-day license can be purchased either for a single household, a school or college. If you purchase a school license, you will be able to share the streaming link with up to 300 students or staff. Use discount code 20%\_OFF\_EARTH DAY that has been generated for this event by the educational distributor.

The Last Animals documentary contains footage of wild animals in distress and dead animals. The documentary is rated 12 in the United Kingdom, meaning it is not suitable for children under the age of 12 without parental supervision.

For a single household license visit: <https://gooddocs.net/products/the-last-animals?variant=33488571498629>

For a school license visit: <https://gooddocs.net/products/the-last-animals?variant=32065485996165>

## Supplementary writing assignments

### Writing assignments summary

Assignment	Ages	Live lesson link	Topics
<b>Extended answers</b> <b>Threats to wildlife</b>	<b>Middle School</b> <b>Ages</b> 11-14	Confronting Extinction <a href="https://encounteredu.com/live-lessons/confronting-extinction-220420">https://encounteredu.com/live-lessons/confronting-extinction-220420</a>	Understanding and addressing the biological and social drivers of extinction
<b>Extended answers</b> <b>Threats to wildlife</b>	<b>High School</b> <b>Ages</b> 14-18	Confronting Extinction <a href="https://encounteredu.com/live-lessons/confronting-extinction-220420">https://encounteredu.com/live-lessons/confronting-extinction-220420</a>	Understanding and addressing the biological and social drivers of extinction
<b>Extended answers</b> <b>Corporate contributions to conservation</b>	<b>Middle School</b> <b>Ages</b> 11-14	Impacts of illegal wildlife markets <a href="https://encounteredu.com/live-lessons/impacts-of-illegal-wildlife-markets-22042020">https://encounteredu.com/live-lessons/impacts-of-illegal-wildlife-markets-22042020</a>	Wildlife in markets around us Links to illegal trade and to emergent diseases
<b>Short essay</b> <b>What is zoonotic disease?</b>	<b>Middle School</b> <b>Ages</b> 11-14	Impacts of illegal wildlife markets <a href="https://encounteredu.com/live-lessons/impacts-of-illegal-wildlife-markets-22042020">https://encounteredu.com/live-lessons/impacts-of-illegal-wildlife-markets-22042020</a>	Wildlife in markets around us Links to illegal trade and to emergent diseases
<b>Close reading activity</b> <b>Why are domestic trade bans on wildlife products important?</b>	<b>High School</b> <b>Ages</b> 14-18	Impacts of illegal wildlife markets <a href="https://encounteredu.com/live-lessons/impacts-of-illegal-wildlife-markets-22042020">https://encounteredu.com/live-lessons/impacts-of-illegal-wildlife-markets-22042020</a>	Wildlife in markets around us Links to illegal trade and to emergent diseases
<b>Short essay</b> <b>What is zoonotic disease?</b>	<b>High School</b> <b>Ages</b> 14-18	Impacts of illegal wildlife markets <a href="https://encounteredu.com/live-lessons/impacts-of-illegal-wildlife-markets-22042020">https://encounteredu.com/live-lessons/impacts-of-illegal-wildlife-markets-22042020</a>	Wildlife in markets around us Links to illegal trade and to emergent diseases

## Supplementary writing assignments

### Extended answers: Threats to wildlife

**Ages** 11-14 / Middle School / US Grades 6-8 / ENG key stage 3

**Relevant live lesson** Confronting Extinction <https://encounteredu.com/live-lessons/confronting-extinction-220420>

**Topics covered** understanding, addressing the biological and social drivers of extinction

### Overview

The Last Animals shows us elephants and Northern White rhinos, whose large bodies and preference for forest clearings or open grassy landscapes make them targets because of the illegal market value of their tusks and horns. To learn more about other endangered animals, assign your students to answer these few short questions:

1. Identify two other animals anywhere in the world that are threatened. How are they commonly known? Where do they live?
2. What biological and ecological factors make them vulnerable? You might consider diet, body shape, disease, habitat, environmental change, and more.
3. What human activities are threatening them? You might consider trade, building of roads, noise, hunting, religious beliefs and more.

### Resources

- Academic Kids Encyclopedia on IUCN Red List (list of animals under threat of extinction)  
[https://academickids.com/encyclopedia/index.php/IUCN\\_Red\\_List](https://academickids.com/encyclopedia/index.php/IUCN_Red_List)
- IUCN Red List  
<https://www.iucnredlist.org/search?searchType=species>

Teachers can hold their own online session to guide students how to search an animal's name in the search box on the top left or using the filter feature on the left side of the screen. Click on the animal under the "Results" area to know more about that species.

### Common Core State Standards Alignment

[CCSS.ELA-LITERACY.WH.7.2](#)

Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

[CCSS.ELA-LITERACY.WH.7.2.B](#)

Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

[CCSS.ELA-LITERACY.RST.6-8.9](#)

Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.

[CCSS.ELA-LITERACY.RH.6-8.2](#)

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

[CCSS.ELA-LITERACY.RH.6-8.3](#)

Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

## Supplementary writing assignments

### Extended answers: Threats to wildlife

**Ages** 14-18 / High School / US Grades 9-12 / ENG key stages 4 & 5

**Relevant live lesson** Confronting Extinction <https://encounteredu.com/live-lessons/confronting-extinction-220420>

**Topics covered** understanding, addressing the biological and social drivers of extinction

### Overview

Assign your students to read through the Convention on International Trade in Endangered Species (CITES) of Wild Fauna and Flora document, with particular focus on Article I-VI and the Appendices (linked below) to complete these short answer questions (1-5 sentences):

1. Imagine you are writing a letter to a younger cousin or friend. Write a short summary explaining in simple language what is the Convention on International Trade in Endangered Species (CITES).
2. Now imagine you are explaining this to an aunt or uncle. Write a short summary of the difference between Appendix I, II, and III.
3. Select 1 species each from Appendix I, II, and III. Identify what they are commonly called, and write a short summary describing those 3 species and their status.

### Resources

- Convention on International Trade in Endangered Species (CITES) of Wild Fauna and Flora <https://www.cites.org/eng/disc/text.php#II>
- CITES Appendices (List of Species) <https://www.cites.org/eng/app/appendices.php>

### Common Core State Standards Alignment

[CCSS.ELA-LITERACY.WHST.9-10.1](#)

Write arguments focused on discipline-specific content.

[CCSS.ELA-LITERACY.WHST.9-10.8](#)

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

[CCSS.ELA-LITERACY.WHST.9-10.9](#)

Draw evidence from informational texts to support analysis, reflection, and research.

[CCSS.ELA-LITERACY.RST.9-10.1](#)

Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.

[CCSS.ELA-LITERACY.RH.9-10.1](#)

Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

## Supplementary writing assignments

### Extended answers: Corporate contributions to conservation

**Ages** 11-14 / Middle School / US Grades 6-8 / ENG key stage 3

**Relevant live lesson** Impacts of illegal wildlife markets

<https://encounteredu.com/live-lessons/impacts-of-illegal-wildlife-markets-22042020>

**Topics covered** wildlife in markets around us; links to illegal trade and to emergent diseases

#### Overview

Assign your students to view the announcement of "The Lion's Share" (linked below) an initiative asking organizations that use animals in their advertising and branding to contribute to field conservation. Have each student pick a brand or logo using an image of wildlife (e.g. jaguar sports car) to promote a for-profit organization (e.g. NOT a non-governmental organization like WWF). Instruct them to read the organization's profile in their website, in the news, or from other sources to answer these few questions:

1. What organization and visual promotional material did you pick?
2. Why did you pick that promotional material? What struck you about it?
3. What does that animal represent? How might it influence customers or clients for that organization?
4. What are positive and negative ways using wildlife images as branded marketing could impact wildlife (examples: influencing the perceived value of that animal as a commodity, raising demand for the real animal? or generating revenue to protect that animal)?

#### Resources

- The Lion's Share promotional video:  
<https://www.thelionssharefund.com/content/thelionssharefund/en/home/>
- Convention on International Trade in Endangered Species (CITES) of Wild Fauna and Flora <https://www.cites.org/eng/disc/text.php#11>

#### Common Core State Standards Alignment

[CCSS.ELA-LITERACY.WHST.6-8.1](#)

Write arguments focused on discipline-specific content.

[CCSS.ELA-LITERACY.WHST.6-8.2](#)

Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

[CCSS.ELA-LITERACY.WHST.6-8.8](#)

Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

[CCSS.ELA-LITERACY.WHST.6-8.9](#)

Draw evidence from informational texts to support analysis, reflection, and research.

[CCSS.ELA-LITERACY.RST.6-8.1](#)

Cite specific textual evidence to support analysis of science and technical texts.

[CCSS.ELA-LITERACY.RH.6-8.1](#)

Cite specific textual evidence to support analysis of science and technical texts.

## Supplementary writing assignments

### Short essay: What is zoonotic disease?

**Ages** 11-14 / Middle School / US Grades 6-8 / ENG key stage 3

**Relevant live lesson** Impacts of illegal wildlife markets

<https://encounteredu.com/live-lessons/impacts-of-illegal-wildlife-markets-22042020>

**Topics covered** wildlife in markets around us; links to illegal trade and to emergent diseases

#### Overview

Assign your students to read the description of Zoonosis from the below Kiddle Encyclopedia and watch the below video by TED-Ed. Based on that article and video, ask students to write a short essay based on these few questions:

1. What is zoonotic disease? Name three examples of Zoonotic disease? Make a summary combining the information you get from the article and the video (linked below).
2. How does wildlife trafficking relate to the COVID-19 pandemic? Is it a zoonotic disease?
3. What actions would like to see governments to ensure this does not happen again?

#### Resources

- Zoonosis Facts for Kids - Kiddle Encyclopedia <https://kids.kiddle.co/Zoonosis>
- How do viruses jump from animals to humans? - Ben Longdon – TED-Ed <https://www.youtube.com/watch?v=xjcsrU-ZmqY>

#### Common Core State Standards Alignment

[CCSS.ELA-LITERACY.WHST.6-8.1](#)

Write arguments focused on discipline-specific content.

[CCSS.ELA-LITERACY.WHST.6-8.2](#)

Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

[CCSS.ELA-LITERACY.RST.6-8.2](#)

Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.

[CCSS.ELA-LITERACY.RST.6-8.7](#)

Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).

## Supplementary writing assignments

### Close reading activity: Why are domestic trade bans on wildlife products important?

**Ages** 14-18 / High School / US Grades 9-12 / ENG key stages 4 & 5

**Relevant live lesson** Impacts of illegal wildlife markets

<https://encounteredu.com/live-lessons/impacts-of-illegal-wildlife-markets-22042020>

**Topics covered** wildlife in markets around us; links to illegal trade and to emergent diseases

#### Overview

Review the recent history of U.S. domestic actions on wildlife trade, in relation to other nations.

First, consider this news article about a case in the U.S. where the ivory trade and the trade of many other species was banned in 2016 by Hawaii state lawmakers (covered in a Washington Post article linked below). In light of Hawaii's magnificent progress that exceeds other states such as New York and California at the time, answer the following:

1. Do you think Hawaii's ban on ivory and the trade of other wildlife is moving far and fast enough to protect the animals?

Second, read the U.S. Fish and Wildlife Service Web Page on "What I can do with my ivory?" (if you are interested you can also read this Frequently Asked Questions about Ivory Bans by WCS and the U.S. Eliminate, Neutralize, and Disrupt - END Wildlife Trafficking Act, linked below). Then answer these few questions:

2. What differences do you see between the federal policy with the state policy you see earlier in Hawaii?
3. What do you think might explain these differences?

Finally, read (and consult with your teacher) the Convention on International Trade in Endangered Species (CITES) of Wild Fauna and Flora and either one of Vietnam's or Zimbabwe's national policies related to ivory trade from their submitted document to the CITES. Write a short essay based on these few questions:

4. Why are state bans on wildlife products important when there are national international trade bans? Draw your evidence from the policies you have read so far and also the story you saw on practice in Vietnam, Democratic Republic of Congo, and Kenya in The Last Animals film.

#### Resources

- Washington Post Article on Hawaii's Ivory Trade Ban  
<https://www.washingtonpost.com/news/energy-environment/wp/2016/05/05/elephant-ivory-is-big-business-in-hawaii-now-the-state-wants-to-ban-it/>
- U.S. Fish and Wildlife Service Web Page on Wildlife Trade  
<https://www.fws.gov/wildliferepository/wildlifetrade.php>

## Supplementary writing assignments

- U.S. Fish and Wildlife Service Web Page on “What I can do with my ivory?”  
<https://www.fws.gov/international/travel-and-trade/ivory-ban-questions-and-answers.html>
- U.S. Eliminate, Neutralize, and Disrupt (END) Wildlife Trafficking Act  
<https://www.congress.gov/bill/114th-congress/house-bill/2494/text>
- Convention on International Trade in Endangered Species (CITES) of Wild Fauna and Flora <https://www.cites.org/eng/disc/text.php#I>
- CITES Conference of the Parties-18 (2019) Information Document on Vietnam's policies <https://cites.org/sites/default/files/eng/cop/18/inf/E-CoP18-Inf-056.pdf>
- CITES Conference of the Parties-18 (2019) Information Document on Zimbabwe's policies <https://cites.org/sites/default/files/eng/cop/18/inf/E-CoP18-Inf-032.pdf>

### Common Core State Standards Alignment

#### [CCSS.ELA-LITERACY.WHST.9-10.1](#)

Write arguments focused on discipline-specific content.

#### [CCSS.ELA-LITERACY.WHST.9-10.8](#)

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

#### [CCSS.ELA-LITERACY.WHST.9-10.9](#)

Draw evidence from informational texts to support analysis, reflection, and research.

#### [CCSS.ELA-LITERACY.RST.9-10.1](#)

Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.

#### [CCSS.ELA-LITERACY.RST.9-10.9](#)

Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.

#### [CCSS.ELA-LITERACY.RH.9-10.1](#)

Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

#### [CCSS.ELA-LITERACY.RH.9-10.9](#)

Compare and contrast treatments of the same topic in several primary and secondary sources.



## Supplementary writing assignments

### Short essay: What is zoonotic disease?

**Ages** 14-18 / High School / US Grades 9-12 / ENG key stages 4 & 5

**Relevant live lesson** Impacts of illegal wildlife markets

<https://encounteredu.com/live-lessons/impacts-of-illegal-wildlife-markets-22042020>

**Topics covered** wildlife in markets around us; links to illegal trade and to emergent diseases

#### Overview

Assign your students to read this document on Wildlife Market and COVID-19 (specifically these 2 sections: The Emergence of COVID-19 in page 2-4 and The Need for a Ban in page 9-12) and watch this TED-Ed video on how pandemics spread.. Based on that document and video, ask students to write a short essay based on these few questions:

1. What is zoonotic disease? How does it spread? Make a summary combining the information you get from the 2 sections of the Wildlife Market and COVID-19 document.
2. How does wildlife trafficking relate to the current global health crisis that is preventing you from being at school? How does the COVID-19 pandemic spread from wildlife markets to the whole world based on the process you learn from the TedEd video?
3. What actions would you like to see governments take to help ensure this does not happen again? Do you think what your government has done is enough?

#### Resources

- Wildlife Market and COVID-19 document <https://www.hsi.org/wp-content/uploads/2020/04/Wildlife-Markets-and-COVID-19-White-Paper.pdf>
- How Pandemics Spread – TED-Ed <https://www.youtube.com/watch?v=UG8YbNbdaco>
- Wet Markets or Wildlife Markets article - National Geographic <https://www.nationalgeographic.com/animals/2020/04/coronavirus-linked-to-chinese-wet-markets/>

#### Common Core State Standards Alignment

[CCSS.ELA-LITERACY.WHST.9-10.1](#)

Write arguments focused on discipline-specific content.

[CCSS.ELA-LITERACY.WHST.9-10.2](#)

Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

[CCSS.ELA-LITERACY.RST.9-10.2](#)

Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.

[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.RH.9-10.3](#)

Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.