

## Two Views: Bring Back the Bluebuck?

In this lesson, students will analyze opposing viewpoints from scientists about a company's plan to bring the bluebuck, also known as the blue antelope, back from extinction.

<b>Objective</b>	Students will be able to analyze two opposing perspectives on de-extinction using textual evidence; evaluate the strengths and weaknesses of each argument; and construct a written claim supported by reasoning and evidence.
<b>Standards Alignment</b>	<p><b>RI.7-8.6</b> Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.</p> <p><b>RI.7-8.8</b> Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.</p> <p><b>W.7-8.1</b> Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.</p> <p><b>MS-LS2-5</b> Evaluate competing design solutions for maintaining biodiversity and ecosystem services.</p> <p><b>MS-LS4-4</b> Construct an explanation based on evidence that describes how genetic variations increase some individuals' probability of surviving and reproducing in a specific environment.</p>
<b>Materials</b>	<a href="#">Article text</a> , CER graphic organizer, board/projector, chart paper (optional)
<b>Vocabulary</b>	<p><b>extinction:</b> state of being gone forever</p> <p><b>conservation:</b> protection</p> <p><b>genetic:</b> related to traits passed down from parents to offspring</p> <p><b>biodiverse:</b> having different kinds of plants and animals</p>
<b>Hook / Warm-Up</b>	<p><b>Display the prompt on the board:</b></p> <p><i>"If humans caused a species to go extinct, do we have a responsibility to bring it back? Why or why not?"</i></p> <p>Have students do a 2-minute Quick Write or Turn and Talk. Allow 2-3 volunteers to share their thoughts. Review key vocabulary (extinction, conservation, genetic, biodiverse) as needed.</p>
<b>Teacher Modeling</b>	<ul style="list-style-type: none"> <li>• Read the first two paragraphs aloud. Think aloud: 'I notice this is structured as a two-views article which tells me I should track two different arguments.'</li> <li>• Model annotating Colossal Biosciences' view: highlight the claim, underline at least one piece of evidence, and circle any loaded or persuasive language.</li> <li>• Introduce the Claim-Evidence-Reasoning (CER) framework on the board.</li> </ul>
<b>Guided Practice</b>	<ul style="list-style-type: none"> <li>• In pairs, have students read the 'Other View' section and annotate: claim, evidence, and reasoning using the CER framework.</li> <li>• Have the class share their findings and record the claims/evidence in a two-column T-chart on the board.</li> <li>• Discuss: Which argument provides stronger evidence? What, if any, assumptions are made?</li> </ul>
<b>Independent Practice</b>	Have students complete the accompanying CER worksheet, weighing both views prior to writing a structured position statement.

<b>Exit Ticket</b>	<p>Students respond on an index card:</p> <p><i>"What is ONE piece of evidence from the article that most influenced your opinion? Explain in 2–3 sentences."</i></p>
<b>Differentiation</b>	<p><b>Support:</b></p> <ul style="list-style-type: none"> <li>• Provide a pre-filled CER graphic organizer with sentence frames.</li> <li>• Allow partner reading or audio support for the article.</li> </ul> <p><b>Extension:</b></p> <ul style="list-style-type: none"> <li>• Research another Colossal Biosciences de-extinction project and evaluate it using the same criteria. (See NOM's article, <i>The Dire Wolf Returns!</i>)</li> <li>• Write a persuasive letter to a scientific journal defending or opposing de-extinction.</li> </ul>



Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Part I**

Directions: Complete the argument map below by identifying the claim, evidence, and reasoning for EACH side. Use direct evidence from the article.

<b>Colossal Biosciences: Bring Back the Bluebuck</b>	<b>Scientists: Focus on Conservation</b>
Claim	Claim
Evidence	Evidence
Reasoning	Reasoning
Weakness	Weakness

**Part II**

Directions: Using your argument map and the CER framework, write a structured position statement.

Claim (your reasoning)	
Evidence (from the article)	
Reasoning (explain the link)	
Counterargument (acknowledge and refute)	