

Triple Q

Argument Writing for Middle School

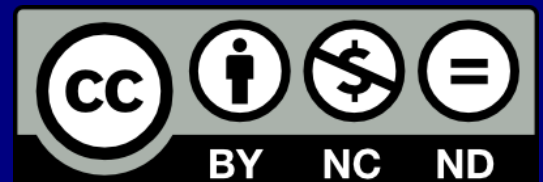
Life at the Zoo

UNIT 3

*What policy should we follow
about caring for and protecting
animals?*

Teacher's Guide

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Argument Writing for Middle School

Notes on using Triple Q materials

Welcome to Triple Q! The following pages detail substantive information about the content of Triple Q and the flow of the lessons. These notes are to provide some detail about the formatting of the materials.

Printing and assembling materials

**** Both Student and Teacher materials are meant to be printed 2-sided. ****

The Student materials were designed as a notebook binder for each student, organized as sets of materials behind tabs. In our various tryouts with the materials, this seemed the most usable arrangement, because many of the materials are used in several lessons – so simply having pages ordered according to lessons did not work well.

A tab page in the Student notebook marks each set of materials. For example, there is a tab for texts, for worksheets, for essay planning. Each tab page has a highly visible border on the right-hand side, to make it easier to locate activity sheets in each set. You could also have students place post-it flags on the tab pages to make them stand out more.

Many of the pages in the Student Notebook need to be pulled out for students to work on, so the best ways for bundling the packets are with a large clip or punching a hole in the left corner and using a large binder ring.

There are some items used in the program that are not included in the materials here.

- Several large charts and argument maps need to be created. We used chart paper and large post-it notes to create them in our work. Small versions of these charts appear in the Teacher Guide, so you will be well prepared about their contents.
- We also provided students with small post-it notes in several lessons, as described in the Teacher Guide Overview. Of course simple slips of paper can suffice here.
- We provided students with “response slips” for text discussion lessons and in Lesson 6 for writing claims. These were simply strips of blank paper for recording quick responses.

Related Resources

Triple Q is based on three types of queries, as described in the Teacher Guide Introduction. These were drawn from elements in our prior research. A sampling of publications about that work is below, should you like further information.

Beck, I. L, McKeown, M. G, & Sandora, C. A. (2020). *Robust Comprehension Instruction with Questioning the Author: 15 Years Smarter*. New York: Guilford Press.

Crosson, A.C. & Lesaux, N.K. (2013). Connectives: Fitting another piece of the vocabulary instruction puzzle. *The Reading Teacher*, 67, 193-200.
doi:10.1002/TRTR.1197

Crosson, A.C. & Lesaux, N.K. (2013). Does knowledge of connectives play a special role in the reading comprehension of English learners and English-only students? *Journal of Research in Reading*, 36, 241-260. doi:10.1111/j.1467-9817.2011.01501.x

Matsumura, L. C., Wang, E., & Correnti, R. (2016). Text-based writing assignments for college readiness. *The Reading Teacher*, 70(3), 347-351.

Matsumura, L. C., & Correnti, R., & Wang, E. (2015). Classroom writing tasks and students' analytic text-based writing skills. *Reading Research Quarterly*, 50(4), 417-438.

McKeown, M. G., & Beck, I. L. (1999). Getting the discussion started. *Educational Leadership*, 57 (3), 25-28.

References and Acknowledgements

We would appreciate the inclusion of the following citation should you need a reference for our Triple Q work for proposals and internal or external documentation:

McKeown, M.G., Crosson, A.C., Sartoris, M., Matsumura, L.C., & Correnti, R. (2020). *Triple Q: Argument writing for middle school (Units 1-3)*. Pittsburgh, PA. University of Pittsburgh.

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Argument Writing for Middle School

Overview of Unit 3 – Life at the Zoo

Lesson	Activities	Teacher Materials	Student Materials
1 Discussion of <i>Zoos Take Care of Animals</i> (PRO Text)	<ul style="list-style-type: none"> ○ 5 min – Teacher reviews the concept of argument and provides a quick overview of the unit. Students learn that they will read and discuss some argument texts, engage in oral arguments, and write an essay in response to the following prompt: <i>What policy should we follow about caring for and protecting animals?</i> ○ 25 min – After briefly reviewing Questioning the Author (QtA), teacher leads whole group discussion of PRO text using QtA gist queries. ○ 10 min – Quickwrite: <i>Do you agree with this author about zoos saving endangered animals? Explain why or why not.</i> (Students write & share answers.) 	<ul style="list-style-type: none"> ○ Lesson Script ○ Definitions Chart ○ Argument Essay Chart 	<ul style="list-style-type: none"> ○ Notebook – Used in all lessons. (Student materials are in notebook unless noted.) ○ Final Essay Prompt ○ Text: <i>Zoos Take Care of Animals</i> -Tab 1 ○ Quickwrite 1 - Tab 2
2 Discussion of <i>Are Zoos Really Good for Animals?</i> (CON Text)	<ul style="list-style-type: none"> ○ 25 min – Whole group discussion of CON text using QtA gist queries. ○ 15 min – Quickwrite: <i>What does each of these authors want you to think about this topic?</i> (Students write & share.) 	<ul style="list-style-type: none"> ○ Lesson Script 	<ul style="list-style-type: none"> ○ Text: <i>Are Zoos Really Good for Animals?</i> -Tab 1 ○ Quickwrite 2 - Tab 2
3 Argument Map: PRO Text	<ul style="list-style-type: none"> ○ 10 min – Teacher reviews argument elements and the concept of an argument map. ○ 30 min – Teacher uses QtA argument queries to help students identify elements in PRO text. During this discussion, teacher creates a map of the PRO text and students mark their text copy. 	<ul style="list-style-type: none"> ○ Lesson Script ○ Chart Paper ○ Large Post-Its 	<ul style="list-style-type: none"> ○ PRO Text -Tab 1
4 Argument Map: CON Text	<ul style="list-style-type: none"> ○ 25 min – Teacher uses QtA argument queries to help students analyze and map the CON text argument. ○ 15 min – Quickwrite: <i>What is the most convincing reason each of these authors gave? In your own words, briefly describe each reason and evidence the author provided to support it.</i> (Students write & share.) 	<ul style="list-style-type: none"> ○ Lesson Script ○ Chart Paper ○ Large Post-Its 	<ul style="list-style-type: none"> ○ PRO & CON Texts -Tab 1 ○ PRO & CON Argument Maps -Tab 3 ○ Quickwrite 4 - Tab 2

Lesson	Activities	Teacher Materials	Student Materials
5	<p>Discussion of <i>Assorted Evidence</i></p> <ul style="list-style-type: none"> ○ 30 min – Students adopt a position on zoos. They then examine assorted evidence pieces and select evidence that supports their position. In a whole-class discussion, students present their evidence and respond to questions and challenges from their listeners. ○ 10 min – Quickwrite: <i>Choose something from one of the texts that did not convince you. Tell the author what was not convincing and explain why you were not convinced.</i> (Students write and share.) 	<ul style="list-style-type: none"> ○ Lesson Script 	<ul style="list-style-type: none"> ○ Table: <i>Assorted Evidence</i> -Tab 1 ○ Quickwrite 5 - Tab 2
6	<p>Claims and Connections</p> <ul style="list-style-type: none"> ○ 10 min – Students examine essay criteria and brainstorm possible responses to the prompt. ○ 10 min – Teacher reviews the idea that the claim ties an argument essay together. ○ 20 min – Given sample reason-evidence pairs, students explain how they are connected. 	<ul style="list-style-type: none"> ○ Lesson Script ○ Argument Essay Chart 	<ul style="list-style-type: none"> ○ Essay Criteria - Tab 4 ○ PRO Map -Tab 3 ○ Worksheet: <i>Making Connections</i> - Tab 2
7	<p>Work on Claim</p> <ul style="list-style-type: none"> ○ 10 min – Students write a rough draft of their own claim and circle evidence they can use to support it. ○ 15 min – Students present their claim and evidence, and the class discusses whether and how their evidence connects to their claim. ○ 15 min – Students meet in pairs to review each other’s claim and provide feedback. 	<ul style="list-style-type: none"> ○ Lesson Script 	<ul style="list-style-type: none"> ○ Outline Template -Tab 4 ○ PRO & CON Texts; AE Table -Tab 1 ○ Peer Feedback 1- Tab 4 ○ Small Post-Its (Not in binders.)
8	<p>Begin Argument Outline</p> <ul style="list-style-type: none"> ○ 10 min – Teacher briefly reviews three types of evidence. ○ 10 min – Teacher models outlining a claim, reason and evidence. ○ 20 min – Students start working on their own argument outline. 	<ul style="list-style-type: none"> ○ Lesson Script ○ Chart Paper ○ Large Post-Its 	<ul style="list-style-type: none"> ○ PRO & CON Texts; AE Table -Tab 1 ○ Outline Template -Tab 4 ○ Small Post-Its (Not in binders.)
9	<p>Finish Outline</p> <ul style="list-style-type: none"> ○ 10 min – Students generate counter-reasons and rebuttals in response to ideas from other students. ○ 30 min – Students finish their own outline. 	<ul style="list-style-type: none"> ○ Lesson Script 	<ul style="list-style-type: none"> ○ Outline Template -Tab 4 ○ Small Post-Its (Not in binders.)

Lesson		Activities	Teacher Materials	Student Materials
10	Paraphrasing	<ul style="list-style-type: none"> ○ 10 min – Teacher models the process of paraphrasing evidence ○ 20 min – Students paraphrase two additional pieces of evidence and give each other feedback. ○ 10 min – Students compare paired examples and identify the better paraphrase in each pair. 	<ul style="list-style-type: none"> ○ Lesson Script 	<ul style="list-style-type: none"> ○ PRO & CON Texts -Tab 1 ○ Worksheet: <i>Compare Examples</i>
11	Begin First Draft	<ul style="list-style-type: none"> ○ 15 min – Students meet in pairs to review each other’s outline and provide feedback. ○ 10 min – Teacher models using an outline to write a first draft. ○ 15 min – Teacher goes over essay requirements and students start working on the first draft of their argument essay. 	<ul style="list-style-type: none"> ○ Lesson Script ○ Teacher Outline Chart 	<ul style="list-style-type: none"> ○ Peer Feedback 2 -Tab 4 ○ Small Post-Its ○ Teacher’s Model Draft -Tab 5 ○ Self Checklist Tab 5 ○ Paper – Draft Tab 5
12	Work on Draft	<ul style="list-style-type: none"> ○ 40 min – Students continue working on their first draft. Teacher looks for and shares example sentences from students’ essays. 	<ul style="list-style-type: none"> ○ Lesson Script 	<ul style="list-style-type: none"> ○ Paper – Draft Tab 5
13	Finish Draft	<ul style="list-style-type: none"> ○ 10 min – Teacher uses the Sample Marked Essay to help students understand how to mark argument elements and how to interpret the marks. ○ Students finish their first draft. ○ Students meet in pairs to read each other’s draft and mark the elements. ○ Students begin revising their draft and preparing to write their final essay. 	<ul style="list-style-type: none"> ○ Lesson Script 	<ul style="list-style-type: none"> ○ Sample Marked Essay Tab 5 ○ Students’ Drafts
14	Begin Final Essay	<ul style="list-style-type: none"> ○ 5 min – Teacher and students review essay requirements and go over the scoring rubric. ○ 10 min – Teacher offers ideas to help students begin revising, and students identify revisions needed in the sample marked essay. ○ 25 min – Students begin revising their draft and writing their final essay. 	<ul style="list-style-type: none"> ○ Lesson Script 	<ul style="list-style-type: none"> ○ Scoring Rubric Tab 5 ○ Sample Marked Essay Tab 5 ○ Students’ Drafts ○ Paper – Final Tab 5
15	Finish Essay	<ul style="list-style-type: none"> ○ Students finish their essay and complete the Self Checklist. ○ If time permits, volunteers present their essays to the class. 	<ul style="list-style-type: none"> ○ Lesson Script 	<ul style="list-style-type: none"> ○ Students’ Essays ○ Paper – Final Tab 5 ○ Self Checklist Tab 5



Argument Writing for Middle School

Introduction to Unit 3

Project Overview

This is the third of three units developed by the *Triple Q* project. In each unit, students engage in content-focused discussions of model argument texts, examine the features and quality of the arguments in the texts, complete Quickwrites in response to the texts, and write their own argument essay supported by evidence from the model texts. The approach to questioning and discussion in these units is called Questioning the Author. *Triple Q* refers to the three types of queries that guide discussions and support students as they plan, draft, and revise their argument essays. **Gist** queries help students develop deep-level comprehension of a text. **Argument** queries help them identify and evaluate argument elements. **Language Choice** queries help them examine how authors use specific words to influence the reader's reaction.

Unit Overview

The title of this unit is *Life at the Zoo*. As in the previous units, there are two model argument texts and an *Assorted Evidence* table. The first text argues that zoos are helping to save endangered animals and their habitats. The second text argues that zoos do more harm than good, and the table provides additional evidence about the topic. The writing prompt for the final essay is *What policy should we follow about caring for and protecting animals?* The essay requirements for Unit 3 include three reasons with evidence as well as a counter-reason and rebuttal.

The sequence of 15 lessons is similar to Units 1 & 2. In Lessons 1 through 5, students read and discuss the PRO and CON texts, create an argument map for each text, and identify evidence in the table that supports their own position on zoos. Students begin planning their argument essay in Lesson 6. They work on their claim in Lessons 6 and 7 and build their outline in Lessons 8 and 9. Lesson 10 introduces the process of paraphrasing evidence. Students write their rough draft in Lessons 11 through 13 and their final essay in Lessons 14 and 15.

Unit 1 introduced the structural elements of an argument, including claim, reasons, evidence, counter-reason, and rebuttal. Unit 2 added a focus on coherence by encouraging students to make explicit connections between elements. The goal of Unit 3 is to help students continue to improve their argument writing skills. For example, Lesson 10 provides support for paraphrasing evidence. To begin the lesson, the teacher introduces paraphrasing and models the process. Students then paraphrase two pieces of evidence, and they compare and evaluate sample paraphrases from prior student essays.

As in Unit 2, this final unit provides multiple opportunities for students to engage in oral argument. For example, in Lesson 5, students present evidence that supports their position, then respond to questions and challenges from the class. Similarly, in Lesson 9, one student presents their claim and a reason. Another student generates a counter-reason to challenge the argument. The first student can then provide a rebuttal or call on a friend to provide one.



Triple Q Argument Writing for Middle School

Contents: Unit 3: Life at the Zoo

Tab 1 - Texts

- Zoos Take Care of Animals
- Are Zoos Really good for Animals?
- Assorted Evidence Table

Tab 2 – Worksheets

- Lesson 1 Quickwrite
- Lesson 2 Quickwrite
- Lesson 4 Quickwrite
- Lesson 5 Quickwrite
- Lesson 6 Making Connections
- Lesson 10 Compare Examples

Tab 3 – Argument Maps

- Map of PRO text (Zoos Take Care of Animals)
- Map of CON text (Are Zoos Really good for Animals?)

Tab 4 – Planning your essay

- Essay Criteria
- Outline Template
- Peer Feedback 1
- Peer Feedback 2

Tab 5 – Writing your essay

- Teacher's Model Draft
- Self Checklist
- Draft paper
- Sample Marked Essay
- Scoring Rubric
- Final essay paper



Lesson 1 – Discussion of *Zoos Take Care of Animals* (PRO Text)



Bird's Eye View

Introducing the Unit (Part 1) – 5 minutes

This lesson begins with a review of the concept of argument and a quick overview of the unit.

Text Discussion (Part 2) – 25 minutes

Each portion of text is then read aloud and discussed using Questioning the Author gist queries.

Quickwrite (Part 3) – 10 minutes

Students then write about whether they agree or disagree with the author and why.

Part 1 – Introducing the Unit

Have students turn to Unit 3 in their binders.

Review argument concepts:

Uncover each definition as you review:

- *What is an argument?*
- *What is a claim?*
- *What are reasons?*
- *What is evidence?*
- *What is a counter-reason?*
- *What is a rebuttal?*

An argument is a statement and reasons given to convince others about something you believe.

The claim is a statement of an argument's big idea.

What you believe

Reasons explain why you believe the claim.

Why you believe it

Evidence is information that shows your reason is true.

How you know

A counter-reason is a reason someone might use against your argument.

A rebuttal answers the counter-reason with evidence for your side.

Definitions Chart

Post this chart before class with the definitions covered. Uncover them as you review.

Describe unit:

Over the next couple of weeks we'll be working together around a topic called "Life at the Zoo" We'll read and discuss some argument texts, and we'll do some oral arguing about the topic. Then you will write your own argument essay that responds to this prompt:

Show students the Argument Essay Chart.

What policy should we follow about caring for and protecting animals?

Claim – clearly stated; responds to prompt

Reasons – three different reasons

Evidence – at least one piece of text evidence for each reason

C-R/Rebuttal – counter-reason goes against claim; rebuttal shows C-R is false

Conclusion – connects back to claim

Signal Words – help readers follow the logic of your argument

Organization – paragraphs organize your argument

Part 2 – Text Discussion

Review Questioning the Author:

In Units 1 & 2, we used "Questioning the Author" when we read the argument texts. How did that work?

Students should recall that someone would read part of the text aloud while everyone followed along. Then the class would stop and talk about what the author was saying in that part of the text.

Elicit examples of QtA gist queries:

When we question the author, what kinds of questions do we ask?

Add to student responses as needed:

- *What is the author trying to say?*
- *Why is the author telling us this?*
- *How does this fit with what the author said earlier?*

Review the purpose:

Why do we use Q&A?

Students should recognize that the questions help us share ideas about what the author is saying. By sharing what we think and listening to each other's ideas, we work together to get a good understanding of the author's message.

Discuss PRO text:

Major Ideas Students Should Understand Through this Discussion

In this essay, Frances Mercer argues that zoos are helping to save endangered animals and their habitats. She believes that zoos provide a safe environment for endangered animals. They also help to conserve endangered species through captive breeding, and they inspire visitors to support conservation efforts. She uses examples of programs at several zoos and evidence from research to support her view and respond to critics of captive breeding. She concludes by summarizing her argument and emphasizing that zoos are a force for good in a world where animals are endangered because of human activity.



Guiding a QtA Discussion

Using Gist Queries to Promote Comprehension

Questioning the Author gist queries are designed to help students figure out what the author is trying to say. Suggested responses are provided with each query. As students identify a major idea, write it on the board. This will help students remember what was stated and provide visual support for understanding the author's message.

Troubleshooting Problems

When students misinterpret the text or offer ideas that don't come from the text, help them clarify, elaborate, or refocus their ideas:

Reread a key line or two and repeat the query.

Or use follow-up questions such as:

- *What makes you think that?*
- *Is that what the author told us?*
- *What lines in the text say that?*
- *How does that connect to what we said earlier?*

If students respond by rereading text sentences, prompt them to say it in their own words. For example, "That's what the author said but what does the author mean?"

When students use their own words without being prompted, provide reinforcement by saying something like, "You did a great job of saying that in your own words."

Response Slips

You have an envelope marked *Response Slips*. If students do not respond to a question or if only a few students are participating, give each student a response slip and have everyone write a one-sentence response. You can then have students read what they wrote or you can collect the slips and read random answers. If you establish this as a routine, students may be more likely to respond orally to avoid having to write.

Introducing Unfamiliar Words

The highlighted words are terms that might be unfamiliar to your students. Definitions can be found at the end of the text. Please provide brief explanations of these and other unfamiliar words as they arise during the reading.

Have students turn to the first text under Tab 1 in their binders.

Conduct a discussion based on the questions indicated on pages 5 and 6.

Zoos Take Care of Animals

by Frances Mercer

1 Wildlife is rapidly disappearing, mostly because of
 2 human activity. When humans cut down forests and
 3 build farms, highways, cities, and shopping malls,
 4 animals lose their habitats. They are also threatened by
 5 pollution and global warming. As the world population
 6 grows, animal extinctions are occurring faster than at
 7 any time in Earth's history. But there is hope. Zoos are
 8 helping to save endangered animals and their habitats.

(1-7) *What is happening to wildlife?*

- Animals are disappearing from the wild because humans do things that damage their habitats.

9 Zoos provide a safe environment where endangered
 10 animals can survive and thrive. In most zoos, animals
 11 live in enclosures that closely match their natural habitat.
 12 For example, penguins at the Detroit Zoo have over
 13 300,000 gallons of very cold water to swim in, with
 14 simulated waves, ice, and snow. Enclosures that match
 15 their natural habitats allow animals to behave as they
 16 would in the wild. Zoos provide for their animals'
 17 physical needs, but they are also committed to their
 18 emotional well-being. At the Brookfield Zoo in Chicago,
 19 scientists measured stress levels in leopards. High stress
 20 is associated with problem behaviors like excessive
 21 pacing and tail-biting. They found that stress levels
 22 decreased when climbing and hiding spaces were added
 23 to the leopard enclosures. Both examples demonstrate
 24 that zoos work to provide healthy, happy homes for
 25 endangered animals.

(7-8) *What does the author mean that zoos offer hope?*

- Zoos can provide places for these animals to live.

(9-16) *What does the author want us to know about modern zoos?*

- They allow animals to live as they would naturally in the wild.

(16-23) *What does the author mean that zoos provide for animals' emotional well-being?*

- Zoos try to keep animals calm and happy, and not feeling stressed.

(26-30) *Why would zoos want to return animals to the wild?*

- Because wild animals belong in their natural habitats.

What does it mean that captive breeding can save endangered species?

- Captive breeding gives animals a safe place to have babies and raise their young.

26 But zoos don't just take care of animals. They also help
 27 to conserve endangered species. One important way in
 28 which they do this is through captive breeding. Zoos
 29 breed healthy populations of endangered animals and
 30 then return them to the wild. The Bronx Zoo in New
 31 York was one of the first to do this. When the zoo
 32 opened in 1899, it featured a small herd of American
 33 bison, which were nearly extinct in the wild. Between
 34 1907 and 1913, the zoo transferred several small groups
 35 of bison to protected areas in the western United States.
 36 According to the National Park Service, there are now
 37 more than 30,000 wild bison in North America.

(30-37) *So is this captive breeding a new idea?*

- No, it started in 1899 at the Bronx Zoo.

38 The National Zoo in Washington, D. C. helps conserve
 39 giant pandas. Pandas live in bamboo forests in China,
 40 and their habitats are shrinking. This makes it hard for
 41 pandas to survive in the wild. Scientists at the National
 42 Zoo help coordinate a successful breeding program at
 43 zoos and panda reserves around the world. There are
 44 now more than 300 pandas in captivity, and more than

(38-43) *Where did zoos get pandas for this program?*

- From the wild.

Why would they take pandas out of their natural habitats?

- Natural habitats are shrinking and many animals are dying off in the wild.

(If needed:) *What did we read that might explain why they would do this? (lines 1-7)*

45 half are captive-born. Bison and pandas are just two of
 46 many species that zoos are helping to conserve through
 47 captive breeding.

(48-49) *How does this information connect to what we read about captive breeding?*

- It is the other side of the argument.

48 Critics claim that the money spent on captive breeding
 49 should instead be used to restore habitats in the wild.
 50 In fact, both efforts are needed and often go hand-in-
 51 hand. Very few giant pandas have been returned to the
 52 wild because their habitats are so small and scattered.
 53 The National Zoo is working with the China Wildlife
 54 Conservation Association to enlarge and reconnect
 55 panda habitats. In addition, the Memphis Zoo is helping
 56 to restore a large area between China's largest panda
 57 reserve and a patch of forest where wild pandas live.
 58 Restoring these habitats may help more captive-born
 59 pandas return to the wild.

(50-52) *"Their habitats are so small and scattered." What does that have to do with not returning pandas to the wild?*

- They might not survive because the habitats can't support them. There may not be enough food or places to hide from predators.

60 Finally, zoos educate people about endangered animals
 61 and inspire them to help. The penguin exhibit at the
 62 Detroit Zoo is designed to teach people about the effects
 63 of climate change. While visitors are enjoying the
 64 penguins, they're also learning about how their natural
 65 habitats are threatened by global warming. Moreover,
 66 seeing live animals in naturalistic settings makes people
 67 want to protect them. A study described in *Zoo Biology*
 68 surveyed people before and after visiting a zoo. Results
 69 indicate that when visitors feel connected to a zoo
 70 animal, they are more likely to participate in efforts to
 71 save that species. This shows that zoo animals can
 72 inspire visitors to support conservation efforts around
 73 the world.

(53-59) *How do captive breeding and restoring habitats go hand-in-hand?*

- Captive breeding leads to healthy animals; good habitats are needed to give them a real chance to survive in the wild.

(60-67) *Why is it important to educate people about wild animals?*

- Learning about and seeing wild animals may make people want to help them survive.

(67-73) *How do we know that educating people about animals helps the animals?*

- Results of a study show that connecting with animals at a zoo makes people more likely to work toward saving animals.

74 Zoos provide a safe haven for animals until they can be
 75 released to suitable habitats. In an ideal world, there
 76 would be no need for zoos. But in a world where human
 77 activity threatens the survival of many species, zoos are
 78 a force for good. They protect and care for endangered
 79 animals, breed healthy populations of endangered
 80 species, and inspire visitors to help save wildlife and
 81 their habitats.

(74-81) *How does the author wrap things up?*

- She summarizes the main good points about zoos.

Why does the author say that "In an ideal world, there would be no need for zoos"?

- Because the best place for wild animals is in the natural world, but we need zoos to help animals who are having trouble surviving in the wild.

thrive – to live and grow in a healthy way

species – a specific type of organism

Part 3 – Quickwrite

Have students turn to the Lesson 1 Quickwrite under Tab 2. Tell them they are to decide if they agree with what the author says about zoos and explain why or why not.

Give students 3-4 minutes to complete the task, then ask a few students to share what they wrote.

(This worksheet is under Tab 2 in the student notebook.)

Name _____

Lesson 1

Quickwrite!

In response to "Zoos Take Care of Animals"

Do you agree with this author about zoos saving endangered animals?
Explain why or why not.



Lesson 2 – Discussion of *Are Zoos Really Good for Animals?* (CON Text)



Bird's Eye View

Discuss CON Text (Part 1) – 25 minutes

Each portion of the CON text is read aloud and discussed using Questioning the Author gist queries.

Quickwrite (Part 2) – 15 minutes

Students then respond to both texts by describing what each author wants the reader to think about zoos.

Part 1 – Discuss CON Text

Major Ideas Students Should Understand Through this Discussion

Samuel Robinson argues against the idea that zoos are saving animals. He says that zoo animals can't live like they would in the wild, and that some animals require more space than zoos can provide. He also says that poor management practices often cause zoo animals to suffer. He uses examples, expert opinions, and research results to support his view and argue against the idea that zoo-bred animals can be released in the wild.



Guiding a QtA Discussion

Using Gist Queries to Promote Comprehension

Each portion of text is read aloud, then you ask gist queries to help your students figure out what the author is trying to say. Suggested responses are provided with each query. Record major ideas on the board as students identify them.

Troubleshooting Problems

Use follow-up questions to help students elaborate or refocus their ideas. Examples:

- *What makes you think that?*
- *Is that what the author told us?*
- *How does that connect to what we said earlier?*

Encourage students to use their own words rather than reading sentences from the text.

Introducing Unfamiliar Words

Provide brief explanations of highlighted and other unfamiliar words as they arise during the reading. Definitions for highlighted words are at the end of the text.

Have students turn to the second text under Tab 1 in their binders.

Conduct a discussion based on the questions indicated on pages 2 and 3.

Are Zoos Really Good for Animals?

by Samuel Robinson

1 For decades, zoos kept animals in small cages, usually
2 alone and with nothing to do. In those days, animals
3 were easy to obtain in the wild and easy to replace when
4 they died. By the 1970s, however, populations in the
5 wild were decreasing rapidly, and zoos began to focus
6 on conservation. Over the years, they learned to take
7 better care of their animals, and cramped cages were
8 replaced by natural-looking habitats. On the surface,
9 zoos seem to be doing good work. But a closer look
10 reveals that zoos actually do more harm than good.

(1-10) *What does this author think about zoos?*

- They do more harm than good.

Then why does he say all this about conservation and taking better care of animals?

- He probably wants the reader to know that he understands what zoos are trying to do to take care of animals.

11 Despite living in enclosures that **mimic** their native
12 habitats, most zoo animals can't live like they would in
13 the wild. An article in *Zoo Biology* explains that gorillas
14 in the wild spend their days feeding on leaves and vines.
15 In zoos, gorillas are fed **primate** biscuits, fruits and
16 vegetables. These are higher in calories than what wild
17 gorillas eat. Moreover, because they spend less time
18 feeding, zoo gorillas are less active than wild gorillas,
19 and many become overweight and unhealthy. There are
20 other examples: lions can't hunt, bears can't hibernate,
21 and eagles can't soar. Rob Laidlaw is a biologist who
22 monitors the care that zoos provide. He explains that
23 natural animal habitats are too complex for zoos to
24 match exactly. Both pieces of evidence suggest that zoo
25 life will always be different from life in the wild, often
26 with negative impacts on an animal's well-being.

(11-21) *What does the author mean that animals in zoos are unable to live like they would in the wild?*

- They don't eat the same foods; they aren't as active.

(21-26) *What do you think Mr. Laidlaw means about natural habitats being too complex?*

- Habitats include a lot of different plants and animals as well as land, water, climate, etc. It is too hard for zoos to match everything.

27 Some animals require more space than a zoo can
28 provide. According to researchers at Oxford University,
29 animals that roam over a large area in the wild do not do
30 well in zoos. They are more likely than non-roaming
31 animals to spend a lot of time pacing, and their babies
32 are less likely to survive. One example is the elephant.
33 Wild elephants roam as much as 30 miles a day, but
34 most zoo elephants are given only a fraction of that
35 space. Not surprisingly, wild elephants live longer than
36 elephants in zoos. A study described in the journal
37 *Science* found that the natural lifespan of elephants in the
38 wild is 56 years, compared to 17 years in zoos. The
39 authors believe that zoo elephants die early because of
40 obesity and stress. Most big cats roam widely, as do
41 polar bears, black bears, wolves, and deer. Many animals
42 in zoos require more space than the zoo can give them.

(27-32) *Why do you think pacing isn't as good for animals as roaming?*

- When animals pace, they don't cover as much territory. It's boring because they always see the same thing. It doesn't help them stay alert like they would in the wild, where they look for food and watch for danger.

(32-42) *So we've got elephants, polar bears, cats and more. How does all this add up?*

- These animals need to move around more than zoos can allow.

43 Zoo animals often suffer because of poor management
44 practices. Georgia Mason is a biologist who studies the

45 behavior of captive animals. She says that animals that
 46 are poorly managed often exhibit repetitive behaviors
 47 that serve no purpose, such as pacing, swaying, and
 48 head-bobbing. These behaviors, rarely seen in the wild,
 49 indicate that the animal is being neglected or mishandled
 50 by its keepers. The practice of transferring animals can
 51 also cause suffering. Animals are often transferred from
 52 one zoo to another for captive breeding or because a zoo
 53 has too many of one species. According to Laurel
 54 Braitman, author of *Animal Madness*, being taken from
 55 one environment and having to adjust to a new one can
 56 be very stressful, especially among animals that form
 57 close-knit groups, such as gorillas and elephants. Both of
 58 these examples show that poor management practices
 59 can cause zoo animals to suffer.

60 Zoos claim to be breeding endangered animals that can
 61 be released in the wild. However, animal researcher
 62 Benjamin Beck reviewed 145 programs in which
 63 captive-bred animals were released in the wild. He found
 64 only 16 cases that were successful. Some cases failed
 65 because animals were released into an unsuitable habitat.
 66 In others, the released animals hadn't learned essential
 67 survival skills such as foraging and avoiding predators.
 68 Biologist Rob Laidlaw warns that releasing zoo-bred
 69 animals in the wild could have disastrous results if the
 70 animals carry disease. He says that zoos are potential
 71 hotbeds for disease because many animals live close
 72 together and there are plenty of rats, mice and
 73 cockroaches that carry diseases. Releasing zoo animals
 74 in the wild is not a good way to save endangered species.

75 Although zoo animals are displayed in natural-looking
 76 habitats, their lives are not natural. Many animals cannot
 77 live like they would in the wild, and some require more
 78 space than a zoo can provide. Zoo animals often suffer
 79 because of neglect or insensitive handling. Things may
 80 look good on the surface, but zoos are actually doing
 81 more harm than good.

(43-50) *What does the author mean by poor management practices?*

- That zoo workers deal with animals in ways that are not good for them. Maybe they treat them roughly or don't give them enough attention.

What makes the author think that animals are not handled well?

- Animals behave in ways that are not normal and that are a sign of poor treatment.

(50-59) *How does this practice of transferring animals to other zoos connect to poor management?*

- Moving and having to adjust to a new place can be stressful for animals.

(60-63) *The author starts off, "Zoos claim...However," What do you think he is going to do here?*

- He's probably going to tell us why that claim is not true or not really such a good thing.

(63-74) *What kinds of things happen when animals are released?*

- The habitats may not support them; the animals may not have survival skills; they can spread disease to wild animals.

(75-81) *How does this connect with how the author started this essay?*

- Just like at the beginning, he says that zoos may seem like they are doing a good job, but there are many problems that mean that zoos are not successfully taking care of animals.

mimic – to copy as closely as possible

primate – a group of animals that includes monkeys, apes and humans

Part 2 – Quickwrite

Have students turn to the Lesson 2 Quickwrite under Tab 2 in their binders. Tell them they are to describe in their own words what each author wants the reader to think about this topic.

Give students 5-7 minutes to complete the task, then ask a few students to share what they wrote.



(This worksheet is under Tab 2 in the student notebook.)

Name _____

Lesson 2

Quickwrite!

In response to both texts

What does each of these authors want you to think about this topic?

Zoos Take Care of Animals
by Frances Mercer

Are Zoos Really Good for Animals?
by Samuel Robinson





Lesson 3 – Argument Map: PRO Text



Bird's Eye View

Review Argument Elements (Part 1) – 10 minutes

This lesson begins by reviewing argument elements and the concept of an argument map.

Map the PRO Text (Part 2) – 30 minutes

The teacher and students then work together to create an argument map of the PRO text.

Part 1 – Review Argument Elements

Connect back to texts:

We just read two texts about zoos. Let's think about the big idea from each. What does each author want us to think? That's what you wrote about in the Lesson 2 Quickwrite. Let's remind ourselves about those.

Review a few strong QW responses that clearly state each big idea – the PRO author believes zoos are saving endangered animals; the CON author believes they are doing more harm than good.

Review argument elements:

Ask students to describe each element in their own words.

- claim
- reason
- evidence
- counter-reason
- rebuttal

Review argument mapping:

Today we're going to create a map of the PRO author's argument. What is the purpose of an argument map?

Students should recall that an argument map shows how reasons and evidence fit together to support the claim.

Part 2 – Map the PRO Text

Have students turn to the PRO text under Tab 1 in their binders.



PRO Text Argument Discussion & Mapping

As you go through the text and identify each element:

- Place the corresponding post-it on the chart (see page 5), and
- Have students bracket and label the element in their text (see last page).

Zoos Take Care of Animals

by Frances Mercer

1 Wildlife is rapidly disappearing, mostly because of
 2 human activity. When humans cut down forests and
 3 build farms, highways, cities, and shopping malls,
 4 animals lose their habitats. They are also threatened by
 5 pollution and global warming. As the world population
 6 grows, animal extinctions are occurring faster than at
 7 any time in Earth’s history. But there is hope. Zoos are
 8 helping to save endangered animals and their habitats.

What is the author’s claim?

- Zoos are saving endangered animals and their habitats.

What is the author doing in the rest of the paragraph?

- Explaining why animals and their habitats need help.

(Add the claim post-it to the chart, then have students bracket and label lines 7-8 as “C”.)

9 Zoos provide a safe environment where endangered
 10 animals can survive and thrive. In most zoos, animals
 11 live in enclosures that closely match their natural habitat.
 12 For example, penguins at the Detroit Zoo have over
 13 300,000 gallons of very cold water to swim in, with
 14 simulated waves, ice, and snow. Enclosures that match
 15 their natural habitats allow animals to behave as they
 16 would in the wild. Zoos provide for their animals’
 17 physical needs, but they are also committed to their
 18 emotional well-being. At the Brookfield Zoo in Chicago,
 19 scientists measured stress levels in leopards. High stress
 20 is associated with problem behaviors like excessive
 21 pacing and tail-biting. They found that stress levels
 22 decreased when climbing and hiding spaces were added
 23 to the leopard enclosures. Both examples demonstrate
 24 that zoos work to provide healthy, happy homes for
 25 endangered animals.

(Read first sentence.) *How does this connect to the author’s claim?*

- It tells how zoos are helping. So it is one reason in the author’s argument.

(Add Reason 1 to chart; have students mark text.)

What will we be looking for next?

- Evidence that zoos provide a safe home for endangered animals.

Read lines 12-23 and tell us what evidence you find.

- In Detroit, penguins live in conditions that match their natural habitat; in Chicago, they changed the leopard enclosure to lessen the animals’ stress.

(Add evidence to chart and have students mark text.)

(Read final sentence.) *Why do you think the author adds this?*

- To make it clear how the two examples connect to the argument that zoos help animals.

26 But zoos don't just take care of animals. They also help
 27 to conserve endangered species. One important way in
 28 which they do this is through captive breeding. Zoos
 29 breed healthy populations of endangered animals and
 30 then return them to the wild. The Bronx Zoo in New
 31 York was one of the first to do this. When the zoo
 32 opened in 1899, it featured a small herd of American
 33 bison, which were nearly extinct in the wild. Between
 34 1907 and 1913, the zoo transferred several small groups
 35 of bison to protected areas in the western United States.
 36 According to the National Park Service, there are now
 37 more than 30,000 wild bison in North America.

(Read first two sentences.) *The author gives us her second reason – that zoos conserve endangered species. How does she connect that to her claim?*

- She explains it as another way zoos help.

(Add Reason 2 to chart; have students mark text.)

(Read next two sentences.) *What is the author doing there?*

- Explaining what zoos do to conserve endangered species. It connects her reason to her evidence.

(If some students say that this is evidence, ask:) *How do we figure out that this is not evidence?*

- It doesn't tell how the author knows this or name a source of information.

What evidence does the author present in this paragraph?

- The Bronx Zoo used captive breeding to help save bison.

(Add evidence to chart and have students mark text.)

38 The National Zoo in Washington, D. C. helps conserve
 39 giant pandas. Pandas live in bamboo forests in China,
 40 and their habitats are shrinking. This makes it hard for
 41 pandas to survive in the wild. Scientists at the National
 42 Zoo help coordinate a successful breeding program at
 43 zoos and panda reserves around the world. There are
 44 now more than 300 pandas in captivity, and more than
 45 half are captive-born. Bison and pandas are just two of
 46 many species that zoos are helping to conserve through
 47 captive breeding.

(38-47) *Now the author tells us about pandas. How does this fit into her argument?*

- It is more evidence that zoos conserve endangered species.

What makes us understand that this is evidence?

- The author gives an example of a program that the National Zoo has to help pandas.

(Add evidence to chart; have students mark text.)

48 Critics claim that the money spent on captive breeding
 49 should instead be used to restore habitats in the wild.
 50 In fact, both efforts are needed and often go hand-in-
 51 hand. Very few giant pandas have been returned to the
 52 wild because their habitats are so small and scattered.
 53 The National Zoo is working with the China Wildlife
 54 Conservation Association to enlarge and reconnect
 55 panda habitats. In addition, the Memphis Zoo is helping
 56 to restore a large area between China's largest panda
 57 reserve and a patch of forest where wild pandas live.
 58 Restoring these habitats may help more captive-born
 59 pandas return to the wild.

(Before reading) *The author begins this paragraph, "Critics claim." Who knows what's coming up here?*

- A counter-reason.

What does that mean?

- She tells you what people on the other side of the argument might say.

(Read paragraph.) How does the author answer the critics' claim that money should be used to restore habitats rather than on captive breeding?

- She gives evidence about how zoos work to restore damaged habitats as well as doing captive breeding.

(Add counter-reason and rebuttals to chart; have students mark text.)

60 Finally, zoos educate people about endangered animals
 61 and inspire them to help. The penguin exhibit at the
 62 Detroit Zoo is designed to teach people about the effects
 63 of climate change. While visitors are enjoying the
 64 penguins, they're also learning about how their natural
 65 habitats are threatened by global warming. Moreover,
 66 seeing live animals in naturalistic settings makes people
 67 want to protect them. A study described in *Zoo Biology*
 68 surveyed people before and after visiting a zoo. Results
 69 indicate that when visitors feel connected to a zoo
 70 animal, they are more likely to participate in efforts to
 71 save that species. This shows that zoo animals can
 72 inspire visitors to support conservation efforts around
 73 the world.

(60-73) What does the author do next to build her argument?

- She adds another reason, saying that zoos help animals by educating people about them.

How does she show that educating people about animals helps the animals?

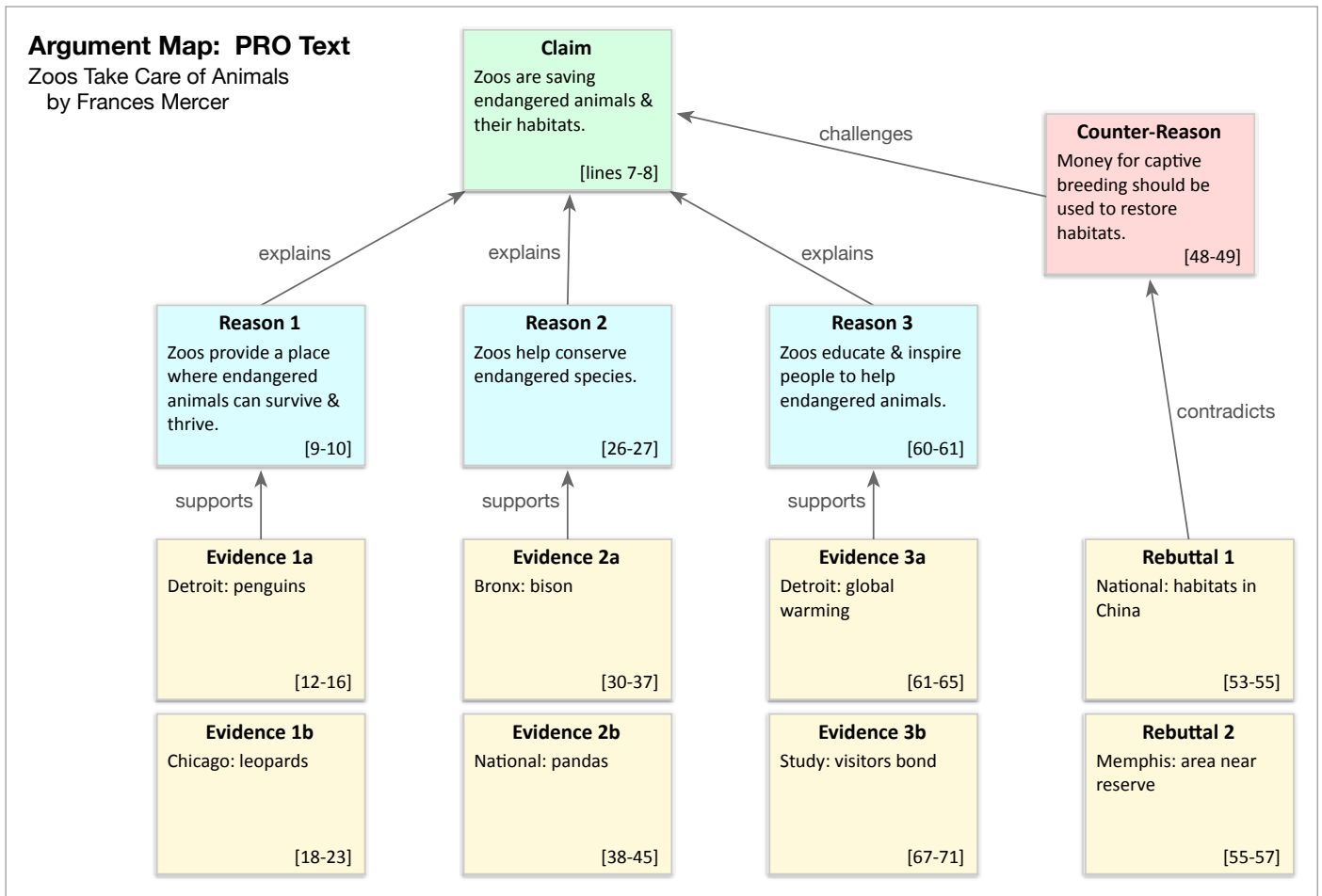
- She describes how a zoo exhibit teaches people about the threat to animal habitats, and she gives results of a study of zoo visitors showing they are more likely to support wild animals after their visits.

(Add Reason 3 and evidence to chart; have students mark text.)

74 Zoos provide a safe haven for animals until they can be
 75 released to suitable habitats. In an ideal world, there
 76 would be no need for zoos. But in a world where human
 77 activity threatens the survival of many species, zoos are
 78 a force for good. They protect and care for endangered
 79 animals, breed healthy populations of endangered
 80 species, and inspire visitors to help save wildlife and
 81 their habitats.

(74-81) How does this paragraph fit into the author's argument?

- She summarizes the main points of her argument.





Zoos Take Care of Animals

by Frances Mercer

1 Wildlife is rapidly disappearing, mostly because of
2 human activity. When humans cut down forests and
3 build farms, highways, cities, and shopping malls,
4 animals lose their habitats. They are also threatened by
5 pollution and global warming. As the world population
6 grows, animal extinctions are occurring faster than at
7 any time in Earth's history. But there is hope. Zoos are
8 helping to save endangered animals and their habitats.

C

9 Zoos provide a safe environment where endangered
10 animals can survive and thrive. In most zoos, animals
11 live in enclosures that closely match their natural habitat.

R1

12 For example, penguins at the Detroit Zoo have over
13 300,000 gallons of very cold water to swim in, with
14 simulated waves, ice, and snow. Enclosures that match
15 their natural habitats allow animals to behave as they
16 would in the wild. Zoos provide for their animals'

E1a

17 physical needs, but they are also committed to their
18 emotional well-being. At the Brookfield Zoo in Chicago,
19 scientists measured stress levels in leopards. High stress
20 is associated with problem behaviors like excessive
21 pacing and tail-biting. They found that stress levels
22 decreased when climbing and hiding spaces were added
23 to the leopard enclosures. Both examples demonstrate
24 that zoos work to provide healthy, happy homes for
25 endangered animals.

E1b

26 But zoos don't just take care of animals. They also help
27 to conserve endangered species. One important way in
28 which they do this is through captive breeding. Zoos

R2

29 breed healthy populations of endangered animals and
30 then return them to the wild. The Bronx Zoo in New
31 York was one of the first to do this. When the zoo
32 opened in 1899, it featured a small herd of American
33 bison, which were nearly extinct in the wild. Between
34 1907 and 1913, the zoo transferred several small groups
35 of bison to protected areas in the western United States.
36 According to the National Park Service, there are now
37 more than 30,000 wild bison in North America.

E2a

38 The National Zoo in Washington, D. C. helps conserve
39 giant pandas. Pandas live in bamboo forests in China,
40 and their habitats are shrinking. This makes it hard for
41 pandas to survive in the wild. Scientists at the National
42 Zoo help coordinate a successful breeding program at
43 zoos and panda reserves around the world. There are
44 now more than 300 pandas in captivity, and more than

E2b

45 half are captive-born. Bison and pandas are just two of
46 many species that zoos are helping to conserve through
47 captive breeding.



48 Critics claim that the money spent on captive breeding
49 should instead be used to restore habitats in the wild.
50 In fact, both efforts are needed and often go hand-in-
51 hand. Very few giant pandas have been returned to the
52 wild because their habitats are so small and scattered.

C-R

53 The National Zoo is working with the China Wildlife
54 Conservation Association to enlarge and reconnect
55 panda habitats. In addition, the Memphis Zoo is helping
56 to restore a large area between China's largest panda
57 reserve and a patch of forest where wild pandas live.
58 Restoring these habitats may help more captive-born
59 pandas return to the wild.

Reb1

Reb2

60 Finally, zoos educate people about endangered animals
61 and inspire them to help. The penguin exhibit at the
62 Detroit Zoo is designed to teach people about the effects
63 of climate change. While visitors are enjoying the
64 penguins, they're also learning about how their natural
65 habitats are threatened by global warming. Moreover,
66 seeing live animals in naturalistic settings makes people
67 want to protect them. A study described in *Zoo Biology*
68 surveyed people before and after visiting a zoo. Results
69 indicate that when visitors feel connected to a zoo
70 animal, they are more likely to participate in efforts to
71 save that species. This shows that zoo animals can
72 inspire visitors to support conservation efforts around
73 the world.

R3

E3a

E3b

74 Zoos provide a safe haven for animals until they can be
75 released to suitable habitats. In an ideal world, there
76 would be no need for zoos. But in a world where human
77 activity threatens the survival of many species, zoos are
78 a force for good. They protect and care for endangered
79 animals, breed healthy populations of endangered
80 species, and inspire visitors to help save wildlife and
81 their habitats.

Lesson 4 – Argument Map: CON Text



Bird's Eye View

Map the CON Text (Part 1) – 25 minutes

This lesson begins with the teacher and students working together to create an argument map of the CON text.

Quickwrite (Part 2) – 15 minutes

Students then select the most convincing reason in each text and describe evidence the author provided for that reason.

Part 1 – Map the CON Text

Have students turn to the CON text under Tab 1 in their binders.



CON Text Argument Discussion & Mapping

As you go through the text and identify each element:

- Place the corresponding post-it on the chart (see page 6), and
- Have students bracket and label the element in their text.

Are Zoos Really Good for Animals?

by Samuel Robinson

1 For decades, zoos kept animals in small cages, usually
 2 alone and with nothing to do. In those days, animals
 3 were easy to obtain in the wild and easy to replace when
 4 they died. By the 1970s, however, populations in the
 5 wild were decreasing rapidly, and zoos began to focus
 6 on conservation. Over the years, they learned to take
 7 better care of their animals, and cramped cages were
 8 replaced by natural-looking habitats. On the surface,
 9 zoos seem to be doing good work. But a closer look
 10 reveals that zoos actually do more harm than good.

(1-10) *Where in this paragraph do we find the author's claim?*

- At the end, when he says, "a closer look reveals that zoos actually do more harm than good."

How does this other stuff in the paragraph fit in with his claim?

- It helps to make his claim clear – that even though zoos are taking better care of animals than in the past, they are still not good enough.

(Add the claim post-it to the chart, then have students bracket and label line 10 as "C".)

11 Despite living in enclosures that mimic their native
 12 habitats, most zoo animals can't live like they would in
 13 the wild. An article in *Zoo Biology* explains that gorillas
 14 in the wild spend their days feeding on leaves and vines.
 15 In zoos, gorillas are fed primate biscuits, fruits and
 16 vegetables. These are higher in calories than what wild
 17 gorillas eat. Moreover, because they spend less time
 18 feeding, zoo gorillas are less active than wild gorillas,
 19 and many become overweight and unhealthy. There are
 20 other examples: lions can't hunt, bears can't hibernate,
 21 and eagles can't soar. Rob Laidlaw is a biologist who
 22 monitors the care that zoos provide. He explains that
 23 natural animal habitats are too complex for zoos to
 24 match exactly. Both pieces of evidence suggest that zoo
 25 life will always be different from life in the wild, often
 26 with negative impacts on an animal's well-being.

(Read first sentence.) *How does the author start to build his argument?*

- He provides a reason that explains why zoos are harmful – zoo animals can't live like they would in the wild.

(Read the gorilla example.) *In the other text we read how zoos are creating exhibits that match animals' habitats. So what makes this author think that zoo animals don't live like they do in the wild?*

- He gives examples of how zoo animals don't get the same diets and are less active than in the wild.

(Read rest of paragraph.) *How does this information from Mr. Laidlaw fit into the argument?*

- Mr. Laidlaw talks about animal habitats being complex, which helps explain why zoos can't create wild conditions exactly.

(Add Reason 1 and evidence to chart; have students mark text.)

27 Some animals require more space than a zoo can
 28 provide. According to researchers at Oxford University,
 29 animals that roam over a large area in the wild do not do
 30 well in zoos. They are more likely than non-roaming
 31 animals to spend a lot of time pacing, and their babies
 32 are less likely to survive. One example is the elephant.
 33 Wild elephants roam as much as 30 miles a day, but
 34 most zoo elephants are given only a fraction of that
 35 space. Not surprisingly, wild elephants live longer than
 36 elephants in zoos. A study described in the journal
 37 *Science* found that the natural lifespan of elephants in the
 38 wild is 56 years, compared to 17 years in zoos. The
 39 authors believe that zoo elephants die early because of
 40 obesity and stress. Most big cats roam widely, as do
 41 polar bears, black bears, wolves, and deer. Many animals
 42 in zoos require more space than the zoo can give them.

(27-32) *What does the author do next to build his argument?*

- He offers a second reason for believing that zoos cause animals harm – some animals require more space than a zoo can provide.

What is this about animals that roam – how does that fit into the argument?

- Roaming animals need much more space to move than is possible in zoos. So this is evidence that some animals can't do well in zoos.

(32-40) *What other evidence does the author give?*

- He talks about a study of elephants that showed they die younger in zoos than in the wild.

(40-41) *Now the author mentions other animals that roam. Why do you think he does that?*

- He may think it helps convince readers to show that many kinds of animals roam and thus need more space.

(Add Reason 2 and evidence to chart; have students mark text.)

43 Zoo animals often suffer because of poor management
 44 practices. Georgia Mason is a biologist who studies the
 45 behavior of captive animals. She says that animals that
 46 are poorly managed often exhibit repetitive behaviors
 47 that serve no purpose, such as pacing, swaying, and
 48 head-bobbing. These behaviors, rarely seen in the wild,
 49 indicate that the animal is being neglected or mishandled
 50 by its keepers. The practice of transferring animals can
 51 also cause suffering. Animals are often transferred from
 52 one zoo to another for captive breeding or because a zoo
 53 has too many of one species. According to Laurel
 54 Braitman, author of *Animal Madness*, being taken from
 55 one environment and having to adjust to a new one can
 56 be very stressful, especially among animals that form
 57 close-knit groups, such as gorillas and elephants. Both of
 58 these examples show that poor management practices
 59 can cause zoo animals to suffer.

(Read first sentence.) *Now the author talks about poor management practices. How does that fit into his argument?*

- It is another reason that tells why zoos can harm animals.

(44-50) *How does he try to convince us about poor management practices?*

- First he talks about animal behaviors that are a sign of poor management.

What makes him think these behaviors are a bad sign?

- Animals don't act like that in the wild.

(50-57) *What else does the author do to try to convince us about bad management practices?*

- He says that zoos transfer animals from place to place, which can be very stressful.

(Add Reason 3 and evidence to map; have students mark text.)

60 Zoos claim to be breeding endangered animals that can
 61 be released in the wild. However, animal researcher
 62 Benjamin Beck reviewed 145 programs in which
 63 captive-bred animals were released in the wild. He found
 64 only 16 cases that were successful. Some cases failed
 65 because animals were released into an unsuitable habitat.
 66 In others, the released animals hadn't learned essential
 67 survival skills such as foraging and avoiding predators.
 68 Biologist Rob Laidlaw warns that releasing zoo-bred
 69 animals in the wild could have disastrous results if the
 70 animals carry disease. He says that zoos are potential
 71 hotbeds for disease because many animals live close
 72 together and there are plenty of rats, mice and
 73 cockroaches that carry diseases. Releasing zoo animals
 74 in the wild is not a good way to save endangered species.

(60-74) When the author says, "zoos claim to be breeding endangered animals that can be released in the wild," what is he up to?

- He's telling us what people on the other side of the argument say is good about zoos. He presents this as a counter-reason.

Then he tells us about a review of animal release programs and a warning from an expert, Mr. Laidlaw. What's that all about?

- The author is arguing back, showing that releasing animals into the wild does not work well.

So what is the evidence we want to add to our map?

- That release programs don't usually work and that zoo animals can carry disease into the wild.

(Add counter-reason and rebuttals; have students mark text.)

75 Although zoo animals are displayed in natural-looking
 76 habitats, their lives are not natural. Many animals cannot
 77 live like they would in the wild, and some require more
 78 space than a zoo can provide. Zoo animals often suffer
 79 because of neglect or insensitive handling. Things may
 80 look good on the surface, but zoos are actually doing
 81 more harm than good.

(75-81) What is the author doing here?

- Connecting back to the first paragraph where he said that zoos may look good, and then summarizing his argument about why zoos are not so good for animals.

Tell students they have their own copies of the PRO and CON maps under Tab 3 in their binders.

Part 2 – Quickwrite

Introduce quickwrite:

Have students turn to the Lesson 4 Quickwrite under Tab 2.

You will answer the same question for each text: What is the most convincing reason the author gave? In your own words, briefly describe each reason and evidence the author provided to support it. So you just need to write four sentences: one reason and one piece of evidence for each text.

Give students 5-7 minutes to complete the quickwrite.

Share reasons & evidence:

Invite several students to share the reasons and evidence they chose.

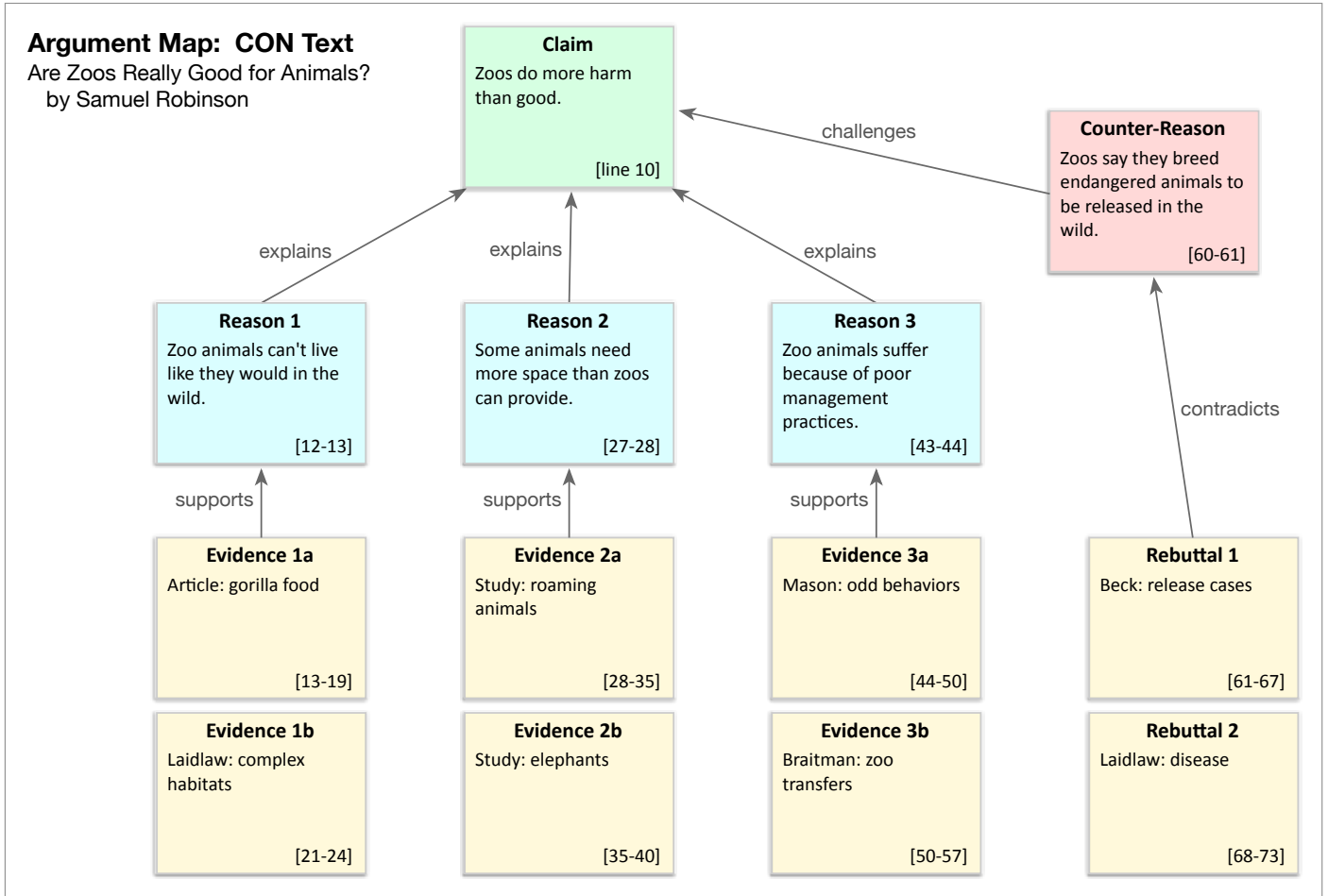
Use follow-up questions to encourage students to explain why a reason was convincing and to elicit different reactions to the same reason. Examples:

- *Why was that a good reason?*
- *Anyone else have that reason?*
- *Anyone think it's not a convincing reason?*

Troubleshooting: When students describe evidence, make sure it supports the reason they chose. If not, or if a student offers another reason instead of evidence, follow up by asking how that evidence shows the reason is true. If needed, remind students that a reason is a statement of an author's idea about the claim, whereas evidence describes supportive information that includes a source.

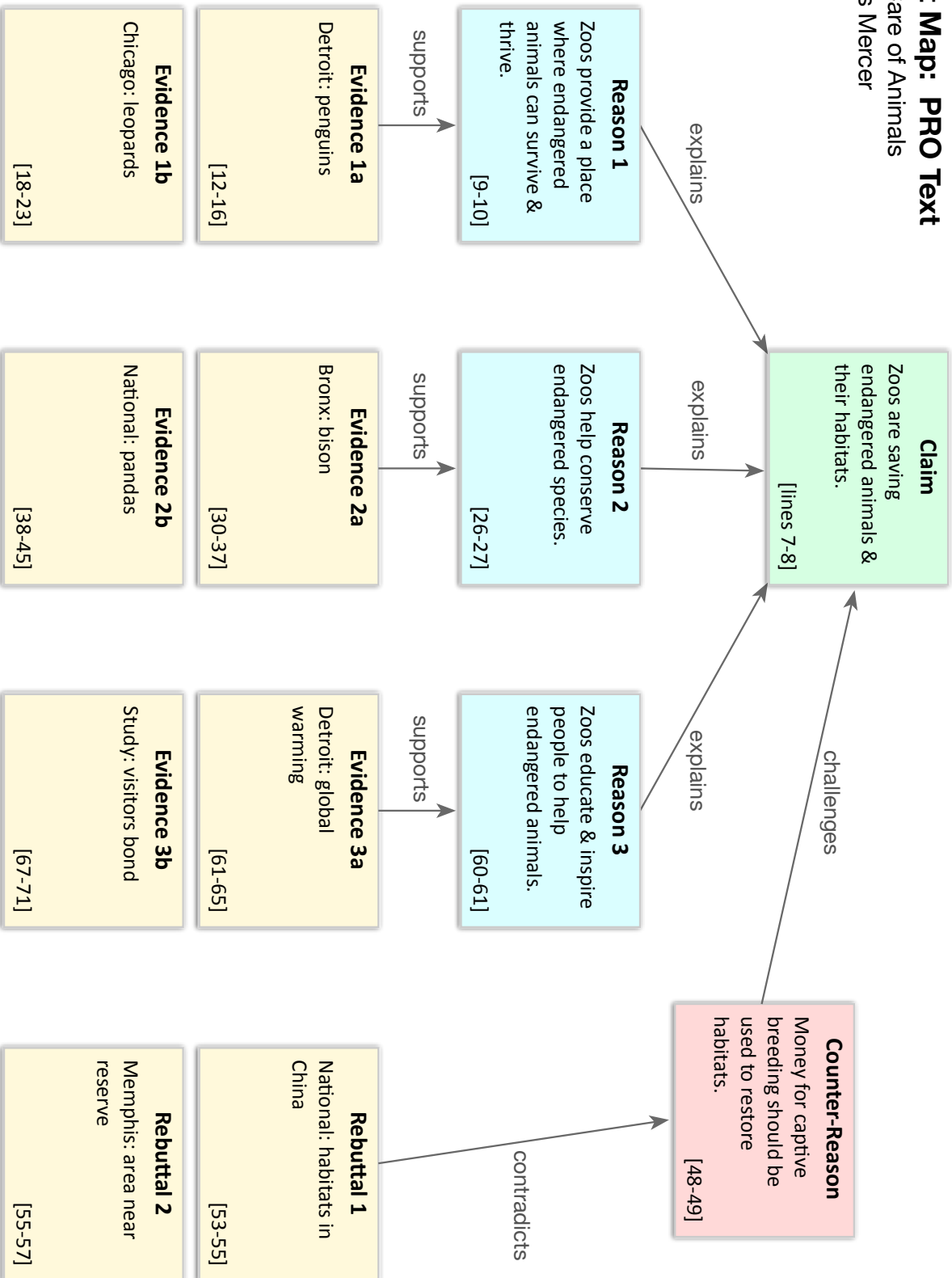
**Target**

Help students see that people can have different reactions to the same argument. One person might think a particular reason is really convincing. To another person, the same reason might seem totally irrelevant.



Argument Map: PRO Text
 Zoos Take Care of Animals
 by Frances Mercer

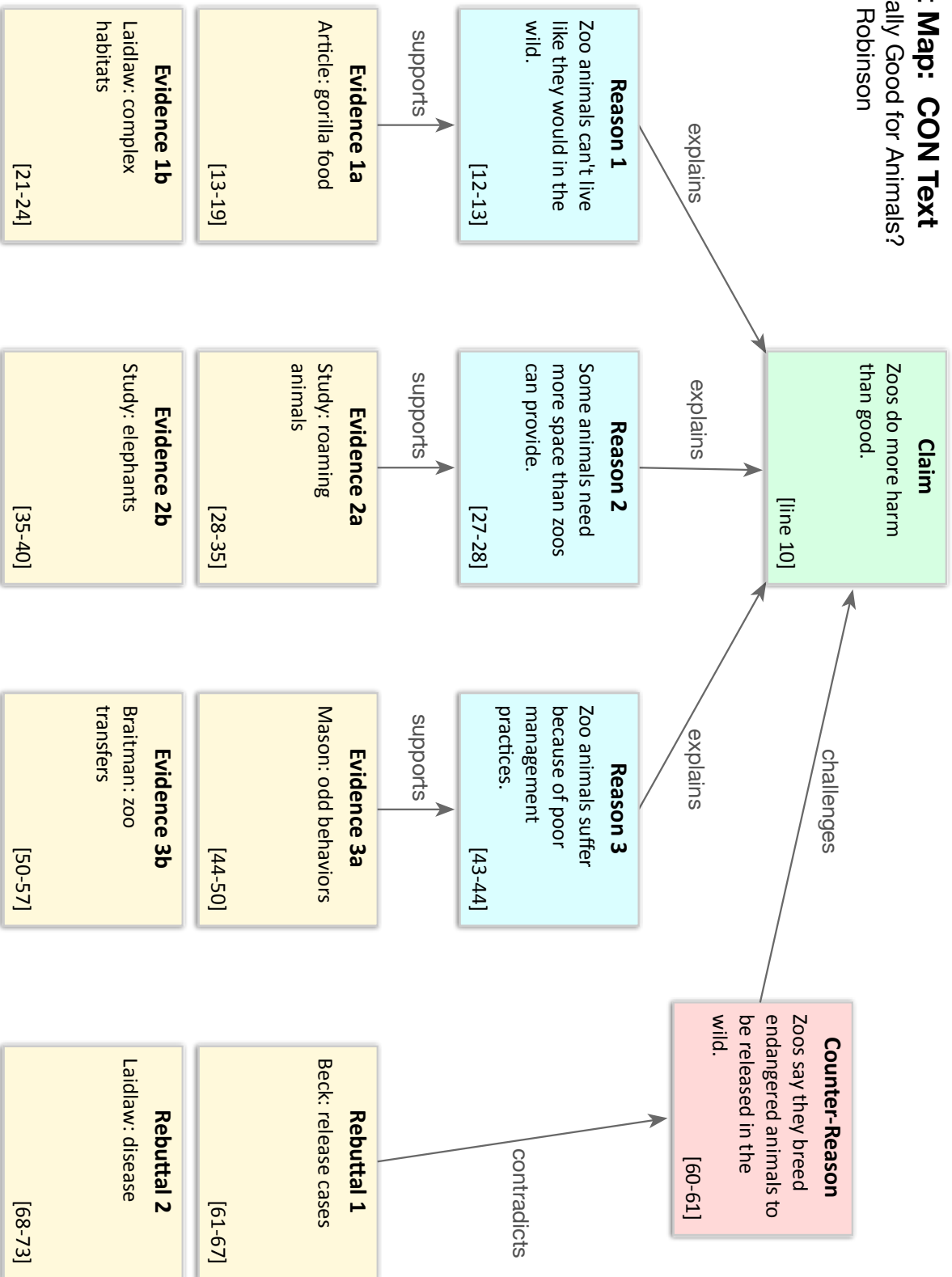
(These maps are under Tab 3 in the student notebook.)





(These maps are under Tab 3 in the student notebook.)

Argument Map: CON Text Are Zoos Really Good for Animals? by Samuel Robinson





(This worksheet is under Tab 2 in the student notebook.)

Name _____

Lesson 4

Quickwrite!

In response to both texts

What is the most convincing reason each of these authors gave? In your own words, briefly describe each reason and evidence the author provided to support it.

Zoos Take Care of Animals by Frances Mercer

Most convincing reason:

Evidence for that reason:

Are Zoos Really Good for Animals? by Samuel Robinson

Most convincing reason:

Evidence for that reason:



Students identify evidence:

Explain that students are to read through the table and find evidence that could support their position. They should be prepared to present one piece of evidence to the class and explain how it connects to their argument.

Give students 5-7 minutes to work. You might have them work independently at first, then pair up and share what they found and how it connects to their position.

Whole-class discussion:

I'll call on people to come up and present one piece of evidence to the class. When you are presenting, you need to explain how your evidence connects to your position.

When you're finished, the class will have a chance to ask questions or challenge what you're saying. You can ask other students to help you answer their questions or defend your ideas.

During the discussion, encourage listeners to offer questions or comments that focus on connections between claim, reasons, and evidence. Examples:

- How does this evidence connect to your position?
- What reason could you use to link this evidence to your claim?
- I'm not sure I understand how your evidence connects.

If students do not discuss evidence that suggests broader options beyond a simple PRO or CON position, offer a piece and ask how it could be used in an argument about zoos. For example, you could use #2, about the American Humane Association's "Humane Certified" program, to support the idea that zoos can be good for animals if they provide high quality care and meet certain standards.

Part 2 – Quickwrite**Introduce quickwrite:**

Have students turn to the Lesson 5 Quickwrite under Tab 2 in their binders. Review the writing prompt and tell students they are to choose something from one of the texts that they found unconvincing. It can be a reason, a piece of evidence, or a sentence explaining what the evidence shows. They are to respond to the author of the text and tell what was not convincing and why.

Give students about 5 minutes to write, then ask several to share what they wrote. To encourage oral argument, ask if anyone agrees or disagrees with what each student says.

(This table is under Tab 1 in the student notebook.)

Assorted Evidence

1	The Association of Zoos and Aquariums (AZA) grants membership to zoos that have high standards of animal care and are involved in conservation. Although there are nearly 3000 zoos licensed by the U.S. Department of Agriculture (USDA), only 233 are members of the AZA.	2	The American Humane Association has started a program to assess the care zoos provide. Zoos are evaluated based on standards for housing, feeding, and animal health and behavior. Zoos that display the "Humane Certified" seal provide a high standard of care.
3	Pittsburgh's National Aviary, a member of AZA, coordinates with zoos from around the world in a program to breed endangered species. Birds at the National Aviary that are part of this program include the Andean condor and the African penguin.	4	The Bronx Zoo's Congo Gorilla Forest exhibit allows zoo guests to donate their admission fees to support conservation. Visitors choose an animal in the Central African rainforest to protect. Options include elephants, okapi, mandrills, and gorillas.
5	In 2014, the Copenhagen Zoo killed a giraffe and four lions that didn't fit their breeding program. People from around the world were outraged. The AZA issued a statement that "incidents of that sort do not happen at AZA zoos." However, a survey described in <i>Zoo Biology</i> reveals that such incidents do occur in some AZA zoos.	6	According to the Humane Society, thousands of animals suffer in roadside zoos. They are often advertised along the highway offering things like elephant rides and photo sessions with exotic animals. The animals in these zoos usually live in cramped, dirty cages with inadequate food, water, and veterinary care.
7	AZA zoos use enrichment strategies to improve their animals' well-being. In the wild, animals must find their own food, water, and shelter. Zoos provide those things, so they use enrichment to encourage natural behaviors. For example, chimps at the Houston Zoo use sticks to collect food from a man-made termite mound.	8	Natural Bridge Zoo is a roadside zoo in Virginia where you can get your picture taken holding a baby tiger for \$50. An undercover investigation by the Humane Society found that some of these cubs were only four weeks old. Cubs were denied food so they would be hungry during photo shoots, and they were punched and slapped when they did not cooperate.
9	Zoo animals can be seriously injured because of unsuitable or unfamiliar enclosures. At the National Zoo, for example, an antelope, a gazelle, and a wild horse died in separate incidents when they ran into the wall of their enclosure. At the Brookfield Zoo in Chicago, a giraffe died when he got tangled in a pulley system.	10	Tamarin monkeys at the National Zoo have a forest area where they learn to move through trees and find food and water. This training helps the monkeys develop survival skills before they return to the wild. The National Primate Research Center notes that almost half of tamarins currently living in the wild are zoo-born monkeys and their offspring.
11	The Elephant Sanctuary in Tennessee is not a zoo. It is a haven for elephants retired from zoos and circuses. The sanctuary provides 2700 acres where elephants can roam freely and exercise their true nature. It is not open to the public, but visitors can observe via streaming video at www.elephants.com .	12	Zoos are subject to USDA inspections but, according to science writer Brian Palmer, there are only 114 inspectors for nearly 3000 zoos. Moreover, the USDA rules about animal exhibits are not strict. For example, enclosures are only required to be large enough for the animal to stand up and turn around.
13	The International Union for Conservation of Nature keeps lists of threatened and endangered species. Its <i>Extinct in the Wild</i> list currently has 33 animal species, including the Pinzon Giant Tortoise. If zoos don't help these animals survive and reproduce, their species will be gone forever.	14	The Center for Great Apes is not a zoo. It is a sanctuary for chimpanzees and orangutans retired from research labs and the entertainment industry. Located in a tropical forest in Florida, the Center provides 100 acres of space for the apes to run, climb, and swing through their environment.



(This worksheet is under Tab 2 in the student notebook.)

Name _____

Lesson 5

Quickwrite!

I'm Not Convinced

Choose something from one of the texts that did not convince you. Tell the author what was not convincing and explain why you were not convinced.



Lesson 6 – Claims and Connections



Bird's Eye View

Brainstorm Claim Ideas (Part 1) – 10 minutes

This lesson begins with students examining essay criteria and brainstorming possible responses to the prompt.

Discuss Connections (Part 2) – 10 minutes

The teacher then reviews the idea that the claim ties an argument essay together.

Making Connections (Part 3) – 20 minutes

Students are then given sample reason-evidence pairs, and they are asked to explain connections between them.

Part 1 – Brainstorm Claim Ideas

Introduce criteria:

Over the next several days you will plan and then write an essay about zoos. Today you'll start by planning your claim.

Display the Argument Essay Chart and have students turn to their copy under Tab 4.

Read the prompt and remind students that they are to write an argument that answers that question.

As you are deciding what to write, think about all we've read – about zoos being good or bad for animals, and other things that have been done to improve animal care.

Go over the criteria list with your students. Remind them that their claim must answer the prompt.

For this essay, they need to provide three reasons that explain why they believe their claim. For each reason, they need at least one piece of evidence from the PRO or CON text or the

What policy should we follow about caring for and protecting animals?

Claim – clearly stated; responds to prompt

Reasons – three different reasons

Evidence – at least one piece of text evidence for each reason

C-R/Rebuttal – counter-reason goes against claim; rebuttal shows C-R is false

Conclusion – connects back to claim

Signal Words – help readers follow the logic of your argument

Organization – paragraphs organize your argument

Assorted Evidence table. They can include additional evidence they find in other sources if they wish.

They also need to provide a counter-reason that goes against their claim and a rebuttal that goes against the counter-reason.

Brainstorm ideas:

What big ideas can you think of that respond to this prompt?

As students offer ideas, use questions to help them keep the criteria in mind. Examples:

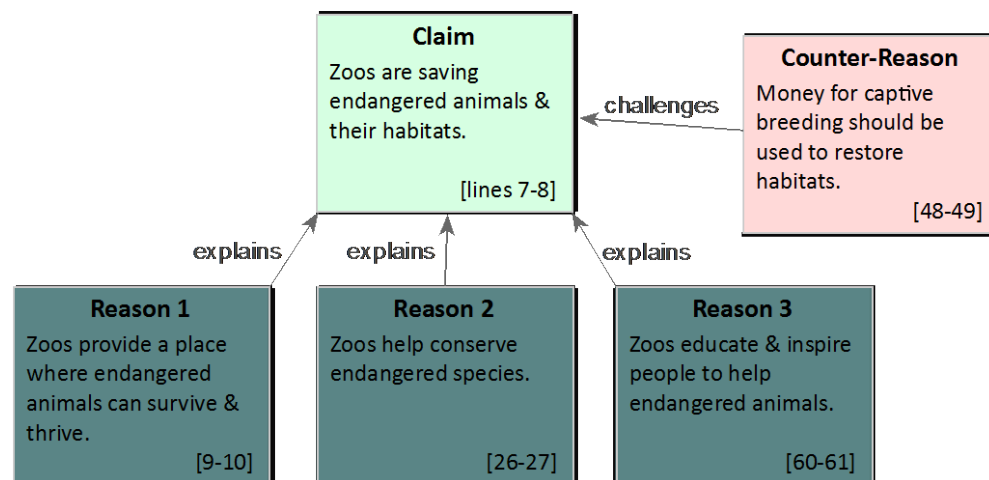
- *Does that claim respond to the prompt?*
- *Can you think of three different reasons to explain that claim?*
- *Could you use text evidence to support that claim?*

Part 2 – Discuss Connections

Review connections:

Have students turn to the PRO map under Tab 3.

In Unit 2, we talked about how the claim ties together the whole essay. Let's look at how everything in this argument connects back to the claim.



Describe connections:

How does Reason 1 connect back to the claim?

Providing a place for endangered animals to live is a way to save the animals.

How does Reason 2 connect?

Conserving endangered species is a way to save the animals.

How about Reason 3?

Educating people about endangered animals can help to save the animals.

What about the Counter-Reason and Rebuttals? How do they connect?

They connect to the part about zoos saving habitats.

Part 3 – Making Connections

Introduce task:

You can help your readers understand your argument by adding sentences that explain connections. In this activity, we'll practice connecting reasons and evidence.

Have students turn to the *Making Connections* worksheet under Tab 2. Explain that the three paragraphs are from three different argument essays written by seventh graders. Each excerpt includes their first reason and their first piece of evidence.

Guide task:

Read or have a student read the first paragraph.

First, some zoos have poor management practices, which means the keepers neglect animals or don't handle them right. Biologist Georgia Mason found that zoo animals often pace around, sway their bodies and bob their heads. These behaviors are rarely seen in the wild.

What is the reason in this paragraph?

Some zoos have poor management practices.

What is the evidence about?

It describes odd behaviors that are common in zoos but rarely seen in the wild.

What is missing in this paragraph? What might the reader be wondering?

The reader might wonder what those behaviors have to do with poor management practices.

Write a sentence that explains how the odd behaviors connect to management practices.

Give students 2-3 minutes to write a connection, then allow several to share.

Students may offer sentences that merely state a connection rather than explaining it. For example, "This evidence shows that some zoos have poor management practices." To encourage them to explain the connection ask, "How does it show that zoos have poor management practices?" or "Why is this good evidence to show the reason is true?"

Sample connection:

Behaviors like these are a sign that animals are not being managed properly.

Read or have a student read the second paragraph.

One reason is because some zoos take better care of animals than others. The Humane Society has a program that grades zoos based on how well they take care of their animals. Zoos that provide good care are given a "Humane Certified" seal of approval.

What is the reason in this paragraph?

Some zoos take better care of animals than others.

Write a sentence that explains how the evidence connects to that reason.

Give students 2-3 minutes to write a connection, then allow several to share.

Sample connection:

If you visit a zoo that has a "Humane Certified" seal, you can know that the animals are well cared for.

Read or have a student read the third paragraph.

For one thing, when zoos breed animals and release them it causes many problems. Rob Laidlaw is a biologist who monitors zoos. He says that zoos are hotbeds for disease because animals live close, and there are plenty of rodents and insects that can spread diseases.

What is the reason in this paragraph?

Breeding and releasing animals causes problems.

Write a sentence that explains how the evidence connects to that reason.

Give students 2-3 minutes to write a connection, then allow several to share.

Sample connection:

Releasing zoo animals in the wild can be bad because they might carry diseases and infect wild populations.

(This worksheet is under Tab 2 in the student notebook.)

Name _____

Lesson 6

Making Connections

For each paragraph, write a sentence that explains how the evidence connects to the reason.

First, some zoos have poor management practices, which means the keepers neglect animals or don't handle them right. Biologist Georgia Mason found that zoo animals often pace around, sway their bodies and bob their heads. These behaviors are rarely seen in the wild.

One reason is because some zoos take better care of animals than others. The Humane Society has a program that grades zoos based on how well they take care of their animals. Zoos that provide good care are given a "Humane Certified" seal of approval.

For one thing, when zoos breed animals and release them it causes many problems. Rob Laidlaw is a biologist who monitors zoos. He says that zoos are hotbeds for disease because animals live close, and there are plenty of rodents and insects that can spread diseases.



Life at the Zoo

Extended Writing Task: Argument Essay

Essay prompt:

What policy should we follow about caring for and protecting animals?

Your score will be based on the following criteria:

Claim	Your claim is clearly stated and it responds to the prompt
Reasons	You include three different reasons why you believe your claim
Evidence	Each reason is supported by at least one piece of evidence
CR/Rebuttal	You include a counter-reason that goes against your claim and a rebuttal that shows that the C-R is false
Conclusion	Your essay ends with a conclusion that connects back to the claim
Signal Words	You use signal words to help readers follow the logic of your argument
Organization	Your essay has paragraphs that organize your argument

Bonus points will be awarded for:

- originality of ideas



Lesson 7 – Work On Claim



Bird's Eye View

Students Write Claim (Part 1) – 10 minutes

Students write a rough draft of their own claim and circle evidence they can use to support it.

Class Feedback (Part 2) – 15 minutes

Students then present their claim and evidence, and the class discusses whether and how the evidence connects to the claim.

Peer Feedback (Part 3) – 15 minutes

Students then meet in pairs to review each other's claim and provide feedback.

Part 1 – Students Write Claim

Review outline template:

Have students turn to the outline template under Tab 4. Remind them that, for this essay, they need to use all four pages of the template.

Introduce task:

Write your claim on a post-it and put it on your outline. When you finish writing your claim, look at the PRO and CON texts and the Assorted Evidence table and circle evidence you can use to support it.

Hand out small post-its and give students 5 minutes to write their claim and circle evidence.

Part 2 – Class Feedback

Introduce task:

Getting other people's reactions can help you find out how strong your evidence will be. Let's have a few of you read your claim and evidence to the class and see what they think.

Guide discussion:

Call on several students to read their claim and a piece of evidence they think will support it. Ask the class to give a thumbs up or down to indicate whether they agree that the evidence supports the claim. Call on a student who gave a thumbs up and ask them to explain the connection. Then call on a student who gave a thumbs down and ask if the explanation helped or, if not, why they think the evidence does not connect to the claim. Repeat this for as many claims as time allows.

Part 3 – Peer Feedback

Introduce task:

Now you'll work in pairs to review each other's claim. You and your partner will trade binders. You will read your partner's claim and write comments on a post-it and put it on their outline near their claim. Write your initials on the post-it so your partner will remember who wrote it.

Have students take out Peer Feedback 1 under Tab 4.

This page will help you decide what to write. Ask yourself the questions and try to write helpful suggestions.

Remember that your job as reviewer is to give honest feedback to try to help your partner improve their claim.

Peers review claims and discuss comments:

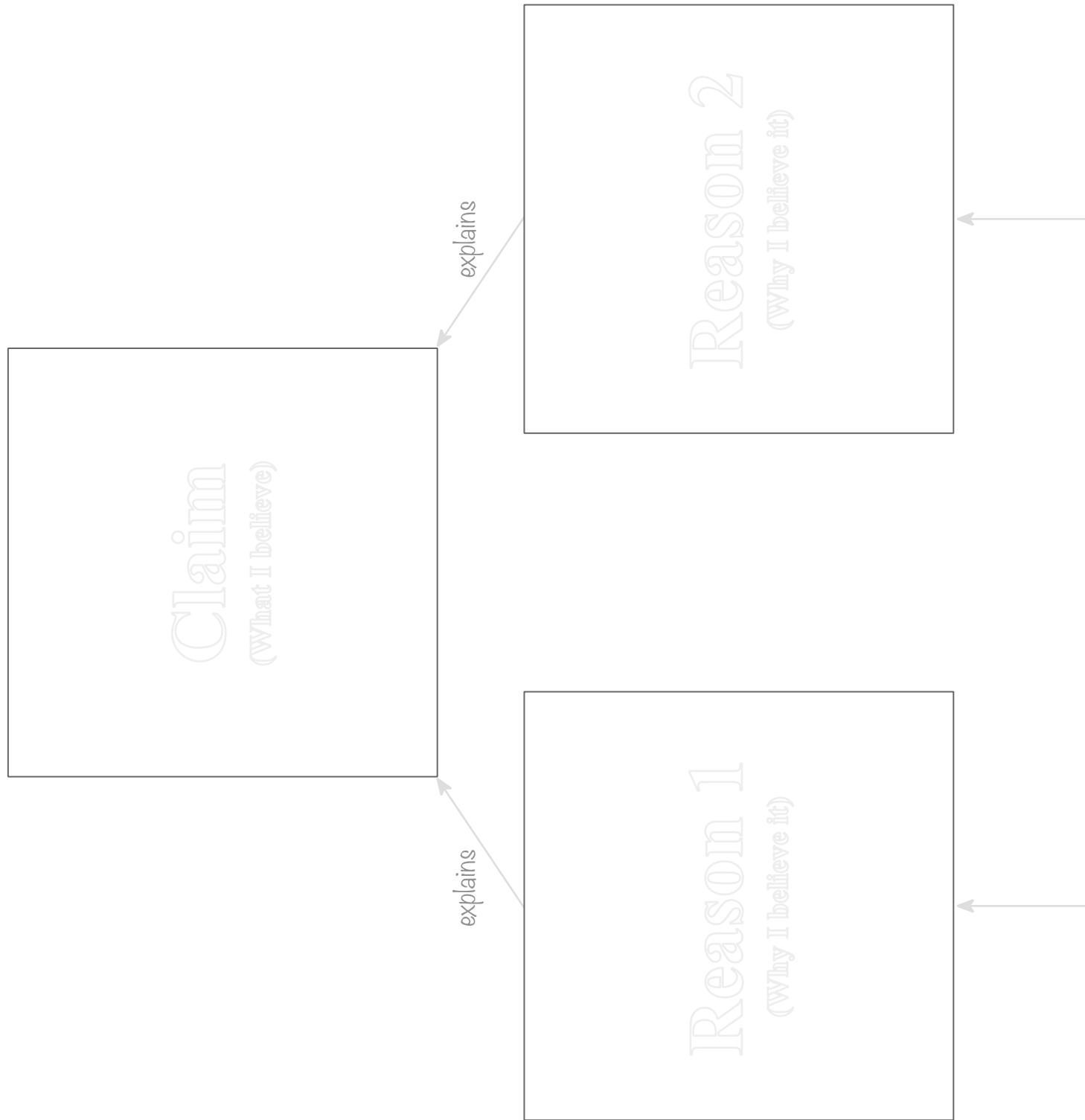
Have students pair up and trade binders. Tell them that, when they both finish writing comments, they should get together and talk about the feedback they gave each other. While students are working, circulate and provide your own feedback.

**Feedback**

Potential issues to watch out for:

- Reviewers writing yes or no instead of actual comments.
- Reviewers writing only positive comments about a weak claim. (They may be reluctant to criticize, or they may not recognize the need for improvement.)

Outline Map on Back →
(Under Tab 4)



supports

Evidence 2a
(How I know it's true)

Evidence 2b
(How I know it's true)

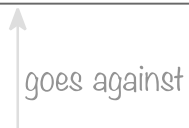
supports

Evidence 1a
(How I know it's true)

Evidence 1b
(How I know it's true)

← Outline Map on Front

Counter-Reason
(A reason that goes against my argument)



Rebuttal a
(How I know it's false)

Rebuttal b
(How I know it's false)



explains claim



Reason 3
(Why I believe it)

supports



Evidence 3a
(How I know it's true)

Evidence 3b
(How I know it's true)



(This form is under Tab 4 in the student notebook.)

PEER FEEDBACK I

- Read the author's claim and provide feedback by writing comments that answer the questions below.
- Write your comments on a post-it and place it on the author's outline near the claim.
- Add your initials to the post-it so your partner will remember who wrote it.
- Honest feedback can help your partner improve their essay.

Essay prompt: **What policy should we follow about caring for and protecting animals?**

Question 1 – Do you understand exactly what the claim is saying?	
If your answer is:	You could write something like:
yes	Your claim is clear.
kind of	Try to make your claim a little clearer.
no	I don't understand your claim.
Question 2 – Does the claim address the prompt?	
If your answer is:	You could write something like:
yes	Addresses prompt.
no	Does not address prompt.
Question 3 – Can the claim be supported by text evidence?	
If your answer is:	You could write something like:
yes	Easy to support.
kind of	Might be hard to support.
no	Will probably be hard to support.



Lesson 8 – Begin Argument Outline



Bird's Eye View

Review Types of Evidence (Part 1) – 10 minutes

This lesson begins with a brief review of the three types of evidence and an examination of text evidence.

Teacher Models Outline (Part 2) – 10 minutes

The teacher then models outlining a claim, reasons and evidence.

Students Begin Outline (Part 3) – 20 minutes

Students then start working on their own argument outline.

Part 1 – Review Types of Evidence

List types:

Do you remember the three types of evidence we've been working with?

Help students remember the following:

- **Expert opinion** is a quote from a person who knows about the topic.
- **Facts** include results from studies and surveys as well as statistics from government and agency reports, news articles, etc.
- **Examples** are stories and program descriptions that illustrate the author's idea.

Discuss text evidence:

As readers, we need to decide whether the evidence an author provides is convincing. And as writers, we need to provide evidence that our readers will find convincing.

Have students take out the PRO and CON texts and the Assorted Evidence table. Ask them to examine the evidence sources in the text and identify evidence they found convincing.

I'd like some volunteers to describe a piece of evidence that you found convincing, then tell us why you found it convincing.

Call on several students, encouraging the rest of the class to weigh in with their opinion about each piece of evidence. Conclude that deciding if evidence is convincing or unconvincing depends on your perspective and whether you trust the source. The same evidence may be convincing to some people but not to others.



Information

In Part 2, you will use large post-its to model the process of outlining an argument. Sample post-its are shown below, and a completed outline can be found on page 4.

Part 2 – Teacher Models Outline

Introduce modeling activity:

Today you're going to start working on your outline. I'll walk you through part of the process with my own outline.

Read your claim:

Hold up and read your claim then place it on the chart.

Add first reason:

My first reason is this: (Read it aloud.)

What does this have to do with my claim?

(It explains why you believe it. Animals shouldn't be kept in zoos because even the best zoos are not good for some animals.)

Add it to the chart.

Add second reason:

How about this one? (Read it aloud.)

Does this fit? Does it explain why I believe that we shouldn't keep animals in zoos?

(Yes. There are non-zoo organizations that are better at taking care of animals.)

Add evidence:

I'm trying to decide between two pieces of evidence for my first reason.

Hold up both post-its and read them aloud.

Evidence 1a

Study: Zoo elephants die young because they need more space.

[con: 33-40]

Evidence 1a

Mason: Odd behaviors are a sign of neglect or poor handling.

[con: 44-50]

Claim

Animals should not be kept in zoos.

Reason 1

Even the best zoos can't take good care of some animals.

Reason 2

Non-zoo organizations take better care of animals.

What do you think? Which one should I use and why?

Help students select the elephant study because it more directly shows that even the best zoos can't take good care of some animals. Add the elephant study evidence to the chart.

Take a look at the Assorted Evidence table. I'd like to use piece #11 in my essay. How can I fit that into my argument?

11	The Elephant Sanctuary in Tennessee is not a zoo. It is a haven for elephants retired from zoos and circuses. The sanctuary provides 2700 acres where elephants can roam freely and exercise their true nature. It is not open to the public, but visitors can observe via streaming video at www.elephants.com .
----	--

Guide students to agree that it supports your second reason because it's an example of a non-zoo organization that takes good care of animals.

I have more to add to my outline, but I want you to have the rest of the period to work on your own outline. I'll finish mine while you're getting started.

Part 3 – Students Begin Outline

Review criteria:

Have students turn to the outline template under Tab 4.

Evidence needs to have a source. You need to tell who said it or where you got your information so your readers can decide whether it's convincing. This is especially important if you use additional evidence from outside sources.

When you write post-its for evidence, don't just copy sentences from the text. Write a brief note and include line numbers. That way you can go back to the text for more information when you're writing your essay.

Students begin outlines:

Give students the rest of the class period to begin planning their argument. While they're getting started, add the remaining post-its to your model outline, then circulate and provide feedback.

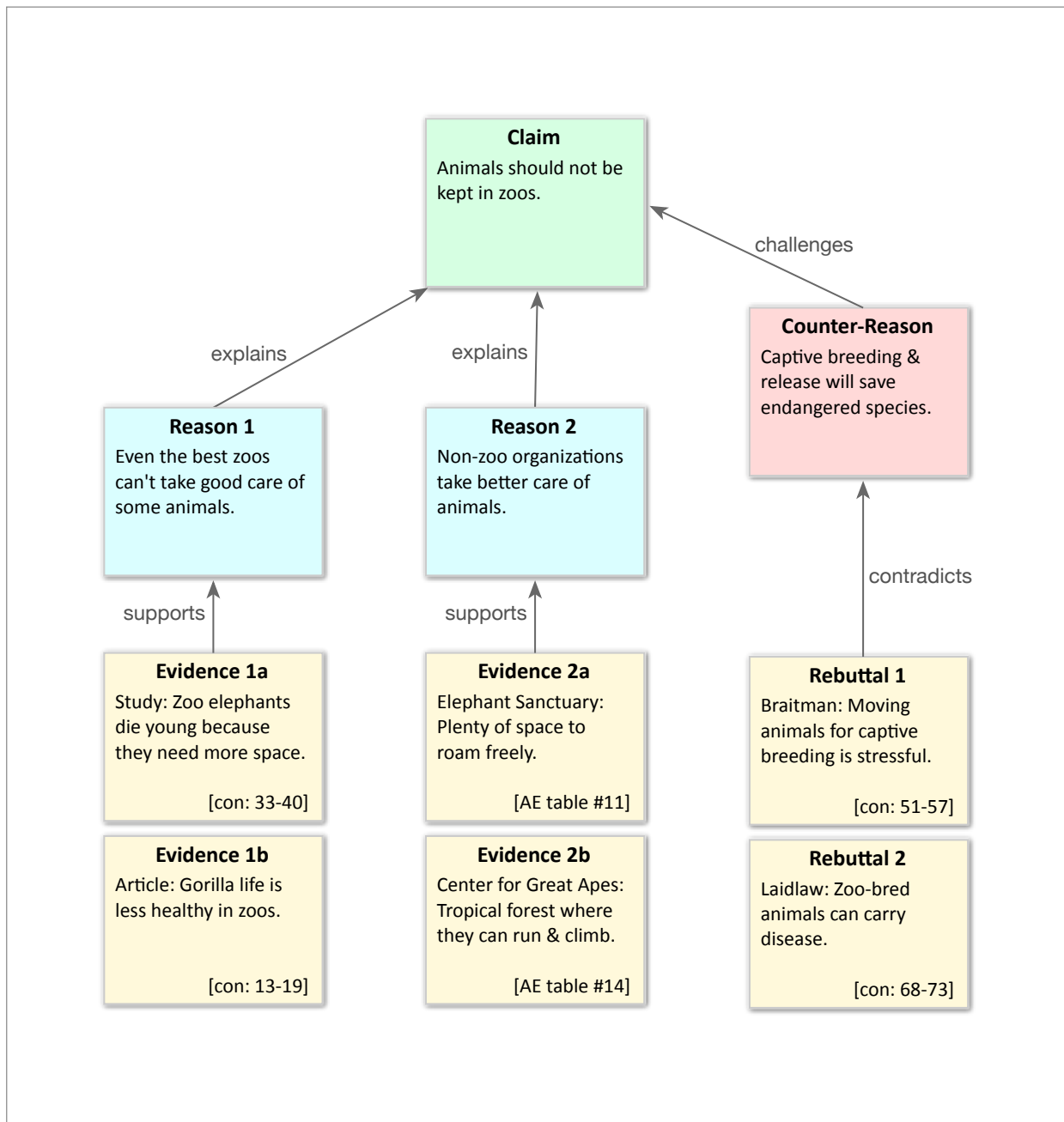


Feedback

Potential issues to watch out for:

- Individual post-its include multiple ideas (e.g., claim & reasons).
- Sentences are copied from the text rather than briefly described.
- Evidence post-its don't include line numbers.
- A reason doesn't explain the claim.
- A piece of evidence doesn't support its reason.

Sample Outline for Teacher Model



Lesson 9 – Finish Outline



Bird's Eye View

Counter-Reason Practice (Part 1) – 10 minutes

This lesson begins with a brief activity in which students generate counter-reasons and rebuttals in response to ideas from other students.

Students Finish Outline (Part 2) – 30 minutes

Students then finish their own argument outline.

Part 1 – Counter-Reason Practice

Review definitions:

Today we will talk a little more about counter-reasons. A counter reason is a reason that goes against your argument. Why would you want to use a counter-reason?

A counter-reason allows you to anticipate ideas from readers who disagree with you and gives you a chance to argue back.

What's it called when you argue against the counter-reason?

Rebuttal.

A counter-reason is a reason that goes against your argument. A rebuttal is evidence that shows the counter-reason is wrong.

Introduce task:

Writing a counter-reason and rebuttal can be a little confusing because you bring up an idea that goes against your argument and then you argue against that idea. So we're going to practice coming up with counter-reasons and rebuttals as a class

Guide discussion:

Ask one student to present their claim and a reason. Ask another student to pose a counter-reason that challenges the argument. The first student can then provide a rebuttal or call on a friend to provide one. Repeat this for as many arguments as time allows.

Part 2 – Students Finish Outline

Remind students that their essay needs to have:

- A claim that responds to the writing prompt.
- Reasons that explain why you believe your claim.
- Evidence that shows each reason is true.
- A counter-reason that goes against your argument.
- A rebuttal that shows the counter-reason is false.

Give students the rest of the class period to finish their outline. While they are working, circulate and provide feedback. The focus at this point should be on writing clear, logical notes for all elements (claim, three reasons with evidence, counter-reason and rebuttal).



Feedback

Potential issues to watch out for:

- Outline includes two very similar reasons.
- A reason doesn't explain the claim.
- The same evidence is used for more than one reason.
- A piece of evidence doesn't support its reason.
- Individual post-its include multiple ideas (e.g., claim & reasons).

Lesson 10 – Paraphrasing



Bird's Eye View

Teacher Models Paraphrasing (Part 1) – 10 minutes

This lesson begins with the teacher modeling the process of paraphrasing evidence.

Students Practice Paraphrasing (Part 2) – 20 minutes

Students then paraphrase two additional pieces of evidence and give each other feedback.

Compare Examples (Part 3) – 10 minutes

The lesson ends with students comparing paired examples and identifying the better paraphrase in each pair.

Part 1 – Teacher Models Paraphrasing

Introduce paraphrasing:

When we use evidence in an essay, it can be a little tricky. We want to make sure that we report the information accurately, but we don't need to copy it word for word. Why not?

Help students understand that, if we put ideas in our own words, it is clearer how the ideas fit our argument.

*When we rewrite someone else's ideas in our own words, it's called **paraphrasing**. It is a good idea to use paraphrasing because it helps our readers know exactly how we are connecting reasons and evidence.*

Model paraphrasing:

Let's look at an example together.

Have students turn to the PRO text under Tab 1. Read or have a student read lines 30-37.

PRO, lines 30-37 (original)

The Bronx Zoo in New York was one of the first to do this. When the zoo opened in 1899, it featured a small herd of American bison, which were nearly extinct in the wild. Between 1907 and 1913, the zoo transferred several small groups of bison to protected areas in the western United States. According to the National Park Service, there are now more than 30,000 wild bison in North America.

*Suppose I'm writing an argument in favor of zoos. I want to use this evidence, but there is a lot of information here. What information best supports the idea that **zoos help save endangered animals**?*

As students respond, make a list of key points they provide. If they offer long responses, encourage them to cut it down further. If they offer unnecessary details such as dates, ask if that information is needed to show that zoos help save endangered animals. If a fact includes a source, note the source in the list. Possible key points:

- Bronx Zoo had bison
- Bison were nearly extinct
- Zoo released bison into the wild
- Now 30,000 in North America (National Park Service)

Now we've cut it down to the key information that tells how I know that zoos help save endangered animals. To paraphrase that information for my essay, I might use something like this: (Read the sample paraphrase aloud while indicating key points on the list.)

PRO, lines 30-37 (sample paraphrase)

The Bronx Zoo kept bison, which were nearly extinct in the wild. The zoo released bison into the wild, and the National Park Service says that now there are more than 30,000 in North America.

Part 2 – Students Practice Paraphrasing

Guide students through second example:

Let's look at another example. This one is on page 2 of the PRO text.

Read or have a student read lines 67-71.

PRO, lines 67-71 (original)

A study described in *Zoo Biology* surveyed people before and after visiting a zoo. Results indicate that when visitors feel connected to a zoo animal, they are more likely to participate in efforts to save that species.

This evidence provides support for the reason the author gives in lines 60-61: Zoos educate people about endangered animals and inspire them to help.

What is the key information in this evidence?

List the key points students provide. Examples:

- Zoo visitors connect with animals
- Try to save them
- Source: *Zoo Biology*

Ask students to rewrite the evidence in their own words. Tell them that it's ok to use some of the same words, but to try to reorder the information and pull out the key facts. Suggest they try doing it in one sentence.

Give students 2-3 minutes to draft their sentences. Allow several students to read what they wrote. After each, encourage the class to provide feedback on whether the paraphrase includes the key points and is mostly in the student’s own words.

Students paraphrase third example:

The last example is in the CON text.

Read or have a student read lines 13-19.

CON, lines 13-19 (original)

An article in *Zoo Biology* explains that gorillas in the wild spend their days feeding on leaves and vines. In zoos, gorillas are fed primate biscuits, fruits and vegetables. These are higher in calories than what wild gorillas eat. Moreover, because they spend less time feeding, zoo gorillas are less active than wild gorillas, and many become overweight and unhealthy.

*Suppose you wanted to use this evidence to support the idea that **zoo life is less healthy than life in the wild**. What key information would you want to include?*

List the key points students provide. Examples:

- Zoo diet is higher in calories
- Gorillas in zoos get less exercise than in the wild
- Gorillas get overweight in zoos
- Source: Zoo Biology

Give students 2-3 minutes to paraphrase the evidence. Allow several students to read what they wrote and encourage the class to provide feedback.

Part 3 – Compare Examples

Introduce task:

Have students turn to the *Compare Examples* worksheet under Tab 2.

This page has three pieces of evidence. Beneath each piece, there are two paraphrases. Your job is to compare the two paraphrases and decide which is better.

Students compare paraphrases:

Read or have students read Assorted Evidence #7 and the two paraphrases.

Which do you think is better and why?

<p>Assorted Evidence #7</p> <p>AZA zoos use enrichment strategies to improve their animals' well-being. In the wild, animals must find their own food, water, and shelter. Zoos provide those things, so they use enrichment to encourage natural behaviors. For example, chimps at the Houston Zoo use sticks to collect food from a man-made termite mound.</p>	
<p>Enrichment is a strategy zoos use to improve animals' well-being. Zoos provide animals with food and shelter, so they use enrichment to encourage natural behaviors.</p>	<p>Some zoos try to provide conditions that are more natural. For example, the Houston Zoo gives their chimps sticks so that they can collect their own food from a termite mound.</p>

Students should agree that the second paraphrase is better. It is worded differently from the text, and it includes an example to illustrate the natural conditions it talks about.

Repeat the procedure for the next two examples.

<p>Assorted Evidence #4</p> <p>The Bronx Zoo's Congo Gorilla Forest exhibit allows zoo guests to donate their admission fees to support conservation. Visitors choose an animal in the Central African rainforest to protect. Options include elephants, okapi, mandrills, and gorillas.</p>	
<p>The Bronx Zoo allows visitors to donate their admission fees to help protect animals in the rainforest.</p>	<p>The Bronx Zoo's Congo Gorilla Forest Exhibit allows visitors to donate their admission fees to support conservation. Visitors can choose animals such as elephants or gorillas.</p>

Help students recognize that the first paraphrase is better. It omits details, but it gets the main idea across. The wording in the second paraphrase almost exactly matches the text.

<p>CON Text, Lines 61-67</p> <p>Animal researcher Benjamin Beck reviewed 145 programs in which captive-bred animals were released in the wild. He found only 16 cases that were successful. Some cases failed because animals were released into an unsuitable habitat. In others, the released animals hadn't learned essential survival skills such as foraging and avoiding predators.</p>	
<p>According to animal researcher Benjamin Beck, releasing zoo animals in the wild is rarely successful. In many cases, the released animals died because they didn't know how to find food or avoid predators.</p>	<p>Benjamin Beck studied programs in which captive-bred animals were released in the wild. He found that only 16 out of 145 cases were successful.</p>

Guide students to agree that, although it is longer, the first paraphrase is better because it includes important information that helps explain why releasing zoo animals is rarely successful.

(This worksheet is under Tab 2 in the student notebook.)

Name _____

Lesson 10

Compare Examples

Circle or highlight the best paraphrase in each pair.

Assorted Evidence #7

AZA zoos use enrichment strategies to improve their animals' well-being. In the wild, animals must find their own food, water, and shelter. Zoos provide those things, so they use enrichment to encourage natural behaviors. For example, chimps at the Houston Zoo use sticks to collect food from a man-made termite mound.

Enrichment is a strategy zoos use to improve animals' well-being. Zoos provide animals with food and shelter, so they use enrichment to encourage natural behaviors.

Some zoos try to provide conditions that are more natural. For example, the Houston Zoo gives their chimps sticks so that they can collect their own food from a termite mound.

Assorted Evidence #4

The Bronx Zoo's Congo Gorilla Forest exhibit allows zoo guests to donate their admission fees to support conservation. Visitors choose an animal in the Central African rainforest to protect. Options include elephants, okapi, mandrills, and gorillas.

The Bronx Zoo allows visitors to donate their admission fees to help protect animals in the rainforest.

The Bronx Zoo's Congo Gorilla Forest Exhibit allows visitors to donate their admission fees to support conservation. Visitors can choose animals such as elephants or gorillas.

CON Text, Lines 61-67

Animal researcher Benjamin Beck reviewed 145 programs in which captive-bred animals were released in the wild. He found only 16 cases that were successful. Some cases failed because animals were released into an unsuitable habitat. In others, the released animals hadn't learned essential survival skills such as foraging and avoiding predators.

According to animal researcher Benjamin Beck, releasing zoo animals in the wild is rarely successful. In many cases, the released animals died because they didn't know how to find food or avoid predators.

Benjamin Beck studied programs in which captive-bred animals were released in the wild. He found that only 16 out of 145 cases were successful.



Lesson 11 – Begin First Draft



Bird’s Eye View

Peer Feedback (Part 1) – 15 minutes

This lesson begins with students meeting in pairs to review each other’s outline and provide feedback.

Teacher Models Outline to Draft (Part 2) – 10 minutes

The teacher then models the process of using an outline to write a first draft.

Prepare Students for Writing First Draft (Part 3) – 15 minutes

The teacher then goes over the essay requirements and students start working on their first draft.

Part 1 – Peer Feedback

Introduce task:

Now you’ll work in pairs to review each other’s outline. You did this before with the claim. This time you will examine the whole outline. Write your comments and your initials on post-its and put them on the outline near the item your comment is about.

Have students take out Peer Feedback 2 under Tab 4.

This page will help you figure out what to write. Try to write suggestions that will help your partner improve their outline. Also, you are not limited to the comments in the table. If you think of suggestions that aren’t listed, you’re welcome to include those as well.

Peers review outlines and discuss comments:

Have students pair up and trade binders. Give them 5 minutes to examine the outline and write comments, then have them meet and talk about the feedback they gave each other.



Information

In Part 2, you will walk students through the process of using an outline to write a first draft. Students will examine two paragraphs that are based on two sections of your model outline. Have your outline handy so students can compare it to the draft.

Part 2 – Teacher Models Outline to Draft

Introduce modeling activity:

Now you’re ready to use your outline to write your first draft. I think it would be good to go through a little of this process together. I’d like you to take a look at part of my first draft, and we’ll talk through some of the things we need to think about when moving from an outline to a rough draft.

Have students turn to the Teacher’s Model Draft under Tab 5 in their binders.

Model first reason and evidence:

These two paragraphs are based on two sections of my outline.

Read or have a student read the first sentence of Paragraph 1.

Draft, Paragraph 1

One reason animals should not be kept in zoos is because even the best zoos cannot adequately care for some animals. For example, zoos can only provide a fraction of the space elephants use in the wild. A study described in "Science" found that zoo elephants die young, probably due to stress and obesity. Similarly, a "Zoo Biology" article says that zoo gorillas have a less healthy diet and get less exercise than they would in the wild. These are two examples of

Reason 1

Even the best zoos can't take good care of some animals.

supports

Evidence 1a

Study: Zoo elephants die young because they need more space.

[con: 33-40]

Evidence 1b

Article: Gorilla life is less healthy in zoos.

[con: 13-19]

Which section is this paragraph about?

Students should recognize that the first paragraph describes Reason 1 and its evidence.

The first sentence is Reason 1. How is the draft different from the outline? Why do you think I changed it?

Help students see that the sentence starts with “One reason,” which clearly signals this as your first reason. The next part restates your claim, and the last part is a slightly more formal version of Reason 1 than the outline.

Read or have a student read the next two sentences.

How are these sentences different from Evidence 1a on the outline?

Guide students to see that you went back to the text and added more detail to the description. For example, instead of “they need more space,” the draft explains that “zoos can only provide a fraction of the space elephants use in the wild.” It also points out that stress and obesity are the likely reasons why zoo elephants die too young. These details help the reader understand why not having adequate space is bad for elephants.

Read the sentence about gorillas. How is it different from Evidence 1b?

Students should recognize that you provided the source of the article and added the idea that a zoo gorilla’s life is less healthy because they eat less healthy food and get less exercise than wild gorillas.

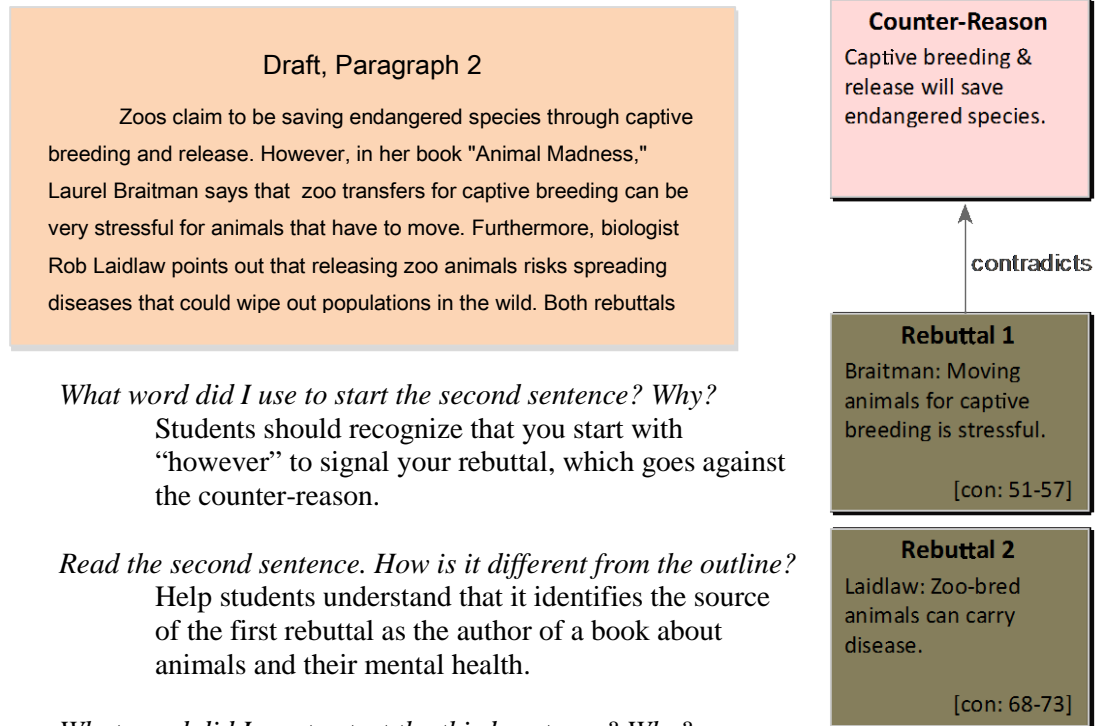
The last sentence isn't on the outline. Why did I add it?

Help students understand that this sentence connects the evidence to the reason.

Model counter-reason and rebuttal:

Read the first sentence of Paragraph 2. What’s going on in this paragraph?

Help students recognize that this paragraph contains your counter-reason and rebuttal.



What word did I use to start the second sentence? Why?

Students should recognize that you start with “however” to signal your rebuttal, which goes against the counter-reason.

Read the second sentence. How is it different from the outline?

Help students understand that it identifies the source of the first rebuttal as the author of a book about animals and their mental health.

What word did I use to start the third sentence? Why?

Students should know that the word “furthermore” signals that this sentence will go in the same direction as the previous sentence. So it will be another rebuttal against the counter-reason.

How is this sentence different from Rebuttal 2 on the outline?

Help students see that it identifies the source as a biologist, and it points out that diseases carried by zoo-bred animals could wipe out populations in the wild.

Why did I add the last sentence?

Help students see that you want to make sure your readers recognize that your rebuttals show the counter-reason is false – that zoos' breeding and release efforts are doing endangered animals more harm than good.

Part 3 – Prepare Students for Writing First Draft

Describe writing task:

Turn to the Self Checklist under Tab 5. You will complete this form when you finish your final copy. Let's read it together to remind us what you need to include in your essay.

After reading through the checklist, have students take out the two pages of draft paper that are under the checklist. Remind them that this paper is designed to provide lots of space for revisions. If they write on every other line, they'll have room to cross out segments and write their changes above them.

Remind students that this is just a rough draft and that it's not supposed to be perfect. Encourage them to get their ideas down on paper quickly so they'll have plenty of time to revise. Tell them you will be giving them feedback while they're working on their drafts and revisions.

If time remains, give students the rest of the class period to begin their first draft. While they are working, circulate and see that they are off to a good start.

(This form is under Tab 4 in the student notebook.)

PEER FEEDBACK 2

- Examine the author's outline and write comments that answer the questions below.
- Write your comments and your initials on post-its and place them on the author's outline.
- Honest feedback can help your partner improve their essay.

Essay prompt: **What policy should we follow about caring for and protecting animals?**

Question 1 – Is there a clearly stated claim that addresses the prompt?	
If your answer is:	You could write something like:
yes	Your claim is clear and it addresses the prompt.
no	Try to make your claim clearer; Your claim does not address the prompt.
Question 2 – Are there three different reasons that clearly explain why the author believes the claim?	
yes	Your reasons explain your claim.
no	Missing a reason; This reason isn't clear; This reason doesn't explain your claim.
Question 3 – Is there at least one piece of text evidence to support each reason?	
yes	You have text evidence to support each reason.
no	Missing text evidence for this reason; This evidence isn't clear; This isn't text evidence.
Question 4 – Is there a counter-reason that goes against the claim?	
yes	You have a counter-reason that goes against your claim.
no	Missing a counter-reason; Your counter-reason doesn't really go against your claim.
Question 5 – Is there a rebuttal that shows the counter-reason is false?	
yes	Your rebuttal shows your counter-reason is false.
no	Missing a rebuttal; Your rebuttal doesn't really show your counter-reason is false.



Teacher's Model Draft (under Tab 5 in the student notebook)

	<p>One reason animals should not be kept in zoos is because even the best</p> <p>zoos cannot adequately care for some animals. For example, zoos can only</p> <p>provide a fraction of the space elephants use in the wild. A study described in</p> <p>"Science" found that zoo elephants die young, probably due to stress and obesity.</p> <p>Similarly, a "Zoo Biology" article says that zoo gorillas have a less healthy diet</p> <p>and get less exercise than they would in the wild. These are two examples of how</p> <p>even good zoos cannot always provide their animals with good care.</p> <p>Zoos claim to be saving endangered species through captive breeding</p> <p>and release. However, in her book "Animal Madness," Laurel Braitman says that</p> <p>zoo transfers for captive breeding can be very stressful for animals that have to</p> <p>move. Furthermore, biologist Rob Laidlaw points out that releasing zoo animals</p> <p>risks spreading diseases that could wipe out populations in the wild. Both</p> <p>rebuttals show that zoos are harming rather than saving endangered animals.</p>
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(This checklist is under Tab 5 in the student notebook.)

SELF CHECKLIST

Author _____

CLAIM

- yes no Do you state a claim?
- yes no Is it clear?
- yes no Does your claim respond to the writing prompt?

REASONS

- yes no Do you have three reasons?
- yes no Do they explain why you believe the claim?
- yes no Are your reasons different from each other?

EVIDENCE

- yes no Do you support each reason with text evidence?
- yes no Are your sources given?
- yes no Do you have different evidence for different reasons?
- yes no Do you explain how your evidence supports its reason?

COUNTER-REASON

- yes no Do you have a counter-reason that goes against your claim?
- yes no Is it clear?

REBUTTAL

- yes no Do you have a rebuttal?
- yes no Are your sources given?
- yes no Do you explain how your rebuttal shows the counter-reason is false?

CONCLUSION

- yes no Do you have a conclusion?
- yes no Does it connect back to the claim?

LANGUAGE & ORGANIZATION

- yes no Do you use signal words to help readers follow your argument?
- yes no Do you use paragraphs to organize your argument?

What are you doing in your essay to make sure your argument will be convincing to your readers?





Lesson 12 – Work on Draft



Bird's Eye View

Students Work on Draft – 40 minutes

Students continue working on the first draft of their argument essay. Teacher looks for and shares example sentences from students' essays.

Students Work on Draft

Tell students they have the entire class period to work on their essay. Remind them that this is just a rough draft, and it doesn't need to be perfect. Encourage them to get their ideas down quickly so they'll have plenty of time to revise. When they finish their draft, they should go back to the Self Checklist and make sure they have everything.

While students are working, circulate, give feedback, and share examples.



Feedback

Students will need feedback throughout the writing process. Some of this can be done in walk-arounds during class, but you may need to collect notebooks and check some students' work between lessons. If several students are struggling with the same issue, you might pull a group for a quick conference or interrupt the whole class for a mini-lesson.

As you circulate, be on the lookout for good sentences to share with the class. Try to find an example of each of the following and stop the class briefly to share:

- A strong opening sentence.
- A reason that fits the claim.
- Evidence that fits the reason.
- A sentence that explains how evidence supports a reason.



Lesson 13 – Finish Draft



Bird's Eye View

Teacher Describes Marking (Part 1) – 10 minutes

To begin this lesson, the teacher helps students understand how to mark argument elements and how to interpret the marks.

Students Finish Draft (Part 2)

Students then finish the first draft of their argument essay.

Peers Mark Essays (Part 3)

Students who are finished meet in pairs to read each other's draft and mark the elements.

Students Begin Revisions (Part 4)

Students then begin revising their rough draft and preparing to write their final essay.

Part 1 – Teacher Describes Marking

Today you'll finish your rough draft. Then you'll trade essays with a peer. You will read your partner's rough draft and mark the elements. When you get your essay back, the marks will help you see if you have included all the parts you need to include.

Have students turn to the Sample Marked Essay under Tab 5.

This sample shows how to mark the essay.

If needed, help students remember how to mark elements:

- Claim = C
- Reason = R1, R2, etc.
- Evidence = E1a, E1b, E2a, etc.
- Counter-Reason = C-R
- Rebuttal = reb
- Conclusion = conc

If your essay looked like this after your partner marked it, what would you need to do?

Students should recognize that there is no Reason 1. Although the second sentence begins, "One reason is because," it does not actually state a reason. The rest of that sentence is evidence. They should also realize that the first paragraph should be split into three separate paragraphs, one for each reason and its evidence.

When you get your marked essay back, you can get started on revising your draft.

Part 2 – Students Finish Draft

Encourage students to finish their rough draft as quickly as possible so they'll have plenty of time to mark their partner's essay and get started on revisions.

Part 3 – Peers Mark Essays

As students finish their rough draft, have them pair up and trade essays. Tell them to read their partner's essay and mark the elements.

Part 4 – Students Begin Revisions

When peers finish marking essays, they can begin revising their draft and preparing to write their final essay.

**Feedback**

You will need to provide feedback throughout the writing process. If several students are struggling with the same issue, you might want to pull a group for a quick conference or interrupt the whole class for a mini-lesson.

Potential issues to watch out for:

- Claim is vague or doesn't respond to the writing prompt.
- Reasons are unclear or don't explain the claim.
- No explanations connecting evidence to reasons.
- Sources of evidence are not provided.
- Essay is not divided into paragraphs.
- A paragraph contains multiple big ideas.
- Conclusion doesn't connect back to the claim.

By the end of this lesson, all students should be finished with their first draft. Students who are behind may need to come in during a free period or at lunchtime to work on their essays.

Sample Marked Essay (This page is under Tab 5 in the student notebook.)

C Zoos should continue their efforts to care for and protect animals.

One reason is because Pittsburgh's National Aviary works with zoos to breed

E1a endangered birds like the Andean condor. Another reason is because zoos

R2 make visitors want to help endangered species. At the Bronx Zoo, people can

E2a donate their ticket fee to protect animals in the Central African rainforest.

R3 A third reason is that zoos are restoring habitats in the wild. The Memphis Zoo

E3a is helping to restore a habitat for giant pandas near a panda reserve in China.

E3b In addition, zoos use enrichment to teach behaviors animals need in the wild.

Both pieces of evidence show that zoos are helping animals return to the wild.

C-R Critics claim that zoo animals can't live like they do in the wild.

reb However penguins at the Detroit Zoo have tons of water to swim in, and ice and snow to slide on. This shows that zoos provide habitats where animals can live

conc naturally. In conclusion, zoos should continue their excellent work.



Lesson 14 – Begin Final Essay



Bird's Eye View

Review Requirements (Part 1) – 5 minutes

This lesson begins with a brief discussion to review essay requirements.

Revision Ideas (Part 2) – 10 minutes

The teacher then offers ideas to help students get started on the revision process, and students identify revisions needed in the sample marked essay.

Students Begin Final Essay (Part 3) – 25 minutes

Students then start working on the final version of their argument essay.

Part 1 – Review Requirements

At this point, most of you are ready to revise your first draft and write your final essay. You have the Self Checklist to guide you, and there is also a scoring rubric.

Have students turn to the Scoring Rubric under Tab 5.

Let's briefly look at this rubric together.

Point out that this rubric has another new category, “Sources.” To earn full credit for the Unit 3 essay, students need to provide complete and accurate sources for their evidence.

The third reason and the counter-reason/rebuttal are no longer optional, but they can still earn bonus points for originality of ideas.

Part 2 – Revision Ideas

Some of you may know exactly what you want to change and how you're going to change it. But others may not be sure. If you need help getting started, here are a couple of things you might try:

- *Read each paragraph and make sure it has one big idea that connects to your claim.*
- *Within each paragraph, read each sentence and make sure it connects to that paragraph's big idea.*

Let's try these out on the sample essay that we looked at in Lesson 13.

Have students turn to the Sample Marked Essay under Tab 5.

Does each paragraph have one big idea that connects to the claim?

Students should recognize that the first paragraph has several big ideas. Each reason and its evidence should be in a separate paragraph. The claim and conclusion might also be moved to separate paragraphs.

Look at the second sentence:

One reason is because Pittsburgh's National Aviary works with zoos to breed endangered birds like the Andean condor.

What does the author need to add here?

The author needs to add a reason. The sentence begins, “One reason is because,” but the rest of the sentence is evidence.

What reason could the author add?

Help students understand that the reason needs to connect to the author’s claim and to the evidence. Example: “One reason is because zoos are saving endangered animals.”

Look at the last half of that paragraph – starting with “A third reason:”

A third reason is that zoos are restoring habitats in the wild. The Memphis Zoo is helping to restore a habitat for giant pandas near a panda reserve in China. In addition, zoos use enrichment to teach behaviors animals need in the wild. Both pieces of evidence show that zoos are helping animals return to the wild.

What is the author doing in that section?

Students should agree that this section includes Reason 3, two pieces of evidence, and an explanation.

Do both pieces of evidence connect to this reason?

Students should recognize that the enrichment piece doesn’t connect to restoring habitats.

What could the author do to make everything connect?

Guide students to agree that the author could replace the enrichment piece with a piece about habitats. Or they could modify the reason to make it more general, similar to their explanation at the end of the paragraph. Example: “A third reason is that zoos are trying to make sure that animals will survive when they return to the wild.”

Part 3 – Students Begin Final Essay

You’ll have the rest of the class period to revise and start writing your final essay. You have two sheets of single-lined paper in your binder. I have more if you need it.

When you finish your essay, you will need to complete the Self Checklist.

Give students the rest of the class period to work on their essays. Remind them that they should first mark up their rough draft to plan their revisions before writing their final essay. While they are working, circulate and give feedback.

Argument Essay Scoring Rubric – Unit 3

(This page is under Tab 5 in the student notebook.)

Claim	
2	Your claim is clearly stated and it answers the writing prompt.
1	Your claim addresses the topic, but it is not clear or it does not answer the prompt.
Reasons	
2	You include three different reasons that explain why you believe your claim.
1	You have only one or two reasons, or your reasons are very similar or do not connect to your claim.
Evidence	
2	For each reason, you include at least one piece of evidence that clearly supports the reason.
1	You support one but not all of your reasons with text evidence, or your evidence does not clearly support a reason.
Sources	
2	You provide complete and accurate sources for all or most of your evidence.
1	You provide sources, but most of your sources are vague, incomplete or inaccurate.
Connections	
2	You include sentences that explain how evidence connects to a reason or how a reason connects to your claim.
1	You try to explain connections, but your explanations are vague, unclear, or inaccurate.
Counter-Reason & Rebuttal	
2	You include a counter-reason that goes against your claim and a rebuttal that goes against the counter-reason.
1	You include a counter-reason and rebuttal, but your rebuttal supports the counter-reason rather than arguing against it.
Conclusion	
2	Your essay ends with a conclusion that connects back to your claim.
1	Your essay ends with a conclusion, but it is unclear or simply restates your claim.
Signal Words	
2	You use signal words to help readers follow the logic of your argument.
1	You include signal words, but you use them incorrectly.
Organization	
2	Your essay is divided into paragraphs, and each paragraph has just one big idea.
1	Your essay is divided into paragraphs, but you have a paragraph with multiple reasons or a reason and counter-reason.
Originality of Ideas (bonus)	
2	Your argument is different from the unit texts. Your reasons might be original, or you might use evidence in an original way.
1	Part of your argument is original, but one or more segments are very similar to a unit text.





Lesson 15 – Finish Essay



Bird's Eye View

Students Finish Essay (Part 1)

This lesson begins with students completing the final version of their argument essay.

Essay Presentations (Part 2)

If time permits, volunteers present their essays to the class.

Part 1 – Students Finish Essay

You have the whole period to finish your essay and complete the Self Checklist. If most of you are finished ahead of time, we'll ask for volunteers to present your essay to the class.

While students are working, circulate and give feedback. As students finish, ask if they would like to read their essay to the class.

Part 2 – Essay Presentations

Invite students to read their essay. After each essay is read, encourage the class to ask questions or offer feedback. You may need to model this for your students. Sample questions and comments:

- What was the hardest part of writing this essay?
- Did your claim or reasons change from your outline to your final version?
- How did you decide what evidence to use?
- I like how you use signal words to help us follow your argument.
- You do a great job of explaining how your evidence supports your reasons.

