

The Rhetoric of the Op-Ed Page: Ethos, Logos, and Pathos

Developed by John R. Edlund

MODULE: TEACHER VERSION

GRADE 12

Reading Selections for this Module

Braithwaite, Victoria. "Hooked on a Myth: Do Fish Feel Pain?" *Los Angeles Times* 8 Oct. 2006: M5. Print.

Edlund, John R. "Letters to the Editor in Response to 'A Change of Heart About Animals.'" 2003. Print.

Edlund, John R. "Three Ways to Persuade." 2011. Print.

Rifkin, Jeremy. "A Change of Heart About Animals." Editorial. *Los Angeles Times* 1 Sept. 2003: B15. Print

Yong, Ed. "Of Primates and Personhood: Will According Rights and 'Dignity' to Nonhuman Organisms Halt Research?" *Seed*. Seed Magazine, 12 Dec. 2008. Web. 24 Jul. 2012.

Module Description

This assignment sequence uses five texts. "Three Ways to Persuade" presents the Aristotelian concepts of ethos, logos, and pathos in an accessible way so your students can understand and use these concepts in their own writing and rhetorical analysis. This text is used to prepare your students to analyze "A Change of Heart About Animals," which presents summaries of a number of scientific studies of animal behavior and argues that science is showing us that animals are far more like humans than we used to think. The article presents scientific research, representing logos, in such a way that our emotions are engaged and our ethics challenged. The letters in response to the Rifkin article take opposing views and offer opportunities for further discussion. It is possible to teach this module using only the Rifkin text and writing a letter to the editor in response to it. Victoria Braithwaite's "Hooked on a Myth: Do Fish Feel Pain?" presents scientific evidence and arguments that fish in fact have the same kinds of pain receptors as humans, but that we treat them differently from other animals because we are less able to empathize with them. Braithwaite is a scientist drawing conclusions from research in her own lab, so her ethos is more substantial than Rifkin's. Finally, "Of Primates and Personhood: Will According Rights and 'Dignity' to Nonhuman Organisms Halt Research?" an online article by Ed Yong, explores some of the possible consequences of granting rights to great apes and some of the divisions in the animal rights community. This article will be useful if you decide to require the essay assignment because it presents some possible counter-arguments to the other articles.

Module Background

Newspaper editorials and the letters to the editor they inspire are crucial factors in the development of public policy. Although many people today get their news from television, networks and television stations rarely take editorial positions on issues or offer arguments to support a particular view. Radio talk shows offer many strongly held opinions, but little reasoning or evidence. The editorial boards of major newspapers take stands on issues and present arguments and evidence. They also print editorials and opinion pieces by other writers and provide a forum for citizens to respond. If students are to learn to participate in a democratic society by forming and supporting their own opinions and evaluating the opinions of others, the op-ed pages of the newspaper are an essential resource.

Module Objectives

In addition to the focus on Common Core State Standards, the module targets the skill areas listed below.

Students will be able to

- Cite strong and thorough textual evidence to support analysis of what a text says and implies
- Analyze how ideas, events, and/or narrative elements interact and develop over the course of a text
- Determine the meaning of words and phrases as they are used in a text
- Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument
- Determine an author’s point of view or purpose in a text
- Analyze an author’s assumptions and appeals (e.g., ethos, pathos, and logos)
- Analyze the extent to which the writer’s arguments anticipate and address reader concerns and counterclaims
- Analyze the writer’s use of rhetorical devices and strategies
- Understand key rhetorical concepts such as audience, purpose, context, and genre through analysis of texts
- Write a letter to the editor or an essay responding to the issues of the text(s) making effective rhetorical choices in light of audience and purpose
- Contribute to an ongoing conversation in ways that are appropriate to the academic discipline and context
- Write reading-based arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence
- Develop academic/analytical essays that are focused on a central idea and effectively organized
- Incorporate the texts of others effectively and use documentation styles suitable to the task, genre, and discipline
- Edit for clarity and for standard written English grammar, usage, and mechanics

Note: The activities for students provided in the Student Version for this module are copied here in the Teacher Version for your convenience. The shaded areas include the actual activities the students will see. The use of italics in the shaded areas generally indicates possible student responses and may be interspersed with notes to the teacher that are not shaded. If there are notes to the teacher within the shaded areas, they are indicated by italics and parentheses.

Reading Rhetorically

Prereading

The strategies in this section of the ERWC are designed to prepare students in advance of reading increasingly complex and sophisticated text. These brief, introductory activities will prepare students to learn the content of California’s Common Core State Standards (CCSS) for English Language Arts (ELA) and Literacy in the sections of the template that follow.

Getting Ready to Read

The first text, “Three Ways to Persuade,” introduces Aristotle’s concepts of ethos, logos, and pathos. These basic rhetorical categories are used throughout the ERWC materials, so spending some time exploring them will be useful. Once mastered, students can use these concepts to analyze the rhetorical strategies implemented by the authors they read and to plan their own persuasive essays.

First, ask students to look at the three subheads in the text, which give them a little bit more information about what these concepts mean. Then ask them to read the text, briefly considering the discussion questions for each section.

After they have read the article, ask students to do either the quickwrite or the skit below. Either of these options will help students make a connection between their own personal world and the Aristotelian concepts, activate their prior knowledge and relevant experiences, and prepare them to use the concepts presented in this text to analyze the Rifkin article.

Activity 1: Getting Ready to Read

Consider the title and the subheads in the article “Three Ways to Persuade” by John R. Edlund. What is this article about? What do the three terms “ethos,” “logos,” and “pathos” mean? Now read the whole article, thinking briefly about the discussion questions at the end of each section. When you finish the article, engage in the option assigned by your teacher.

Option 1: Quickwrite

Think of something you tried to persuade a parent, teacher, or friend to do or believe. It might have been to buy or pay for something, to change a due date or a grade, to change a rule or decision, to go somewhere, or some other issue. What kinds of arguments did you use? Did you use logic? Did you use evidence to support your request? Did you try to present your own character in a way that would make your case more believable? Did you try to engage the emotions of your audience? Write a short description of your efforts to persuade your audience in this case.

Sample student response 1: I remember when I argued to my mom about not wanting to wear the school dress code any more. My first point to my mom was that everyone else was getting the waiver signed, so why couldn’t I? That didn’t have much logic behind it because I couldn’t really back it up. My mom came back with the old “If your friends all jumped off a bridge, would you do it too?”

That kind of shut me up, but I had another argument. I told her that I wanted the ability to express myself by wearing what I wanted to wear. The logic behind this was that I knew if I sounded like I really knew what I was talking about, she would be impressed with me and sign the waiver.

Then, to push her over the edge, I used her emotions against her by giving her the puppy dog eyes that she would not be able to resist. With the use of logic and emotions I was able to convince my mom to sign the waiver.

Sample student response 2: *It was a Saturday night, and I was planning to go out with my friends to a party. I got ready and I was headed out the door. Suddenly my mom asked me where I was going. I told her I was going to a party.*

She asked, "With whose permission?" I forgot to ask her permission. She refused to let me go out. I started to argue that I had the right to go out. I believe I used ethos, because I told her my values. I said I deserve to go out because during the week all I do is work and go to school. I also told her I was tired of being in the house and doing nothing. I told her to put herself in my shoes. She saw my point of view, but still had a little doubt. I decided to use rhetorical reasoning: logos.

Everyone who works goes out: Danny works; Danny gets to go out. She finally decided to let me go. I persuaded her to let me go, and I succeeded. I made her see my point of view and what I personally go through.

Option 2: Skit

In a small group, discuss the strategies your friends use when they are trying to borrow a car, go to a concert, buy new clothes, or achieve some other desired result. Pick a situation, and write a short skit showing those persuasive strategies in action. Each skit should employ logical, emotional, and ethical persuasion. Rehearse and perform your skit for the class.

After you have completed the option assigned, discuss the following questions:

1. Do people use Aristotle's concepts of ethos, logos, and pathos every day without thinking about it? Can you think of some examples?

(After doing the activities above, students will probably see that they and the people around them are constantly using these appeals.)

2. Do these concepts apply to politics and advertising as well as person-to-person persuasion? Can you think of some examples?

(Students can discuss advertisements that they have recently seen or statements in political campaigns. They might even refer to posters and slogans used in student elections.)

3. Are there other means of persuasion that Aristotle did not discuss?

Aristotle doesn't discuss the use of force or physical intimidation or the use of bribes or other monetary rewards.

RG Rhetorical Grammar for Expository Reading and Writing

At this point, introduce your students to Rhetorical Grammar for Expository Reading and Writing, as appropriate for their needs. Begin instruction for Activity 1 before moving to Exploring Key Concepts in the module. This activity will prepare students for the rhetorical grammar instruction that will follow. Please save the guided compositions that your students write for the Editing Your Guided Composition Activity 6.

The strategies in this section of the ERWC are designed to prepare students in advance of reading increasingly complex and sophisticated text. These brief, introductory activities will prepare students to learn the content of the CCSS for ELA/Literacy in the sections of the template that follow.

Exploring Key Concepts

Your students should now be ready to define the terms ethos, logos, and pathos in their own words and to discuss the concept of persuasion in a larger context.

Activity 2: Exploring Key Concepts

For each term, answer the following questions:

1. What does this term mean to you?
2. Should we use the Greek word, or is there an English word that means exactly the same thing?
3. Look at the discussion questions for each section. Are Aristotle's three terms relevant to your own writing?

The next activity is optional but is recommended for students who have had experience with modules in the lower grades.

Activity 3: Exploring the Concept of "Persuasion"

The article is called "Three Ways to Persuade." Aristotle says that the art of rhetoric is the art of "finding the available means of persuasion." What does it mean to persuade someone? Is it the same as "convince"? In the dialogue called *Gorgias*, Plato has the famous sophist (or rhetorician) Gorgias define rhetoric as "the art of persuasion in courts of law and other assemblies about the just and unjust." Plato then has Socrates ask Gorgias, "Which sort of persuasion does rhetoric create in courts of law and other assemblies about the just and unjust, the sort of persuasion which gives belief without knowledge, or that which gives knowledge?" Gorgias answers, "Clearly, Socrates, that which only gives belief." This exchange leads to some important philosophical questions:

1. What is the difference between "knowledge" and "belief"?

One way of thinking about this is to take a current controversial event such as a murder, a scandal, a celebrity divorce, or other prominent news item and fill out a box with four quadrants labeled like this:

What I know	How I know it
What I believe	Why I believe it

(Of course, after they have read “A Change of Heart about Animals,” students could also do this activity with any of the claims made by Jeremy Rifkin about animal capabilities.)

- Is “proving” different from “persuading”? Does proving lead to knowledge while persuading leads to belief? How do we “prove” that something is true? Are there some notions that we believe strongly, even though we can’t prove them?

(Students might think about statements such as “Democracy is the best form of government,” or “The Earth is round.” Of course, religious beliefs are also in this category.)

- What is the difference between what is certain and what is probable? If, as in a courtroom, the jury decides that something has been proved “beyond a reasonable doubt,” does that mean that it is certainly true or merely highly probable? Are we persuaded only by what is certain or sometimes by what is probable, in that it is likely to be true, or that most people would agree that it is true?

(In helping students discuss this, you might try using this anecdote: A prosecutor once dropped a pencil from behind his desk. The jury saw the pencil fall and heard, but did not see, it hit the floor. He asked, “Did the pencil hit the floor?” Everyone agreed that it did. Then he asked, “How do you know it hit the floor? You didn’t see it. Can you know beyond a reasonable doubt that something is true, even if you didn’t see it?”)

- In the dialogue mentioned above, Gorgias says that rhetoric is about the “just and unjust.” How would you distinguish a “just” action from an “unjust” action? (The word “just” here is related to the word “justice.”)

The same event used in the first question might be used here. Students might talk about standards of fairness, which might deal with concepts like “equality” and “balance.”

Text—“A Change of Heart About Animals”

Reading – Informational Text

5a. Analyze the use of text features (e.g., graphics, headers, captions)...

Surveying the Text

Now turn to the second text in this module, “A Change of Heart about Animals” by Jeremy Rifkin. Spot reading gives students an overview of what the text is about and how it is put together. It helps them create a framework for making predictions and forming questions to guide their reading. As students look at the text, ask them to survey the text by answering the questions below.

Activity 4: Surveying the Text (Rifkin)

Look at the article “A Change of Heart about Animals” by Jeremy Rifkin. Think about the following questions:

1. Where and when was this article published?
2. Who wrote the article? Do you know anything about this writer? (Hint: Look at the end of the article.) How could you find out more?
3. What is the subtitle of the article? What does that tell you about what the article might say?
4. The article was published on the editorial page. What does that mean?

Aristotle’s concept of ethos is about how the writer creates an image or impression of him or herself through the text, especially in terms of trustworthiness. However, it is also useful to investigate the background of a writer to determine whether the perception created in the text is consistent with the actual person. Ask your students to do an Internet search on the author and share their findings with the class. For example, Rifkin’s site says,

Jeremy Rifkin, president of the Foundation on Economic Trends, is the author of 16 books on the impact of scientific and technological changes on the economy, the workforce, society, and the environment. His books have been translated into more than 20 languages and are used in hundreds of universities around the world. (“About Jeremy Rifkin”)

However, another site says, “Critics of Rifkin have labeled him ‘anti-science’ and a ‘professional activist’” (“Dossier: Jeremy Rifkin: Environmental Scientist”). Rifkin is clearly a controversial figure.

“About Jeremy Rifkin.” Office of Jeremy Rifkin. The Foundation on Economic Trends, 31 May 2004. Web. <<http://www.foet.org/JeremyRifkin.htm>>.

“Dossier: Jeremy Rifkin: Environmental Scientist.” National Center for Public Policy Research, 28 Mar. 1994. Web. <<http://www.nationalcenter.org/dos7126.htm>>.

The strategies in this section of the ERWC are designed to prepare students in advance of reading increasingly complex and sophisticated text. These brief, introductory activities will prepare students to learn the content of the CCSS for ELA/Literacy in the sections of the template that follow.

Making Predictions and Asking Questions

Activity 5: Making Predictions and Asking Questions (Rifkin)

As you look at the text of “A Change of Heart about Animals,” answer and then discuss the following questions:

1. What does it mean to have “a change of heart”?
(A very literal-minded student might think this means a heart transplant. Most will know that in this case, “heart” stands for “feelings.”)
2. What are some common ideas or feelings people have about animals?
(The students will probably talk about a range of ideas, including love and companionship, food, work animals, and leather and fur for clothing.)
3. What kinds of experiences might cause someone to change his or her ideas or feelings about animals?
(The students might talk about being scared by a dog as a child or other personal experiences, such as visiting a zoo.)
4. What are some groups of people who have strong feelings about how animals are treated? What do you know about them? What do they usually believe?
(The students might talk about such organizations as the Humane Society or People for the Ethical Treatment of Animals.)
5. What is a vegetarian or a vegan? Do you know anyone who is a vegetarian? What does he or she think about eating animals?
(Most students are familiar with these practices.)
6. What do you know about the author? Do you think he might be a vegetarian?
(The students are unlikely to know about Jeremy Rifkin, but the prediction that he might be a vegan or vegetarian is logical.)
7. Read the first sentence of the article. It mentions breakthroughs in biotechnology and nanotechnology. Do you think this article is about those things? Why or why not?
It probably isn't, because the clause about biotechnology and nanotechnology begins with “though” and the sentence finishes with another “quieter story.”
8. This article appeared in a newspaper. What does that mean about the audience? Is this an article for scientists?
Newspapers are for the general public, not specialists or scientists.
9. What do you think is the purpose of this article? Does the writer want readers to change their minds about something?
The title implies a change in thinking or feeling of some kind.

Language

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11-12 reading and content*, choosing flexibly from a range of strategies.
- Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
 - Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive*, *conception*, *conceivable*). Apply knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to draw inferences concerning the meaning of scientific and mathematical terminology.
 - Consult general and specialized reference materials (e.g., college-level dictionaries, rhyming dictionaries, bilingual dictionaries, glossaries, thesauruses),

10. Will the article be negative or positive in relation to the topic? Why?

An anti-animal article is a possibility, but it seems unlikely.

11. What argument about the topic might it present? What makes you think so?

"Animals are smarter than we think," or "Animals have rights too."

12. Turn the title into a question (or questions) to answer after you have read the text.

Why should we change our hearts about animals? What should we feel about animals?

Understanding Key Vocabulary

When you assign "A Change of Heart about Animals," a good first step is to list a few important words and phrases, and then ask students to guess the meanings of those words and phrases from the context. "Humane," "inhumane," "cognitive," "genetically wired," and "empathy" are probably the words and phrases most crucial to understanding the text. It might be a good idea to write them on the board, define them, and discuss them before students begin reading. Your students might find the other words on the list during their second reading, guess at meanings from context, and then look them up later.

Studying word histories is also a good way to explore words. By creating word trees, with word roots at the base, and building the word bank with "apples" to place on the trees, your students will learn many more words.

Remind students that in order for words to be related by concept, they must be related by root and meaning. Teach students to use word histories in the dictionary so they can explore words in this way.

- "Humane" and "inhumane" are clearly related to "human." "Humane" refers to the best qualities of humanity—kindness, tenderness, mercy—while "inhumane" means the opposite. The students might think of animal shelters, which often are run by an organization called the "Humane Society."
- "Cognitive" is the adjective form of "cognition." The Latin root is *cognoscere*, to become acquainted with or to know. For example, the philosopher René Descartes is famous for saying "*Cogito, ergo sum*," which in English means "I think, therefore I am." We could say that "cognitive" means of or related to the process of thinking.
- "Genetically wired" is an interesting metaphorical phrase. "Genetic" is from "genesis," which refers to the origin or beginnings of something (e.g., the book of Genesis in the Bible). Genes are the parts of a cell that contain coded instructions for how the cell will develop and grow; thus, to say that a characteristic is "genetically wired" is to compare the coding in a gene with the wiring of an electronic circuit.

both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.

- d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
- 6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

- 4. “Empathy” is related to Aristotle’s Greek term for the emotions, pathos. To feel empathy is the quality of being able to understand feelings from another person’s point of view. This is somewhat different from “sympathy,” which is to feel sorry for someone.

Have students complete Activity 6.

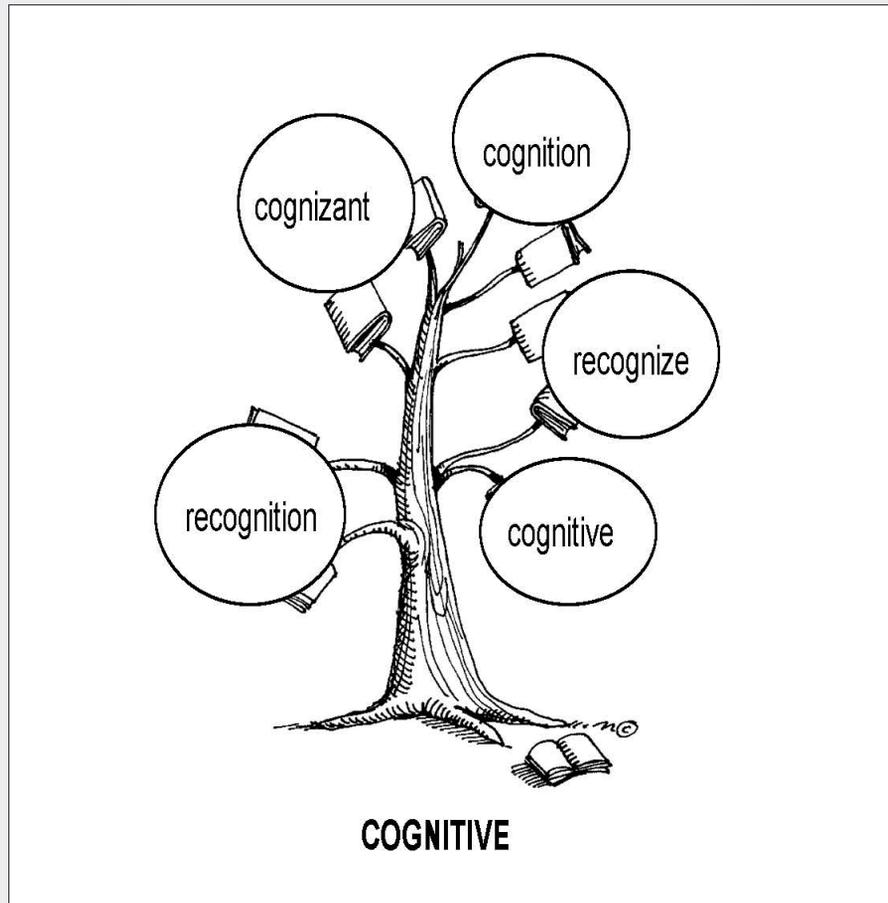
Activity 6: Understanding Key Vocabulary

When you read “A Change of Heart about Animals,” you will need to know the following terms to understand the text:

- 1. humane and inhumane
- 2. cognitive
- 3. genetically wired
- 4. empathy

Think about words that you know that sound similar to these words and may be related. For example, “humane” is related to “human,” and “empathy” is related to the Greek word “pathos” in “Three Ways to Persuade.”

Create a word tree based on the root of a word from the text or one listed above. Here is an example of a word tree for “cognitive.”



RG Rhetorical Grammar for Expository Reading and Writing

At this point, begin rhetorical grammar instruction for Activities 2-4. Integrate the activities across the Reading, Postreading, and Connecting Reading to Writing portions of the module, as appropriate for your students' needs. Participating in these activities will help prepare them to write their own assignments.

Reading

Reading – Informational Text

1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Reading for Understanding

The first reading is done to understand the text. This is sometimes called “reading with the grain” or “playing the believing game.” Your students should also read to confirm the predictions they made in the prereading activities.

They should begin marking up the text on the first reading, underlining the words they do not know and dialoguing with the text by making marginal notations (i.e., asking questions, expressing surprise, making connections, and elaborating). The primary reason that this text is interesting for rhetorical analysis is that Rifkin cites scientific studies to support his points, which would seem to be an appeal to logos, but in most cases he uses these studies to make appeals to pathos. Ask students to think about the Aristotelian categories as they read the first time, or you may want to save that directive for a subsequent reading.

Now ask students to complete Activity 7.

Activity 7: Reading for Understanding

Now you are ready to read Jeremy Rifkin’s “A Change of Heart about Animals.” For the first time through, you should read to understand the text. Read as if you trust Rifkin, and focus on what he is trying to say. Try to see whether the predictions you have made about the text are true. Is the article about what you thought it would be about? Does Rifkin say what you thought he would say?

When you have finished reading, answer the following questions:

1. Which predictions turned out to be true?
2. What surprised you?
3. What does Rifkin want readers to believe?

Animals are more like humans than we think.

4. What are some of the things people believe humans can do that animals cannot? How does Rifkin challenge those beliefs?

People think that animals do not reason or use tools, have no self-concept, do not understand death, and do not use language. Rifkin uses scientific studies to argue that animals can indeed do all of these things.

5. What authorities does Rifkin use to support his case?

Rifkin refers to scientific studies, but he is more likely to give the names of the animals than the names of the scientists.

6. What action does Rifkin want readers to take?

Rifkin does not name a particular action for the reader to take, but he clearly wants society to respect animals more than it currently does.

7. How does Rifkin organize his essay? Is it an effective organization?

Rifkin lists human characteristics that people think are not shared by animals and then describes scientific studies that show that animals actually do possess these characteristics.

If students have trouble answering the questions in Activity 7, try one of the following activities:

1. “Chunking” or “reciprocal reading.”
2. Think aloud activities. (One student reads a passage and vocalizes what he or she is thinking about during the process while another student takes notes. Then they reverse roles and repeat the process.)

FA Formative Assessment

Activity 7 provides an opportunity to assess students understanding of the Aristotelian categories of ethos, logos, and pathos and their ability to identify them in texts. In a Quickwrite following the activity, students could be asked to explain their understanding of the three categories and identify examples of them in the Rifkin article. A follow-up discussion based on their quickwrites could give you opportunities to see where students are progressing in their understanding and where they may need additional instruction and guidance.

Prerequisite Grade 8 Standard: Reading – Informational Text

5. Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.

Grades 11-12 Reading – Informational Text

5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points

Considering the Structure of the Text

Now that students have read and discussed the Rifkin essay, they are ready to begin analyzing its organizational structure. Have them complete Activity 8. The questions asking where to draw lines showing where different sections begin or end have no “right” answers, although some responses might be more defensible than others. What is important is that the students draw the lines and be ready to explain why they drew them where they did. This causes them to think about the structure of the piece in relation to the arguments it makes.

Activity 8: Considering the Structure of the Text

Now that you have read and discussed the content of the Rifkin essay, you are ready to begin analyzing its organizational structure. First, divide the text into sections:

clear, convincing,
and engaging.

Speaking and Listening

1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 11–12 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.

1. Draw a line across the page where the introduction ends. Is the line after the first paragraph, or are there more introductory paragraphs?
2. Divide the body of the essay into sections on the basis of the topics addressed.
3. Draw a line where the conclusion begins. Is it the last paragraph, or does it begin before that?

You are now ready to begin a process called “descriptive outlining”:

1. Write brief statements describing the rhetorical function and content of each paragraph or section.
 - a. What does each section do for the reader? What is the writer trying to accomplish?
 - b. What does each section say? What is the content?
2. After making the descriptive outline, ask questions about the article's organizational structure:
 - a. Which section is the most developed?
 - b. Which section is the least developed? Does it need more development?
 - c. Which section is the most persuasive? The least?

From your work charting the text, what do you think is the essay's main argument? Is it explicit, or is it implicit?

An example of a descriptive outline of “A Change of Heart about Animals” follows:

- 1 Though much of big science has centered on breakthroughs in biotechnology, nanotechnology, and more esoteric questions like the age of our universe, a quieter story has been unfolding behind the scenes in laboratories around the world—one whose effect on human perception and our understanding of life is likely to be profound.
- 2 What these researchers are finding is that many of our fellow creatures are more like us than we had ever imagined. They feel pain, suffer and experience stress, affection, excitement, and even love—and these findings are changing how we view animals.

Introduction

DO: *Places the thesis in context*

SAY: *States the thesis (thesis is underlined)*

- 3 Strangely enough, some of the research sponsors are fast-food purveyors, such as McDonald's, Burger King, and KFC. Pressured by animal-rights activists and by growing public support for the humane treatment of animals, these companies have financed research into, among other things, the emotional, mental, and behavioral states of our fellow creatures.

- 4 Studies on pigs' social behavior funded by McDonald's at Purdue University, for example, have found that they crave affection and are easily depressed if isolated or denied playtime with each other. The lack of mental and physical stimuli can result in deterioration of health.
- 5 The European Union has taken such studies to heart and outlawed the use of isolating pig stalls by 2012. In Germany, the government is encouraging pig farmers to give each pig 20 seconds of human contact each day and to provide them with toys to prevent them from fighting.

Body

DO: *Describes research funded by fast-food companies into the emotional and mental states of pigs*

SAY: *Pigs crave affection.*

SAY: *Pigs need playtime and enjoy toys.*

SAY: *Pigs get depressed.*

- 6 Other funding sources have fueled the growing field of study into animal emotions and cognitive abilities.
- 7 Researchers were stunned recently by findings (published in the journal *Science*) on the conceptual abilities of New Caledonian crows. In controlled experiments, scientists at Oxford University reported that two birds named Betty and Abel were given a choice between using two tools, one a straight wire, the other a hooked wire, to snag a piece of meat from inside a tube. Both chose the hooked wire. Abel, the more dominant male, then stole Betty's hook, leaving her with only a straight wire. Betty then used her beak to wedge the straight wire in a crack and bent it with her beak to produce a hook. She then snagged the food from inside the tube. Researchers repeated the experiment, and she fashioned a hook out of the wire nine out of 10 times.
- 8 Equally impressive is Koko, the 300-pound gorilla at the Gorilla Foundation in Northern California, who was taught sign language and has mastered more than 1,000 signs and understands several thousand English words. On human IQ tests, she scores between 70 and 95.
- DO:** *Makes a transition to other studies of animal emotions and cognitive abilities*
- SAY:** *Birds can make and use tools.*
- SAY:** *Gorillas can understand words and use sign language.*
- 9 Toolmaking and the development of sophisticated language skills are just two of the many attributes we thought were exclusive to our species. Self-awareness is another.
- 10 Some philosophers and animal behaviorists have long argued that other animals are not capable of self-awareness because they lack a sense of individualism. Not so, according to new studies. At the Washington National Zoo, orangutans given mirrors explore parts of their bodies they

can't otherwise see, showing a sense of self. An orangutan named Chantek who lives at the Atlanta Zoo used a mirror to groom his teeth and adjust his sunglasses.

DO: *Makes a transition to research disproving the belief that animals have no sense of individual self*

SAY: *Orangutans use mirrors to groom themselves.*

- 11 Of course, when it comes to the ultimate test of what distinguishes humans from the other creatures, scientists have long believed that mourning for the dead represents the real divide. It's commonly believed that other animals have no sense of their mortality and are unable to comprehend the concept of their own death. Not necessarily so. Animals, it appears, experience grief. Elephants will often stand next to their dead kin for days, occasionally touching their bodies with their trunks.

DO: *Discusses research that shows that animals have a sense of mortality*

SAY: *Elephants mourn their dead kin.*

- 12 We also know that animals play, especially when young. Recent studies in the brain chemistry of rats show that when they play, their brains release large amounts of dopamine, a neurochemical associated with pleasure and excitement in human beings.

- 13 Noting the striking similarities in brain anatomy and chemistry of humans and other animals, Stephen M. Sivy, a behavioral scientist at Gettysburg College in Pennsylvania, asks a question increasingly on the minds of other researchers. "If you believe in evolution by natural selection, how can you believe that feelings suddenly appeared, out of the blue, with human beings?"

DO: *Discusses research that shows animals play and that play releases in animals the same neurochemicals as in humans*

SAY: *Rat brains and human brains both release dopamine.*

SAY: *If feelings evolved, how could they be present in humans but not in animals?*

- 14 Until very recently, scientists were still advancing the idea that most creatures behaved by sheer instinct and that what appeared to be learned behavior was merely genetically wired activity. Now we know that geese have to teach their goslings their migration routes. In fact, we are finding that learning is passed on from parent to offspring far more often than not and that most animals engage in all kinds of learned experience brought on by continued experimentation.

DO: *Discusses research in learned behavior among animals*

SAY: *Geese must teach goslings their migration routes.*

- 15 So what does all of this portend for the way we treat our fellow creatures? And for the thousands of animals subjected each year to painful laboratory experiments? Or the millions of domestic animals raised under

the most inhumane conditions and destined for slaughter and human consumption? Should we discourage the sale and purchase of fur coats? What about fox hunting in the English countryside, bull fighting in Spain? Should wild lions be caged in zoos?

- 16 Such questions are being raised. Harvard and 25 other U.S. law schools have introduced law courses on animal rights, and an increasing number of animal-rights lawsuits are being filed. Germany recently became the first nation to guarantee animal rights in its constitution.

DO: *Discusses the meaning of all of this research for animal rights*

SAY: *Do animals have a right to humane treatment?*

SAY: *Should fur coats be illegal?*

SAY: *Are fox hunting and bull fighting wrong?*

- 17 The human journey is, at its core, about the extension of empathy to broader and more inclusive domains. At first, the empathy extended only to kin and tribe. Eventually it was extended to people of likeminded values. In the nineteenth century, the first animal humane societies were established. The current studies open up a new phase, allowing us to expand and deepen our empathy to include the broader community of creatures with whom we share the Earth.

Conclusion

DO: *Concludes the essay*

SAY: *Argues that through history, humans have progressed by extending empathy to a broader and broader range of creatures.*

To make the concept of analytical thinking explicit, have students work in pairs or small groups to discuss and negotiate how they have charted the essay (or have the whole class discuss and negotiate how to chart the essay). Emphasize to students that the goal is to look for talking points, not a single “right” way to chart the text.

Drawing Conclusions from Structure

After students have analyzed the structure of a text, they can prepare to write a summary or rhetorical précis by considering the following questions:

1. How are the author’s arguments ordered? (Which arguments come first, in the middle, last?) What is the effect of this on the reader?
2. How has the structure of the text helped make the argument clear, convincing, and engaging?

Noticing Language

Below are lists of words and phrases from the Rifkin article that your students might not know (or might be confused about), some that are related conceptually to the module’s key concept and some that are technical. In Activity 9, assign a word per student or group of students to study.

Reading – Informational Text

4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings;

analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).

Language

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
 - b. Resolve issues of complex or contested usage, consulting references (e.g., *Merriam-Webster's Dictionary of English Usage*, *Garner's Modern American Usage*) as needed.

Ask students to share the meaning of the assigned word and create a way to represent it visually to the class by using their work from a previous activity in the module. Your students can use its synonyms or antonyms, a “What Am I?” sheet, or a word tree. Remind students to keep a log of new words and concepts that relate to each other. Also remind them to build their vocabularies through the study and use of synonyms and antonyms.

Previously Introduced Words

1. humane/inhumane (§ 3): kind, merciful, respectful/not kind
2. cognitive (§ 6): thinking
3. genetically wired (§ 14): a behavior or ability that is programmed by genes, thus instinctive, unlearned
4. empathy (§ 17): experiencing the feelings of others

Technical and Scientific Words

1. biotechnology (§ 1): altering genes to produce more useful or desirable organisms
2. nanotechnology (§ 1): microscopic machines that work at the molecular level
3. stimuli (§ 4): sensory input, sensations; related to “stimulate”
4. dopamine (§ 12): a chemical found in the brain
5. neurochemical (§ 12): a chemical that stimulates activity in nerves
6. anatomy (§ 13): the physical structure of a living thing

Helpful Words for this Module

1. activists (§ 3): people who work for a cause
2. human consumption (§ 15): eaten by humans
3. goslings (§ 14): baby geese
4. groom (§ 10): comb or brush
5. instinct (§ 14): a behavior or ability that is not learned
6. crave (§ 4): strongly desire or need
7. purveyors (§ 3): sellers or providers
8. kin (§ 11): relatives
9. mortality (§ 11): death
10. fashioned (§ 7): made

General Academic Vocabulary

1. esoteric (§ 1): known only to a few experts
2. deterioration (§ 4): worsening, decline
3. isolating (§ 5): causing to be alone
4. conceptual (§ 7): having to do with ideas
5. distinguishes (§ 11): differentiates

6. striking (§ 13): shocking or surprising
7. portend (§ 15): indicate or predict
8. subjected (§ 15): forced to experience

Words the Students Probably Know

1. dominant (§ 7): most powerful, opposite of subservient
2. sophisticated (§ 9): complex
3. individualism (§ 10): sense of self
4. comprehend (§ 11): understand

Activity 9: Noticing Language

Create a visual representation of “your” word, study its origin or history, and be prepared to share it (and its synonyms and antonyms) with the class. You might choose to construct a tree, chart, or table from Activity 6.

(By observing where students have confusion or patterns of inaccuracy in their own writing, you can identify opportunities for instruction and reinforcement. For ideas on how to create these kinds of activities, see Rhetorical Grammar for Expository Reading and Writing.)

Prerequisite Grade 8 Standard: Reading – Informational Text

1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; ...

Grades 11-12 Reading – Informational Text

2. Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; ...

Speaking and Listening

1. Initiate and participate effectively in a

Annotating and Questioning the Text

In the second reading, students will read to question the text. This is sometimes called “reading against the grain” or “playing the disbelieving (or doubting) game.” Discuss strategies for analyzing claims, arguments, and evidence, and then have your students complete Activity 10.

Activity 10: Annotating and Questioning the Text

You should question the text in your second reading, “reading against the grain” and “playing the disbelieving (or doubting) game.” As you read, look for claims and assertions Rifkin makes. Does he back them up? Do you agree with them?

As you read, do the following:

1. Underline (with a double underline) or highlight in one color the thesis and major claims or assertions made in the article.
2. Underline (with a single underline) or highlight in a second color the evidence in support of the claims and assertions.
3. Write your comments and questions in the margins.

After reading the article again, answer the following questions:

1. What is the thesis of Rifkin’s article?
2. Does Rifkin make any claims that you disagree with? What are they?
3. Do any claims lack support?

range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 11–12 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.

Reading – Informational Text

- Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10),

Language

- Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
 - ...apply an understanding of syntax to the study of complex texts when reading.
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 - Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.

FA Formative Assessment

Gathering information about strategies your students already have for interrogating texts may provide you with knowledge you can use to help your students connect with new strategies. As you conduct a classroom discussion, try exploring the following questions with your students:

- Why should we be interested in developing our ability to question a writer's claims?
- How do you go about questioning the information and opinions writers present? What do you look for when you're evaluating a writer's beliefs?
- How do you assess evidence a writer includes?
- How do you react when a writer states opinions but gives no evidence?
- Where did you acquire these strategies to question texts you read?

Analyzing Stylistic Choices

This particular line of questioning is offered to help students see that the linguistic choices writers make create certain effects for their readers. Here are some general questions:

Word Choice

- What are the denotative and connotative meanings of key words? How do the specific words the author chooses affect your response to the article?
- Which words or synonyms are repeated? Why?
- What figurative language does the author use? What does it imply?

Sentence Structure

- Is the sentence structure varied?
- What effects do the author's choices for sentence structure and length have on the reader?

Activity 11: Analyzing Stylistic Choices—Loaded Words: Language That Puts a Slant on Reality

- Paragraph 4 of the article says

Studies on pigs' social behavior funded by McDonald's at Purdue University, for example, have found that they crave affection and are easily depressed if isolated or denied playtime with each other. The lack of mental and physical stimuli can result in deterioration of health.

The first sentence uses words associated with human behavior such as "affection" and "playtime," while the second sentence uses formal scientific words such as "stimuli" and "deterioration." What is the effect of this movement from emotional to scientific? Try rewriting the first sentence to make it sound more scientific.

- b. Analyze nuances in the meaning of words with similar denotations.

2. Paragraph 7 of the article says

Researchers were stunned recently by findings (published in the journal *Science*) on the conceptual abilities of New Caledonian crows. Because scientific experiments are carefully planned and controlled, scientists are rarely “stunned” by their results.

What is the effect of using the word “stunned” here? What are some other words or phrases that might fit here that would sound more scientific? Try rewriting this sentence.

3. Paragraph 10 of the article says:

An orangutan named Chantek who lives at the Atlanta Zoo used a mirror to groom his teeth and adjust his sunglasses.

“Groom” is a word that has different meanings when applied to humans and animals. If animals groom each other, it usually means that one cleans the other’s fur or searches the fur to remove fleas and other parasites. It is part of social bonding. If a human grooms a horse, it means combing and brushing the animal. What does “groom” mean when applied to humans? In what sense is the word used here? Rewrite the sentence using other language to make it more scientific.

Students should now be ready to apply this knowledge to the Rifkin article.

Activity 12: Questions About the Rifkin Article

Answer the following questions about the Rifkin article:

1. How would you describe the style of this article? Is it formal? Informal? Academic? Scientific? Conversational?

It is written in a fairly informal journalistic style with short paragraphs, no formal documentation, no scientific jargon, and no fully developed arguments.

2. What is the effect of giving the names of most of the animals involved in the experiments but not the names of the scientists?

In the conclusion, Rifkin argues that the history of mankind is about the extension of “empathy to broader and more inclusive domains.” Knowing the names of the animals helps us empathize with their achievement, while making the scientists anonymous and faceless allows Rifkin to use their research without taking the focus away from the animals.

3. Throughout most of the article, Rifkin refers to “researchers” and “scientists.” In paragraph 13, however, he directly quotes Stephen M. Sivy, whom he refers to as “a behavioral scientist at Gettysburg College in Pennsylvania.” What is the effect of this sudden specificity?

Sivy is saying exactly what Rifkin wants to say: that animals have feelings that are closely related to human feelings. When this scientist speaks, it sounds like he is speaking for the whole anonymous scientific community that Rifkin has referred to in the previous sections.

Prerequisite Grade 8 Standard: Reading – Informational Text

- Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

Grades 11-12 Reading – Informational Text

- Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

Writing

- Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

- What is the effect of all the rhetorical questions in paragraph 15, followed by “such questions are being raised” in the next paragraph?

Rifkin wants us to answer these questions for ourselves but hopes that the arguments he has already presented will make the “correct” answers obvious. This causes the reader to buy into the arguments and evidence already presented and relieves Rifkin of the responsibility for actually making these further arguments.

Postreading

Summarizing and Responding

Activity 13: Summarizing and Responding

Summarizing the ideas of others accurately is a fundamental element of academic writing. Summarizing is a powerful metacognitive skill that enables readers and writers to synthesize a text’s meaning. It integrates the results of previous reading processes students have engaged in and helps them further understand major ideas and the relationships among them.

Some options summarizing the Rifkin article are the following:

- Use the annotations you made from the left-hand margins and/or the descriptive outlining activity to construct a summary using your knowledge of the author’s structure of the text.
- Work in groups to summarize a main part of the text. Then, create with the entire class a coherent paragraph that summarizes all the main points of the text.

Responding gives you the opportunity to articulate your personal reactions to the text. Possible ways to respond to the text are the following:

- Revisit the reflections you made in the right-hand margin when you annotated the text, and write a paragraph based on your experiences and opinions.
- Write open-ended questions that can be used as the basis for a class discussion.

**Prerequisite
Grades 9-10
Standard: Reading –
Informational Text**

8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

**Grades 11-12
Reading –
Informational Text**

1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
6. Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.

**Speaking and
Listening**

1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades*

Thinking Critically

At this point, the concepts of ethos, logos, and pathos come back into play. In Activity 14, students will analyze the logic and support of the arguments, the character and intentions of the author, and the emotional effects on the reader of the language used and the details provided.

Activity 14: Thinking Critically

At this point, the concepts of ethos, logos, and pathos come back into play. From the analysis you have done so far, you should be well prepared to analyze the logic and support of the arguments, the character and intentions of the author, and the emotional effects on the reader of the language used and the details provided.

Questions about the Writer (Ethos)

1. Who is Rifkin? If you have not done so already, do an Internet search to find out something about him. What is his profession? What does he usually write about? Does everybody agree with him? Do the facts you find about his life, his credentials, and his interests make him more credible to you? Less credible?

(Students will find that he is a controversial figure, especially among scientists.)

2. Pick one of the studies Rifkin mentions, and try to find out more. Is Rifkin's description of the study accurate?

(A Google search on "crows use tools" yields this Web site: <http://users.ox.ac.uk/~kgroup/tools/introduction.shtml>, with lots of information about Abel and Betty and about other research as well. A search on "Koko sign language" leads to many sites, both pro and con.)

3. Does Rifkin have the right background to speak with authority on this subject?

Rifkin is not a scientist.

4. What does the author's style and language tell you about him?

His style is clear and engaging; however, the fact that he does not state his positions directly can be off-putting.

5. Do you trust this author? Do you think this author is deceptive? Why or why not?

(Students often react negatively to the appeals to pathos in this article. They tend to feel manipulated.)

Questions about Logic (Logos)

6. Locate major claims and assertions you have identified in your previous analysis, and ask yourself the following: Do I agree with Rifkin's claim that ...?

Rifkin tends to avoid making strong claims. He lets summaries of scientific studies speak for him, so students will sometimes react to implied claims, such as "pigs need toys." One strong claim is near the end: "The human journey is, at its core, about the extension of empathy to broader and more inclusive domains."

11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

- a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
- c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

7. Look at support for major claims and ask yourself the following: Is there any claim that appears to be weak or unsupported? Which one and why?

Paragraph 15 contains a series of questions about the ill treatment of animals. These questions are based on assertions that are not supported in the article.

8. Can you think of counterarguments that the author does not deal with?
(Students often argue that it is wrong to give pigs toys when some human children do not have them.)
9. Do you think Rifkin has left something out on purpose? Why or why not?
Rifkin never states directly that people should change their behavior toward animals.

Questions about Emotions (Pathos)

10. Rifkin says that Germany is encouraging farmers to give pigs human contact and toys. Does this fact have an emotional impact on the reader? If so, what triggers it? What are some other passages that have an emotional effect?

(This particular section creates a strong reaction. Most students resent the implication that pigs need toys and affection because it makes pigs sound too much like human children.)

11. Rifkin calls his essay “A Change of Heart about Animals.” Does this imply that the scientific discoveries he summarizes here should change how we feel about animals?

This question invokes the conflict between heart and mind. Clearly, how we feel about something is important. Furthermore, how we think about something can change how we feel about it. (Some students may want to argue that logos should always prevail.)

12. Does this piece affect you emotionally? Which parts?

(Your students may go back to the pigs and toys, but they may also identify with the accomplishments of some of the other animals, such as the toolmaking crows.)

13. Do you think Rifkin is trying to manipulate your emotions? How?

Rifkin is using scientific studies to play on the readers' emotions.

14. Do your emotions conflict with your logical interpretation of the arguments? In what ways?

(The issue here is whether logical appeals are always superior to emotional appeals. Spock and Bones in the original Star Trek have this argument in almost every episode. Clearly, emotions can cloud logic. However, the students may not agree that one should always follow logic.)

FA Formative Assessment

Activity 14 provides an opening for you to explore with your students their current beliefs about whether logical appeals are always superior to emotional ones. You can conduct a “Thumbs Up/Thumbs Down Poll” by asking your students to hold their thumbs up (agree) or down (disagree) in response to a statement about logic and emotion in arguments: “Logical appeals in arguments are superior to emotional appeals.” Of course, you may be asked what is meant by “superior,” which is another interesting part of the discussion. Does “superior” mean that logic can win more arguments than emotion? Or does it mean that logical arguments are closer to the truth? Needless to say, this activity leads to some engaging discussions about just what counts when it comes to winning arguments. It also makes students more aware of the tensions between logos and pathos in the art of persuasion.

Text—“Hooked on a Myth: Do Fish Feel Pain?”

The strategies in this section of the ERWC are designed to prepare students in advance of reading increasingly complex and sophisticated text. These brief, introductory activities will prepare students to learn the content of the CCSS for ELA/Literacy in the sections of the template that follow.

Reading – Informational Text

5a. Analyze the use of text features (e.g., graphics, headers, captions)...

Prereading

Getting Ready to Read

At this point, you may want to introduce the second op-ed piece, “Hooked on a Myth; Do Fish Feel Pain?” by Victoria Braithwaite. Because it is only about fish, the scope of this article is much more limited than Rifkin’s. It also uses scientific language and makes scientific arguments based on experiments conducted by the author, who is herself a scientist. However, the article is written for non-scientists in an informal journalistic style.

Surveying the Text

Activity 15: Surveying the Text (Braithwaite)

The following questions, applied to the Rifkin article above, are equally relevant here:

1. Where and when was this article published?
2. Who wrote the article? Do you know anything about this writer? (Hint: Look at the beginning of the article.) How could you find out more? Is this writer more or less credible than Jeremy Rifkin?
3. What is title of the article? The subtitle? What do these words tell you about what the article might say? Can you make some predictions?

Language

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.
 - c. Consult general and specialized reference materials (e.g., college-level dictionaries, rhyming dictionaries, bilingual dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
 - d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Understanding Key Vocabulary**Activity 16: Understanding Key Vocabulary**

Students might want to look at this list before reading the article. Because the article is written for non-scientists, it defines many of these words in the text.

1. nociceptors (§ 3): nerve endings that detect damage and cause feelings of pain
2. trigeminal nerve (§ 3): the main nerve for the face in all vertebrates
3. vertebrates (§ 3): animals with a spine
4. A-delta and C fibers (§ 3): types of nociceptors
5. noxious (§ 5): harmful, poisonous or unpleasant
6. adverse behavior (§ 5): contrary, harmful or unfavorable
7. mammalian (§ 12): an adjective describing animals that have breasts and nurse their young
8. amygdala (§ 12): part of the brain associated with emotions
9. hippocampus (§ 12): part of the brain associated with memories
10. automata (§ 13): a self-operating machine
11. crustacean (§ 17): an animal with an exoskeleton such as a crab, shrimp, or lobster

**Reading –
Informational Text**

1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

**Prerequisite Grade 8
Standard: Reading –
Informational Text**

5. Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.

Reading

Reading for Understanding

Before students read the Braithwaite article, a discussion about fishing might be useful. Ask students the questions in Activity 17.

Activity 17: Reading for Understanding (Braithwaite)

Before reading the Braithwaite article, discuss the following questions:

1. Have you ever gone fishing? Did you catch a fish? What did the fish do? How did it behave? Did you eat it?
2. What other experiences have you had with live fish? Do you have an aquarium at home? Have you been to a public aquarium? What did you learn from these experiences?
3. From your experiences, do you think that fish feel pain? Why or why not?

Now ask students to read the article thinking about when the article confirms their own experiences and when it challenges their previous interpretation of fish behavior.

FA Formative Assessment

You can help students clarify for themselves what they find in the article that confirms and what challenges their interpretations of fish behavior by asking them to complete a T-chart. First, ask students to make a statement about the nature of fish and fish behavior. To prompt them, you might ask questions such as “Do fish have emotions?” “Are fish smart?” “Do fish feel pain?” On the left of the T, ask students to list what in their experience confirmed their belief and on the right what challenged it. The assessment also gives you an opportunity to see more clearly the experiences your students have had with fish and beliefs they hold about them. Your discoveries about your students may point to understandings and interpretations that need further clarification as you move toward one of this module’s central goals of helping them form and support their opinions.

Considering the Structure of the Text: Descriptive Outline

Ask students to do a descriptive outline of the Braithwaite text. They will discover that it is organized as a logical argument.

Grades 11-12 Reading – Informational Text

- Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

Speaking & Listening

- Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 11–12 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.

Reading – Informational Text

- Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10),

Language

- Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
 - ...apply an understanding of syntax to the study of complex texts when reading.
- Demonstrate understanding of figurative language,

Activity 18: Considering the Structure of the Text—Descriptive Outline

Do a descriptive outline of the Braithwaite text.

Are we justified in treating fish differently from other animals?

Fish ...

- Have receptors for pain.*
- Behave differently when injured.*
- Respond to painkillers.*
- Have areas of the brain for emotions, learning and memory.*

Therefore, we should treat fish more ethically.

Analyzing Stylistic Choices

The following questions will help your students think about the effect on the reader of the scientific terms in the text.

Activity 19: Analyzing Stylistic Choices

Answer the following questions about the Braithwaite text:

- What is the effect of the scientific terms in an article that is written for newspaper readers?
- Do these terms confuse the reader?
- Do they make the writer more credible?
- Do they help the reader understand the type of argument being made?

word relationships, and nuances in word meanings.

- a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
- b. Analyze nuances in the meaning of words with similar denotations.

Prerequisite Grade 8 Standard: Reading – Informational Text

2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

Grades 11-12 Reading – Informational Text

2. Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

Writing

2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Postreading

Summarizing and Responding

Have students summarize the article in their own words, answering the quickwrite question:

Activity 20: Summarizing and Responding – Quickwrite

Summarize the article in your own words, answering the following questions:

Why does Victoria Braithwaite think that we should treat fish more like the way we treat other animals, such as birds and mammals? Do you agree? Why or why not?

Text—“Of Primates and Personhood: Will According Rights and ‘Dignity’ to Nonhuman Organisms Halt Research?”

The strategies in this section of the ERWC are designed to prepare students in advance of reading increasingly complex and sophisticated text. These brief, introductory activities will prepare students to learn the content of the CCSS for ELA/Literacy in the sections of the template that follow.

Reading – Informational Text

1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Reading – Informational Text

4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines *faction* in *Federalist No. 10*).

Prereading

Getting Ready to Read

At this point you may want to introduce the third reading, “Of Primates and Personhood: Will According Rights and ‘Dignity’ to Nonhuman Organisms Halt Research?” by Ed Yong. This text is especially useful if you plan to have the students write the essay assignment about the Animal Bill of Rights. It presents some of the debates within the animal rights community and some of the problems researchers might have if animals are given rights.

Reading

Reading for Understanding

The following questions will help your students think about the concept of “personhood.”

Activity 21: Reading for Understanding

Discuss the first part of the title, “From Primates to Personhood.”

1. Have you ever seen gorillas, chimpanzees, bonobos (which are sometimes called “pygmy chimpanzees”) or orangutans, all of which are considered to be “great apes,” at a zoo? In what ways are they like humans? In what ways are they different?
2. Most of us know people who treat their pets like people. What does this mean? What types of behavior characterize these pet owners?
3. Do great apes deserve to be treated like people? Why or why not?
4. If apes had “personhood,” would it still be okay to keep them in zoos?

Noticing Language—Vocabulary

Below are lists of words and phrases from the Yong article that students might not know (or might be confused about), some that are related conceptually to the module’s key concept and some that are technical.

Language

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
 - b. Resolve issues of complex or contested usage, consulting references (e.g., *Merriam-Webster's Dictionary of English Usage*, *Garner's Modern American Usage*) as needed.

Activity 22: Noticing Language—Vocabulary

Below are lists of words and phrases from the Yong article that you might not know (or might be confused about), some that are related conceptually to the module's key concept, and some that are technical.

1. primates (title): apes and monkeys
2. primatologists (§ 1): scientists who study primates.
3. schism (§ 1): a split
4. great apes (§ 1): humans, chimpanzees, bonobos (pygmy chimpanzees) and orangutans
5. unprecedented (§ 1): without precedent; never happened before
6. domain (§ 1): a territory one rules or controls
7. implement (§ 3): put into effect
8. ventures (§ 3): businesses or projects
9. captivity (§ 3): a state of being held captive; to be captured or imprisoned
10. obligations (§ 4): duties; requirements
11. compelling (§ 4): “compelling reasons” are reasons that are so forceful and important that they cannot be ignored
12. salvo (§ 6): a volley of gunfire; in this case, the gunfire is metaphorical and the word refers to opening arguments or legal moves
13. traction (§ 6): a tire with traction sticks to the road and can move forward; in this case the “traction” is political: people are buying the argument and making changes.
14. sanctuary (§ 7): a safe place
15. inroads (§ 8): advances into defended territory
16. invasive (§ 8): something that invades across a boundary, such as a border, or the skin
17. rigorously (§ 8): done with great care and precision
18. paragon (§ 9): a person or thing that is a perfect example of something, or a high point in excellence
19. unaligned (§ 9): independent, not part of a group or faction
20. dignity (§ 9): a state of respect and status
21. interventions (§ 9): literally to “come between”; acts by an outsider that interfere or change an ongoing process or relationship
22. humiliation (§ 9): from “humility,” the state of being humble; to reduce the dignity of an individual
23. disproportionately (§ 9): out of proportion; unequal or unfair
24. instrumentalized (§ 9): made into a tool or object
25. decapitation (§ 10): behead; cut off the head
26. impermissible (§ 10): not permitted or allowed
27. preliminary (§ 10): at the beginning; before the actual start
28. macaques (§ 11): a type of monkey

**Reading –
Informational Text**

4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10),

Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
- a. ...apply an understanding of syntax to the study of complex texts when reading.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
- b. Analyze nuances in the meaning of words with similar denotations.

29. advisory (§ 11): giving advice, not orders
30. clinical (§ 11): related to medical practice
31. termination (§ 12): ending
32. enamored (§ 13): in love with
33. obligation (§ 14): duty; required action

Analyzing Stylistic Choices (Yong)

Lead a class discussion on the following: “A Change of Heart about Animals” and “Hooked on a Myth” were both written to argue for a particular position. However, “Of Primates and Personhood” has a different purpose. What is Yong trying to do in this article? How do his stylistic choices help accomplish this purpose?

The article is designed to report on recent developments in animal rights and what the consequences might be. The author presents different points of view rather than taking a stand of his own. He is careful to note who thinks what and how the positions relate to one another. There is the Great Ape Project (GAP) position, supported by the Spanish Parliament and by Peter Singer, but Singer would go farther. Then there are a number of other positions—not quite opposed but not quite in favor of the Spanish resolution.

Activity 23: Analyzing Stylistic Choices—Representing Relationships and Positions

Words and phrases can be used to position ideas in relationship to each other. These distinctions might be according to time, location, degree, or other types of differences. In your group, for each phrase below, discuss how the language positions the ideas that follow it in relation to other ideas.

- At the forefront of the battle ... (§ 2)
This phrase identifies a front-runner as opposed to others who will follow.
- Other countries . . . have taken steps ... (§ 3)
This divides countries into groups with different positions and policies.
- Not everyone is comfortable ... (§ 4)
This phrase creates a group that is somewhat opposed, or at least uncomfortable, with the previously outlined policy.
- Speaking personally ... (§ 5)
Singer uses this phrase to note that his personal position is more radical than that passed by the Spanish Parliament, though he supports the Spanish position.
- In the US, there is greater resistance ... (§ 8)
This makes a distinction in position by region.

Speaking & Listening

1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Prerequisite Grade 8 Standard: Reading – Informational Text

2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

Grades 11-12 Reading – Informational Text

2. Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

Writing

2. Write informative/explanatory texts to examine and convey complex

6. Weaker than its Spanish counterpart, the bill ... (§ 8)

This identifies a position that is weaker than the Spanish position but not opposed to it.

7. In the EU [European Union], renowned chimpanzee researcher Jane Goodall has called . . . (§ 9)

This introduces another personal opinion, but also indicates with the descriptive phrase that the opinion has weight.

8. A discussion paper ... defines ... (§ 10)

A particular document expresses a definition. Because this is a “discussion” paper, it also attempts to lay out issues to explore rather than argue for a particular position.

9. In the US, Edwin McConkey, a biologist ... agrees that ... (§ 12)

Another personal opinion from a scientific viewpoint.

10. One kind of primate experiment seems to be safe ... (§ 13)

This indicates an issue on which most people agree.

Postreading

Summarizing and Responding

Have students summarize the Yong article in their own words, answering the following questions:

Activity 24: Summarizing and Responding – Quickwrite

Summarize the Yong article in your own words, answering the following questions:

What is the event or events related to animal rights that motivate Ed Yong to write this article? What questions does Yong raise about this issue? What positions do people take on these questions?

ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**Prerequisite
Grades 9-10
Standard: Reading –
Informational Text**

8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

**Grades 11-12
Reading –
Informational Text**

1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
6. Determine an author's point of view

Thinking Critically

The following questions will help students define “personhood” in the case of Hiasl the chimpanzee.

Activity 25: Thinking Critically—Defining “Personhood”

In paragraph 7, Yong discusses the case of Hiasl (pronounced Hee-sel), a former research chimpanzee who is going to be homeless because his sanctuary is going bankrupt. It is clear from the article that Hiasl’s fate depends on how we define “person.” Can Hiasl be declared a person with rights? Answer the following questions:

1. What exactly is Hiasl?
2. What qualities does Hiasl have that would make us call him a person? What qualities does he have that would make us call him something else? (You might want to make a chart.)
3. Is Hiasl a person?
4. What should we do about Hiasl?
5. Does Hiasl’s plight have potential as an appeal to pathos?
6. Does Yong use it for this purpose?
7. Is Yong entirely objective?

or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.

Speaking & Listening

1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

The strategies in this section of the ERWC are designed to reinforce students' learning of the content of the CCSS for ELA/Literacy in the preceding sections of the template and transfer that learning to other settings.

Reflecting on Your Reading Process

Ask your students to answer the following questions:

Activity 26: Reflecting on Your Reading Process

Answer the following questions:

1. What problems did you have reading these texts?
2. What strategies helped you overcome these problems?
3. Do you think these strategies will work with other readings?

FA Formative Assessment

Activity 26 can be conducted as a “Once Around” or “Whip” in which each student in the class orally shares an example of an answer for any of these questions related to their reflections on reading processes. You may want to focus on a particular question, such as the strategy-focused one, and ask each student to identify a reading strategy they used or learned from the module. The feedback you get from students could be rendered in a list. Those strategies that were taught but not mentioned might warrant further review—or some mention to prompt recall.

Connecting Reading to Writing

Discovering What You Think

Writing

5. Develop and strengthen writing as needed by planning ... focusing on addressing what is most significant for a specific purpose and audience.

Considering the Writing Task

There are two writing genres and three possible writing assignments in this module. One assignment is to write a letter to the editor in response to either the Rifkin article or the Braithwaite article (if you assigned it). The second is to write an essay taking a stance toward a proposed Animal Bill of Rights. For this essay, students can draw on both the Rifkin and Braithwaite articles and any other materials they have researched for this discussion. A four-point scoring guide for the Letter to the Editor assignment is provided at the end of the module. The essay assignment can be scored using the six-point EPT rubric.

This module provides less scaffolding for doing the response to Braithwaite, so that option might be best for a class that is doing well on the module activities up to this point or has had previous experience with 7th thru 11th grade ERWC Modules.

FA Formative Assessment

The transition into writing connected with prior readings offers an opportunity to explore points or issues that may still confuse students. Consider asking students to explore still fuzzy material in a quickwrite with the following prompt: “As you consider your readiness to use what you’ve learned from reading the article or articles in your own writing, is there any concept or idea that still has you confused? Write for a few minutes about this concept.” Reading through these papers could provide information about concepts or arguments that may require further explanation or analysis for some students.

Writing Assignments

Activity 27: Considering the Writing Task—Letter to the Editor

A common way to respond to an editorial is to write a letter to the editor. Now that you have worked extensively with this text, you are ready to write a well-informed response to Rifkin’s or Braithwaite’s ideas.

Some points to note before writing your letter to the editor follow:

1. A good letter to the editor is focused and concise. It should make your point, but no words should be wasted. It is sometimes best to write a longer draft and then cut out everything that is not essential.
2. Newspaper editors often cut letters to fit the available space or to make a letter more focused. If your letter is published unedited, you are very lucky.

3. Some letters respond to the thesis of the editorial, either in support or disagreement, and provide further arguments or further evidence. Other letters focus on one point made by the original author and support it, question it, or refute it.
4. These days, most letters are emailed to the newspaper. To get a letter published in a major newspaper, you must write it quickly and send it within a day or two of the publication date of the editorial to which you are responding.
5. If the newspaper wants to publish your letter, you will normally receive a call or an email to get permission and to verify that you really are who you say you are.
6. Newspapers are interested in a wide range of viewpoints from diverse citizens. If your letter is a good expression of a particular viewpoint, brings up new information or arguments, or has some particularly good phrases, it has a good chance of being published.

Choose one of the Letter-to-the-Editor assignments below.

Response to Rifkin

After thinking about your reading, discussion, and analysis of Rifkin’s article and the letters in response to it, what do you personally think about Rifkin’s point? Do you think it is true, as Rifkin says, that “many of our fellow creatures are more like us than we had ever imagined”? Do you think we need to change the way we treat the animals around us? Or do you think Rifkin is wrong? Write a letter expressing your viewpoint to the editor of the newspaper.

Response to Braithwaite

Victoria Braithwaite argues that fish have nervous systems that are similar to humans and are very likely to feel pain the way we do. She says, “We should adopt a precautionary ethical approach and assume that in the absence of evidence to the contrary, fish suffer.” She also says, “Of course, this doesn’t mean that we necessarily must change our behavior. One could reasonably adopt a utilitarian cost-benefit approach and argue that the benefits of sportfishing, both financial and recreational, may outweigh the ethical costs of the likely suffering of fish.”

Should we ban the use of barbed hooks? Should we change our fishing practices because fish might suffer? Or is Braithwaite making a big deal out of nothing? Write a letter expressing your viewpoint to the editor of the newspaper.

Now have students study the writing task.

Activity 28: Considering the Writing Task—Essay Assignment

An organization called the Animal Legal Defense Fund has sponsored a petition that calls for increased protection for the rights of animals. It says the following:

“Deprived of legal protection, animals are defenseless against exploitation and abuse by humans. Through the Animal Bill of Rights, the Animal

Legal Defense Fund is working to show Congress a groundswell of support for legislation that protects animals and recognizes that, like all sentient beings, animals are entitled to basic legal rights in our society.”

The petition calls for the right of all animals to be free from exploitation, cruelty, neglect, and abuse and enumerates further rights for laboratory animals, farm animals, companion animals, and wildlife.

Do you think animals need a “Bill of Rights”? Would such a law go against centuries of human culture? Would it increase the cost of food? Would it hinder medical research? Would it cause other problems? Write a well-organized essay explaining the extent to which you agree or disagree with the idea of creating a Bill of Rights for animals. Develop your points by giving reasons, examples, or both from your own experience, observations, and reading.

Note: The entire petition can be seen at http://org2.democracyinaction.org/o/5154/p/dia/action/public/?action_KEY=5078

Writing

5. Develop and strengthen writing as needed by planning ... focusing on addressing what is most significant for a specific purpose and audience.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Speaking and Listening

1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

Taking a Stance

Before your students write their own letters in response to Rifkin or Braithwaite, have them read and discuss the two letters to the editor provided in the module. These were written in response to “A Change of Heart about Animals.” You may want to have students score the sample letters according to four-point the scoring guide provided below.

Activity 29: Taking a Stance—Letter to the Editor

Before you write your own letter in response to Rifkin, look at the two sample letters to the editor written in response to “A Change of Heart about Animals.” Then discuss the following questions:

1. Bob Stevens disagrees with Rifkin and makes several points. Does Stevens refute Rifkin’s arguments?

Rifkin cites studies that call into question many of the assertions made by Stevens. For example, Rifkin argues that Koko, the gorilla that uses sign language, does communicate with signs while Stevens argues that animals are capable of mimicry only.

2. In his first paragraph, Stevens argues that because a predator (such as a hawk) does not feel empathy for its prey, humans do not need to feel empathy for the animals they eat and that such feelings would be unnatural. Do you agree?

Rifkin’s argument that human history is the story of an expanding concept of empathy implies that humanity is progressing beyond nature..

3. Stevens notes that some animals can mimic human speech but argues that they do not understand what they are saying. What would Rifkin say to this?

(See note under question 1.)

4. Is it true, as Stevens argues, that Rifkin wants animals to have more rights than humans?

This seems to overstate the case although Rifkin certainly wants animals to have more rights than they currently do.

5. Lois Frazier says that pet owners know that animals have feelings and abilities not too different from humans. Do some pet owners treat their pets like people? Is this a good move? Why or why not?

(Answers will vary.)

6. Frazier argues that Rifkin needs to take his argument further and promote a vegetarian lifestyle with no animal products. Is this a reasonable conclusion to draw from Rifkin's arguments? Do you agree with her?

This certainly seems to follow from Rifkin's presentation of the science. Why he does not draw this conclusion himself is an interesting rhetorical question, but it is probably because he doesn't feel that he needs to. Readers such as Frazier will draw it for him.

Your students are now ready for Activity 30.

Activity 30: Taking a Stance (Animal Bill of Rights)

After reading and discussing the essay assignment, review your collected notes and annotations to see how they are relevant to the prompt. Then answer the following questions:

1. Would Rifkin agree with the supporters of the Animal Bill of Rights? Do you agree?
2. Would Braithwaite agree? Do you agree with her?
3. If you agree with the authors of the readings, do you agree completely? (We are often tempted to say, "I totally agree with ..." when in fact, we don't agree totally. We agree with some points but not others.)
4. What would be the consequences of the position you take? Sometimes we find that while we find an abstract philosophical position attractive, we are unwilling to accept the practical consequences of the position. For example, what if the Animal Bill of Rights meant that you couldn't eat meat anymore? What if it made fishing illegal? What if it told you how to take care of your dog?
5. Can you state your position in a sentence or two?

Students should now move ahead with their writing process.

Activity 31: Trying on Words, Perspectives, and Ideas

One way to practice looking at the situation from multiple perspectives is to engage in an activity in which different personas are adopted. First, adopt a persona or perspective based on criteria from your teacher. The perspectives

**Reading –
Informational Text**

7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

Writing

7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of

could be based on the writers of the articles you have been reading or sources quoted in them, but they could also be based on other people you know or know of, such as a teacher, the school principal, the President of the United States, or even a movie actor or a rock star. Then, answer the following questions based on the issues raised by the articles you have been reading.

These could be policy questions:

(What should we do about _____?)

or value questions

(Is _____ good or bad?).

Your task is to think,

“What would _____ say about this?”

“How would _____ answer this question?”

What words would he or she use? Encourage your students to use vocabulary from the articles in representing their adopted position. At the end of the activity, ask your students to state what they themselves really think.

Gathering Evidence to Support your Claims

Students can select evidence by returning to the readings, their notes, their summaries, their annotations, their descriptive outlining, and other responses in order to highlight information they may use to support their claims and refute the claims of those who disagree. Students determine the relevance, specificity, and appropriateness of their evidence in relation to the rhetorical situation.

Activity 32: Gathering Evidence to Support Your Claims

1. What are you going to quote or paraphrase from the article or articles you read? What do you want to say in response?
2. What information do you need to support your claims? Where are you going to find it? (This may involve Internet searches. If so, what search terms will you use?)
3. How closely does this piece of evidence relate to the claim it is supposed to support?
4. Is this piece of evidence a fact or an opinion? Is it an example?
5. If this evidence is a fact, what kind of fact is it (statistic, experimental result, quotation)?
6. If it is an opinion, what makes the opinion credible?
7. What makes this evidence persuasive?
8. How well will the evidence suit the audience and the rhetorical purpose of the piece?

This next activity works well with Activity 32.

the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation including footnotes and endnotes.

9. Draw evidence from literary or informational texts to support analysis, reflection, and re-search.

Writing

5. Develop and strengthen writing as needed by planning... focusing on addressing what is most significant for a specific purpose and audience.
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Activity 33: Quote, Paraphrase, and Respond

Choose three passages from the article you might be able to use in a letter or an essay. You may want to choose passages you strongly agree or disagree with.

1. First, write each passage down as a correctly punctuated direct quotation.
2. Second, paraphrase the material in your own words. What does the author mean by this?
3. Third, respond to the idea expressed in the passage by agreeing or disagreeing with it and explaining why.

FA Formative Assessment

Your review of the students' paraphrases and their reasons for agreement or disagreement provides an opportunity to evaluate how well they understand the texts and support for their positions. You may discover that some students need additional guidance and instruction in paraphrasing or providing support for claims, perhaps as mini-lessons in sub-groups.

Getting Ready to Write

Students now need to add relevant ideas and observations from their own experience to the evidence they have gathered. To help students generate this information, introduce a variety of traditional prewriting activities.

The basic writing process can be divided into four main stages: prewriting, composing, revising, and proofreading. At this point students have done a lot of prewriting. They have also completed a lot of reading, notetaking, annotating, and thinking. They are reading to move to the composing stage. However, they might need just a little bit of focusing to get them started. Sometimes having too much to say makes it hard to know where to begin.

Activity 34: Getting Ready to Write

At this point you should have a good idea what your stance toward the issue is and how you are going to support it. However, before you actually put pen to paper or fingers to keyboard, you may want to try some of the following steps:

1. Organize your notes and other materials in the order you think you will use them.
2. Create a rough outline of your main points. (This is usually a good idea if you are going to do a timed writing, but it also can keep you on track as you write a longer piece.)

Write down a statement of your position and share it with a classmate or family member. Listen to his or her response. (Examples: "No matter what Jeremy Rifkin says, humans are different from animals," or "Current laws for the protection of animals from cruelty are adequate.")

Writing Rhetorically

Entering the Conversation

Writing

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task purpose, and audience.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Writing

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
 - a. Introduce precise, knowledgeable claim(s), establish the significance

Composing a Draft

Activity 35: Composing a Draft

Think about your audience. For a letter to the editor, your audience is not only the editor of the newspaper or Web site, but also the readers. For an essay about the Animal Bill of Rights, your audience is probably people who might consider signing the petition and ultimately might vote for or against it. However, in composing a first draft, your primary concern is to get your ideas down on paper and develop them. In a first draft, you can explore ideas and take risks. The first draft is sometimes called a “writer-based” draft because it is really for you, although thinking about your audience often helps you think of what to say. Later, you will revise it for your audience and proofread it. Even though you have read articles, researched facts, and engaged in discussions with your classmates and are well on your way to becoming an expert on this issue, you may actually discover some of your best ideas while writing your first draft. So go for it!

Considering Structure

No rigid formula will cover all of the writing that students may be asked to do, but almost all writing has a beginning, middle, and end—even lab reports and journal articles have well-established standard sections and subheads. Formulaic essay structures such as the five-paragraph essay may be appropriate for some tasks, but most writing in the real world, and even in the university, does not take this form.

- of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counter-claims, reasons, and evidence.
- b. Develop claim(s) and counter-claims fairly and thoroughly, supplying the most relevant evidence for each while point out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
 - c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
 - e. Provide a concluding statement or section that follows from and supports the argument presented.
2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
 - a. Introduce a topic or thesis statement; organize complex ideas, concepts, and information so that each new element builds on

Some writers organize their ideas, sometimes in a formal outline, before they begin to compose a draft. Others write a draft more spontaneously and then go back and consider the organizational structure. Thus, the time for “considering structure” varies for different writers. Discuss this aspect of the writing process with your students. However, even those who have already created a structure for their ideas will find it useful to consider re-organizing their draft as part of the revision process.

Activity 36: Considering Structure

Choose the appropriate model below for the type of text you are producing. Ask yourself, does your organizational pattern fit the structure? Can it be made clearer or more effective?

Letter to the Editor

As noted above, some letters respond to the thesis of the editorial, either in support or disagreement, and provide further arguments or further evidence. Other letters focus on one point made by the original author and support it, question it, or refute it. A letter to the editor will probably have a beginning, middle, and end structure something like this:

Introduction

In [Title of Op-Ed Piece], [Writer of Op-Ed Piece] says [Quote or Paraphrase from Op-Ed]. This is then followed by your own position statement. You may want to also indicate what role or experience you have in the matter as a way of establishing ethos.

Middle

The middle paragraph (or paragraphs) presents arguments in favor of your position. It may cite and respond to ideas from the original piece. Be concise!

Conclusion

The conclusion may make a strong final point or advocate a course of action for the reader.

Essay

Here are some questions that may be helpful in thinking about the effectiveness of your organization:

Introduction

1. Is it clear what your essay is about?
2. Do your readers think this is an important topic? Have you caught their interest?
3. Do your readers have enough background information to know why you are writing about this issue now?
4. Is it clear what your main point or claim about the Animal Bill of Rights will be? (Remember that you do not have to be totally for or against the Animal Bill of Rights. You might take a more nuanced position.)

that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

- b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
 - c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
 - d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
 - f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
 9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Body

1. Is each point related in some way to the topic?
2. Are there any paragraphs that could be divided and developed further?
3. Do your points connect together? Are they presented in an order that is persuasive?
4. Have you discussed and countered the main points that a reader might raise against your position?
5. Do you have evidence for each point you want to make?

Conclusion

1. Is your stance toward this issue clear?
2. What action should your reader take about the Animal Bill of Rights?
3. What will happen if your reader ignores this issue?

Writing

8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation including footnotes and endnotes.

Using the Words of Others (and Avoiding Plagiarism)

One of the most important features of academic writing is the use of words and ideas from written sources to support the writer's own points. There are essentially three ways to incorporate words and ideas from sources, as shown below:

1. Direct quotation: Jeremy Rifkin says, "Studies on pigs' social behavior funded by McDonald's at Purdue University, for example, have found that they crave affection and are easily depressed if isolated or denied playtime with each other" (15).
2. Paraphrase: In "A Change of Heart about Animals," Jeremy Rifkin notes that McDonald's has funded studies on pigs that show that they need affection and playtime with one another (15).
3. Summary: In "A Change of Heart about Animals," Jeremy Rifkin cites study after study to show that animals and humans are more alike than we think. He shows that animals feel emotions and reason, make and use tools, learn and use language, and mourn their dead. One study even shows that pigs need affection and playtime with one another and enjoy playing with toys (15).

Learning to cite accurately and determining how best to incorporate the words and ideas of others are essential for students to establish their own ethos.

Students need practice choosing passages to quote, leading into quotations, and responding to them so that they are well integrated into their own text. Paraphrasing passages, which some students avoid because it requires an even greater understanding of the material to put it in their own words, is another important skill in academic writing. Students can practice these skills by choosing quotations, paraphrasing them, and then discussing whether or not they agree and why. This can be done in a pair or group activity in which students choose quotations and then help each other paraphrase them.

Documentation. You will also need to learn to take notes with full citation information. For print material, you will need to record, at a minimum, the author, title, city of publication, publisher, date of publication, and page number. The two most common documentation formats used are Modern Language Association (MLA), which is used mainly by English departments, and the American Psychological Association format (APA).

MLA Format

Books. Here is the Works Cited format for a typical book in MLA style:

Bean, John C., Virginia A. Chappell, and Alice M. Gilliam. *Reading Rhetorically: A Reader for Writers*. New York: Longman, 2002. Print.

Newspapers. Here is the bibliographic information for the article quoted above. The fact that it was published in a newspaper changes the format and the information to be provided:

Rifkin, Jeremy. "A Change of Heart about Animals." Editorial. *Los Angeles Times* 1 Sept. 2003: B15. Print.

Web Sites. To document a Web site, you will need to give the name of the author (if known), the title of the site (or a description, such as "Homepage," if no title is available), the date of publication or update (if known), the name of the organization that sponsors the site, the date of access, the medium of publication (optional), and the Web address (URL) in angle brackets. For example:

"Animal Bill of Rights." Animal Legal Defense Fund, 16 July 2012.
Web. <http://org2.democracyinaction.org/o/5154/p/dia/action/public/?action_KEY=5078>. Web.

The author for the above site is unknown, so no author name is given. This entry would appear in the Works Cited section alphabetized by "Animal."

In-Text Documentation. MLA style also requires in-text documentation for every direct quotation, indirect quotation, paraphrase, or summary. Many students are confused about this, believing that documentation is necessary only for direct quotations. If the author is given in the text, the page number should be given in parentheses at the end of the sentence containing the material. For example, here is a paraphrase of material from the Rifkin article (because the author is not named in the text, his last name goes in the parentheses):

It is well established that animals can learn to use sign language. A long-term study at the Gorilla Foundation in Northern California shows that Koko, a 300-pound gorilla, can use more than 1,000 signs to communicate with her keepers and can understand several thousand English words. She also scores between 70 and 95 on human IQ tests (Rifkin 15).

An academic paper is most often a dialogue between the writer and his or her sources. When you learn to quote, paraphrase, summarize, and document sources correctly, you are well on your way to college-level writing.

A fully documented paper will also have a "Works Cited" page (for MLA documentation style). For this essay, your Works Cited page might look like this:

Works Cited

"Animal Bill of Rights." Animal Legal Defense Fund, 16 July 2012.
Web. <http://org2.democracyinaction.org/o/5154/p/dia/action/public/?action_KEY=5078>.

Braithwaite, Victoria. "Hooked on a Myth; Do Fish Feel Pain? A Biologist Says We Shouldn't Be So Quick to Believe They Don't." *Los Angeles Times* 8 Oct. 2006: M.5. Print.

Rifkin, Jeremy. "A Change of Heart about Animals." Editorial. *Los Angeles Times*, 1 Sept. 2003: B15. Print.

This short discussion presents only the basic concepts of MLA documentation. You will also need access to the *MLA Handbook*, which covers the system in detail, or you might consult an online site such as the Purdue Online Writing Lab (OWL).

Activity 37: Using the Words of Others

Using the information provided by your teacher, read your text looking for places where you have used the words and ideas of others. Have you punctuated quotations correctly? Are your paraphrases accurate and well integrated into the text? Have you documented your citations properly in the text?

Finally, prepare the Works Cited page.

Prerequisite Grade 8 Standard: Reading – Informational Text

9. Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

Reading – Informational Text

6. Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.

Writing

- 1d. & 2e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Negotiating Voices

The goal of negotiating voices is for students to be able to distinguish their ideas from those of their sources and to make clear their stance in relationship to those sources. In the section above, students practiced selecting useful and interesting material, punctuating direct quotations, and recasting the language for paraphrases and summaries. The following activity can help students put direct quotations, indirect quotations, concepts, facts, ideas, and opinions from other writers into their own texts while keeping all the voices distinct.

In a letter to the editor there are probably two voices—your own and the writer of the editorial you are responding to. You want to use words and sentence structures that will create the right sort of ethos for your own voice, and you want to represent the voice of the writer of the article in a fair and appropriate way. You also want to make sure that the reader can easily tell whose ideas are whose and what sort of relationship exists between them.

You might find phrases like the following useful:

1. Jeremy Rifkin argues that animals are more like us than we thought. However, ...
2. Although Victoria Braithwaite demonstrates that fish feel pain, ...
3. Although Rifkin and Braithwaite agree that animals share many characteristics with animals, they ...

In writing an essay with two or more sources, the task of keeping all of the voices straight is more complex. Who agrees with whom? Who do you agree with? Who do you disagree with? Who is saying what?

Activity 38: Negotiating Voices

After reading the material above, re-read your paper thinking about how the different voices in your paper relate to each other. Are the relationships clear for the reader? What could you do to improve?

One way of seeing the relationships more clearly is to mark a printout of the text with different colored highlighters. Use one color for your ideas and another for each other voice in the paper. Then look at the transitions between the voices. Is it clear who is saying what? Are the relationships between the ideas clear? Does one voice dominate the piece more than others?

RG Rhetorical Grammar for Expository Reading and Writing

At this point, begin rhetorical grammar instruction for the Editing Student Writing Activities 5-7. These activities should be taught in conjunction with the Revising and Editing activities in the module. Some of these activities could substitute for various editing activities in the module itself.

Revising and Editing

Writing

- 1c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- 1d. & 2e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- 1f. Use specific rhetorical devices to support assertions (e.g., appeal to logic through reasoning; appeal to emotion or ethical belief; relate a personal anecdote, case study, or analogy).
- 2c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
4. Produce clear and coherent writing in

Revising Rhetorically

A rhetorical approach to revision can help your students understand that revision is a strategic, selective process; what writers choose to revise depends on the ultimate purpose of their writing. The questions below can be used as a revising checklist by the student or converted into a peer review sheet by changing “you” and “your” to “the writer” and “the writer’s.”

Activity 39: Revising Rhetorically

At this point, we will apply critical thinking questions based on ethos, logos, and pathos similar to the ones you applied to the Rifkin article in Activity 14.

Ethos

1. What kind of ethos have you created for yourself in this text? Are you knowledgeable and rational? Are you passionate? Are you formal or informal? Are you sarcastic?
2. Are there any words or sentences that conflict with the image of yourself that you have created in the text?

Logos

1. What are your major claims?
2. Do you have sufficient arguments and evidence to support these claims?
3. Have you left any facts or issues out because they contradicted your claims? Will your reader see the gap and figure this out?

Pathos

1. Have you included any stories, images, or observations that will affect your reader’s emotions?
2. Do these emotional appeals work together with your logical arguments?

which the development, organization, and style are appropriate to task purpose, and audience.

5. Develop and strengthen writing as needed by ... revising ... rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Reading – Informational Text

1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
6. Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.

Speaking & Listening

1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

3. Do you think that your use of emotions is an unfair manipulation of the reader? (This is a judgment call. For example, exaggerating risk to make your reader feel unreasonably afraid is probably manipulation. Reminding people of actual or probable events that would normally cause strong emotions is probably a legitimate emotional appeal.)

Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
 - a. Vary syntax for effect, consulting references (e.g., Tufte's *Artful Sentences*) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

Writing

- 1f. Use specific rhetorical devices to support assertions (e.g., appeal to logic through reasoning; appeal to emotion or ethical belief; relate a personal anecdote, case study, or analogy).
- 2d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

Language

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
 - b. Resolve issues of complex or contested usage, consulting references (e.g., *Merriam-Webster's Dictionary*

Considering Stylistic Choices

Writers can make stylistic choices in order to enhance the clarity of their messages, make emotional connections with readers, and establish their ethos. These choices draw readers in or push them away.

Activity 40: Considering Stylistic Choices

As you read through your draft, note any places where you remember struggling to find the right word. What other words did you consider? What features of the words did you consider? What effect do you think the different possible choices would have on readers? Why did you end up choosing the word that you did? Is there a better word?

Alternate Activity: Students form pairs and exchange drafts. Students read each other's drafts, noting any word choices that seem vague, confusing, unusual, or very effective. Students discuss these choices, talking about why the word was chosen, what other words might be used, and what factors should be considered.

Editing the Draft

While the first draft of an essay is generally writer-based, as writers revise, they create writing that has the reader in mind, writing that is, in other words, more reader-based. At this point, they will need to address surface level issues such as grammar and usage errors, sentence clarity, sentence variety, word choice, and various other stylistic features. Students benefit from instruction that targets particular constructions and asks them to make observations about those constructions. Identifying and practicing these constructions and conventions constitutes a major part of an individual's editing knowledge.

As you have worked through these modules with your students, you have probably also been assigning exercises out of *Rhetorical Grammar for Expository Reading and Writing*, which follows the module. That instruction offers chapters on specific topics designed to go with this module. But now students must apply their grammar and usage knowledge to their own

of English Usage, Garner's Modern American Usage) as needed.

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - a. Observe hyphenation conventions.
 - b. Spell correctly.

Writing

5. Develop and strengthen writing as needed by ... editing, ... (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)

writing. To accomplish this, you might want to use The English Placement Test rubric at the end of the Assignment Template. Using these guidelines as the focus of the task of editing will give your students a consistent checklist for each writing task. In addition, students can consult either an Online Writing Lab (OWL) or a grammar/usage handbook for explanations of any rules or conventions that confuse them. The Purdue Online Writing Lab is one of the best, most comprehensive resources available for editing. You also might consider marking your students' papers exclusively for one skill at a time, letting the skills accumulate as the term progresses.

FA Formative Assessment

After students evaluate their letters with the Scoring Guide for Letter to the Editor or their essay with the EPT Scoring Guide, ask students to describe the next steps they plan to take to improve their papers. Having students create a list of editing tasks and share it with you could provide you with information about students' readiness and ability to improve their own writing.

Activity 41: Editing the Draft

Once you are satisfied with the tone and content of your letter, you should proofread it for spelling, grammar, and punctuation errors. The following guidelines will help you edit your draft:

Editing Guidelines for Individual Work

1. If possible, set your essay aside for 24 hours before rereading it to find errors.
2. Read your essay aloud so you can hear errors and any rough spots.
3. At this point, focus on individual words and sentences rather than on overall meaning. Take a sheet of paper and cover everything except the line you are reading. Then touch your pencil to each word as you read.
4. With the help of your teacher, figure out your own pattern of errors—the most serious and frequent errors you make.
5. Look for only one type of error at a time. Then go back and look for a second type and, if necessary, a third.
6. Use the dictionary to check spelling and to confirm that you have chosen the right word for the context.
7. Use the following scoring guide to evaluate your final product.

Scoring Guide for Letters to the Editor

Categories

- Focus
- Word choice, including the use of text from the article
- Argument and support, including the use of logical, emotional, and/or ethical appeals
- Grammar and mechanics

Scoring

Score of 4—Superior

- The letter is tightly focused on the issue or issues raised in the editorial, article, or opinion piece to which it responds.
- The letter uses words effectively and efficiently and quotes key words and phrases from the article.
- The letter makes a clear point or points and provides convincing support for those points, including logical, emotional, and/or ethical appeals.
- There are no grammatical or mechanical errors.

Score of 3—Good

- The letter focuses on an issue or issues raised in the editorial, article, or opinion piece to which it responds.
- The letter uses words accurately and effectively.
- The letter makes a clear point or points and provides support for those points.
- Grammatical or mechanical errors, if present, are minor.

Score of 2—Fair

- The letter discusses an issue or issues raised in the editorial, article, or opinion piece to which it responds but may be unclear or vague as to its focus.
- The letter is sometimes repetitive or vague in language.
- The letter does not make a clear point or does not provide support for its points.
- Grammatical or mechanical errors inhibit communication.

Score of 1—Poor

- The letter fails to clearly address an issue raised in the article.
- The letter is vague, repetitive, or confusing.
- The letter fails to make a clear point.
- Grammatical and mechanical errors confuse and distract the reader.

To score the essay assignment, refer to Appendix L: English Placement Test—Essay Scoring Guide following the Assignment Template.

Writing

5. Develop and strengthen writing as needed by ... revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Responding to Feedback

The activities above include opportunities for peer feedback in groups and pairs. You may decide that your students need feedback from you as an instructor at one or more of these intervening stages. Whether or not you have intervened at an earlier stage, when students have completed a draft and gone through the revision process, they should turn in a draft for your feedback. At this point, you may decide that they have worked enough on the draft and are doing well enough that a “Minimal Marking” response is all they need. To do this, the following questions may be helpful.

1. What is the best feature of this draft?
2. What is the biggest overall difficulty with this draft, and how could it be improved?

Local concerns can then be addressed by underlining errors and having students attempt to identify and correct them. For students with few errors, you might underline all of them. For students with many errors, you might identify a particular type of problem that is causing the most confusion or distraction and underline only that pattern of error. In other words, the instructor might write something like “I am underlining sentence fragments. Please try to correct them. If you have questions, please ask,” and then underline fragments throughout the paper. Some instructors simply put a checkmark in the margins to indicate that there is a problem in a particular line.

Response to Feedback

When students get their papers back with feedback, ask that they consider all of the feedback they received from various peers, instructors, and others as they make decisions about what changes they are going to implement. Some questions for them follow.

Activity 42: Responding to Feedback

1. What are the main concerns readers had in reading your draft?
2. Do all of the readers agree?
3. What global changes should you consider? (thesis, arguments, evidence, organization)
4. What do you need to add?
5. What do you need to delete?
6. What sentence-level and stylistic problems do you need to correct?
7. What kinds of grammatical and usage errors do you have? How can you correct them?

FA Formative Assessment

Answers to Activity 42 questions serve as a self-regulated formative assessment for students that helps them clarify how they are progressing (How Am I Doing?) and what they will do to improve their progress (Where to Next?). The activity gives students a clearer picture of the gap between what goals they expected to achieve and how far they have progressed toward those goals.

The strategies in this section of the ERWC are designed to reinforce students' learning of the content of the CCSS for ELA/Literacy in the preceding sections of the template.

Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Reflecting on Your Writing Process

Reflection is an essential component of learning. Students benefit from discussing what they have learned about how to write and sharing that information with the rest of the class. This activity supports shared understanding of key terms, important moments and moves in developing writing, and generalizations that organize students' approaches to writing. Reflection allows students to articulate their attitudes and assumptions about literacy and the role it plays in their developing academic identities.

Activity 43: Reflecting on Your Writing Process

You may want to direct reflection by asking some of the following questions:

1. What have you learned about your writing process?
2. What were some of the most important decisions you made as you wrote this text?
3. How did “writing about your writing” influence the way you developed your text?
4. In what ways have you become a better writer?

FA Formative Assessment

Knowledge you can gain from your students' answers to the questions in Activity 43 is knowledge you can use to deepen your understanding of what aspects of the writing process ought to be emphasized in the next modules you teach. You may want to ask students to complete a Process Paper in which they answer the four questions asked. They could submit the Process Paper with the final draft of their letter or essay.