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


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:


We gratefully acknowledge the Institute for Education Sciences (IES) of the US Department of Education for its support of the research for which these materials were developed. The work does not necessarily reflect the views of the IES, and no official endorsement should be inferred.
## Overview of Unit 3 – Life at the Zoo

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Activities</th>
<th>Teacher Materials</th>
<th>Student Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td><strong>Discussion of Zoos Take Care of Animals (PRO Text)</strong>&lt;br&gt;○ 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: <em>What policy should we follow about caring for and protecting animals?</em>&lt;br&gt;○ 25 min – After briefly reviewing Questioning the Author (QtA), teacher leads whole group discussion of PRO text using QtA gist queries.&lt;br&gt;○ 10 min – Quickwrite: <em>Do you agree with this author about zoos saving endangered animals? Explain why or why not.</em> (Students write &amp; share answers.)</td>
<td>○ Lesson Script&lt;br&gt;○ Definitions Chart&lt;br&gt;○ Argument Essay Chart</td>
<td>○ Notebook – Used in all lessons.&lt;br&gt;○ Final Essay Prompt&lt;br&gt;○ Text: Zoos Take Care of Animals -Tab 1&lt;br&gt;○ Quickwrite 1 - Tab 2</td>
</tr>
<tr>
<td>2</td>
<td><strong>Discussion of Are Zoos Really Good for Animals? (CON Text)</strong>&lt;br&gt;○ 25 min – Whole group discussion of CON text using QtA gist queries.&lt;br&gt;○ 15 min – Quickwrite: <em>What does each of these authors want you to think about this topic?</em> (Students write &amp; share.)</td>
<td>○ Lesson Script</td>
<td>○ Text: Are Zoos Really Good for Animals? -Tab 1&lt;br&gt;○ Quickwrite 2 - Tab 2</td>
</tr>
<tr>
<td>3</td>
<td><strong>Argument Map: PRO Text</strong>&lt;br&gt;○ 10 min – Teacher reviews argument elements and the concept of an argument map.&lt;br&gt;○ 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.</td>
<td>○ Lesson Script&lt;br&gt;○ Chart Paper&lt;br&gt;○ Large Post-Its</td>
<td>○ PRO Text -Tab 1</td>
</tr>
<tr>
<td>4</td>
<td><strong>Argument Map: CON Text</strong>&lt;br&gt;○ 25 min – Teacher uses QtA argument queries to help students analyze and map the CON text argument.&lt;br&gt;○ 15 min – Quickwrite: <em>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.</em> (Students write &amp; share.)</td>
<td>○ Lesson Script&lt;br&gt;○ Chart Paper&lt;br&gt;○ Large Post-Its</td>
<td>○ PRO &amp; CON Texts -Tab 1&lt;br&gt;○ PRO &amp; CON Argument Maps -Tab 3&lt;br&gt;○ Quickwrite 4 - Tab 2</td>
</tr>
<tr>
<td>Lesson</td>
<td>Activities</td>
<td>Teacher Materials</td>
<td>Student Materials</td>
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<td>5</td>
<td>Discussion of Assorted Evidence</td>
<td>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.&lt;br&gt;10 min – Quickwrite: 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. (Students write and share.)</td>
<td>Lesson Script</td>
</tr>
<tr>
<td>6</td>
<td>Claims and Connections</td>
<td>10 min – Students examine essay criteria and brainstorm possible responses to the prompt.&lt;br&gt;10 min – Teacher reviews the idea that the claim ties an argument essay together.&lt;br&gt;20 min – Given sample reason-evidence pairs, students explain how they are connected.</td>
<td>Lesson Script&lt;br&gt;Argument Essay Chart</td>
</tr>
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<td>7</td>
<td>Work on Claim</td>
<td>10 min – Students write a rough draft of their own claim and circle evidence they can use to support it.&lt;br&gt;15 min – Students present their claim and evidence, and the class discusses whether and how their evidence connects to their claim.&lt;br&gt;15 min – Students meet in pairs to review each other’s claim and provide feedback.</td>
<td>Lesson Script</td>
</tr>
<tr>
<td>8</td>
<td>Begin Argument Outline</td>
<td>10 min – Teacher briefly reviews three types of evidence.&lt;br&gt;10 min – Teacher models outlining a claim, reason and evidence.&lt;br&gt;20 min – Students start working on their own argument outline.</td>
<td>Lesson Script&lt;br&gt;Chart Paper&lt;br&gt;Large Post-Its</td>
</tr>
<tr>
<td>9</td>
<td>Finish Outline</td>
<td>10 min – Students generate counter-reasons and rebuttals in response to ideas from other students.&lt;br&gt;30 min – Students finish their own outline.</td>
<td>Lesson Script</td>
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<tr>
<td>Lesson</td>
<td>Activities</td>
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| 10     | **Paraphrasing** | - 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. | **Lesson Script** | **PRO & CON Texts - Tab 1**  
**Worksheet: Compare Examples** |
| 11     | **Begin First Draft** | - 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. | **Lesson Script**  
**Teacher Outline Chart** | **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** | - 40 min – Students continue working on their first draft. Teacher looks for and shares example sentences from students’ essays. | **Lesson Script** | **Paper – Draft Tab 5** |
| 13     | **Finish Draft** | - 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. | **Lesson Script** | **Sample Marked Essay Tab 5**  
**Students’ Drafts** |
| 14     | **Begin Final Essay** | - 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. | **Lesson Script** | **Scoring Rubric Tab 5**  
**Sample Marked Essay Tab 5**  
**Students’ Drafts**  
**Paper – Final Tab 5** |
| 15     | **Finish Essay** | - Students finish their essay and complete the Self Checklist.  
- If time permits, volunteers present their essays to the class. | **Lesson Script** | **Students’ Essays**  
**Paper – Final Tab 5**  
**Self Checklist Tab 5** |
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.
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 QtA?
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

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

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

But zoos don't just take care of animals. They also help to conserve endangered species. One important way in which they do this is through captive breeding. Zoos breed healthy populations of endangered animals and then return them to the wild. 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.

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

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

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

Finally, zoos educate people about endangered animals
and inspire them to help. The penguin exhibit at the
Detroit Zoo is designed to teach people about the effects
of climate change. While visitors are enjoying the
penguins, they're also learning about how their natural
habitats are threatened by global warming. Moreover,
seeing live animals in naturalistic settings makes people
want to protect them. 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 shows that zoo animals can
inspire visitors to support conservation efforts around
the world.

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

**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

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

Despite living in enclosures that mimic their native habitats, most zoo animals can’t live like they would in the wild. 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. There are other examples: lions can’t hunt, bears can’t hibernate, and eagles can’t soar. Rob Laidlaw is a biologist who monitors the care that zoos provide. He explains that natural animal habitats are too complex for zoos to match exactly. Both pieces of evidence suggest that zoo life will always be different from life in the wild, often with negative impacts on an animal's well-being.

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

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

(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.

(11-21) 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.

(27-32) 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.
behavior of captive animals. She says that animals that are poorly managed often exhibit repetitive behaviors that serve no purpose, such as pacing, swaying, and head-bobbing. These behaviors, rarely seen in the wild, indicate that the animal is being neglected or mishandled by its keepers. The practice of transferring animals can also cause suffering. Animals are often transferred from one zoo to another for captive breeding or because a zoo has too many of one species. According to Laurel Braitman, author of *Animal Madness*, being taken from one environment and having to adjust to a new one can be very stressful, especially among animals that form close-knit groups, such as gorillas and elephants. Both of these examples show that poor management practices can cause zoo animals to suffer.

Zoos claim to be breeding endangered animals that can be released in the wild. However, 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. Biologist Rob Laidlaw warns that releasing zoo-bred animals in the wild could have disastrous results if the animals carry disease. He says that zoos are potential hotbeds for disease because many animals live close together and there are plenty of rats, mice and cockroaches that carry diseases. Releasing zoo animals in the wild is not a good way to save endangered species.

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

### 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

__________________________________________

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**Are Zoos Really Good for Animals?**  
by Samuel Robinson

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

Zoos Take Care of Animals
by Frances Mercer

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”.)

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

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.
But zoos don't just take care of animals. They also help to conserve endangered species. One important way in which they do this is through captive breeding. Zoos breed healthy populations of endangered animals and then return them to the wild. 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.

The National Zoo in Washington, D.C. helps conserve giant pandas. Pandas live in bamboo forests in China, and their habitats are shrinking. This makes it hard for pandas to survive in the wild. Scientists at the National Zoo help coordinate a successful breeding program at zoos and panda reserves around the world. There are now more than 300 pandas in captivity, and more than half are captive-born. Bison and pandas are just two of many species that zoos are helping to conserve through captive breeding.
Critics claim that the money spent on captive breeding should instead be used to restore habitats in the wild. In fact, both efforts are needed and often go hand-in-hand. Very few giant pandas have been returned to the wild because their habitats are so small and scattered. The National Zoo is working with the China Wildlife Conservation Association to enlarge and reconnect panda habitats. In addition, the Memphis Zoo is helping to restore a large area between China’s largest panda reserve and a patch of forest where wild pandas live. Restoring these habitats may help more captive-born pandas return to the wild.

Finally, zoos educate people about endangered animals and inspire them to help. The penguin exhibit at the Detroit Zoo is designed to teach people about the effects of climate change. While visitors are enjoying the penguins, they're also learning about how their natural habitats are threatened by global warming. Moreover, seeing live animals in naturalistic settings makes people want to protect them. 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 shows that zoo animals can inspire visitors to support conservation efforts around the world.

Zoos provide a safe haven for animals until they can be released to suitable habitats. In an ideal world, there would be no need for zoos. But in a world where human activity threatens the survival of many species, zoos are a force for good. They protect and care for endangered animals, breed healthy populations of endangered species, and inspire visitors to help save wildlife and their habitats.
Claim
Zoos are saving endangered animals & their habitats. [lines 7-8]

Reason 1
Zoos provide a place where endangered animals can survive & thrive. [9-10]

Reason 2
Zoos help conserve endangered species. [26-27]

Reason 3
Zoos educate & inspire people to help endangered animals. [60-61]

Evidence 1a
Detroit: penguins [12-16]

Evidence 2a
Bronx: bison [30-37]

Evidence 3a
Detroit: global warming [61-65]

Evidence 1b
Chicago: leopards [18-23]

Evidence 2b
National: pandas [38-45]

Evidence 3b
Study: visitors bond [67-71]

Counter-Reason
Money for captive breeding should be used to restore habitats. [48-49]

Rebuttal 1
National: habitats in China [53-55]

Rebuttal 2
Memphis: area near reserve [55-57]
Wildlife is rapidly disappearing, mostly because of human activity. When humans cut down forests and build farms, highways, cities, and shopping malls, animals lose their habitats. They are also threatened by pollution and global warming. As the world population grows, animal extinctions are occurring faster than at any time in Earth’s history. But there is hope. Zoos are helping to save endangered animals and their habitats.

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

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.

Part 1 – Map the CON Text

Have students turn to the CON text under Tab 1 in their binders.
Are Zoos Really Good for Animals?
by Samuel Robinson

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

Despite living in enclosures that mimic their native habitats, most zoo animals can’t live like they would in the wild. 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. There are other examples: lions can’t hunt, bears can’t hibernate, and eagles can’t soar. Rob Laidlaw is a biologist who monitors the care that zoos provide. He explains that natural animal habitats are too complex for zoos to match exactly. Both pieces of evidence suggest that zoo life will always be different from life in the wild, often with negative impacts on an animal’s well-being.

(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.

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

Zoo animals often suffer because of poor management practices. Georgia Mason is a biologist who studies the behavior of captive animals. She says that animals that are poorly managed often exhibit repetitive behaviors that serve no purpose, such as pacing, swaying, and head-bobbing. These behaviors, rarely seen in the wild, indicate that the animal is being neglected or mishandled by its keepers. The practice of transferring animals can also cause suffering. Animals are often transferred from one zoo to another for captive breeding or because a zoo has too many of one species. According to Laurel Braitman, author of *Animal Madness*, being taken from one environment and having to adjust to a new one can be very stressful, especially among animals that form close-knit groups, such as gorillas and elephants. Both of these examples show that poor management practices can cause zoo animals to suffer.
Zoos claim to be breeding endangered animals that can be released in the wild. However, 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. Biologist Rob Laidlaw warns that releasing zoo-bred animals in the wild could have disastrous results if the animals carry disease. He says that zoos are potential hotbeds for disease because many animals live close together and there are plenty of rats, mice and cockroaches that carry diseases. Releasing zoo animals in the wild is not a good way to save endangered species.

Although zoo animals are displayed in natural-looking habitats, their lives are not natural. Many animals cannot live like they would in the wild, and some require more space than a zoo can provide. Zoo animals often suffer because of neglect or insensitive handling. Things may look good on the surface, but zoos are actually doing more harm than good.
**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.
Are Zoos Really Good for Animals?

by Samuel Robinson

**Claim**
Zoos do more harm than good.

**Reason 1**
Zoo animals can’t live like they would in the wild.

**Evidence 1a**
Article: gorilla food

**Evidence 1b**
Laidlaw: complex habitats

**Reason 2**
Some animals need more space than zoos can provide.

**Evidence 2a**
Study: roaming animals

**Evidence 2b**
Study: elephants

**Reason 3**
Zoo animals suffer because of poor management practices.

**Evidence 3a**
Mason: odd behaviors

**Evidence 3b**
Braitman: zoo transfers

**Counter-Reason**
Zoos say they breed endangered animals to be released in the wild.

**Rebuttal 1**
Beck: release cases

**Rebuttal 2**
Laidlaw: disease
Zoos are saving endangered animals & their habitats.

Reason 1: Zoos provide a place where endangered animals can survive & thrive.

Evidence 1a: Detroit: penguins
Evidence 1b: Chicago: leopards

Reason 2: Zoos help conserve endangered species.

Evidence 2a: Bronx: bison
Evidence 2b: National: pandas

Reason 3: Zoos educate & inspire people to help endangered animals.

Evidence 3a: Detroit: global warming
Evidence 3b: Study: visitors bond

support

Counter-Reason 1: Endangered animals need to restore their habitats & breed to help populations grow.

Argument Map: PRO Text

Counter-Reason 2: Money for captive breeding should be used to restore habitats.

Evidence: National: habitats in China
Evidence: Memphis: area near reserve

Counter-Reason 3: Endangered animals can survive & where endangered species can be seen.

Evidence: Bronx: bison
Evidence: Detroit: penguins

Counter-Reason 4: Visitor's bond supports zoos.

Evidence: National: pandas
Evidence: Study: visitors bond

This text is under tab 3 in the student notebook.
Are Zoos Really Good for Animals?

by Samuel Robinson

Claim: Zoos do more harm than good.

Reason 1: Wild animals can't live like they would in the wild.

Reason 2: Some animals need more space than zoos can provide.

Reason 3: Zoo animals suffer because of poor management practices.

Evidence 1a: Study: elephants roaming.

Evidence 1b: Study: roaming animals.

Evidence 2a: Study: transfers.

Evidence 2b: Evidence 2b.

Evidence 3a: Mason: odd behaviors.

Evidence 3b: Braitman: zoo transfers.

Counter-Reason 1: Rebuttal 1: Laidlaw: disease released cases.

Counter-Reason 2: Rebuttal 2: Beck: release cases.

Counter-Reason 3: Laidlaw: transfers.

Evidence 3b: Article: gorilla food.

Evidence 2b: Evidence 2b.

Evidence 1b: Study: elephants.

Evidence 1a: Study: roaming animals.

Supports: Evidence 1b.

Supports: Evidence 1a.

Supports: Evidence 2a.

Supports: Evidence 2b.

Supports: Evidence 3a.

Supports: Evidence 3b.

Challenges: Reason 1.

Challenges: Reason 2.

Challenges: Reason 3.

These maps are under Tab 3 in the student notebook.
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:
Lesson 5 – Discussion of *Assorted Evidence*  

**Bird’s Eye View**  

**Evidence Discussion (Part 1) – 30 minutes**  
This lesson begins with students adopting a position on zoos. They then examine assorted snippets of evidence and identify pieces that support their position. In a whole-class discussion, students present their evidence and respond to questions and challenges from their listeners.

**Quickwrite (Part 2) – 10 minutes**  
Students then describe something from one of the texts that did not convince them and explain why it was not convincing.

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**Part 1 – Evidence Discussion**  

**Introduce evidence:**  
Have students turn to the *Assorted Evidence* table under Tab 1 in their binders.

Explain that the table contains pieces of evidence from a variety of sources. Some supports the PRO text, some supports the CON text, and some provides additional information about the topic.

**Students adopt PRO or CON position:**  
*From what we’ve read and talked about so far, do you think zoos are good for animals?*

Draw and label a line on the board:

![Line diagram: YES – good | NO – not so good](image)

*Where do you fall on this line? Do you think zoos are good? Not so good? Or somewhere in the middle? Do you think there might be certain conditions that would have to be true in order for zoos to be good for animals?*

*For today’s activity, even if you’re not yet sure where you stand on this issue, I’d like you to adopt a position somewhere along this line.*

Give students a minute or two to decide on a position.
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.
### Assorted Evidence

<table>
<thead>
<tr>
<th></th>
<th>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.</th>
<th>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 &quot;Humane Certified&quot; seal provide a high standard of care.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>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.</td>
<td>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.</td>
</tr>
<tr>
<td></td>
<td>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 &quot;incidents of that sort do not happen at AZA zoos.&quot; However, a survey described in <em>Zoo Biology</em> reveals that such incidents do occur in some AZA zoos.</td>
<td>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.</td>
</tr>
<tr>
<td></td>
<td>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 these 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.</td>
<td>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.</td>
</tr>
<tr>
<td></td>
<td>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.</td>
<td>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.</td>
</tr>
<tr>
<td></td>
<td>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 <a href="http://www.elephants.com">www.elephants.com</a>.</td>
<td>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.</td>
</tr>
<tr>
<td></td>
<td>13. The International Union for Conservation of Nature keeps lists of threatened and endangered species. Its <em>Extinct in the Wild</em> 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.</td>
<td>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.</td>
</tr>
</tbody>
</table>
(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
Student 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.*

![Diagram showing connections between claim, counter-reason, and reasons.]

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, away 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.

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)
Claim (What I believe)

Reason 1 (Why I believe it)

Reason 2 (Why I believe it)
Outline Map on Front
Counter-Reason
(A reason that goes against my argument)

goes against

Rebuttal a
(How I know it's false)

Rebuttal b
(How I know it's false)

challenges claim
Reason 3
(Why I believe it)

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?

<table>
<thead>
<tr>
<th>Question 1 – Do you understand exactly what the claim is saying?</th>
</tr>
</thead>
<tbody>
<tr>
<td>If your answer is:</td>
</tr>
<tr>
<td>yes</td>
</tr>
<tr>
<td>kind of</td>
</tr>
<tr>
<td>no</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Question 2 – Does the claim address the prompt?</th>
</tr>
</thead>
<tbody>
<tr>
<td>If your answer is:</td>
</tr>
<tr>
<td>yes</td>
</tr>
<tr>
<td>no</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Question 3 – Can the claim be supported by text evidence?</th>
</tr>
</thead>
<tbody>
<tr>
<td>If your answer is:</td>
</tr>
<tr>
<td>yes</td>
</tr>
<tr>
<td>kind of</td>
</tr>
<tr>
<td>no</td>
</tr>
</tbody>
</table>
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]

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

Claim
Animals should not be kept in zoos.

Reason 1
Even the best zoos can’t take good care of some animals.

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]

Reason 2
Non-zoo organizations take better care of animals.

Evidence 2a
Elephant Sanctuary: Plenty of space to roam freely.
[AE table #11]

Evidence 2b
Center for Great Apes: Tropical forest where they can run & climb.
[AE table #14]

Counter-Reason
Captive breeding & release will save endangered species.

Rebuttal 1
Braitman: Moving animals for captive breeding is stressful.
[con: 51-57]

Rebuttal 2
Laidlaw: Zoo-bred animals can carry disease.
[con: 68-73]
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

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.
Lesson 10 – Paraphrasing

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?*
### Assorted Evidence #7

**A2A zoos use enrichment strategies to improve their animals’ well-being.**

In the wild, animals must find their own food, water, and shelter. Zoos provide these 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.

<table>
<thead>
<tr>
<th>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.</th>
<th>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.</th>
</tr>
</thead>
</table>

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.

### 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, okapis, mandrills, and gorillas.**

<table>
<thead>
<tr>
<th>The Bronx Zoo allows visitors to donate their admission fees to help protect animals in the rainforest.</th>
<th>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.</th>
</tr>
</thead>
</table>

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.

### 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.**

<table>
<thead>
<tr>
<th>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.</th>
<th>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.</th>
</tr>
</thead>
</table>

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**

A2A 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.*
Lesson 11 – Begin First 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.

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.

Draft, Paragraph 2

Zoos claim to be saving endangered species through captive breeding and release. However, in her book "Animal Madness," Laurel Braitman says that zoo transfers for captive breeding can be very stressful for animals that have to move. Furthermore, biologist Rob Laidlaw points out that releasing zoo animals risks spreading diseases that could wipe out populations in the wild. Both rebuttals contradict the counter-reason.

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?

<table>
<thead>
<tr>
<th>Question 1 – Is there a clearly stated claim that addresses the prompt?</th>
</tr>
</thead>
<tbody>
<tr>
<td>If your answer is:</td>
</tr>
<tr>
<td>yes</td>
</tr>
<tr>
<td>no</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Question 2 – Are there three different reasons that clearly explain why the author believes the claim?</th>
</tr>
</thead>
<tbody>
<tr>
<td>yes</td>
</tr>
<tr>
<td>no</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Question 3 – Is there at least one piece of text evidence to support each reason?</th>
</tr>
</thead>
<tbody>
<tr>
<td>yes</td>
</tr>
<tr>
<td>no</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Question 4 – Is there a counter-reason that goes against the claim?</th>
</tr>
</thead>
<tbody>
<tr>
<td>yes</td>
</tr>
<tr>
<td>no</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Question 5 – Is there a rebuttal that shows the counter-reason is false?</th>
</tr>
</thead>
<tbody>
<tr>
<td>yes</td>
</tr>
<tr>
<td>no</td>
</tr>
</tbody>
</table>
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 how even good zoos cannot always provide their animals with good care.

Zoos claim to be saving endangered species through captive breeding and release. However, in her book "Animal Madness," Laurel Braitman says that zoo transfers for captive breeding can be very stressful for animals that have to move. Furthermore, biologist Rob Laidlaw points out that releasing zoo animals risks spreading diseases that could wipe out populations in the wild. Both rebuttals show that zoos are harming rather than saving endangered animals.
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 endangered birds like the Andean condor. Another reason is because zoos make visitors want to help endangered species. At the Bronx Zoo, people can donate their ticket fee to protect animals in the Central African rainforest.

R2. 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.

E2a. 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.

E3a. Critics claim that zoo animals can’t live like they do in the wild.

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 naturally.

R3. 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.)

<table>
<thead>
<tr>
<th>Claim</th>
<th>2</th>
<th>Your claim is clearly stated and it answers the writing prompt.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>Your claim addresses the topic, but it is not clear or it does not answer the prompt.</td>
</tr>
<tr>
<td>Reasons</td>
<td>2</td>
<td>You include three different reasons that explain why you believe your claim.</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>You have only one or two reasons, or your reasons are very similar or do not connect to your claim.</td>
</tr>
<tr>
<td>Evidence</td>
<td>2</td>
<td>For each reason, you include at least one piece of evidence that clearly supports the reason.</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>You support one but not all of your reasons with text evidence, or your evidence does not clearly support a reason.</td>
</tr>
<tr>
<td>Sources</td>
<td>2</td>
<td>You provide complete and accurate sources for all or most of your evidence.</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>You provide sources, but most of your sources are vague, incomplete or inaccurate.</td>
</tr>
<tr>
<td>Connections</td>
<td>2</td>
<td>You include sentences that explain how evidence connects to a reason or how a reason connects to your claim.</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>You try to explain connections, but your explanations are vague, unclear, or inaccurate.</td>
</tr>
<tr>
<td>Counter-Reason &amp; Rebuttal</td>
<td>2</td>
<td>You include a counter-reason that goes against your claim and a rebuttal that goes against the counter-reason.</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>You include a counter-reason and rebuttal, but your rebuttal supports the counter-reason rather than arguing against it.</td>
</tr>
<tr>
<td>Conclusion</td>
<td>2</td>
<td>Your essay ends with a conclusion that connects back to your claim.</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>Your essay ends with a conclusion, but it is unclear or simply restates your claim.</td>
</tr>
<tr>
<td>Signal Words</td>
<td>2</td>
<td>You use signal words to help readers follow the logic of your argument.</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>You include signal words, but you use them incorrectly.</td>
</tr>
<tr>
<td>Organization</td>
<td>2</td>
<td>Your essay is divided into paragraphs, and each paragraph has just one big idea.</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>Your essay is divided into paragraphs, but you have a paragraph with multiple reasons or a reason and counter-reason.</td>
</tr>
<tr>
<td>Originality of Ideas</td>
<td>2</td>
<td>Your argument is different from the unit texts. Your reasons might be original, or you might use evidence in an original way.</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>Part of your argument is original, but one or more segments are very similar to a unit text.</td>
</tr>
</tbody>
</table>
(This is under Tab 5)

Name ________________________________

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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.