# Summer School 2013 Pacing Guide

**MIAMI-DADE COUNTY PUBLIC SCHOOLS DISTRICT**  
**SUMMER SCHOOL 2013 PACING GUIDE**

## M/J Language Arts 3  
**COURSE CODE: 1001070RC**

### 8th Grade M/J Course Credit Recovery

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<td>Start</td>
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20 Instructional Days

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**Instructional Procedures**

- Opening
- Whole Group Instruction
  - Literary Analysis
  - Reading Strategy
  - Vocabulary in Context
- Guided Instruction
- Independent Practice
- Differentiated Instruction (Small Group Instruction)
- Reading-Writing Connection

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### JULY 8, 2013 – AUGUST 2, 2013

**McDougal Littell LITERATURE 8th grade**

**WEEK 1**  
July 8 – July 12

- **Essay**  
  - *Us and Them*  
    by David Sedaris

**Literary Analysis:**  
- Irony

**Reading Strategy:**  
- Evaluate

**Assessments:**
  - Selection Test  
  - Culminating Writing

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**WEEK 2**  
July 15 – July 19

- **Informational Non-Fiction**  
  - *Zoos: Myth and Reliability*  
    by Rob Laidlaw
  - *Zoos Connect Us to the Natural*  
    by Michael Hutchins

**Literary Analysis:**  
- Argument

**Reading Strategy:**  
- Fact and Opinion

**Assessments:**
  - Selection Test  
  - Culminating Writing

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**WEEK 3**  
July 22 – July 26

- **Short Story**  
  - *Rules of the Game*  
    by Amy Tan

**Literary Analysis:**  
- 1st Person P.O.V

**Reading Strategy:**  
- Drawing Conclusions

**Assessments:**
  - Selection Test  
  - Culminating Writing

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**WEEK 4**  
July 29 – August 2

- **Poetry**  
  - *Macavity: The Mystery Cat*  
    by T.S. Elliot
  - *Vermin*  
    by E.B. White

**Literary Analysis:**  
- Couplet

**Reading Strategy:**  
- Figurative Language

**Assessments:**
  - Selection Test  
  - Culminating Writing

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Office of Academics and Transformation – Department of Language Arts and Reading
**WEEK 2**

**Guided Practice**

**Whole Group**

**Opening**
- Author Online (TE/SE 949) & Background (TE/SE 950)

**Whole Group Instruction**
- Teach-Elements of Nonfiction: Argument (TE/SE 949); (Introduce On-line Resource pg.27)

**Independent Practice**
- First Reading: Students Independently Read (SE-950 -956)

**Guided Practice**
- Clarify Text - Discussion; (Complete On-line Resource pg.27)

**Independent Practice**
- Comprehension Check (SE 957- #'s 1,2&3)

**Home Learning**
- Independent Reading

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**LESSON OBJECTIVES**

Students will . . .

- explore the key idea of *wildlife*
- identify and analyze elements of an argument
- read an article and an opinion piece
- distinguish and evaluate fact and opinion
- build vocabulary for reading and writing
- use knowledge of the Greek root *bio* to help determine word meaning
- capitalize correctly names of organizations, institutions, stores, and companies
- use writing to analyze literature

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**劣 BENCHMARKS**

**LA.8.1.6.7** The student will use new vocabulary that is introduced and taught directly;

**LA.8.1.7.2** The student will analyze the authors purpose and/or perspective in a variety of texts and understand how they affect meaning;

**LA.8.3.4.2** The student will edit for correct use of punctuation, including commas, colons, semicolons, quotation marks, and apostrophes;

**LA.8.6.2.2** Assess, organize, synthesize and evaluate the validity and reliability of information in text.

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<td>• Author Online (TE/SE 949) &amp; Background (TE/SE 950)</td>
<td>• Review Literary Analysis Skill: Argument (TE/SE 949) <strong>Whole Group Instruction</strong></td>
<td>• Review Reading Skill: Fact and Opinion (TE/SE 949)</td>
<td>• Review Vocabulary In Context (TE/SE 949)</td>
<td>• Review Vocabulary Strategy: Greek Root (TE/SE 958)</td>
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<td><strong>Whole Group Instruction</strong></td>
<td>• Teach-Reading Skill: Distinguish Fact and Opinion (TE/SE 949); (Introduce On-line Resource pg.29)</td>
<td>• Teach-Vocabulary In Context (TE/SE 949); (On-line Resource pg.31)</td>
<td>• Teach-Vocabulary Strategy: The Greek Root <em>exo</em> &amp; <em>bio</em> (TE/SE 958)</td>
<td><strong>Whole Group Instruction</strong></td>
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<td>• Guided Reading (TE/SE-950 -956); (Complete On-line Resource pg.29)</td>
<td>• Audio Read (TE/SE-950 -956); Practice-Literary Analysis questions (TE/SE 957 - #'s 5&amp;6)</td>
<td>• Paired Read (SE 950 -956); (Resource Manager Vocabulary Strategy pg. 33)</td>
<td><strong>Whole Group Instruction</strong></td>
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<td>• Vocabulary In Writing (TE/SE 726)</td>
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<td>• Clarify Text - Discussion; (Complete On-line Resource pg.27)</td>
<td>• Vocabulary Practice (On-line Resource pg. 32)</td>
<td>• Reading-Writing Connection (Writing Prompt B. Extended Response: Compare Perspectives)</td>
<td>• Rereading-Independently Read (SE-950 -956); (On-line Resource pg. 34)</td>
<td><strong>Independent Practice</strong></td>
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<td>• Culminating Writing Assessment: (Revise Writing Prompt B using Capitalization Strategy)</td>
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## LESS-PROFICIENT READERS

- Targeted passages, short excerpts that deal with the key story events, concepts, and skills, appear on pages 950-951 (lines 1-16), page 953 (lines 99-115), page 954 (lines 20-48), and page 956 (lines 134-174). If your students are having trouble comprehending this selection, focus solely on these passages. Read aloud each excerpt with your students. Monitor their understanding of argument and fact and opinion.

- Additional Selection Questions and Question Support (*Resource Manager*, page 21 and page 35) allow you to provide customized practice with comprehension and elements of nonfiction skills.

## ADVANCED LEARNERS/ PRE-AP

- **Activity 1: Analyze Style** Point out Laidlaw's use of questions and answers in the paragraphs that begin with lines 99 and 105. Ask students why he might have included these paragraphs. Have them consider these questions: What effect is created by the repetition if "the answer is yes?" In what way do these paragraphs affect the tone of the article? What is the effect on the argument?

- **Activity 2: Analyze Argument** Have students reread lines 61-76. Point out that Hutchins has chosen to focus on only a small number of accredited facilities. Remind students that Laidlaw, in his article, makes the point that unaccredited facilities outnumber these nine to one. He takes these numbers into account when evaluating the quality of zoos and other facilities. Lead a discussion about how the conclusions each author draws depend on the parameters he establishes for his argument.
Differentiation Use these questions to provide customized practice with comprehension and critical thinking skills.

Easy

1. **Recall** What improvements have many zoos made in the last few decades? (They have built more natural captive exhibits.)
2. **Recall** Which writer is more optimistic about the quality and function of zoos today? (Hutchins is more optimistic than Laidlaw.)
3. **Key Idea: Wildlife** According to Laidlaw, why have many zoos turned away from captive breeding and conservation? (They have not been very successful with captive breeding or introduction of captive-born animals to the wild.)
4. **Summarize** Why does Hutchins think we need to have wild animals in zoos? (He thinks they help children connect to the natural world and assist in the conservation of endangered species.)

Average

5. **Analyze Argument** Why does Laidlaw think viewing wildlife in cages is counterproductive to educating the public about conservation and habitat protection? (It gives people the idea that the captive environment is beneficial to the animals.)
6. **Key Idea: Wildlife** According to Hutchins, what have zoo biologists learned since the 1960s and 1970s about how to take care of wildlife in captivity? What actions did this new knowledge prompt them to take? (They learned about the special needs of the animals. As a result, zoos have built more natural habitats, and animals have better food and veterinary care.)

Challenging

7. **Key Idea: Wildlife** After reading both writers’ arguments, which position do you agree is more beneficial to wildlife? Explain. (Students’ responses should reflect an understanding of the facts and opinions in the articles as well as their own prior experience and opinions.)
8. **Analyze Argument** Laidlaw argues that zoos do not meet the test of humane treatment and fall short of their goals of education and conservation. What counterarguments to this claim could you propose? Do they correspond with Hutchins’s opinion? Explain. (Accept all reasonable responses. Students’ responses should reflect an understanding of the facts and opinions presented in the articles. Counterarguments are likely to agree with Hutchins’s opinion.)
9. **Synthesize** Given the information in both articles, why do you think it has been difficult for the zoo industry to enforce the standards both writers mention? (Responses may vary. Some students might say that zoos profit from the status quo, while others may blame a lack of funding and public interest.)
Elements of Nonfiction

ARGUMENT
An argument is an opinion on an issue or problem. An effective argument is supported with evidence and reasons. An argument centers on a claim which is the writer’s position on the topic. Any material that helps to prove the claim is support. Writers might use statistics, logic, experts, or examples to support their arguments.

Directions: Complete these charts to analyze each author’s argument. Summarize the main claim that each author presents. Then describe three ways the author supports that claim.

Zoos: Myth and Reality

Claim:

Opposition’s Claims:

Evidence Against: Evidence Against: Evidence Against:

Zoos Connect Us to the Natural World

Claim:

Support: Support: Support:
**Reading Skill**

**DISTINGUISH FACT AND OPINION**

A **fact** is a statement that can be proved. You might prove a fact by reading a reliable source or talking with an expert. Other facts can be proven through personal observations, eyewitness accounts, or scientific experiments. An **opinion** is a belief, feeling, or thought about a topic. It cannot be proved and can vary from person to person.

**Directions:** Complete these charts to identify key facts and strong opinions in each article.

### Zoos: Myth and Reality

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### Zoos Connect Us to the Natural World

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The role of the zoo in modern society is controversial. As with any issue about which there is both positive and negative propaganda, we must learn all the facts we can. On the one hand, some observers believe that many, if not most, zoo animals live in deprivation and that their physical and psychological needs are largely ignored. Others maintain that most zoos humanely care for animals in well-designed facilities. For many years, people knew little about the needs of wild animals. As a result, once strong and energetic animals would languish in captivity, confined in small, sterile cages that bore no resemblance to their natural habitats. The living conditions of wild animals in zoos were as different as possible from the conditions experienced by their counterparts in nature.

Over time, as more people lived in urban areas, they had less contact with nature. Wild animals from distant, exotic locations were exciting to people who had never seen them before. The kind of person who would exploit animals for money often did not take good care of them. Advocates for the well-being of wildlife frequently had little influence and saw few results for their efforts. They were often overwhelmed with the futility of trying to protect captive animals. Today, however, many people see zoos that are well designed and maintained as part of the solution for the humane treatment of captive animals.

B. Directions: Write each boldfaced word from Part A beside its definition.

1. _____________ the condition of not having one’s needs met; a lack of
2. _____________ uselessness
3. _____________ foreign, unusual, exciting
4. _____________ information that supports a certain cause
5. _____________ have the same functions and traits as another
6. _____________ using for selfish purposes
7. _____________ lost strength and vitality
8. _____________ barren, lacking vitality
Directions: Answer each question with a complete sentence. Use the boldfaced word in your answer.

1. Where might you look to find an example of modern propaganda?

2. What is a wild counterpart for a house cat?

3. How might it feel to live for weeks in a sterile environment?

4. How can you predict whether or not a house plant will languish in a new location?

5. What might you tell an athlete to overcome a feeling of futility after losing a game?

6. What is one example of a way in which a business might exploit workers?

7. What are some examples of exotic places to visit?

8. What is sleep deprivation?
The Greek Root *bio*

Robert Laidlaw feels that many zoos fail to meet the biological needs of animals. The word *biological* contains the Greek root *bio*, which means “life.” You can use your understanding of this root along with context clues to help you figure out the meaning of other words formed from *bio*.

**Directions:** Use a dictionary to look up each word that appears in the web. Then decide which word best completes each sentence. Be ready to explain how the meaning of the root is reflected in each word.

1. Something that is dangerous to human beings or their environment is a ________________.

2. In a ________________ relationship, two animals live together closely in a way that benefits both of them.

3. An essay might combine ________________ information about the author’s life with facts and observations about other topics.

4. The field of ________________ engineering involves finding ways to use or manage chemical substances found in living organisms.

5. An effective ________________ is designed to kill harmful bacteria.
Reading Check

Directions: Recall the ideas in Rob Laidlaw’s online article and Michael Hutchins’s opinion piece. Then answer the questions in phrases or sentences.

1. In “Zoos: Myth and Reality,” what does Laidlaw say nearly every zoo claims?

2. Which zoo-related issue do most people seem to agree on, according to “Zoos: Myth and Reality”?

3. According to “Zoos: Myth and Reality,” what are some ways in which animals in amateur or roadside zoos are mistreated?

4. What kind of zoos does Hutchins focus on in “Zoos Connect Us to the Natural World”?

5. What does Hutchins say about zoo professionals in “Zoos Connect Us to the Natural World”?
Question Support

CRITICAL ANALYSIS

For questions 1–3, see page 957 of the Pupil Edition.

Directions: Answer each question.

4. Analyze Arguments Write Laidlaw or Hutchins to identify the writer who makes each claim and provides each item of support.

| Claim: Many zoos contribute to animal suffering. |
| Claim: Many zoos today provide humane settings for animals. |
| Support: Gorillas used to die in zoos, but they now thrive in well-designed exhibits. |
| Support: Many zoo enclosures, both new and old, are too small. |
| Support: More than 90 percent of mammals in accredited zoos were born in zoos, not the wild. |
| Support: Zoos often ignore the natural biology and behavior of animals and create exhibits that are attractive to visitors. |
| Support: The holding-areas, where many animals spend a lot of time, resemble prisons. |
| Support: Gorillas live longer lives in zoos today than they do in the wild. |

5. Compare Scope Complete these sentences about the scope of these articles.

The scope of an article is the range of topics it covers.

• The article by (Laidlaw/Hutchins) discusses a wider range of zoos.
• The article by (Laidlaw/Hutchins) discusses only accredited zoos in depth.
• I think that the article with a broader scope is (more/less) convincing because

6. Evaluate Fact and Opinion Write fact or opinion to describe each statement.

| “...vast numbers of zoo animals continue to endure lives of misery and deprivation” (Laidlaw) |
| “Only 16 species have established self-sustaining populations in the wild as a result of captive-breeding efforts...” (Laidlaw) |
| “So long as wild animals are kept in captivity, they ought to be treated humanely.” (Laidlaw) |
| “Even as late as the 1960s and ’70s, most zoo gorillas were kept singly or in pairs in small, sterile concrete and tile cages and fed inappropriate foods.” (Hutchins) |
| “In 2002, over 140 million people visited AZA zoos and aquariums...” (Hutchins) |
Selection Test B/C

Comprehension

Read each of the following questions. Then choose the letter of the best answer. (6 points each)

1. One way that Laidlaw explains that zoos have failed in “Zoos: Myth and Reality” is in
   A. finding wild animals
   B. building decorative exhibits
   C. producing a surplus of animals
   D. reintroducing animals to the wild

2. Which claim does Laidlaw support in “Zoos: Myth and Reality” with the example of polar bear exhibits?
   A. Many advances in zoo animal housing offer little benefit to the animals.
   B. Bears are happier in an exhibit that attracts many people.
   C. The staff in America’s established zoos cares more for animals than the staff in roadside zoos.
   D. An animal’s natural biology will change to adapt to new environments.

3. Which statement about gorillas in “Zoos Connect Us to the Natural World” helps support Hutchins’s argument that our best zoos nurture their animals?
   A. The American public has always been fascinated by gorillas in zoos.
   B. Zoo gorillas live longer than many gorillas in nature.
   C. Gorillas in zoos live alone or in pairs because it keeps them from eating too much.
   D. Zoos keep gorillas in small cages so biologists can find out how they live.

4. How could you distinguish this excerpt from “Zoos Connect Us to the Natural World” as a fact? “Today, more than 90 percent of mammals housed in accredited facilities were born in zoos.”
   A. Talking to an expert could prove the statement.
   B. This number comes from animal experiments.
   C. The author is telling you what he believes.
   D. Some people disagree with this statement.

5. The authors of these articles say that there is a difference between
   A. gorillas and all other animals
   B. wildlife and people who visit zoos
   C. accredited zoos and other places with animals
   D. the way people treat zoo animals and their pets
Vocabulary
Choose the answer that best explains the meaning of each underlined word. (6 points each)

6. What is propaganda?
   A. report by experts on how zoos work
   B. efforts to conserve wildlife habitat
   C. details of an author’s background
   D. information that supports a cause

9. To languish means to
   A. live one’s life in a cage
   B. fail to educate the public
   C. lose strength and vitality
   D. gain knowledge and skill

7. Deprivation means
   A. a search for facts about a topic
   B. a releasing of animals into the wild
   C. the destruction of species of animals
   D. the condition of not having needs met

8. Futility means
   A. uselessness
   B. depression
   C. captivity
   D. distress

Written Response

Short Response  Answer the following questions based on your knowledge of the articles. Write a sentence or two on a separate sheet of paper. (10 points each)

11. What support does Laidlaw use in “Zoos: Myth and Reality” to support his claim that there are captive environments where animals’ needs are being met?

12. How does “Zoos: Myth and Reality” explain that zoos fail in the area of education? Include one detail from the article in your response.

Extended Response  Answer one of the following questions based on your knowledge of the articles. Write one or two paragraphs on a separate sheet of paper. (20 points)

13. What feeling about animals do the authors show in their own actions and words? Support your response with details from the articles.

14. Challenge  Which article has better support for its argument: “Zoos: Myth and Reality” or “Zoos Connect Us to the Natural World”? Support your response with details from the articles.
Zoos: Myth and Reality/Zoos Connect Us to the Natural World
Elements of Nonfiction
p. 27

Responses will vary.
Answer Key

Reading Skill
p. 29

Chart 1, Facts
1. There are an estimated 10,000 zoos worldwide.
2. “Only 16 species have established self-sustaining populations in the wild as a result of captive breeding efforts”
3. “the legions of conservationists that zoos should have produced, if their claims were true, have never materialized.”
4. “Studies have shown that animals can suffer physically, mentally, and emotionally.”
5. Less that 10 percent of zoos in the U.S. are accredited by the AZA.

Chart 1, Opinions
1. “most zoos fail to live up to their own propaganda”
2. “vast numbers of zoo animals continue to endure lives of misery and deprivation”
3. Many advances in zoo design are superficial and inhumane.
4. “one look at the prison-like, off-display holding and service areas in most zoos . . is proof of the hypocrisy of zoo claims”
5. Roadside zoos “do nothing but cause misery and death to thousands of animals.”

Chart 2, Facts
1. Gorillas died in many early zoos.
2. “Gorillas in today’s zoos are kept in large, naturalistic exhibits, maintained in appropriate social groupings, fed nutritionally appropriate diets, and provided with excellent veterinary care.”
3. “Today, more than 90 percent of mammals housed in accredited facilities were born in zoos and not taken from the wild.”
5. Last year, AZA member zoos supported 1,400 conservation, educational, and scientific projects in over 80 countries.

Chart 2, Opinions
1. “the very real success that our nation’s best zoos have had in nurturing the animals who live within their walls.”
2. Accredited zoos “constantly strive to improve the lives and health of the animals in their care.”
3. “Seeing, smelling, and in some cases even touching real, live animals is a powerful experience.”
4. Zoos are playing an increasingly important role in efforts to conserve endangered species.
5. “A society that values wildlife and nature should support our best zoos and aquariums.”
**Answer Key**

**Vocabulary Study**  
*p. 31*

**A.**

1. *propaganda*—Clues: “positive and negative,” “facts”; Possible meaning: “slanted information”
2. *deprivation*—Clue: “needs are largely ignored”; Possible meaning: “lack of what is most needed”
3. *languish*—Clues: “once strong and energetic,” “confined”; Possible meaning: “waste away”
4. *sterile*—Clue: “no resemblance to their natural habitats”; Possible meanings: “empty,” “without life”
5. *counterparts*—Clues: “in zoos,” “as different as possible,” “in nature”; Possible meaning: “like another”
6. *exotic*—Clues: “distant . . . locations,” “exciting,” “never seen them before”; Possible meaning: “unusual”
7. *exploit*—Clues: “for money,” “did not take good care of them”; Possible meaning: “using for money”
8. *futility*—Clues: “little influence,” “few results”; Possible meaning: “lack of effectiveness”

**B.**

1. deprivation
2. futility
3. exotic
4. propaganda
5. counterparts
6. exploit
7. languish
8. sterile
Vocabulary Practice

1. You could find **propaganda** in the materials for a political campaign.
2. A lion, jaguar, or cougar might be a wild **counterpart** for a house cat.
3. Living in a **sterile** environment would be boring because there would be nothing stimulating or interesting.
4. A house plant might **languish** if there is not enough or too much sunlight in the new location.
5. The feeling of **futility** after losing a game should not last long because there is always another game or another season.
6. A business could **exploit** workers by not paying them fairly for the amount of time they work.
7. Some **exotic** places include Antarctica and other remote places where few people live.
8. Sleep **deprivation** is a condition of not getting enough sleep; a lack of sleep.
Vocabulary Strategy

1. biohazard
2. symbiotic
3. biographical
4. biochemistry
5. antibiotic
1. Laidlaw says that nearly every zoo claims to be making important contributions to conservation.

2. If animals are kept in captivity, they should be treated humanely.

3. Some zoo animals receive unhealthful foods and inadequate amounts of water, fight with one another because of the conditions in which they are living, and live in environments that fail to protect them from weather and fail to meet their needs for activity or sleep.

4. Hutchins focuses on zoos that are accredited by the American Zoo and Aquarium Association.

5. Hutchins says that zoo professionals show dedication to their work, care about animals, and make efforts to advance their knowledge and skills.
Answer Key

Question Support

p. 35

Critical Analysis

4. Laidlaw, Hutchins, Hutchins, Laidlaw, Hutchins, Laidlaw, Laidlaw, Hutchins

5. Part 1: Laidlaw; Part 2: Hutchins; Part 3: I think that the article with a broader range is more convincing because it shows how animals live in many different kinds of zoos.

6. opinion, fact, opinion, fact, fact
Answer Key

Grammar and Writing  
*p. 36*

1. The Monterey Bay Aquarium was once a sardine factory.
2. Almost two million people visit this aquarium every year.
3. It sponsors some projects with the California Fish and Game Commission.
4. The Center for the Future of the Oceans is one of the aquarium’s conservation organizations.
5. The Central Park Zoo in New York attracts nearly one million visitors a year.
6. The Tisch Children’s Zoo was added to this popular attraction in 1997.
7. You might find books about wildlife conservation in a zoo’s gift shop.
8. Many universities offer programs that help prepare students for work in a wildlife center.
Selection Test B/C
p. 41

Comprehension
1. D
2. A
3. B
4. A
5. C

Vocabulary
6. D
7. D
8. A
9. C
10. B

Short Response

11. Laidlaw uses the example of black bear and grey wolf facilities in North America to prove that some animals’ needs are being met in some captive environments (lines 99–104).

12. Responses will vary. Students may use either of the following details of how zoos fail in the area of education according to “Zoos: Myth and Reality”:
   A. Animals in cages in zoos either teach people nothing or give people the wrong message about animals (lines 30–33).
   B. The large number of conservationists that should have resulted from zoo education has not appeared (lines 34–35).

Extended Response

13. Responses will vary. Students should say the authors show by their actions and words that they care deeply about animals. Students may use the following details to support their responses:
   A. The opinionated description in “Zoos: Myth and Reality” of the polar bear exhibit that is not meant to benefit the bears suggests that Laidlaw went to see the exhibit for himself (lines 54–61). Laidlaw’s actions show that he cares deeply about the bears’ well-being.
   B. Laidlaw’s report about the poor conditions in which roadside zoo animals live in “Zoos: Myth and Reality” is the result of his own observation (lines 72–77). This investigation suggests that he cares deeply about these animals.
C. In “Zoos: Myth and Reality,” Laidlaw sincerely praises the facilities that provide animals the opportunity to behave normally (lines 100–108). His praise suggests that he is glad that these places exist to help animals.

D. In “Zoos Connect Us to the Natural World,” Hutchins refers to gorillas as “remarkable creatures” (lines 30–31), suggesting that he appreciates and cares about these animals.

E. In “Zoos Connect Us to the Natural World,” Hutchins says that seeing, smelling, and touching animals is “a powerful experience” (lines 105–108). His description of sensory experiences with animals suggests that he has done this himself because he is interested in and cares about animals.

F. Hutchins served as an intern at the Bronx Zoo in New York, where he accompanied many zoo staff members when they cared for the animals (“Zoos Connect Us to the Natural World,” lines 138–144). This period of employment suggests that he also cares deeply about the animals.

G. Hutchins says that he was inspired by the dedication of the staff at the Bronx Zoo (“Zoos Connect Us to the Natural World,” lines 146–151). His comments indicate that he shares their feelings for animals.

H. In “Zoos Connect Us to the Natural World,” Hutchins says that people who value wildlife support zoos and asks people to support zoos in their communities (lines 152–155 and 173–174). His request suggests that he values and cares about animals.

14. Responses will vary. Students may say that the author of “Zoos: Myth and Reality” supports his argument more strongly. Students may use the following details to support their responses:

A. Laidlaw gives specific statistics when describing the number of zoos (line 12) and follows up this statistic with another that shows how few animal species have been reintroduced into the wild (lines 14–23). His use of specific numbers gives weight to his argument.

B. Laidlaw explains that the dismal numbers of successful reintroductions is the result of government programs, not zoos (lines 19–20). He further strengthens his argument by showing how badly zoos are doing when compared to non-zoo programs.

C. Laidlaw supports his claim that zoo animals suffer (lines 39–40) with the description of Polar bear exhibits (lines 53–61) and the off-display holding areas in zoos (lines 62–66). He uses specific support and details to back up his claim.

D. Laidlaw uses personal experience to describe the dismal conditions of life in an amateur zoo (lines 72–77). His detailed descriptions give strength to his argument about the dismal conditions of many animal facilities.

E. Laidlaw further supports his assessment that zoos do not do much to care for animals when he describes what happens to surplus animals (lines 78–81).

F. Laidlaw gives more specific statistics when he describes how many Canadian zoos reach Canadian standards (lines 84–87) and how many American zoos are accredited (lines 88–93). Specific numbers strengthen his claim.

G. To explain that there are, in fact, animal facilities that do a good job of caring for animals, Laidlaw gives specific examples of these types of facilities (lines 99–108). By describing good facilities, Laidlaw strengthens his argument that many facilities are not living up to expectations.
Students may say that the author of “Zoos Connect Us to the Natural World” supports his argument more strongly.

Students may use the following details to support their responses:

A. Hutchins begins his article with a description of the history of gorilla captivity to show how zoos have improved (lines 9–42). His explanation that gorillas in zoos do better than many gorillas in captivity supports his argument that zoos can help animals.

B. Hutchins uses statistics to describe how many animals are born in zoos (lines 48–52) to support his claim that animals can thrive in zoos.

C. Hutchins draws a distinction between accredited zoos and other animal captivity programs (such as Laidlaw’s “amateur” and “roadside” zoos) to explain that he is focusing solely on those zoos that meet the accreditation standards (lines 65–76). Hutchins’s distinction strengthens his argument by showing that he understands that there are other animal captivity facilities that do not meet very high standards.

D. Hutchins gives specific statistics on the number of people who visit zoos (lines 85–89) to strengthen his claim that zoos help people connect with the animal world.

E. Hutchins explains that zoos can bring nature to people who otherwise would never experience it and allow people to see certain types of animals in their natural habitats (lines 97–108). His description strengthens his argument that zoos are necessary to help people better understand the natural world.

F. Hutchins explains that endangered species need zoos (lines 115–118), a claim that many people would accept.

G. Hutchins gives details of his personal experience in a zoo (lines 134–151). His personal take on the people who staff zoos help strengthen his argument.

H. Finally, Hutchins explains that many zoos do best with what money they have and expresses how important it is for these zoos to have support (lines 164–174). His description of zoos’ money problems strengthen his argument by helping people understand that zoos need support to be better and that problems at zoos are probably the fault of budgets and not because of a lack of care for the animals’ well-being.