

6th Graders “Argue About Animal Rights!”



Reading and Writing Argument: A Connected Instructional Module on Opinion/Argument

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6th Graders “Argue About Animal Rights!” Unit Launch – Opinion

The **Unit Launch** does not teach any new standards. Rather, it reviews grade 5 standards for reading and writing opinion texts. The subsequent Acquisition Lessons teach grade 6 standards for reading and writing argumentative texts.

Total Unit Time: Approximately 2 weeks

Lesson Launch: 1 day

<p>Prerequisite(s):</p> <ul style="list-style-type: none"> • Students will be familiar with formulating opinions (CCSS 5W1). This module will help students move from “supporting an opinion” to “arguing for a position based on claims that are grounded in reasons/evidence” (CCSS 6W1). • Students will have the ability to use oral language to achieve a purpose (CCSS 5SL4). 	
<p>Essential Question: How do writers support their opinions? What do students need to learn to be able to answer the Essential Question? Assessment Prompt #1: Identify reasons that will support an opinion about the question of whether or not to keep Halitosis from the story <i>Dog Breath</i> by Dave Pilkey.</p>	
<p>Activating Strategy: Introduce the story: Students will preview the story <i>Dog Breath</i> by Dave Pilkey and use the prediction handout to predict what the conflict in the story might be (see Attachment A: Bad Breath Debate Preparation). The teacher should walk around the room with the book and say to the students, “Look at the cover and think about the title to make your predictions.” A student’s predictions could say, “I think that _____ because _____.”</p>	<p>Key Vocabulary Words to Review:</p> <ul style="list-style-type: none"> • Opinion • Support
<p>Teaching Strategies: Think-Pair-Share, Think Aloud, Modeling, Differentiated Use of Graphic Organizers, Directional Neighbors</p> <p>Graphic Organizers:</p> <ul style="list-style-type: none"> • Attachment A: Bad Breath Debate Preparation • Attachment B: Fictional Source Graphic Organizer 	

Review of Grade 5 Standards: Formulating an Opinion

1. **Read the story:** The teacher will read *Dog Breath* (or a similar title). The purpose of the activity is to engage students with an animal-related, debatable topic without worrying about the potential barrier of reading for struggling readers.
2. **Make a Decision:** Once the teacher is finished reading the story, the students will then use the **graphic organizer** (see [Attachment B: Fictional Source Graphic Organizer](#)) to list story-based reasons why Halitosis would be both a good pet and a bad pet. The teacher can model the first few reasons on a Smart Board, overhead, or multimedia projector. Students will then share out for both sides—3 student reasons why a pet owner would keep Hali and 3 reasons for not keeping him. After sharing out sample reasons, students will decide whether they think they personally would want to keep Hali (good pet) or not (bad pet). They then circle their choice on the bottom of [Attachment B](#). The teacher makes it clear that students are expressing their **opinion** based on reasons presented in the story alone. Use a timer to time this activity for 15 minutes.

Assessment Prompt #1:

Students will pair with a directional neighbor and share out the final decision they made about the dog and why. Pairs need to also share the information they used from the text to support their opinion (e.g., keeping him because he is a loved pet, not keeping him because he smells up the whole house). The teacher can check completed graphic organizers to make sure that reasons listed are text-based and in the correct column.

Review Student Decisions: Call on additional students to provide different pieces of information for why students did or did not choose Halitosis after reading the book *Dog Breath*. **Teacher note:** Students who have not successfully formulated an opinion and/or offered text-based support for that opinion will need additional review of grade 5 standards for writing to formulate and defend opinions. Additionally, teachers do not need to use the words *claims*, *reasons*, and *evidence*; they are introduced in the next segment as the vocabulary of argument.

Attachment A: Bad Breath Debate Preparation

By: Dave Pilkey



On the basis of the cover and title, what do you think is the "problem" with Hali? Be sure to explain your prediction.

Think, Pair, Share...

Attachment B: Fictional Source Graphic Organizer

Directions:

Would Hali make a good pet or bad pet to own? List reasons *from the story* for BOTH sides.

Good Pet (Pros)	Bad Pet (Cons)
1.	
2.	
3.	
4.	

Final Decision

So what do you think:

Would you want Hali as a pet dog? Circle your opinion.

YES NO

6th Graders “Argue About Animal Rights!” Acquisition Lesson #1 – Introduction to Argument

Lesson Concept: The first Acquisition Lesson introduces the **language of argument** through **debate**.

Lesson Time: Approximately 3 days

<p>Prerequisite(s):</p> <ul style="list-style-type: none"> • Students will have the ability to use oral language to achieve a purpose (CCSS 5SL4). • Students will be familiar with formulating opinions (CCSS 5W1) based on reasons. This module will help students move from “opinions based on reasons and evidence” to “arguing for a position based on claims that are grounded in reasons/evidence.” 	
<p>Common Core Standard(s) Explicitly Taught:</p> <p><i>Reading Literature Standards</i></p> <ul style="list-style-type: none"> • 6RL1 – Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. <p><i>Reading Informational Text Standards</i></p> <ul style="list-style-type: none"> • 6RI8 – Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. 	
<p>Essential Question: How are reasons and evidence identified and used to support claims that defend a position? What do students need to learn to be able to answer the Essential Question? Assessment Prompt #1: Locate and identify position, claims, and verifiable reasons/evidence that can be used to support the claims made. Assessment Prompt #2: How are reasons and evidence identified and used to support claims that defend a position?</p>	
<p>Activating Strategy:</p> <ul style="list-style-type: none"> • In groups, students will sort words into different categories—“organized debate” and “unorganized debate.” See Attachment C: What Makes a Good Debate? • Debrief Activating Strategy by asking students to summarize the difference between a structured, organized debate and an unorganized free-for-all. Because many students may not have ever seen a debate, the teacher may need to provide some background knowledge (e.g., presidential debates). • Alternative – Have students do a wordsplash for the word “debate.” 	<p>Vocabulary to Preview:</p> <p>Standards-based vocabulary</p> <ul style="list-style-type: none"> • Debate • Argument • Position • Claims/counterclaims • Reasons/evidence • Rebuttal

Teaching Strategies:

Think-Pair-Share, Think Aloud, Modeling, Differentiated Use of Graphic Organizers, Directional Neighbors

Graphic Organizers:

- [Attachment C: What Makes a Good Debate](#)
- [Attachment D: Evidence Graphic Organizer](#)
- [Attachment E: Analyze the Video Debate Video](#)
- [Attachment F: Debate Rules](#)
- [Attachment G: Debate Roles](#)
- [Attachment H: Debate Cards Class Copies](#)
- [Attachment I: Debate Rubric](#)

Instructional Chunk #1: The Vocabulary of Argument

1. **Direct Instruction on Difference Between Opinion and Argument:** Explain to students that we all have opinions (offer examples such as “I don’t like Mountain Dew” or “I love *Dancing with the Stars*.”). Explain that if we are asked *why* we do not like or do like something, we often “support” our opinions with claims that are based on personal experience. Explain that this is fine in informal discussions, BUT 6th graders need to understand what makes an “ARGUMENT,” which is different from expressing an opinion. An argument is supported with verifiable (provable) evidence.
2. **Post Definitions: Opinion** can be based on personal experience as well as facts and statistics. **Arguments** must be supported by only verifiable (provable) evidence and reasons (clarify definition of verifiable: can be proven true or false with credible sources. Differentiation: if students seem “ready,” also explain that verifiable also means that the reasons/evidence hold true for most examples).
3. **Co-construct a Venn Diagram** (or T-chart—teacher preference) for expressing opinions/arguing. Post the diagram for students’ future reference. BEGIN to complete the Venn, which will be added to in next segment. Students will need to understand that both argument and opinion writing have a POSITION (a stance). Both can be supported by provable information, BUT personal experiences may NOT be used to PROVE an argument.
4. **Introducing Terms Position, Claims, and Reasons/Evidence:** Use the following paragraphs (see teacher note below) to complete this part of the lesson:
 - a. Labradoodles make the best pets. First of all, they are the perfect size—not too big but not some little “poofy” dog either. They are also very loving. My Labradoodle sleeps with me every night, and I just love cuddling up with him. President and Mrs. Obama were going to get a Labradoodle, but they got a Portugese Water Dog instead. Still, if it was good enough for the President to consider, it’s good enough for me. In fact, I named my Labradoodle “Bo” after the President’s dog.
 - b. Labradoodles do not make good pets. First of all, you can never be sure of a Labradoodle’s temperament. *This is* because any time you cross two breeds, such as a Poodle and a Labrador, you cannot be 100% sure about the genetic mix. So, although most Labradors tend to be gentle, many Poodles are “high-strung” and the SPCA does not recommend them to families with young children. Furthermore, Labradoodles can develop lots of health problems. In fact, veterinarians and breeders note that both Poodles and Labrador Retrievers have a tendency to develop hip and eye problems. With today’s troubled economy, no one wants to spend all their money to treat a pet’s medical conditions, which can cost thousands of dollars.
 - c. Labradoodles make the best pets. A Labradoodle is a cross between a Labrador Retriever and a Poodle; that is why they are called a “hybrid.” They are good family dogs because they have

the peaceful disposition of a Labrador. In fact, the SPCA recommends them for families with young children. They are also good for people who have allergies to dog hair because like a Poodle, they don't shed much. That means there are fewer allergens to bother people who have allergic reactions to pet hair dander. No wonder they have become one of the most popular dogs over the past ten years.

- d. Labradoodles do not make good pets. First of all, they are big dogs so they eat a lot and need a lot of room to run. That can spell trouble for pet owners. For example, my neighbor had a Labradoodle, and he was always running away. Finally, one day he escaped, and they found him later dead on the side of the road.

Teacher note: Teachers can replace above paragraphs with topics appropriate for their students. The idea is to stick with the topic of animals or to introduce the idea of animal rights.

5. **Position, Claims, Evidence.** Using the paragraphs a. and b., teacher models identifying the position. The position is the same as the statement of opinion. Refer back to the students' position/opinion about whether Halitosis, the dog, should stay or go.

6. Underline positions: Both a. and b. have **positions** (Labradoodles make the best pets, Labradoodles do not make good pets).

7. Then, highlight the claims—the CLAIMS are the SUPPORTS used to defend the position. (For a., "They are the perfect size, and they are very loving." For b., "You can never be sure of a Labradoodle's temperament," and "Labradoodles can develop lots of health problems.")

8. Then, highlight in different color the VERIFIABLE REASONS AND/OR EVIDENCE (examples, facts, etc., that can be PROVEN). For a., the elaboration includes *they are not too big but not some little "poofy" dog either* and *My Labradoodle sleeps with me every night and I just love cuddling up with him*. Note that the part about President and Mrs. Obama's dog does not support any claim. For b., the reasons/evidence include:

- ... any time you cross two breeds, such as a Poodle and a Labradoodle, you cannot be 100% sure about the genetic mix.
- So although most Labradors tend to be gentle, many Poodles are "high-strung" and cannot be trusted around children, and
- In fact, both Poodles and Labrador Retrievers have a tendency to develop hip and eye problems, which can cost their owners a lot to fix.

Ask students which of these reasons/evidence can be PROVEN true or false through research. Arrive at a conclusion that the reasons/evidence in paragraph a. is not verifiable. Paragraph b. reasons/evidence can be PROVEN true or false. Hence, paragraph a. is opinion-based (and suitable for persuasion but no argument), and paragraph b. is suitable for argument.

Assessment Prompt #1: Use highlighter to **locate and identify position, claims, and verifiable evidence** for paragraphs c. and d. Have students work in groups or pairs to do the same for paragraphs c. and d. above. Re-teach if/as necessary. Remind students to refer back to the Venn diagram or T-chart to clarify understandings. (Opinion may or may not contain verifiable reasons/evidence; argument **MUST** have verifiable reasons/evidence and should **not** contain personal experiences). **Teacher note:** In the final portion of this module, teachers will allow students to add personal connections in the conclusion only.

Instructional Chunk # 2: Locating Reasons and Evidence to Support Claims

- 1. Reviewing Claims:** Return to graphic organizer completed in Launch Activity ([Attachment B: Fictional Source Graphic Organizer](#)). Make sure students now understand that the information they select from this list to “defend their opinions” now become their CLAIMS—their reasons for the pro and for the con.
- 2. Use of Informational Text:** Students will receive an informational text with factual information about the medical problem Halitosis had—more commonly known as bad breath. Teachers will remind students that because they need “verifiable reasons and evidence” to support their claims, an informational text is best (as opposed to a story about dogs, for example).
3. Teacher will first model a read/think aloud with article titled, “Dog Halitosis: How Can I Treat Dog Halitosis?”, <http://www.halitosis.com/dog-halitosis.html> (Lexile: 1170) to find evidence to support a claim. Give students and post [Attachment D: Evidence Graphic Organizer](#) on the board/Smart Board/overhead. Teacher models (via think-aloud) how to identify and list the evidence to support their claims.
- 4. During Reading:** The teacher will stop after each paragraph to review any difficult vocabulary or concepts the students may not understand. As the teacher models, students will highlight evidence from the article that supports the pro side (to keep Hali) in one color and cons (against keeping Hali) in another color. This will help students decide on their position and clarify their claims with the appropriate evidence.
Teacher note: Teacher decides when to stop based on student reactions to the article and prior knowledge of terms.
- 5. Differentiation:** For struggling learners, reading one article to support claims is sufficient. For students needing a challenge, use of multiple articles is recommended to foster synthesis and critical thinking.
- 6. Rewind:** Students will use their Fictional Source graphic organizer ([Attachment B: Fictional Source Organizer](#)) from previous lesson to guide their use of the [Attachment D: Evidence Graphic Organizer](#) today. Students will fold their fictional organizer in half vertically or “hot dog style” to show the position they chose and expose their pro OR con claims facing up on the desk.
7. Students will then copy down their claims from their [Attachment B: Fictional Source Organizer](#) onto the left-hand column of their [Attachment D: Evidence Graphic Organizer](#) labeled “claims.” If claims made by the students have changed since the previous day, allow them to revise and record/add the new ones.
- 8. Evidence:** Ask what they now need to find to support their claims. Prompt (as needed) students to respond with “verifiable reasons and evidence.” Teacher can further confirm understanding by asking if students’ personal experiences/examples “count” as verifiable reasons and evidence. Students will respond “no.” For example: a piece of evidence supporting a pro would be “because halitosis is a medical condition, he cannot help it and there are suggested ways to prevent it.” A piece of evidence supporting a con (against keeping Hali) would be “the medicine to prevent the bad breath could be expensive and difficult to get.”
9. Allow students time to now go back through the highlighted information that supports their claims from the article. Students need to choose which evidence is strongest to support their claim and quote or paraphrase it in the right-hand column of the [Attachment D: Evidence Graphic Organizer](#). All students can use multiple sources to support their claim—not just the book or just the article. Each student will turn in the handout with his/her position, his/her claims, and the evidence to support each claim. **Teacher note:** Although students *may* include information from the story and [Attachment B: Fictional Source Organizer](#), all students *must* include information from the informational article as evidence.

Assessment Prompt #2:

Write-Pair-Share using the graphic organizer. Teacher checks for accuracy and completion (evidence supports claims and at least some of the evidence comes from informational article).

Instructional Chunk #3: The Debate**Activating Strategy: Preview Organized Debate**

Tell students that they are going to watch a real student debate and that they can learn a lot about the rules and procedures for a debate by actually seeing one. Review the Graphic Organizer (see [Attachment E: Analyze the Video Debate](#)) and ask students to write down their observations about what they saw on the video. **Differentiation:** Teacher can cut out the three questions and randomly hand one to each student. Their written observations will be used for a jigsaw, whole-class discussion about effective and ineffective debates. Breck Elementary Debate 1 –

<http://www.youtube.com/watch?v=GTRMthzDjlQ&feature=related>. **Teacher note:** if you cannot access YouTube, you can save to a flash drive at home or use zamzar.com or similar site.

Teacher note: Students are to gain an idea of what an organized debate looks like. The teachers should point out to students that the purpose of this activity is for them to see what a debate looks like—the topic is unimportant. The point of this activity is not to TEACH debate as a form; neither is it to TEACH speaking and listening standards. The point is to engage students in “argument” without the added cognitive complexity of having them write an argument, which they will do in the final part of this module.

1. **Create Debate Rules:** In small groups or pairs, students will receive “**Debate Rules!**” handout ([Attachment F: Debate Rules](#)) to create logical rules for their classroom debate. These rules will be based on their analysis of the video ([Attachment E: Analyze the Video Debate](#)) and the terms they used ([Attachment C: What Makes a Good Debate](#)) in the Activating Activity. Allow 10 minutes for students to think about and write down their debate rules.
2. Groups/pairs share out and teacher writes down the rules the class agrees upon on the Smart Board.
3. **Review Debate Roles:** Give a copy of debate roles handout ([Attachment G: Debate Roles](#)) to review. Then, decide who in the class will be assigned specific roles in the debate (teacher choice based on the maturity of the class and/or the strengths and weaknesses of students). Once roles are selected for participating students, have the lead debater *for each side* write an opening statement on a separate note card (e.g., we would keep Halitosis or we would not keep Halitosis) and have the closers write the closing statements on a separate card. **Teacher note:** Although not all students have to physically debate, all students should be involved in helping debaters prepare for the debate.
4. **Viewing with a Purpose:** Students will now view 2 minutes of the video debate again (previously in the activating strategy). The students will observe the person in the video who is playing the role they will have in the actual classroom debate.
5. Students will then review and follow the “**Three-Card Debate**” protocol (<http://www.educationworld.com/>), including the purpose of the Debate Comment or Question cards ([Attachment H: Debate Cards](#)), which allows teams an equal number of opportunities to share ideas and an equal number of opportunities to challenge the opposing team’s statements/evidence. During the course of the debate when a student wishes to make a point as part of the discussion, the student raises a card. After making a comment or asking a question pertinent to the discussion, the student turns in the card. This strategy encourages participants to think before jumping in; those who are usually frequent participants in classroom discussions must weigh whether the point they wish to make is valuable enough to turn in a card. When a student has used all of the cards, he or she cannot participate in the discussion again until all students have used all their cards.

6. **The Debate:** Teacher will have both *lead debaters* come to the front of the room. Teacher will flip a coin to decide which side goes first. The first lead debater reads the opening statement for that position and presents its first piece of evidence, followed by the other side's opening statement and first piece of evidence (e.g., Opening statement from Position A: "We would keep Halitosis because.... And provide one piece of evidence why." Opening statement from Position B: "We would not keep Halitosis because.... And provide one piece of evidence why not.")

7. **Taking Turns:** Debaters then take turns providing additional evidence to support claims with each student allowed no more than 1 minute to state his/her claim with evidence (a timer that the teacher controls works great for this).

8. **Rebuttal:** Allow participants to use Debate Comment or Question cards ([Attachment H: Debate Cards](#)), but after a card is used once, it cannot be used again.

9. **End Debate:** Team summarizer from each position will then end the debate with a closing argument. Closing arguments from Position A: "We still believe Halitosis would be a great pet because.... [and provide strongest piece of evidence why]." Closing arguments from Position B: "We still believe Halitosis would not be a great pet because.... [and provide strongest piece of evidence why not]."

Teacher note: The whole debate from opening to closing arguments should take less than one, 50-minute class period.

Summarizing Strategy:

Students will fill out exit ticket/graphic organizer to assess their analysis of the opposing side during the debate. They will determine which side they feel had the strongest argument by using the **rubric** ([Attachment I: Debate Rubric](#)).

Teacher note: The teacher may collect all rubrics and total all points each side earned to see who the students felt "won" the debate.

Differentiation Ideas and Reminders:

- Teachers can use articles of choice or use the ones provided depending on what type of evidence is desired for students to find to support their argument.
- Teachers can also arrange graphic organizers as deemed appropriate for their students.
- Teachers should choose articles with Lexile scores that meet the needs of your classroom students.
- Teachers who find difficulty with students participating in whole-group debate can modify the debate using partner debate with their cue cards. Students can still experience the oral debate feel while using the argumentative skills. An option would be to ask for volunteers to participate in the whole-class debate representing their position.
- Two teachers in inclusion setting should support both groups either independently or interchangeably.
- Students may work in flexible groupings. Struggling students may work with learners who need a challenge to help support literacy challenges (for example, while students who need to be challenged may frequently be good with the text-intensive research, struggling readers can sometimes be powerful "presenters" for the oral component). The groups will be divided based on **position** and can be further broken down once created.

Extension:

Teacher can provide students with “debate vocabulary” to help strengthen position and/or challenge opposing position. Words that make an opinion easier to support include:

- | | | |
|--------------|----------------|-------------------|
| 1. Almost | 5. Usually | 9. Probably |
| 2. Maybe | 6. Some likely | 10. In most cases |
| 3. Often | 7. Most | 11. Frequently |
| 4. If...then | 8. Many | |

Words to use for making rebuttals:

- | | | |
|--------------------------|--------------------------|--------------------------|
| 1. Even though | 6. Even though | 11. Granted |
| 2. While it is true that | 7. While it is true that | 12. I accept the fact |
| 3. I will admit | 8. I will admit | 13. I realize that |
| 4. I agree that | 9. I agree that | 14. I know that |
| 5. Admittedly | 10. You're right about | 15. I cannot argue about |

Summarizing Strategy:

Students will complete a 3-2-1 activity. They will list on a quarter sheet of scrap paper 3 things they learned about debating, 2 differences between an argument and an opinion, and 1 question they still have about debates.

Attachment C: What Makes a Good Debate?

Directions: Sort the terms below into the categories they belong and write them in the correct box.

Clear Claims	Clear Position	Opening Statement
Yelling	Talking While Someone Else is Talking	Personal Experience to Support Claim
Proof from Credible Source	Clear Speaker Roles	Position that Argues Both Sides
Closing Statement		
Organized Rebuttal		

Organized, Meaningful and Successful Debate	Unorganized, Meaningless, Unsuccessful Debate

Attachment D: Evidence – Graphic Organizer

1. Which article did you use and why?

What is your claim?	What is your evidence?
1.	
2.	
3.	
4.	

Attachment E: Analyze the Debate Video

(Teacher can modify as needed)

What did you learn about debates from watching the video?

<p>1. What rules do debate teams follow?</p> <ul style="list-style-type: none">▪ _____▪ _____▪ _____	<p>2. What procedures do debate teams follow?</p> <ul style="list-style-type: none">▪ _____▪ _____▪ _____
<p>3. What position/side of the debate won?</p> <p>_____</p> <p>_____</p>	
<p>4. List one piece of evidence that you think was the strongest for the winning team?</p> <p>_____</p> <p>_____</p>	

Attachment F: Debate Rules

Directions: Before we can participate in our debate, as a class, we are going to create the **golden rules** for a good debate.

Follow these rules when defending or opposing the idea of having a dog like Hali.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Attachment G: Debate Roles

- 1. Moderator (teacher):** calls the debate to order, poses the debatable point/question, and introduces the debaters and their roles.
- 2. Lead Debater/Constructor (1 for each side):** presents the main points/arguments for his or her team's stand on the topic of the debate.
- 3. Rebutter(s) (all students):** responds on behalf of his or her team to as many of the questions raised in the cross-examination as possible.
- 4. Summarizer (1 for each side):** closes the debate by summarizing the main points of his or her team's arguments, especially attempts by the opposition to shoot holes in their arguments.

Attachment H: Debate Cards for Class Set Copies

Comment

Comment

Question

Question

Attachment I: Debate Rubric

<http://course1.winona.edu/shatfield/air/classdebate.pdf> [teachers can create their own]

6th Graders “Argue About Animal Rights!”

Acquisition Lesson #2 – Learning to WRITE Like a READER

Using text-based evidence to develop an argument: Students will develop their position about a topic through research (viewing, listening to/reading a text), identifying a position, using text to identify information that would support that position (claims).

Lesson Time: Approximately 3 days

<p>Prerequisite(s): In addition to those prerequisites stated in Acquisition Lesson #1:</p> <ul style="list-style-type: none"> • Students know the authors’ purposes for writing informational texts • Students also know and have experience with basic paragraph structure (topic sentence, supporting details, concluding sentence) 	
<p>Common Core Standard(s):</p> <p><i>Reading: Informational Text Standards</i></p> <ul style="list-style-type: none"> • 6RI1 – Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. • 6RI8 – Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. 	
<p>Essential Question:</p> <ul style="list-style-type: none"> • How do readers recognize the claims of the author and, when appropriate, counterclaims found in informational text? • How do writers develop claims and counterclaims evidence to support a position? 	
<p>What do students need to learn to be able to answer the Essential Question?</p> <p>Assessment Prompt #1 – Identify the information from an informational text that will support a pro position and information that will support a con position on an issue.</p> <p>Assessment Prompt #2 – Identify relevant information from an informational text to create claims that support a position.</p> <p>Assessment Prompt #3 - Write a paragraph stating a clear position on the topic of aquariums, including three supporting claims, and a concluding sentence.</p>	
<p>Activating Strategy:</p> <p>To engage students in a more serious analysis of an animal issue, have students watch the video “World of Nature: Plight of the Asian Elephant” using the website United Streaming http://player.discoveryeducation.com/index.cfm?guidAssetId=A2D1960E-A2F3-431D-9EE18614770FBC&blnFromSearch=1&productcode=US.</p> <p>During the activating strategy, they will use the Venn diagram to compare and contrast (Attachment J: Compare and Contrast) the way elephants are treated in Asian and Africa with the way elephants are treated in the U.S.</p>	<p>Key Vocabulary to Preview:</p> <p><i>Academic Vocabulary</i></p> <ul style="list-style-type: none"> • Activists • Confinement • Exotic • Moats • Realistic • Species • Zoological <p><i>Standards-based Vocabulary:</i></p> <ul style="list-style-type: none"> • Claims and counterclaims • Pro and con • Controversial

Teaching Strategies:

Think-Pair-Share, Think Aloud, Modeling, Differentiated use of Graphic Organizers, Directional Neighbors, Appendix Graphic Organizers (Venn, Pro/Con, Claims/Counterclaims)

Graphic Organizers:

- [Attachment J: Compare and Contrast](#)
- [Attachment K: Pro and Con Defined](#)
- [Attachment L: Claims and Counterclaims Organizer](#)

Instructional Chunk #1: Position and Support (Pro/Con)

1. **Debrief the Activating Strategy:** In pairs, the students will share their responses from the video with one another for 3 minutes. Then as a class, discuss the treatment of animals in the two different countries in the video (Africa and Asia). As students share their responses, the teacher will record them on the Smart Board. Teacher will lead a discussion generalizing on how animals (not just elephants) are treated in the U.S. versus how there are laws to protect animals in the U.S., e.g., Michael Vick; cows are food here, but sacred in India; dogs are pets in the U.S. but are food in Asia; etc. **Teacher note:** The purpose of this is to help students see that animal rights issues do not always have clear-cut positions. While most students will agree that torturing animals is “wrong,” the definition of “torture” is not always clear-cut (e.g., chicken fights).
2. **Optional: Review Terms Pro/Con:** Teacher will clarify (review) the terms pro (FOR) and con (AGAINST) with the students by asking them to stand up at their seat and say, “We are going to do a “Living Poll.” You are going to physically line up so that your position on an issue is reflected by where you physically stand. Do you agree with the way the elephants were treated [give one example from the video, such as “in India”]. If students agree, they need to go to the left side of the room with a giant sign that is titled “PROS”, because they are FOR the treatment of elephants as shown in the video. If students disagree with how they were treated, they need to move to the right side of the room with a sign marked “CONS”, because they are AGAINST the treatment of elephants as shown in the video. After students move to the side of their choice, they will be asked to take the next 5 minutes to list all the good ways the elephants were treated if they moved to the “PRO” side and list all the bad or negative ways the elephants were treated if they moved to the “CON” side. (**Teacher note:** IF students are unevenly split—or, more likely, all say the animals were not treated properly—then the teacher needs to offer some positives about the treatment of elephants.) After the time is up, the teacher will direct the students to move back to their seats. The teacher will ask one student from each side to read the positives from the video that support the pros or negatives from the video that support the con position. Then the teacher needs to revisit with students how animals are viewed in the US by just reading over some of the previous notes from the video in the activating strategy.
3. **Review and Complete Graphic Organizer:** At this time, students will be handed a graphic organizer titled, “Pros & Cons Defined” ([Attachment K: Pros & Cons Defined](#)) and the article titled, “Elephant Debate: Live in Zoo or Roam Free” (*USA Today*) <http://www.usatoday.com/tech/science/2006-10-31-ele>. (**Teacher note:** Teachers can use the article “Zoos – Good or Bad?” by Sara Ferguson at this stage.) Remind students that their “living poll” asked them to take a position just based on viewing a video, but that they will remember that they should have more information in order to craft a true “argument” for or against the treatment of elephants. Explain that they are going to read an article that will help them gather more information they can use to generate claims that will support their position.

4. **Clarify definition** of Pro (definition: information FOR a particular position or belief) and write the definition of a CON (definition: information that can be used AGAINST a particular position or belief). (**Teacher note:** pros and cons are not value-laden terms. They are not inherently good or bad. They just support or oppose a position/stance.) As the teacher gives the students the definition, she will ask the students to write an example for each on their graphic organizer. Teacher will ask for a few students to share their examples and then will be asked to take out two different highlighters (a blue and a yellow). “The blue highlighter” the teacher will say, “is going to be used to highlight the Pros (information that would support the position that zoos are a good place for elephants), and the yellow is going to be used to highlight the cons (information that would support the position that zoos are NOT a good place for elephants) from our article.”

Teacher note: As students are reading, the teacher can encourage them to use sticky notes and/or any other good reader strategies that would assist them with comprehending the text. (Some things that students could possibly record for understanding are: unfamiliar vocabulary, connections, and other interesting facts).

5. **Guided Reading:** Teacher will read the article with the students and will stop after each paragraph to highlight and review the pros (“for zoos”) and cons (“against zoos”) that were read or the teacher reads and models via think-aloud the first couple of paragraphs, and then “invites” students to think-aloud and annotate certain paragraphs. After reading the majority of the article, the teacher will then ask the students to read the remainder of the article independently (or in pairs) and highlight the pros and cons they read. **Differentiation:** Teachers can pre-record articles for students who need that accommodation.

Assessment Prompt #1: Identify the pros (information that says zoos are a *good* place for elephants) and cons (information that could be used to argue that zoos are *not* good for elephants) in an article, highlighting the pros in blue and the cons in yellow. (See **teacher note** in #4 above).

Instructional Chunk #2: Identifying Claims

1. **Review Claims/Counterclaims** (from Acquisition Lesson #1): Teacher returns highlighted article (“Elephant Debate” of Ferguson article) along with the Claims and Counterclaims Organizer ([Attachment L: Claims and Counterclaims Organizer](#)). The teacher will state, “When we were debating, we have already talked about claims in a text that support the author’s position and the reasons and evidence to back up those claims. Now we are going to apply those same skills to a written argument. Yesterday you looked at the pros and cons for keeping elephants in zoos. Using this article, let’s identify some of the claims the author makes about zoos. What are the claims for keeping zoos? We have already highlighted the things the author says about zoos. Some of you, for example, underlined or highlighted, ‘Zoos are working hard to prevent problems such as arthritis...replacing hard floors...may be easier on elephant feet.’ On our Graphic Organizer, we would list this information on the side of the claim (information that supports keeping zoos).” Teacher models one (or two) claims for outlawing zoos, which become counterclaims, such as “hard floors are not good for elephants.” Teacher will model (via think-aloud) the one (or two) claims and counterclaims for keeping zoos by listing it/them on the Smart Board. Using their highlighted articles, students then fill in claim # 3 (and possibly #2) for both the claim (“for zoos”) and counterclaim (“against zoos”) side of keeping elephants in the zoo Graphic Organizer (part of Assessment Prompt 2, below).

2. **Stating a Position:** Model how students can prioritize the claims—evaluate which are the most powerful or important claims. Stress that students will disagree on these, which is okay. Tell students this prioritization will help them decide on a position, and then model crafting a position statement. Have the students fill in the section that asks for their opinion and the reason for them having that opinion. Be sure students understand that they do not need to stick to the position they selected on the previous day.

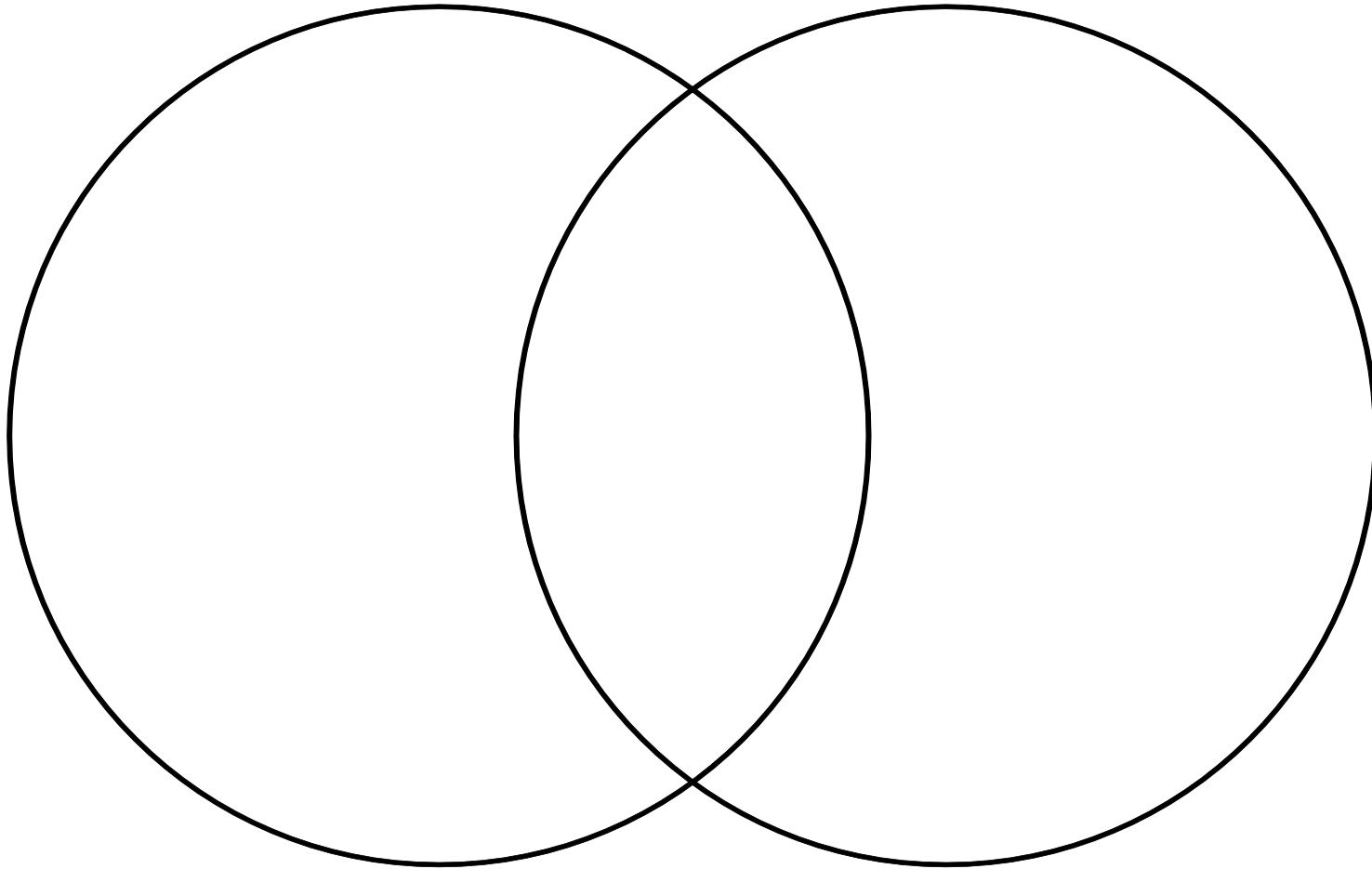
Assessment Prompt 2: Identify relevant information from an informational text to create claims that support a position. [Teacher will check all students’ responses on [Attachment L: Claims and Counterclaims Organizer](#) to be sure they have completed them appropriately.]

3. **Share Position Statements:** After completing Assessment Prompt 2, above, the teacher can select a few random students in the class to share their position on zoos and how elephants are treated, referring to the one piece of evidence students felt was most important to support their position.
4. **Modeling argumentative paragraph:** Teacher models taking the information from the Graphic Organizer and using it to write an argument paragraph.
 - Teacher can select pro or con position, or have students vote. The teacher “thinks-aloud” the process of deciding to select *either* the claims/pros *or* the cons/counterclaims reasons to support a position.
 - Teacher continues to model using the position statements as the topic sentence of the paragraph.
 - Teacher continues to model transferring the information in the claims (or counterclaims) column to the “support” for the paragraph. Teacher can MODEL by example and think-aloud inserting “claims” that are “opinion” and not text-based. Students need to be reminded that argument is evidence-based and not opinion-based.
 - Optional: Add transition words between supporting claims.
 - Optional: Remind students that closing statements should go beyond repetition of the position statement.
5. **Collaborative Paragraph:** In pairs, students complete paragraph arguing the opposite position (if teacher modeled with “pro zoos,” students write a “against zoos” paragraph) with a clear position, three claims, and a conclusion.
Differentiation: For students needing additional support, scaffold sentences with modified cloze (e.g., Zoos should be _____ because _____, etc.). For students needing a challenge, encourage them to find alternative word choices to “outlawed” or other words directly stated on the Graphic Organizer.
6. **Applying Knowledge of Claims and Positions in Argumentation:** Tell students that, in order to transfer understanding of positions and claims to a new task, they will be using the same procedures and claims outline for the topic of aquariums.
7. **Read Text:** Give students a copy of text on the pros and cons of aquariums and marine parks: Menard, M. & O’Connor, J. (Monday, April 25, 2011). Pro & Con: Does Georgia Aquarium dolphin show serve learning? *The Atlanta Journal-Constitution*. Accessed July 31, 2012: www.ajc.com/opinion/pro-con-does-georgia-924697.html. **Teacher note:** The text provides very specific and detailed information for both sides of the issue. The teacher will likely need to guide students through this text. Alternate texts can be provided (see [Attachment V: Fact Sheet](#) for additional information and sources). Follow normal classroom protocols for reading the text aloud or silently or in other configurations (PALS, Reciprocal Teaching, etc.).
8. **Identify Pros and Cons Information:** After reading the text, have students identify (via highlight, underline, or note taking) the pros and cons of keeping aquatic animals in commercial aquariums (the pros and cons are listed as such, but students can still identify and evaluate the strength of the claims for both sides).
9. **Pro/Con-Claim:** Teacher will next direct students to select pros/cons and transfer them to [Attachment L: Claims and Counterclaims Organizer](#). Then students prioritize claims and write a position statement.
10. **Write Argument Paragraph:** Students write an argumentative paragraph as modeled and practiced in items 4 and 5 above. Students should do part or all of this assignment independently or with a partner (teacher choice, based on student needs). Students will end by sharing their argument paragraphs aloud.

Assessment Prompt 3: Analyze a text (“Pro & Con: Does Georgia Aquarium dolphin show serve learning?”) and write a paragraph using the same format as modeled with zoo paragraph: state a clear position supported by three text-based claims and a conclusion. (Teacher will then collect the paragraphs to see how students constructed their response and see if more instruction and modeling is needed—depends on prior instruction and students’ needs. It is important that students have success with this activity before going on to next lesson series.)

Differentiation: Various alternative articles and videos could be used for the independent part of the module. Other subjects such as circuses or other “nature exhibits” could also be used in lieu of aquariums. Students can use text-to-speech software, oral presentation, bulleted list, etc.

Attachment J: Compare and Contrast



Attachment K: Pros & Cons Defined

Pro =

Con =

Give a real life example of a Pro in the space below.	Give a real life example of a Con in the space below.

Attachment L: Claims and Counterclaims Organizer

3 important points or reasons to keep zoos are:	3 important points or reasons to outlaw zoos are:
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____

The most important of these above points is _____

because _____

Therefore, my position is (keep zoos/outlaw zoos) because

_____.

6th Graders “Argue About Animal Rights!”

Acquisition Lesson #3 – WRITE Like a READER

Acquisition Lesson Plan Concept: Synthesize information from reading and print/audio/video materials to develop a convincing argumentative essay.

Lesson Time: 5 days

Prerequisites:

In addition to those prerequisites stated in Acquisition Lessons 1 and 2:

- Students are familiar with transition phrases and how to transition to a new paragraph.
- Students are familiar with basic essay components including introductions, body/support paragraphs, conclusions.

Common Core Standard(s) Explicitly Taught:

Writing Standards

- **6W1** – Write arguments to support claims with clear reasons and relevant evidence.
 - **6W1a** – Introduce claim(s) and organize the reasons and evidence clearly.
 - **6W1b** – Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
 - **6W1c** – Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
 - **6W1d** – Establish and maintain a formal style.
 - **6W1e** – Provide a concluding statement or section that follows from the argument presented.
- **6W4** – Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **6W5** – With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- **6W9** – Draw evidence from literary or informational texts to support analysis, reflection, and research.
 - **6W9b** – Apply grade 6 Reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).

Essential Question:

- How do writers craft an argument, demonstrating an understanding of the topic by supporting a position with clear claims backed up by logical reasons and relevant evidence?

What do students need to learn to be able to answer the **Essential Question**?

- **Assessment Prompt #1:** Identify specific phrases from the model essay and explain why these phrases meet the criteria of a “4” on the writing rubric.
- **Assessment Prompt #2:** Draft the introduction for an argumentative essay for or against aquariums. Be sure the introduction includes a clear position and clear claims to support that position.
- **Assessment Prompt #3:** Draft one body paragraph for the essay for or against aquariums, including a claim backed by reasons and evidence for that claim.
- **Assessment Prompt #4:** Draft a conclusion for the essay for or against aquariums with a restatement of position with claims, and a clincher or “call to action” statement.

Activation Strategy:

Refer students back to the previous reading activity, which focused on the pros and cons of zoos or aquariums (the zoo pros and cons should be on giant signs). With a partner, students will write a simile comparing a zoo or aquarium to something positive or negative. (Teacher can provide sentence frames such as “Living in a zoo is like _____” OR “Living in an aquarium is like _____”). After creating similes, students will pair-share—teacher will select several students to share aloud.

Vocabulary to Review:***Standards-based vocabulary:***

- Reasons
- Evidence
- Claims
- Argumentation

Teaching Strategies:

- Graphic organizers and sentence frames

Graphic Organizers and Other Attachments:

- [Attachment M: Argumentation/Opinion Text-Based 6th Grade Writing Rubric](#)
- [Attachment N: Pro Zoos Model \(for Assessment Prompt 1\)](#)
- [Attachment O: Word Cloud](#)
- [Attachment P: Argumentation Text-Based Writing Organizer](#)
- [Attachment Q: Argumentation Text-Based Writing Organizer – Introduction](#)
- [Attachment R: Argumentation Text-Based Writing Organizer – Body/Support](#)
- [Attachment S: Argumentation Text-Based Writing Organizer – Conclusion](#)
- [Attachment T: Revising Support Paragraph](#)
- [Attachment U: Alternate Pro Zoo Model](#)
- [Attachment V: Alternate Con Zoo Model](#)
- [Attachment W: Fact Sheet](#)

Instructional Chunk #1: Text-Based Writing

1. **Introduce the task:** After the activating strategy is complete, 5 minutes, the teacher will introduce the task ahead. Students will learn about the process of taking an argumentative paragraph and expanding it into an argumentative essay—adding evidence to back the claims that support a position for or against marine aquariums or marine parks. The students will learn about this process by “helping” the teacher expand a paragraph on zoos from Lesson 2 before students will create their own paragraphs on aquariums into an argumentative essay. *“You have been invited to submit an essay for publication in the school newspaper, defending your position on the following question: **Do you think we should have aquariums or do you think we should outlaw aquariums and marine parks?** Your job is to convince the readers that your position is valid and worthy of their agreement based on reasons and evidence from reliable sources provided.*
2. **Introduce the rubric:** [Attachment M: Argumentation/Opinion Text-Based Writing Rubric](#) – Ask the students to assist you in highlighting the “focus” words in the rubric score of 4 category that will help them as they prepare to write an argumentative essay—examples: effective, skillfully, relevant, sufficient, supports, claims, reasons, evidence, organized, clarify relationships, concluding statement, argument, and exemplary. Clarify any necessary definitions. Give students (or project) a copy of [Appendix N: Pro Zoos Model](#). (**Teacher note:** This is a teacher-created sample and can be modified to fit the needs of your students.) Teacher can model assessment prompt activity with the first body paragraph, if appropriate).

Assessment Prompt #1: Identify (highlight or underline) specific phrases from the model “for zoos” essay, [Appendix N: Pro Zoos Model](#), and then in the column, explain why those highlighted phrases should get a score of “4” on the writing rubric. Be sure to use specific rubric language in your explanation.

Instructional Chunk #2: Introductions

Activating Strategy (if needed)

Show students the [Attachment O: Word Cloud](#) (from www.tagxedo.com). Ask students to identify the “theme” of the word cloud or create a word splash on www.wordle.net or www.Wordsift.org using words from the writing rubric that address effective argument. Answers will vary; however, an example might be “Words that clarify your claim and support your position” or “Important concepts for an argument to be effective.” **Teacher note:** Many students have difficulty reading words that are not horizontal. If appropriate, cue the wordsift or wordle site to standardize direction of words.

- 1. Introduce Graphic Organizers:** [Attachment P: Argumentation Text-Based Writing Organizer](#) – Tell students that the first organizer is an outline that shows “the big picture”—how the essay is organized in its entirety. But then tell them that they will be composing their essays bit by bit, completing the introduction first, then the body paragraphs, and finally the conclusion. Therefore, they will also be using a separate Graphic Organizer for each section.
- 2. Planning (Outlining) the Introduction:** Give students the Graphic Organizer for the introduction —[Attachment Q: Argumentation Text-Based Organizer](#). Model via think-aloud how to state a position and “list” claims, using the claims/counterclaims statements from the previous lesson ([Appendix L: Claims and Counterclaims Organizer](#)) and the paragraph for “against zoos” also completed in the previous lesson. The teacher should think-aloud composing this introduction on the Smart Board, Elmo, or projector so class can follow. (**Teacher note:** In essence, the original argumentative paragraph from the previous lesson now becomes the introduction for the essay. Students need to see how the position with claims is all that is needed in the introduction.) Depending on the level and experience of the students, the teacher can spend time on “hooking the audience” and/or providing additional background information (return to model [Appendix N: Pro Zoos Model](#) as an example). Teacher models completing the graphic organizer for an essay against zoos.
Differentiation: The Graphic Organizers used suggest three claims to support a position. Teachers may alter this number as appropriate.
- 3. Teacher Models Drafting the Introduction:** Teacher can solicit student ideas to “help” him or her transfer the information from the Graphic Organizer to a written paragraph (projected on Smart Board, Elmo, etc.). Revisit the prompt instructions as needed.
- 4. Review Identifying Claims and Evidence (optional):** When the model “against zoos” introduction is completed, the teacher has students highlight the position in one color and the claims in another (use a third color for the “hook,” if appropriate).
- 5. Independent Writing of Introduction:** Students will write the introduction paragraph for their own essays for or against aquariums and marine parks.
- 6. Peer Review/Revision:** Students will pair/share their drafts of their introduction giving feedback regarding the strength and clarity of the hook, introduction of the issue, and clear position in the introduction, using the rubric as the basis for feedback. (**Teacher note:** teachers should decide whether to pair students with a partner whose position matches or opposes his/her own.) Students will revise their drafts of the introduction paragraph.

Assessment Prompt #2: Draft the introduction for an argumentative essay for or against aquariums. Be sure the introduction includes a clear position and clear claims to support that position. Teacher collects drafts as evidence of understanding of introducing an argumentative essay.

Differentiation utilizing speech-to-text software and/or dictation, etc.

Instructional Chunk –#3: Argumentative Essay Support Paragraphs

Activating Strategy (Optional): If appropriate, return to the Labradoodle paragraphs from Acquisition Lesson #1 to remind students of the difference between verifiable evidence that backs a claim and claims that are not backed by verifiable, text-based evidence or are backed by personal experience alone.

1. **Reviewing Evidence:** Teacher may need to return to Acquisition Lesson #1 (the debate) to remind students about what evidence is and is not. Teacher should project model essay, [Appendix N: Pro Zoos Model](#), as sample for “evidence.”

2. **Planning (Outlining) the Support:** Give students the Graphic Organizer, [Attachment R: Argumentation Text-Based Writing Organizer – Body](#). Model completing the graphic organizer using the claims listed in the now-completed introductory paragraph “against zoos.” In the previous lesson, consideration was given to identifying claims—reasons that would support the position pro or con zoos or aquariums. Students will now need to locate information “evidence” that will back up the claims. Teacher will model using informational text(s) on zoos from previous Acquisition Lesson to locate evidence. In selecting evidence, teacher should model considering evidence that is verifiable that will support the “against zoos” position. Again, teacher will need to project the graphic organizer. The teacher should model selecting both examples of evidence that are based on the text and examples of evidence that are not based on evidence as a caution, and then model rejecting evidence that

- Does not support the position (against zoos);
- Does not back the claim; or
- Is not strong enough to really prove the claim.

The teacher might also give a reminder that emotions and personal opinions do not belong in the body of the argument. They are not verifiable evidence to back up claims. (Teacher can console students by telling them that they will get to add their personal experiences/beliefs when it comes time to write their conclusions).

3. **Drafting Model Body Paragraph:** After completing Graphic Organizer, [Attachment R: Argumentation Text-Based Writing Organizer – Body](#), for three (more or less) claims, the teacher models transferring the information for Claim 1 to the first body paragraph. Again, the teacher models via think-aloud how (s)he would write the paragraph—stating the claim, ordering the evidence, and adding necessary words, including transition words. The teacher then asks students to suggest how to write the second body paragraph, collaboratively drafting the second paragraph. The teacher then asks students to work in small groups to draft a possible third body paragraph for the essay. One student from each group will read aloud (or project) the group’s paragraph, and the teacher will select one, or a combination of several, paragraphs as the final supporting paragraph for the essay against zoos.

4. **Review Identifying Claims and Evidence (Optional):** As an additional check to be sure students understand claims/evidence, teacher has students highlight claims and evidence in different colors for the three body/support paragraphs of the model “against zoos” essay.

5. **Review Rubric Language (Optional):** If appropriate, return to [Appendix N: Pro Zoos Model](#) used for Assessment Prompt #1, revisiting the connection between claims/evidence and rubric language.

6. **Transition Words:** Remind students that transition or signal words/phrases help readers see the relationships between claims and evidence. Refer back to “Words that make an opinion easier to support” from the first lesson.

7. **Independent Writing of Support Paragraphs:** Using informative text (“Life in a Fishbowl” and additional resources on Aquariums and Marine Parks), students identify evidence and complete the Graphic Organizer, [Attachment R: Argumentation Text-Based Writing Organizer – Body](#), for the first body paragraph of their independent writing. (Optional teacher check here.) Students then draft their first support paragraph. Teacher will need to circulate and check for understanding before students proceed to claim/evidence to support paragraphs 2 and 3 (or however many).

Assessment Prompt #3: Draft one body paragraph of the essay for or against aquariums, including a claim backed by reasons and evidence for that claim. (Teacher checks to be sure paragraphs are adequate and students “get it” **before** going on to compose subsequent support paragraphs.)

Optional Activating Strategy: Reviewing Argument

Teacher can show cartoon link <http://www.cartoonistgroup.com/store/add.php?iid=1523>.

Cartoon Description (Picture of zoo entrance). Script: *You're sure you wanna come back here, Leonard? Now that I've lost my habitat to human development, the zoo is the safest place for me. But you'll be kept behind bars! I don't care if the bars keep me in ... As long as they keep everyone else out.* The teacher will ask the students which side of the zoo debate the cartoon represents and why. Ask students what claims are being made. Stress that a cartoon does not have enough space for written evidence, and ask kids what evidence could be added to back up the claim in the cartoon (e.g., how many and/or what kind of species have had their natural habitat destroyed).

8. **Connect to Activating Strategy** by reminding students to check that all of their claims are backed by reasons and/or evidence. Share examples of a written argument that needs revision, [Attachment S: Revising Support Paragraphs](#) and [Attachment T: Alternate Pro Zoo Model](#). Model with students how to identify what needs revision and how to revise the pieces to make them a rubric score of 3 or 4. Model how to be specific in identifying what is lacking in the writing. Think-aloud the connection between the rubric and the model “against zoos” essay (see also [Attachment U: Alternate Con Zoo Model](#)).

9. **Peer Review:** When students are finished drafting their support paragraphs, they will pair/share and revise the body of the argumentation essay. The teacher can select from a variety of options for peer reviewing body/support paragraphs. Students can color code claims and matching evidence (as previously modeled) for a peer’s essay. To avoid having students copy a partner’s evidence, pair students with opposing viewpoints—a pro-aquarium writer with a con-aquarium writer. Students can also use the rubric to assess a peer’s support paragraphs (**Teacher note:** teacher may want to simplify rubric language for this activity).

Instructional Chunk #4: Writing Conclusions

Activating Strategy:

<http://www.cartoonistgroup.com/store/add.php?iid=1510>

Cartoon Description: Script – *Why do humans do this? Do what? Why do they put majestic wild animals behind bars? Why do they take us out of our natural habitats and force us to live in crowded, artificial environments? Why do they separate us from our prides, herds, and families? And prevent us from hunting and grazing as nature intended? And then stare at us all day? Why? Why? Why? To teach children respect for nature.*

Debrief Activating

(**Teacher note:** Teacher may need to explain the irony of the final statement.) The teacher shares with students that the cartoonist Nina Paley concludes with a clincher statement, “To teach children respect for nature.” Students pair/share their thoughts about why the cartoonist ended with that statement. Examples of responses may include:

- “It is ironic that you would teach respect for nature by removing animals from their natural habitat”
- “It makes you think about respecting and nurturing nature; and it is important to teach why a zoo can be both good and bad for animals.”

Remind students that from a writer’s perspective when you conclude with a clincher you make your point in a thought-provoking manner. The teacher can refer students to class lists of possible conclusion techniques (“understanding conclusions” is a prerequisite. If students do not yet have this background, additional instruction would be needed at this point).

1. **Recognizing Effective Conclusions:** Introduce examples of well-written conclusions to the students. The teacher will revisit all mentor texts at this time, including the informational articles for halitosis (Acquisition Lesson 1), information from the “Pros and Cons” article on Aquariums, and, if appropriate, any additional information (e.g., [Appendix W: Fact Sheet](#) or other sources). Ask students why the various conclusions are or are not successful. Ask students how an ineffective conclusion could be improved. Model and think aloud the revisions as suggested by the class, citing rubric language to support evaluation.
2. **Drafting Model Essay Conclusion:** Teacher models via think-aloud planning a conclusion using [Attachment S: Argumentation Text-Based Writing Organizer – Conclusion](#). Teacher then models how to use the information from the Graphic Organizer to draft the conclusion for the “against zoo” collaborative essay. The think-aloud shows how students should consider how to
 - Effectively restate the position;
 - Highlight (avoiding just copying what was already stated) the claims; and
 - Provide some final “clincher” statement (leaves the reader thinking) or a “call to action.”
3. **Independent Writing of Conclusion:** Students read through their argumentative drafts from introduction through the body/support paragraphs. Students use [Attachment S: Argumentation Text-Based Writing Organizer – Conclusion](#) to plan/outline their conclusion (teacher check if needed). Students then draft a convincing conclusion with a clincher or call to action to their argument. Pair/share conference as appropriate.

Assessment Prompt #4: Draft a conclusion for the essay for or against aquariums with a restatement of position with claims and a clincher or “call to action” statement. **Differentiation:** Ask students to also justify a rubric score for their conclusion or peer review as in previous sequence.

Instructional Chunk –#5 – Editing/Polishing the Argumentative Essay

Teacher note: This is an instructional opportunity for teachers to teach relevant grammar, sentence structure, etc. This would be the focus of editing.

1. Students will finalize their arguments, based on editing focus or other classroom check sheets/lists for spelling, grammar, sentence structure, etc.
2. Students exchange papers as in previous sequences and “edit” papers (teacher provides clear directions on editing protocols. In general, it is best for students to note—usually in margin or by underlining—suspected mistakes. However, students do not “correct” one another’s papers). Teacher can “create” mistakes on “pro zoo” sample essay to model editing process.
3. Teacher uses the Argumentation/Opinion Rubric, [Attachment M: Argumentation/Opinion Text-Based Writing Rubric](#), for scoring.
4. **Publishing Options:** School or community newspapers or websites.

Teacher note: Two extra sample essays are included as [Attachment U: Alternate Pro Zoo Model](#) and [Attachment V: Alternate Con Zoo Model](#). Suggestions for use are included for the pro zoo model.

- **Scaffolding:** In addition to providing options for differentiated texts for complexity and readability, teachers can scaffold any of the Graphic Organizers (including partially completing when appropriate).
- **Differentiation:** Dragon Naturally Speaking or other speech-to-text software, read aloud, extended time, teacher as a resource for dictionary/spell check as needed by student, peer review. The final product can also be a presentation (oral, PowerPoint, etc.) rather than an essay.
- **Extension:** Blogging on topic using student/teacher friendly blog sites. Develop a class website on the topic. Adopt an endangered animal from National Geographic website.

Resources for Entire Unit (in order of occurrence):

Unit Launch and Lesson 1

- *Dog Breath* by Dave Pilkey - Lexile: 770
- Articles on halitosis:
 - <http://www.petplace.com/dogs/halitosis-bad-breath-in-dogs/page1.aspx> Lexile: 1140
 - <http://pets.webmd.com/dogs/guide/bad-breath-dogs> Lexile: 1070
 - "Dog Halitosis: How Can I Treat Dog Halitosis?", <http://www.halitosis.com/dog-halitosis.html> Lexile: 1170

Lesson 2

- United Streaming Video (if no access to United Streaming another resource is the Philadelphia Zoo Website Videos <http://www.philadelphiazoo.org/videos.htm>)
- World of Nature: Plight of the Asian Elephant <http://player.discoveryeducation.com/index.cfm?guidAssetId=A2D1960E-A2F3-431D-9E26-E18614770FBC&blnFromSearch=1&productcode=US>
- Captive or Free Zoos in Debate By Patricia Walsh, Lexile1340 OR outside Articles (articles can be used to differentiate for all levels of readers.)
- The Elephant Sanctuary: Hohenwald Tennessee (various authors) <http://www.elephants.com/>
- Zoos – Good or Bad? (Sara Ferguson) <http://ezinearticles.com/?Zoos---Good-Or-Bad?&id=2227672>
- Elephant Debate: Live in Zoo or Roam Free (USA Today) <http://www.usatoday.com/tech/science/2006-10-31-ele>
- Menard, M. & O'Connor, J. (Monday, April 25, 2011). Pro & Con: Does Georgia Aquarium dolphin show serve learning? *The Atlanta Journal-Constitution*. Accessed July 31, 2012: www.ajc.com/opinion/pro-con-does-georgia-924697.html

Lesson 3 (information also used in "Fact Sheet" (Attachment W))

- Alliance of Marine Mammal Parks and Aquariums. (February 9, 2012). "Making More Than Just a Memory." [Available <http://ammpa.org/docs/120209HarrisPollChildrenLearnMore.pdf>]
- PETA (People for the Ethical Treatment of Animals). Aquariums and Marine Parks, Accessed July 31, 2012: www.peta.org/issues/animals-in-entertainment/aquariums-and-marine-parks.aspx. Norfolk: VA.
- The National Humane Education Society. Aquariums - Life in a Fishbowl. Accessed August 9, 2012: www.nhes.org/articles/view/785.
- Sullivan, J. (September 1, 2010). "National Aquarium in Baltimore to focus more on conservation." *Baltimore Business Journal*. Available www.bizjournals.com/baltimore/stories/2010/08/30/daily23.html?s

Attachment M: Argumentation/Opinion Text-Based 6th Grade Writing Rubric

	Score of 4	Score of 3	Score of 2	Score of 1
Reading/Research arch 2 x _____ = _____	<p>The writing –</p> <ul style="list-style-type: none"> ▪ makes effective use of available resources ▪ skillfully/effectively supports an opinion with relevant and sufficient facts and details from resources with accuracy ▪ uses credible sources* 	<p>The writing –</p> <ul style="list-style-type: none"> ▪ makes adequate use of available resources ▪ supports an opinion with relevant and sufficient facts and details from resources with accuracy ▪ uses credible sources* 	<p>The writing –</p> <ul style="list-style-type: none"> ▪ makes limited use of available resources ▪ inconsistently supports an opinion with relevant and sufficient facts and details from resources with accuracy ▪ inconsistently uses credible sources* 	<p>The writing –</p> <ul style="list-style-type: none"> ▪ makes inadequate use of available resources ▪ fails to support an opinion with relevant and sufficient facts and details from resources with accuracy ▪ attempts to use credible sources*
Development 3 x _____ = _____	<p>The writing –</p> <ul style="list-style-type: none"> ▪ addresses all aspects of the writing task with a tightly focused response ▪ effectively establishes a plausible claim or proposal and acknowledges alternate or opposing claims ▪ skillfully supports claim(s) with clear reasons and relevant and sufficient evidence 	<p>The writing –</p> <ul style="list-style-type: none"> ▪ addresses the writing task with a focused response ▪ establishes a plausible claim or proposal ▪ supports claim(s) with clear reasons and relevant and sufficient evidence 	<p>The writing –</p> <ul style="list-style-type: none"> ▪ addresses the writing task with an inconsistent focus ▪ attempts to establish a plausible claim or proposal ▪ inconsistently supports claim(s) with clear reasons and relevant and sufficient evidence 	<p>The writing –</p> <ul style="list-style-type: none"> ▪ attempts to address the writing task but lacks focus ▪ attempts to establish a claim or proposal ▪ supports claim(s) using reasons and evidence that are insufficient and/or irrelevant
Organization 2 x _____ = _____	<p>The writing –</p> <ul style="list-style-type: none"> ▪ effectively introduces the claim(s) ▪ organizes reasons and evidence clearly in a manner that supports the writing task ▪ effectively uses words, phrases, and/or clauses to clarify the relationships among claim(s) and reasons ▪ provides an effective concluding statement or section that follows from the argument presented 	<p>The writing –</p> <ul style="list-style-type: none"> ▪ introduces the claim(s) ▪ organizes reasons and evidence clearly ▪ uses words, phrases, and/or clauses to clarify the relationships among claim(s) and reasons ▪ provides a concluding statement or section that follows from the argument presented 	<p>The writing –</p> <ul style="list-style-type: none"> ▪ introduces the claim(s) ▪ organizes reasons and evidence in a manner that may lack cohesion (ideas may be rambling and/or repetitive) ▪ inconsistently uses words, phrases, and/or clauses to clarify the relationships among claim(s) and reasons ▪ provides a sense of closure 	<p>The writing –</p> <ul style="list-style-type: none"> ▪ identifies the claim(s) ▪ has little or no evidence of purposeful organization

	Score of 4	Score of 3	Score of 2	Score of 1
language/Conventions 1 x =	<p>The writing –</p> <ul style="list-style-type: none"> demonstrates an exemplary command of standard English conventions skillfully employs language and tone appropriate to audience and purpose has sentences that are skillfully constructed with appropriate variety in length and structure provides basic bibliographic information for sources* 	<p>The writing –</p> <ul style="list-style-type: none"> demonstrates a command of standard English conventions; errors do not interfere with understanding employs language and tone appropriate to audience and purpose has sentences that are generally complete with sufficient variety in length and structure provides basic bibliographic information for sources* 	<p>The writing –</p> <ul style="list-style-type: none"> demonstrates a limited and/or inconsistent command of standard English conventions; errors may interfere with understanding inconsistently employs language and tone appropriate to audience and purpose has some sentence formation errors and/or a lack of sentence variety attempts to provide basic bibliographic information for sources* 	<p>The writing –</p> <ul style="list-style-type: none"> demonstrates a weak command of standard English conventions; errors interfere with understanding employs language and tone that are inappropriate to audience and purpose has frequent and severe sentence formation errors and/or a lack of sentence variety fails to provide basic bibliographic information for sources*

Available: http://www.doe.k12.de.us/aab/English_Language_Arts/ELA_docs_folder/Gr6_Argument_6-12.pdf

Attachment N: Pro Zoos Model (Assessment Prompt #1)

<p>Highlight or underline specific phrases that are examples of a score point 4. Hint: look for claims and evidence as well as connections between and among ideas.</p>	<p>Explain WHY these phrases are examples of a score point 4</p>
<p>INTRODUCTION:</p> <p>Zoos are good for both animals and people. Although zoos range in size and features, from small city zoos to large wildlife sanctuaries, they all have positive features. Most zoos work hard to create a setting for animals that reflect the natural habitat for these creatures. In addition, zoos offer protection for animals that are endangered. Finally, zoos educate the public about various kinds of animals and how people can help protect their environment. Overall, zoos have many benefits and should be supported.</p> <p>Zookeepers keep their animals in a variety of different settings and habitats. Some animals, like elephants and tigers, live in large areas that contain the same kind of features that their natural habitat contain. For example, some zoos have created specialized “floors” made of sand and clay that are soft like the jungle to protect elephants’ feet. Similarly, zoos keep their monkeys and apes in very large enclosed areas with plenty of “trees” and swings for the mammals to exercise in. Overall, animals in zoos live in areas and eat the same kind of food that they do in the wild.</p> <p>Zoos actually protect animals. In fact, in some instances living in a zoo is better for animals than living in the wild. Many zoo animals are actually endangered in the wild and zoos protect these species. Cheetas, Giant Pandas, and Chimpanzees are all examples of animals that are endangered in nature and need protection. For example, 100 years ago there were about 100,000 wild tigers but now there are less than 3,000. Another example is that, in nature, chimpanzee populations have really gone down. There used to be millions and now there are less than 150,000 because hunters hunt them for their meat. In the wild there are only between 1,000 and 2,000 Giant Pandas left in the world. Zoos do not just protect animals, they actually increase their population by breeding them. Also, zoos have highly qualified veterinarians available. So if</p>	

someone finds a sick grizzly bear, for example, they can bring it to a zoo where it will be treated. Similarly, if an animal becomes orphaned because its mother is killed, the baby can be adopted by the zoo. In fact, many wild cats such as lions and tigers live longer in captivity than they do in the wild.

Finally, zoos educate people about the value of animals and the need to protect them throughout the world. It is difficult to understand why an animal is important without at least seeing that animal in an environment that shows where and how it lives in nature. Also, scientists can study animals more easily in a zoo rather than having to travel all over the world to get information about an animal's habits.

Some people believe that because zoos can never completely copy an animal's natural habitat, that means that zoos should be completely outlawed. But, I think the best way to protect animals and educate people about the world of animals is to build high-quality, safe zoo environments and animal preserves for people to interact with the animal kingdom. Support your local zoo!

Attachment O



Created with Tagxedo, available <http://www.tagxedo.com/app.html>

Attachment P: Argumentation – Text-Based Writing Organizer

Argumentation Essay Outline	Structure	Notes, Comments, and Ideas
Introduction	“Hook”	
	Introduce the issue	
	State your position clearly	
	Transition to the essay body	
Body	Claim/Reason 1	
	Supporting evidence (verifiable facts, statistics, expert testimony, etc.)	
	Supporting evidence (verifiable facts, statistics, expert testimony, etc.)	
	Claim/Reason 2	
	Supporting evidence (verifiable facts, statistics, expert testimony, etc.)	
	Supporting evidence (verifiable facts, statistics, expert testimony, etc.)	
	Claim/Reason 3 (your most powerful argument)	
	Supporting evidence (verifiable facts, statistics, expert testimony, etc.)	
	Supporting evidence (verifiable facts, statistics, expert testimony, etc.)	
Conclusion	Transition to conclusion	
	Restate position	
	Summary of reasons	
	Clincher (conclude with your opinion or a “call to action”)	

Attachment Q: Argumentation Text-Based Writing Organizer – Introduction

Argumentation Essay Outline	Structure	Notes, Comments, and Ideas
Introduction	“Hook”	
	Introduce the issue	
	State your position clearly	
	Transition to the essay body	

Attachment R: Argumentation Text-Based Writing Organizer – Body

Argumentation Essay Outline	Structure	Notes, Comments, and Ideas
Body	Claim/Reason 1	
	Supporting evidence (verifiable facts, statistics, expert testimony, etc.)	
	Supporting evidence (verifiable facts, statistics, expert testimony, etc.)	
	Claim/Reason 2	
	Supporting evidence (verifiable facts, statistics, expert testimony, etc.)	
	Supporting evidence (verifiable facts, statistics, expert testimony, etc.)	
	Claim/Reason 3 (your most powerful argument)	
	Supporting evidence (verifiable facts, statistics, expert testimony, etc.)	
	Supporting evidence (verifiable facts, statistics, expert testimony, etc.)	

Attachment S: Argumentation Text-Based Writing Organizer – Conclusion

Argumentation Essay Outline	Structure	Notes, Comments, and Ideas
Conclusion	Transition to conclusion	
	Restate your position	
	Summary of reasons	
	Clincher (conclude with your opinion or a “call to action”)	

Attachment T: Revising Support Paragraph

Read and evaluate the following paragraph and determine if the evidence supports the claim. Explain your answers:

Zoos protect endangered species. There are more African elephants than Asian elephants. The Asian elephants are on a path to extinction. Without zoos, there is the likelihood that they will be all gone within our lifetime.

1. What is the claim in this paragraph? *Zoos protect endangered species.*
2. Does the evidence back up the claim? Use rubric language to support your answer. *No, the relevant evidence is insufficient and the reasons are not explained well enough.*
3. What kind of evidence could be added? *Statistics or examples and maybe some definitions. Transitions words would help the explanation too.*

Attachment U: Alternate Pro Zoo Model

“Zoo Time”

Teacher note: This teacher-written (and therefore able to be modified) sample can be used/adapted as a model in several possible lessons, including but not limited to –

- The introduction has a nice hook, sets up the debate nicely, and has a clear position. It does not provide readers with any information about what the claims will be. Teachers may or may not want the claims to be obvious from the beginning.
- The claim (good life) is backed by evidence that has specific examples. The teacher could, if desired, argue that the “many experts” could be clarified.
- The claim (protection) is well supported with data and examples. The teacher can use this as an example of a well-supported claim paragraph. (Note: an abridged version of this paragraph is used in [Attachment S: Revising Support Paragraphs](#).)
- The claim (education) follows the acknowledgement of the opposing point of view and is backed by expert testimony. The anecdotal example of human-animal connection is effective, but teachers can point out that it is only okay along with verifiable evidence (the expert testimony in this case).
- The conclusion could be the focus of revision, although most teachers would agree that allowing students to connect to the subject in the conclusion is acceptable.

When I was a little kid, one of my favorite things to do was going to the zoo. The school I attended went once a year, and I was able to go twice. The elephants are my favorite attraction. I recently heard that there are debates as to whether elephants should live in zoos or should they roam free. My position is that some elephants should live in zoos for people to see.

Many experts say that elephants have a good life living in captivity. There are 78 zoos that exhibit elephants. Most zoos are taking the necessary steps to make living conditions better for the elephants. They are doing things such as replacing cement floors with sand or dirt. This makes it easier on the feet of elephants. Zoos are also expanding their elephant exhibits to give the large animals more room to roam.

Zoos also protect endangered species. It is estimated that there are 300 to 600,000 African elephants and somewhere between 35 to 50,000 Asian elephants. The Asian elephants are on a path to extinction. Without zoos, there is the likelihood that they will be all gone within our lifetime. The National Zoo plans to spend millions of dollars on a new Asian elephant habitat. That way, they can start their own herd if the Asian elephants disappear.

There are people who want zoos to empty all of their elephant displays. If they decide to rid all the zoos of all the elephants, it would deprive many people of the chance to elephants up close. Doing so could change the public’s favorable opinion of elephants. National Zoo director John Berry says that allowing visitors to experience the elephants up close encourages people to care about endangered species. During one of my visits to the zoo, it was a very hot day. I was sweating a lot. Big Ben, the largest elephant on display, walked up to me and gently squirted my face with water from his trunk. Everyone was amazed at what he did.

That was a very nice thing for Big Ben to do. I am convinced that elephants are the nicest animals on earth. I wish all zoos would keep their elephant displays open to the public. I want all my friends to be able to experience what I did with Big Ben. I feel as though zoos should follow all the necessary steps to keep elephants in zoos. I would raise money at my school if I thought it would help to keep elephants in zoos.

Attachment V: Alternate Con Zoo Model

“Free the Elephants”

We absolutely need to appreciate elephants. They are truly one of the world’s greatest creatures, and not just in size. There are some groups of people who are asking the question, do elephants belong in zoos or should they roam free? I know people like to see elephants up close, but we should let elephants live free to roam without constraints of walls and cages.

Elephants are very large animals and they need lots of space. Elephants also have a large brain, which means that they are sophisticated animals. They have social groups and enjoy having other elephants around. The Humane Society of the United States says that elephants suffer physically and emotionally when they live in small places such as zoos. Elephants need more room than most city zoos can provide.

Researchers say elephants that live in zoos suffer from ailments such as arthritis and foot sores. Elephants develop these problems from walking and standing on the concrete floors of their zoo cages. These same problems are absent in wild elephant populations. Nobody would want to spend long days standing on concrete that inflicted injury. Some people say if the elephants live on a refuge or sanctuary people will not be able to see them up close. That is a silly argument. There are animals in nature that we have never seen up close and personal before but we do have knowledge about them. Many of us learn about animals from television or movies. Therefore, seeing animals in zoos is not necessary.

If we really care about the welfare of elephants as much as we say we do then we will find better ways to take care of elephants. Zoos could make better use of their money by investing in larger plots of land. There are sanctuaries in California and Tennessee where elephants can roam on more than 2700 acres. A city zoo has elephant space that is less than an acre. So obviously, a sanctuary is a closer match to roaming in a natural habitat.

We need to agree with the Humane Society. They feel zoos across the country should work together to build parks large enough to hold dozens of elephants instead of just having a few elephants scattered about from zoo to zoo. Elephants are social animals and prefer to live in large groups as opposed to smaller groups. We should not lock elephants up just so we can look at them whenever we want. Free the elephants!

Attachment W: Fact Sheet
(Teacher Discretion)

Pros and Cons of Aquariums and Marine Parks

Teacher note: The following information is from two articles on the subject of Marine Parks and Aquariums. The articles are above grade-level readability, so teachers can provide appropriate scaffolding to ensure student access to the information, or teachers could use the following list as a “fact sheet” to provide students with credible information to support their claims. Teachers might consider revising these to mix pro and con information so students can evaluate for themselves.

Pro	Con
97% of 1000 adults surveyed in 2011 agreed that aquariums, zoos, and marine parks are important because they educate the public. ¹	In their natural habitat, whales and dolphins stay together as a “pod” or family unit for a lifetime. In captivity, they are separated from their pod. ²
Having children “interact” with the animals helps them connect and then care about the animals. ¹	In the wild, animals like whales and dolphins can swim more than 100 miles a day, which they cannot do in an aquarium. ²
The Alliance of Marine Mammal Parks and Aquariums say that these “accredited” aquariums and parks contribute more significant information about these animals than any other resource. ¹	Many dolphins die from stress when they are caught, and some get ulcers and other diseases in captivity. ²
Ted Beattie, the CEO of the Chicago Aquarium, claims that, when aquariums focus more on conservation, their funding actually goes up because more people contribute money. ⁴	Some animals lose their natural abilities, like echolocation—finding their way through sonar—when in captivity. ²
Erik Rifkin from the Aquarium Conservation Center in Baltimore says that their Aquarium has a mission to conduct research that benefits marine life supports conservation. They recently got \$700,000 to study how oil spills, overfishing, and global warming affect marine life. ⁴	Some researchers, such as a professor at Emory University in Georgia, believe that dolphins are highly intelligent and that they should have the same protections as humans do. ²
The Baltimore Aquarium is part of a global commitment to protect dolphins and porpoises against being captured just to be entertainment. ⁴	Many marine parks and aquariums, even Sea World, have violated federal laws that are supposed to protect both animals and visitors. ²
Aquariums, such as Baltimore’s, work with universities such as Johns Hopkins to study animals and their diets ⁴	Animals in captivity, such as orca whales, have shorter life spans than animals in the wild. ²
	Taking animals from their natural habitat disturbs the entire ecosystem. ³
	Even Ric O’Barry, the original trainer for “Flipper” the dolphin, now fights against aquariums and marine parks. ³

Sources:

¹ Alliance of Marine Mammal Parks and Aquariums. (February 9, 2012). "Making More Than Just a Memory." Available - http://ammpa.org/_docs/120209HarrisPollChildrenLearnMore.pdf.

² PETA (People for the Ethical Treatment of Animals). Aquariums and Marine Parks, Accessed July 31, 2012: www.peta.org/issues/animals-in-entertainment/aquariums-and-marine-parks.aspx. Norfolk: VA.

³ The National Humane Education Society. Aquariums - Life in a Fishbowl. Accessed August 9, 2012: www.nhes.org/articles/view/785.

⁴ Sullivan, J. (September 1, 2010). "National Aquarium in Baltimore to focus more on conservation." *Baltimore Business Journal*. Available www.bizjournals.com/baltimore/stories/2010/08/30/daily23.html?s