



Khaled bin Sultan
Living Oceans
Foundation

STANDARDS

- **CCSS:** RI.6.8-8.8, RST.6-8.1, RST.6-8.8, RST.6-8.10, SL.6.1-8.1, SL.6.4-8.4, SL.6.5-8.5, WHST.6-8.8, WHST.6-8.9; RST.9-10.1, 2, 4, 5, 7, 8, 10; RST.11-12.1, 2, 4, 10; RI.9-12.8, SL.9.1-12.1, SL.9-12.4, SL.9-12.5, WHST.9-10.8, WHST.11-12.8, WHST.9-10.9, WHST.11-12.9
- **NGSS:** MS-LS2-3, MS-LS2-4, MS-LS2-5; HS-LS2-7, HS-LS-4.D, HS-ESS3-3, HS-ESS3.C, HS-ESS3.D, HS-ETS1.A-B, HS-ETS1-2, HS-ETS1-3
- **NGSS Practices:** 6, 7, 8
- **OLP:** (grades 6-8): 5.A.1, 5.A.3, 5.A.4, 5.A.6, 5.A.16, 5.A.21, 6.A.1-A.11, 6.B.1-B.4, 6.C.1-C.4, 6.D.1-6.D.21, 6.E.1-6.E.15; (grades 9-12) 6.A.1, 6.A.3-A.6, 6.B.1-B.6, 6.C.1-C.3, 6.D.1-D.19, 6.E.1-.14

ONLINE CONTENTS

- [*My Wish: Protect Our Oceans*](#) Dr. Sylvia Earle discusses the rapid decline of the ocean and the need for more protection.
- [*Corals and MPAs*](#) Learn about Marine Protected Areas and how they can help protect coral reefs.

CONSERVATION

This lesson is a part of the *Conservation* unit, which describes different actions that people can take to manage and conserve coral reefs. Below is a summary of what is included in the entire unit.

UNIT CONTENTS

- A. [Background Information](#)
- Introduction
 - Mitigating Threats
 - Stakeholder Involvement
 - Education & Outreach
 - Monitoring
 - Enforcement
 - Restoration

B. Lessons

[Watch It! My Wish](#)

- A worksheet to accompany the [*My Wish: Protect Our Oceans*](#) video

[Watch It! Corals and MPAs](#)

- A worksheet to accompany [*Our Living Oceans, Episode 5: Corals and MPAs*](#) video.

[Lesson 1A: Explore a Hope Spot](#)

- An activity that explores an existing Hope Spot. Students learn about ecosystem disruptions and services, and the reasons that make this place special.

[Lesson 1B: Nominate a Hope Spot](#)

- An activity where students nominate a new Hope Spot that needs protection. Students present their proposed Hope Spot to their classmates who act as the “Hope Spot Council,” deciding if it should be approved.

[Lesson 1C: Advocate for MPA](#)

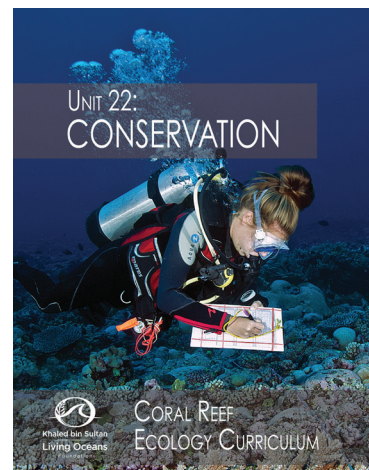
- Write a compelling letter that advocates for the creation of their proposed MPA to a stakeholder or group of stakeholders.

[Lesson 1D: Manage an MPA](#)

- An activity that creates a management plan for the three most important actions that are crucial to conserve their proposed MPA.

[Read It! Maori Conservation](#)

- A worksheet to accompany the [*Traditional Māori Conservation Methods Help Protect Reefs in the Cook Islands*](#) blog.



BACKGROUND INFORMATION

Few Hope Spots are previously designated as Marine Protected Areas (MPAs). The Flower Garden Banks National Marine Sanctuary is a rare example of an already established MPA, which was later approved as a Hope Spot. The reason it was suggested as a Hope Spot was to advocate for additional protections. For Hope Spots that are not previously listed as MPAs, the goal after creating the Hope Spot is to eventually have it designated as an MPA. When trying to achieve this status, an MPA proposal is created which is based on scientific data and includes information such as the proposed boundaries, an assessment of the activities being conducted in the proposed MPA area, information about the impacts of these activities, conservation objectives, proposed level(s) of protection, and a broad management and monitoring plan. Often, the proposal requires buy-in from the stakeholders that use the proposed MPA. There will be stakeholders that oppose the creation of an MPA because it could impact them in a negative way. Therefore, organizations must advocate and lobby to these opposing stakeholders for these areas to be protected.

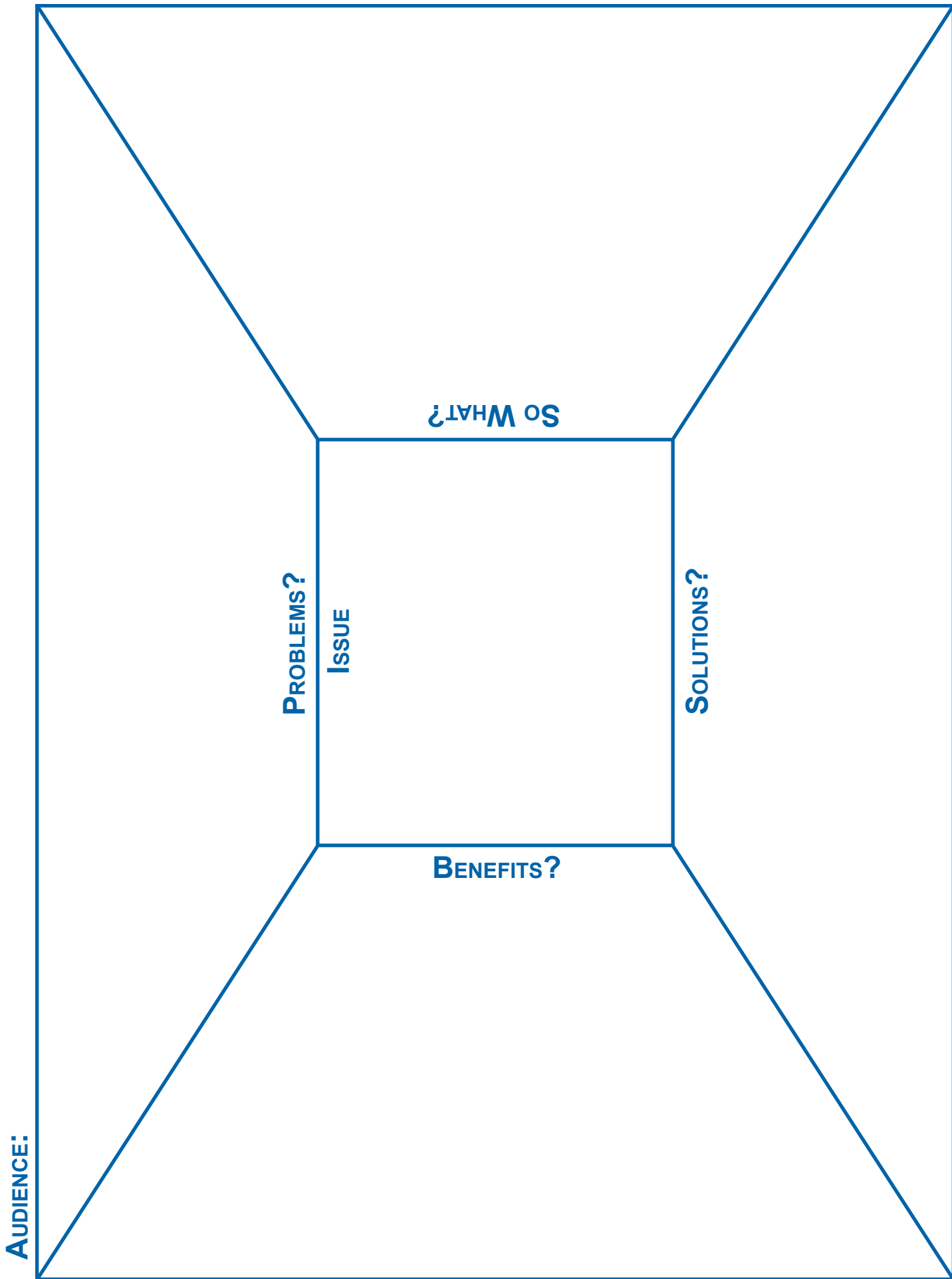
INSTRUCTIONS: Your MPA proposal has been created. Now it's time to get buy-in from opposing stakeholders, so that they too will advocate for the creation of your MPA. Write a letter to a stakeholder or group of stakeholders, advocating for the creation of your MPA. Your letter should be compelling to your chosen stakeholder. It should communicate information in a way that is understandable and meaningful to the stakeholder. See **Appendix A: Writing Rubric** to see how your assignment will be graded.

Before constructing a letter, answer the following questions:

1. Identify the stakeholders that use the proposed MPA. List them below.

2. Which of these stakeholders might be opposed to the creation of your MPA? Explain why.

3. Choose a stakeholder who is opposed to the creation of your MPA.
4. Use the "Message Box" below to brainstorm important information that you may want to portray in your letter. See **Appendix A: Message Box Rubric** to assess your work.



MESSAGE BOX RUBRIC

Criteria	Beginning 1	Developing 2	Achieving 3	Mastering 4	Score
Issue: the overarching issue	The description of the overarching issue is unclear and wordy .	The description of the overarching issue is somewhat unclear and wordy .	The description of the overarching issue is generally clear and concise .	The description of the overarching issue is clear and concise .	
The Problem: a smaller part of the bigger issue	Statements of the problem never : <ul style="list-style-type: none"> provide a digestible amount of information, but gives an overwhelming amount of it consider how it matters to the audience is written in a clear and concise manner 	Statements of the problem seldom : <ul style="list-style-type: none"> provide a digestible amount of information, but gives an overwhelming amount of it consider how it matters to the audience is written in a clear and concise manner 	Statements of the problem often : <ul style="list-style-type: none"> provide a digestible amount of information, but doesn't give an overwhelming amount of it consider how it matters to the audience is written in a clear and concise manner 	Statements of the problem always : <ul style="list-style-type: none"> provide a digestible amount of information, but doesn't give an overwhelming amount of it consider how it matters to the audience is written in a clear and concise manner 	
Issue & Problem Distinction	The problem and issue are not related or there is no distinction between them.	The problem and issue are somewhat related or there is little distinction between them.	The issue and the problem are mostly related and/or the problem is mostly described as a smaller part of the larger issue.	The issue and the problem are clearly related and the problem is distinctly described as a smaller part of the larger issue.	
So What?: what your audience cares about	Information demonstrates little awareness of the audience's background knowledge, needs and interests, personal, spiritual, and/or cultural beliefs and values towards the problem.	Information demonstrates some awareness of the audience's background knowledge, needs and interests, personal, spiritual, and/or cultural beliefs and values towards the problem.	Information demonstrates awareness of the audience's background knowledge, needs and interests, personal, spiritual, and/or cultural beliefs and values towards the problem.	Information demonstrates complete awareness of the audience's background knowledge, needs and interests, personal, spiritual, and/or cultural beliefs and values towards the problem.	
The Solution: Identifies options to solve the problem	The solution(s) are not : <ul style="list-style-type: none"> relevant to the audience related to the problem written in a clear and concise manner 	The solution(s) are rarely : <ul style="list-style-type: none"> relevant to the audience related to the problem written in a clear and concise manner 	The solution(s) are often : <ul style="list-style-type: none"> relevant to the audience related to the problem written in a clear and concise manner 	The solution(s) are always : <ul style="list-style-type: none"> relevant to the audience related to the problem written in a clear and concise manner 	



Criteria	Beginning 1	Developing 2	Achieving 3	Mastering 4	Score
<p>The Benefit: good things happen if the solution is implemented; don't forget your audience</p>	<p>The benefit(s) are not:</p> <ul style="list-style-type: none"> • relevant to the audience • positive results from implementing the solution • specific examples that are vague 	<p>The benefit(s) rarely:</p> <ul style="list-style-type: none"> • are relevant to the audience • are positive results from implementing the solution • provide specific examples that are mostly vague 	<p>The benefit(s) often:</p> <ul style="list-style-type: none"> • are relevant to the audience • are positive results from implementing the solution • provide specific, not vague examples 	<p>The benefit(s) all:</p> <ul style="list-style-type: none"> • are relevant to the audience • are positive results from implementing the solution • provide specific, not vague examples 	
<p>Evidence (all sections of the message box)</p>	<p>Does not use correct, relevant, and appropriate evidence (facts, examples, details, descriptions, data, metaphors, analogies, anecdotes) to support ideas.</p>	<p>Sometimes uses correct, relevant, and appropriate evidence (facts, examples, details, descriptions, data, metaphors, analogies, anecdotes) to support ideas.</p>	<p>Consistently uses correct, relevant, and appropriate evidence (facts, examples, details, descriptions, data, metaphors, analogies, anecdotes) to support ideas.</p>	<p>Always uses correct, relevant, and appropriate evidence (facts, examples, details, descriptions, data, metaphors, analogies, anecdotes) to support ideas.</p>	
TOTAL SCORE					



WRITING RUBRIC

Criteria	Beginning 1	Developing 2	Achieving 3	Mastering 4	Score
Claim: text introduces a clear, arguable claim (issue/problem) that can be supported by reasons and evidence	The text contains an unidentifiable claim or vague position. The text has limited structure and organization.	The text contains an unclear or emerging claim that suggests a vague position. The text attempts a structure and organization to support the position.	The text introduces a claim that is arguable and takes a position. The text has a structure and organization that is aligned with the claim.	The text introduces a compelling claim that is clearly arguable and takes a purposeful position on an issue. The text has a structure and organization that is carefully crafted to support the claim.	
Cohesion	Lacks development of ideas with weak or no transitions between and within paragraphs. The text does not connect the claims and reasons.	Somewhat clear and logical developments with basic transitions between and within paragraphs. The text attempts to connect the claim and reasons.	Clear and logical, and satisfactory development with good transitions between and within paragraphs. The text connects the claim and reasons. The text links the counterclaims to the claim.	Exceptionally clear, logical, mature, and thorough development with excellent transitions between and within paragraphs. The text explains the relationships between the claim and reasons as well as the evidence. The text strategically links the counterclaims to the claim.	
Audience	The text addresses little awareness of the audience's background knowledge, needs and interests, personal, spiritual, and/or cultural beliefs and values, and biases towards the claim. Does not address the audience's needs.	The text addresses some awareness of the audience's background knowledge, needs and interests, personal, spiritual, and/or cultural beliefs and values, and biases towards the claim. The text somewhat addresses the audience's needs.	The text addresses awareness of the audience's background knowledge, needs and interests, personal, spiritual, and/or cultural beliefs and values, and biases towards the claim. The text mostly addresses the audience's needs.	The text addresses complete awareness of the audience's background knowledge, needs and interests, personal, spiritual, and/or cultural beliefs and values, and biases towards the claim. The text excels at addressing the audience's needs.	
Evidence: Provides sufficient evidence to back up the claim	Does not use convincing, correct, relevant, and appropriate evidence (facts, examples, details, descriptions, data, metaphors, analogies, anecdotes) to support the claim or lacks counterclaims	Sometimes provides convincing, correct, relevant, and appropriate evidence (facts, examples, details, descriptions, data, metaphors, analogies, anecdotes) to support the claim or lacks counterclaims.	Consistently provides convincing, correct, relevant, and appropriate evidence (facts, examples, details, descriptions, data, metaphors, analogies, anecdotes) to support the claim and addresses counterclaims.	Always provides convincing, correct, relevant, and appropriate evidence (facts, examples, details, descriptions, data, metaphors, analogies, anecdotes) to support the claim and skillfully addresses counterclaims.	



Criteria	Beginning 1	Developing 2	Achieving 3	Mastering 4	Score
Style & Conventions	The text illustrates a limited awareness or inconsistent tone . The text illustrates inaccuracy in standard English conventions of usage and mechanics.	The text illustrates a limited awareness of formal tone. The text demonstrates some accuracy in standard English conventions of usage and mechanics.	The text presents a formal, objective tone. The text demonstrates standard English conventions of usage and mechanics.	The text presents an engaging , formal and objective tone. The text intentionally uses standard English conventions of usage and mechanics.	
Conclusion	The text may fail to conclude the argument or position.	The conclusion merely restates the position.	The conclusion ties to the claim and evidence.	The conclusion strengthens the claim and evidence.	
TOTAL SCORE					

This rubric has been adapted from Common Core State Standards Writing Rubrics for Grades 11/12 by Turnitin, which is licensed under a Creative Commons Attribution-NonCommercial 3.0 Unported License. Based on a work at http://pages.turnitin.com/ccss_rubrics_11-12.html.

NOTE: Depending on how you choose to write your letter, you may opt not to address the counterclaim(s). Full points will still be received if you don't address counterclaim(s). In some cases, it may not make for as compelling of a letter; however, in other instances, the counterclaim could strengthen your letter. It is at the discretion of the writer as to whether it is included in the letter. If you do address the counterclaim(s), the sections of the rubric that contain this information will be used to grade your writing.

