

Making Connections Through Research

Learning Targets

- Closely read and analyze an autobiographical text about how animals can help people, citing text evidence to support analysis and inferences.
- Conduct research to answer questions about how animals help people.

Preview

In this activity, you will read about animal intelligence and do some research into how animals can help people.

Setting a Purpose for Reading

- Before you read, jot down a question you have based on the title of the text. **6.5(B)**
- Use the My Notes section to write a prediction about the author's main point. As you read, underline details that might connect to the main idea. Revise your predictions as you read. **6.5(C), 6.5(E), 6.6(E)**
- Circle unfamiliar words and phrases. Use context clues or word parts to clarify the meaning of unfamiliar words. **6.2(B), 6.2(C)**

About the Author

Temple Grandin (1947–) was born in Boston, Massachusetts. She is an American doctor of animal science, a professor at Colorado State University, a best-selling author, and a consultant to the livestock industry on animal behavior. As a person with high-functioning autism, Grandin is also widely noted for her work in autism advocacy. Autism is a brain-based disorder characterized by social-communication challenges and restricted repetitive behaviors, activities, and interests.



Autobiography

Dogs Make Us Human

from **Animals in Translation**

by **Temple Grandin and Catherine Johnson**

- 1 The aborigines have a saying: "Dogs make us human." Now we know that's probably **literally** true. People wouldn't have become who we are today if we hadn't **co-evolved** with dogs.
- 2 I think it's also true, though in a different way, that all animals make us human. That's why I hope we will start to think more respectfully about animal

Learning Strategies

- KWHL
- Predicting
- Paraphrasing
- Generating Questions

My Notes

literally: actually, without exaggeration
co-evolved: evolved at the same time together

PLAN

Materials: computers with access to the Internet or copies of articles about animals helping people
Suggested Pacing: 2 50-minute class periods

TEACH

- 1 Read the Preview and Setting a Purpose sections with your students.
- 2 Have students read the About the Author and look at the author image. Prompt them to think about how the author's job, education, and health led her to write on the subject of dogs and their effect on people.
- 3 Choose a word in the About the Author that may be unfamiliar and model using context clues or word parts to determine or clarify its meaning.



TEXT COMPLEXITY

- Overall:** Complex
Lexile: 970L
Qualitative: Moderate Difficulty
Task: Moderate (Analyze)
- 4 **FIRST READ:** Read the first paragraph of "Dogs Make us Human" together as a class. Pause and have students consider what the author means when she says that people and dogs "co-evolved" together. Ask them if there is any part of the word *co-evolved* that they recognize, which can help them understand the meaning of the term.
 - 5 Have students continue reading the passage in small groups.

Texas Essential Knowledge and Skills

Focus Standards:

6.12(A) Generate student-selected and teacher-guided questions for formal and informal inquiry.

Additional Standards Addressed:

6.12(C), 6.12(D), 6.12(E), 6.12(F), 6.12(G), 6.12(H)(i), 6.12(I)

Making Observations

- What details from the About the Author information helped you understand the text?
- What questions does the text raise for you?

Returning to the Text

- Return to the text as you respond to the following questions. Use text evidence to support your responses.
- Write any additional questions you have about the autobiography excerpt in your Reader/Writer Notebook.

1. What can you tell about Grandin's message from the first two paragraphs?

Grandin wants people to respect animals and realize that they are important to humans. I know this because she says that there are a lot of things that animals can do that humans can't and that she hopes people will be more respectful of animal intelligence and talent. 6.5(F), 6.9(A)

2. Paraphrase the evidence Grandin gives to support the idea that animals helping humans can be good for the animals, too. Make sure to order the evidence logically.

Dogs that are bigger breeds and mixed breeds are out of work because few people make a living working with dogs anymore. Training dogs to help humans will help dogs because it will give them a job to do. 6.6(D)

3. What is the main idea of this text? Which details support this?

The main idea is that dogs are intelligent creatures that have a lot more to offer than most humans think. Grandin gives details about a dog that monitors its mistress's blood sugar levels to support this idea. 6.5(G), 6.6(C)

Working from the Text

4. What questions do you have about dogs as pets after reading this text? What else would you like to know?

ACTIVITY 2.17 continued

7 After reading the text for the first time, guide the class in a discussion by asking the Making Observations questions. Have them point to places in the text that raised questions and encourage them to reread if necessary. Be sure students remain on topic and respond to one another as appropriate. Use their responses to determine whether they are ready to move on to the text-dependent questions.

8 RETURNING TO THE TEXT: Guide students to return to the text to respond to the text-dependent questions. Have students work independently to reread the text and respond to the questions. Remind them to use text evidence in their responses.

9 Move from student to student and observe as students answer the text-dependent questions. If they have difficulty, scaffold the questions by rephrasing them or breaking them down into smaller parts. See the Scaffolding the Text-Dependent Questions boxes for suggestions. Give students time to generate some questions for the Working from the Text section before moving on. Model the process by conducting a think-aloud.

