

**Instructor Sheet**  
**My View's Write!**  
**Lesson 24**

**Grade Level(s):** Middle, High

**Duration:** 60-100 minutes

**Setting:** Indoors, use computer for research, write letters afterward

**Skills:** Reading, persuasive writing, web navigation, listening, public speaking

**Subject Areas:** Environmental science, life science, language arts

**Overview:** Students research some of the controversial issues related to panthers and panther management. Students then choose one of these issues and take a stand on it. That day or the next one, students write a letter to a friend, a politician or someone of their choosing in which they try to persuade that person to agree with their view(s), while including supporting information from their research. Some students share their letters with the class.

**Site location(s):**

Threats: Public Perception (Read Panther Point-Counterpoint, can go into handbook sections for more information)

**Sunshine State Standards:**

Grades 6-8

LA.B.2.3.3 selects and uses appropriate formats for writing, including narrative, persuasive, and expository formats, according to the intended audience, purpose, and occasion.

SS.C.2.3.7 understands current issues involving rights that affect local, national, or international political, social, and economic systems.

Grades 9-12

SC.H.3.4.3 knows that scientists can bring information, insights, and analytical skills to matters of public concern and help people understand the possible causes and effects of events.

LA.B.2.4.3 writes fluently for a variety of occasions, audiences, and purposes, making appropriate choices regarding style, tone, level of detail, and organization.

The Activity

*Pre-planning:*

Reserve a computer lab or set up computers in your classroom.

*Procedure:*

1. Assign computers/teams.
2. Explain grading rubric.
3. Students research background material on controversial issues related to the panther and its management
4. Students write a persuasive letter to a friend, scientist, politician, etc.
5. Some students read their letters to the class

*Assessment:*

1 bonus point for students who read their letter out loud

4 = Student writes a letter that clearly explains their position and includes relevant background information. Letter is spell-checked, neat, and grammatically correct.

3 = Student writes a letter that explains their position and includes some background information. Letter is spell-checked and neat.

2 = Student writes a letter that clearly explains their position. Letter is spell-checked.

1 = Student begins a letter writes a letter about their position.

0 = Little or no participation.