

<b>Title:</b>	<b>Zoos</b>
<b>Grade:</b>	<b>5</b>
<b>Claim(s):</b>	<p><b>Claim 2:</b> Students can produce effective writing for a range of purposes and audiences.</p> <p><b>Claim 4:</b> Students can engage in research/inquiry to investigate topics, and to analyze, integrate, and present information.</p>
<b>Assessment Target(s):</b>	<p><b>Claim 2</b> <b>7. COMPOSE FULL TEXTS:</b> Write full opinion pieces about topics or sources, attending to purpose and audience: organize ideas by stating a context and focus, include structures and appropriate transitions for coherence, develop supporting evidence /reasons (from sources when appropriate to prompt) and elaboration, and develop an appropriate conclusion.</p> <p><b>Claim 4</b> <b>2. INTERPRET &amp; INTEGRATE INFORMATION:</b> Locate information to support central ideas and subtopics; select and integrate information from data or print and non-print text sources.</p> <p><b>3. ANALYZE INFORMATION/SOURCES:</b> Distinguish relevant-irrelevant information (e.g., fact/opinion).</p> <p><b>4. USE EVIDENCE:</b> Cite evidence to support conjectures or opinions based on prior knowledge and evidence collected and analyzed.</p>
<b>Standard(s):</b>	<p><b>Part 1:</b> C4T3: RI-7, W-8, W-9; C4T2: RI-1, RI-6, RI-7, RI-9, W-8, W-9; C4T4: RI-6, RI-7, RI-9, W-8, W-9</p> <p><b>Part 2:</b> C2T7: W-1a, W-1b, W-1c, W-1d, W-4, W-5, W-8, W-9</p>
<b>Revised Bloom's Taxonomy Level:</b>	<p><b>Part 1:</b> Understand, Analyze, Apply</p> <p><b>Part 2:</b> Analyze, Evaluate, Create</p>
<b>DOK Level:</b>	<p><b>Part 1:</b> 3, 4</p> <p><b>Part 2:</b> 4</p>
<b>Score Points:</b>	15 points possible
<b>Difficulty:</b>	Medium

<b>Resources:</b>	<p>(2014). Student life debate. <i>BBC Schools</i>. Retrieved from <a href="http://www.bbc.co.uk/schools/studentlife/debate/2009/21_zoos.shtml">http://www.bbc.co.uk/schools/studentlife/debate/2009/21_zoos.shtml</a></p> <p>(2013). Arguments for and against zoos. <i>About News</i>. Retrieved from <a href="http://animalrights.about.com/od/animalsinentertainment/a/Arguments-For-And-Against-Zoos.htm">http://animalrights.about.com/od/animalsinentertainment/a/Arguments-For-And-Against-Zoos.htm</a></p> <p>(2014). Zoos-good or bad? <i>Discovery Animal</i>. Retrieved from <a href="http://animal.discovery.com/animal-facts/zoos-good-or-bad.htm">http://animal.discovery.com/animal-facts/zoos-good-or-bad.htm</a></p> <p>(2015). Animal rights uncompromised: zoos. <i>PETA</i>. Retrieved from <a href="http://www.peta.org/about-peta/why-peta/zoos/">http://www.peta.org/about-peta/why-peta/zoos/</a></p>
<b>Notes:</b>	N/A
<b>Task Overview:</b>	<p>Task should take approximately 120 minutes in total.</p> <p><b>Part 1:</b> (Approximately 50 minutes) Students will examine and take notes on the texts provided to them. Students will answer the research questions which ask students to evaluate the sources provided to them.</p> <p><b>Part 2:</b> (Approximately 70 minutes) Students will refer to their answers from the research questions in part 1. Students will compose a full-length opinion article based on the given prompt. Students are allowed to access the texts that they read and their answers to the research questions within part 1 but cannot modify their responses.</p>
<b>Teacher Preparation/Resource Requirements:</b>	The teacher should assure that sufficient blank paper and writing utensils are available for student note taking.
<b>Time Requirements:</b>	Task should take approximately 120 minutes.

<b>Instructions:</b>	<p><b>Your assignment:</b></p> <p>As humans, we are excited by the wild world of animals. Zoos have been around for a very long time, and millions of people visit animal-based attractions every year. Although it may be a big source of entertainment, many argue that zoos do more harm than good.</p> <p>For this task, you will be writing an opinion article on zoos. Before you begin your article, you will read through three sources that give information about zoos.</p> <p>After you have reviewed the sources, you will answer some questions about them. Quickly look through the sources and the three questions that follow. Then, go back and read through the sources carefully.</p> <p>In part 2, you will write an article on a topic related to the sources.</p> <p><b>Directions for beginning:</b></p> <p>You may now look at the sources. You can look back to these sources as much as you would like. Be sure to take notes when reading. You may want to use them while you are writing your article.</p> <p><b>Research Questions:</b></p> <p>After examining the research sources, use the rest of the time in part 1 to answer three questions. Your answers to these questions will be scored. Also, your answers will help you think about the information you have read, which should help you write your article in part 2.</p> <p>You may refer back to your scratch paper to review your notes when you think it would be helpful. Answer the questions in the spaces below the questions.</p> <p>Your written notes on scratch paper will be available to you in part 1 and part 2 of the performance task.</p>
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<b>Passages/ Stimuli:</b>	<p style="text-align: center;"><b>Source 1</b></p> <p>This article, written by Chloe McCarthy, was published on April 2, 2014, in the magazine <i>Animal Adventure</i>. It explains an opinion about zoos.</p> <p style="text-align: center;"><b>Zoos Rock!</b> By: Chloe McCarthy</p> <p>Zoos are a place of entertainment for people, and a place of safety for animals. The first zoo was created in London in 1828, and ever since then people have been going to zoos to learn about animals. Zoos allow people to see animals that they would have to travel all over the world to see in the wild.</p> <p>Not just anyone can own a zoo. To have a zoo, you must receive a license through the Department of Agriculture. After a zoo is made, there are many different organizations and laws that make sure that the animals in the zoos are being cared for correctly. Zoos that are certified by the Association of Zoos and Aquariums must keep up very high standards in the way they treat their animals. Even zoos that do not have this certification are still controlled by the Animal Welfare Act to make sure the animals are being cared for properly.</p> <p>When a person goes to a zoo, they can safely see how animals would act in their natural environment. This is a great chance for animal lovers to learn about their favorite animals. While at a zoo, many people gain respect for the animals they are viewing. They can also learn what they can do to help those animals. People can donate money to help contribute to the animals in the zoo and in the wild.</p> <p>Although many say that zoos are no match for their natural habitat, or their home in the wild, zoos have been taking extra steps to make sure that their zoo habitats imitate how the animals would live in the wild. These do not just include the surroundings and plants they would see, but also the activities they would naturally perform. For example, in the wild, chimpanzees use sticks to dip and pull termites out of mounds to eat. In some zoos, fake termite mounds are filled with sweet honey and jelly that chimps can get out with sticks. Because of things like this, animals can still behave as they would in the wild.</p> <p>Zoos take in animals that no longer have a home. They are known to take in circus animals and orphaned animals that would not live in the wild. Zoos keep these animals safe. Animals in zoos do not have to face hunting, lack of food, and loss of habitat like they do in the wild.</p> <p>Some animals in the wild become endangered. This means that the group of animals is in danger of disappearing forever. Zoos help endangered animals with breeding programs that help increase their numbers. One program took the population numbers of the California Condor from around 24 birds to over 170. Zoos also allow us to study the animals of the world to learn more about them. Through research studies, we can create new ways and medicines to help animals.</p>
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As you can see, zoos do not only offer entertainment for people. Zoos do great things for animals that need safety as well as animals in the wild.

McCarthy, C. (2014). Zoos rock! *Animal Adventure*. Retrieved from <http://animaladventure.com/zoosrock.html>

### Source 2

This article, written by animal activist Ana Islam, was published on December 7, 2014 in *Animals Forever* magazine. It explains what she found about zoos after doing research.

### The Sad, Sad Truth about Zoos

By: Ana Islam

Imagine being taken from your home and put into a strange place. This strange place may look a little like your house, but is much smaller, and it doesn't have all of the things that make you comfortable and allow you to behave normally. Now this does not sound like much fun, so why do we do this to animals with zoos?

Many people visit zoos to see animals from all over the world. What they do not know is that some of these animals have been taken from their natural environments to be put in front of audiences of people. Sometimes, families of animals are broken apart because of it.

Pens at zoos are often times too small and do not imitate the natural habitat of the animals well enough. For example, elephants in the wild are able to walk as many as 30 miles a day. In a zoo, their pens are limited to a couple of acres at most. It is nearly impossible to fully recreate a natural habitat, and nothing compares to the wild. Certain animals are used to certain temperatures that they are comfortable living in. Depending on where the zoo is located, it may be hard to keep this temperature constant. Some animals also have diets that zoos may not be able to keep up with.

Animals are greatly affected when they are not in their natural habitat. Because of lack of space, animals can become bored, unhappy and experience a lot of stress. They show this by walking back and forth across their cages and grooming themselves over and over. In the wild, animals are able to hunt and graze for miles and miles to keep themselves happy.

Animals kept in zoos can very rarely be reintroduced to the wild. After living in a zoo, many animals are not able to find their own food in the wild, and cannot live there.

It is hard to deny that humans are excited by the wild world. Some may say that without zoos, we would no longer be able to witness the amazing world of animals. However, the zoo is not the only place people can experience animals in faraway places. There are many sanctuaries and television programs that teach about wildlife. These options allow people to learn and be entertained without harming the animals in any way.

Islam, A. (2014). The sad, sad truth about zoos. *Animals Forever*. Retrieved from <http://animalsforever.edu/thesadsadtruthaboutzoos.html>

### Source 3

This opinion article, written by Mikaela Tatum, was published on April 23, 2013 in the newspaper. It explains her opinion about zoos.

#### **Zoos: Helping or Hurting?**

By: Mikaela Tatum

Ever since 1828, people have visited zoos. They go to see all the interesting animals that are there. However, the same animals that bring us joy are treated unfairly. They are just used to keep customers entertained. Zoos are terrible places for animals to live. They deserve a better home.

Wild animals are free to go wherever they want. Their natural habitats are usually very big. In zoos, animals are kept in habitats that are much smaller than where they would live in the wild. In their pens, they are not able to learn what they would need to know to survive in the wild. This makes it nearly impossible to release them back to where they came from. Although zoos try their best to create habitats that are similar to animals' natural ones, some things are impossible to recreate.

Zoos claim that they are preventing animals from going extinct. If this is the case, then why are many of the animals we see in zoos not endangered? Zoos carry animals that they think will bring in the most people. Animals do not have to be endangered to be in zoos. Also, keeping a few of the species is not going to help the animals in the long run.

Even though zoos sometimes take in injured animals or animals that can no longer survive in the wild on their own, there are other solutions to these situations. Animal sanctuaries take in animals that cannot live in the wild. They also give them a better feel for what the wild is really like. Even if they are not exactly the same as the wild, they are better than zoos. Here, they could be watched by veterinarians while still getting some much-deserved freedom. They would not get that freedom in zoos.

Zoos also breed animals to increase the number of animals they have. This leads to even less space in the animals' habitats. As a result, the older animals are sometimes traded to different zoos that may have even worse conditions. They could also be sold to circuses or people trying to get extra money by selling them again.

Even though zoos help people learn about wild animals, it is not fair to keep animals locked away in small habitats for our enjoyment. When they are not needed anymore, they are shipped away. We should focus on ways to help animals. We should not focus on ways to watch them at zoos.

Tatum, M. (2013). Zoos: helping or hurting? *Daily Times*. Retrieved from <http://dailytimes.org/zooshelpingorhurting.html>

<b>Prework:</b>	None
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<b>Part 1</b>	<p>Using the information you have just read from the articles and letter to the editor, answer the questions below.</p> <ol style="list-style-type: none"> <li>1. Which of the sources best provides support for zoos? What are three strong reasons presented by that source?</li> <li>2. The sources talk about a lot of the same topics, but some of the information may challenge the other sources. Choose one detail that is discussed in at least two sources and explain both sides of the argument.</li> <li>3. Select the boxes to match each source with the idea or ideas that it supports. Some ideas may have more than one source selected.</li> </ol>		
	<b>Source 1: Zoos Rock!</b>	<b>Source 2: The Sad, Sad Truth About Zoos</b>	<b>Source 3: Zoos: Helping or Hurting?</b>
	<b>Zoos bring in more animals than needed to make customers happy.</b>		
	<b>Zoos allow people to see animals safely.</b>		
	<b>Zoos do their best to make animals feel like they are in their natural habitat.</b>		

**End of Part 1**

<b>Part 2</b>	<p><b>Directions:</b></p> <p>You will now review your notes and sources and plan, draft, edit, and revise your writing. You may use your notes and refer to the sources. Now read your assignment and the information about how your writing will be scored, then begin your work.</p> <p><b>Your assignment:</b></p> <p>You have been asked to write a multi-paragraph article on zoos for the school newspaper. In your article, you will need to take a side as to whether you think zoos do more good or more harm. Your article will be read by students and teachers at your school. In your article, clearly state your opinion and support your opinion with reasons that are clearly developed. Use information from the sources you have read.</p> <p><b>Remember:</b></p> <p>A well-written opinion article:</p> <ul style="list-style-type: none"><li>• states a clear opinion</li><li>• is well-organized and stays on the assigned topic</li><li>• has an introduction and a conclusion</li><li>• uses transitions and linking words</li><li>• uses details from the source to support the opinion</li><li>• clearly develops ideas</li><li>• uses clear language</li><li>• follows the rules of writing (spelling, punctuation, grammar)</li></ul> <p>You may begin working on your article. Make sure that you manage your time so that you can plan your article, write your article, and revise and edit the final draft.</p> <p>For part 2, you are being asked to write a multi-paragraph article, so be as thorough as possible.</p> <p>Remember to check your notes and your prewriting/planning as you write and then revise and edit your article.</p>
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**End of Part 2**

**Scoring Rubric For Part 1:**

<b>Scoring Rubric 1: Evaluate Information/Sources (Claim 4, Target 3)</b>	
<b>2 Points:</b>	The response gives sufficient evidence of the ability to distinguish relevant from irrelevant information.
<b>1 Point:</b>	The response gives limited evidence of the ability to distinguish relevant from irrelevant information.
<b>0 Points:</b>	A response gets no credit if it provides no evidence of the ability to distinguish relevant from irrelevant information.

<b>Scoring Rubric 2: Interpret/Integrate Information (Claim 4, Target 2)</b>	
<b>2 Points:</b>	The response gives sufficient evidence of the ability to locate, select, interpret and integrate information within and among sources of information.
<b>1 Point:</b>	The response gives limited evidence of the ability to locate, select, interpret and integrate information within and among sources of information.
<b>0 Points:</b>	A response gets no credit if it provides no evidence of the ability to locate, select, interpret and integrate information within and among sources of information.

**Correct Response 3: Use Evidence (Claim 4, Target 4)**

	<b>Source 1: Zoos Rock!</b>	<b>Source 2: The Sad, Sad Truth About Zoos</b>	<b>Source 3: Zoos: Helping or Hurting?</b>
<b>Zoos bring in more animals than needed to make customers happy.</b>			x
<b>Zoos allow people to see animals safely.</b>	x		
<b>Zoos do their best to make animals feel like they are in their natural habitat.</b>	x		

**Scoring Rubric For Part 2:**

<b>Scoring Rubric for Opinion Writing for Statement Purpose/ Focus and Organization:</b>	
<b>4 Points:</b>	<p>The response:</p> <ul style="list-style-type: none"> <li>• Contains an opinion that is focused, clear, and strongly maintained</li> <li>• Contains an opinion that is clearly communicated related to the context</li> <li>• Has a clear and effective organizational structure creating unity and wholeness</li> <li>• Contains the use of a variety of transitional words and phrases</li> <li>• Contains a logical sequence of ideas from the beginning to the end</li> <li>• Contains an efficient introduction and conclusion related to the audience and purpose</li> </ul>
<b>3 Points:</b>	<p>The response:</p> <ul style="list-style-type: none"> <li>• Is mostly clear and focused, and has somewhat related material that is on topic</li> <li>• Contains some context for the main idea of the topic</li> <li>• Has an evident organizational structure and a sense of completeness, though there may be minor flaws and ideas that are only loosely connected</li> <li>• Contains an adequate variety of transitional words and phrases</li> <li>• Contains adequate sequence of ideas from the beginning to the end</li> <li>• Contains an adequate introduction and conclusion related to the audience and purpose</li> </ul>
<b>2 Points:</b>	<p>The response:</p> <ul style="list-style-type: none"> <li>• Is clear or focused upon the opinion, but is poorly sustained</li> <li>• Contains an opinion that is blurred or somewhat vague</li> <li>• Has an inconsistent organizational structure, and errors that are evident</li> <li>• Displays inconsistent use of transitional strategies with little variety</li> <li>• Contains a rough progression of ideas from the beginning to the end</li> <li>• May contain a conclusion or introduction, but they are weak</li> </ul>
<b>1 Point:</b>	<p>The response:</p> <ul style="list-style-type: none"> <li>• Is brief</li> <li>• Drifts from the topic</li> <li>• Contains an unclear or confusing opinion</li> <li>• Has little or no apparent organizational structure.</li> <li>• Contains few or no transitional words or phrases</li> <li>• Contains frequent irrelevant ideas that encroach on the overall focus</li> </ul>
<b>0 Points:</b>	<p>The response gets no credit if it provides no evidence of the ability to write full opinion articles about topics or sources, attending to purpose and audience. The response gets no credit if it is in a language other than English, is illegible, off-topic, or off-purpose.</p>

<b>Scoring Rubric for the Language and Elaboration of Evidence:</b>	
<b>4 Points:</b>	<p>The response:</p> <ul style="list-style-type: none"> <li>• Uses evidence from sources and smoothly integrates them in a comprehensive, relevant way</li> <li>• Effectively uses a variety of elaborative techniques</li> <li>• Clearly and effectively expresses ideas, using precise language</li> <li>• Uses academic and domain-specific vocabulary that is appropriate for the purpose and audience</li> </ul>
<b>3 Points:</b>	<p>The response:</p> <ul style="list-style-type: none"> <li>• Uses some evidence from sources that is integrated, though citations may be vague</li> <li>• Adequately uses some elaborative techniques</li> <li>• Adequately expresses ideas, including a mix of precise and general language</li> <li>• Uses domain-specific vocabulary that is generally appropriate for the purpose and audience</li> </ul>
<b>2 Points:</b>	<p>The response:</p> <ul style="list-style-type: none"> <li>• Includes evidence from sources that is weakly integrated, and citations, if present are weak</li> <li>• Includes a weak use of elaborative techniques</li> <li>• Expresses ideas unevenly, using simplistic language.</li> <li>• Uses domain-specific language that may be inappropriate for the audience or purpose</li> </ul>
<b>1 Point:</b>	<p>The response:</p> <ul style="list-style-type: none"> <li>• Uses evidence from sources that is minimal, irrelevant, or even absent</li> <li>• Expresses ideas that are vague, lack clarity, or are confusing</li> <li>• Uses limited language of domain-specific vocabulary</li> <li>• May have little sense of audience and purpose</li> </ul>
<b>0 Points:</b>	<p>The response gets no credit if it provides no evidence of the ability to write full opinion articles about topics or sources, attending to evidence and elaboration. The response gets no credit if it is in a language other than English, is illegible, off-topic, or off-purpose.</p>

<b>Scoring Rubric for Conventions:</b>	
<b>2 Points:</b>	<p>The response:</p> <ul style="list-style-type: none"> <li>• Has adequate use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling</li> </ul>
<b>1 Point:</b>	<p>The response:</p> <ul style="list-style-type: none"> <li>• Has limited use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling</li> </ul>
<b>0 Points:</b>	<p>The response gets no credit if it demonstrates little or no command of conventions, has infrequent use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling. The response gets no credit if it is in a language other than English, is illegible, off-topic, or off-purpose.</p>