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.



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



meaning.

TEXT COMPLEXITY

ACTIVITY 2.17

Materials: computers with access to the Internet or copies of articles

about animals helping people

Suggested Pacing: 2 50-minute

1 Read the Preview and Setting a

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

Purpose sections with your students. 2 Have students read the About the Author and look at the author

PLAN

class periods

TEACH

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.

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



Texas Essential Knowledge and Skills

Focus Standards:

6.12(A) Generate student-selected and teacherguided guestions 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)

6 Give students time to look at the image of the rescue dog and the caption. If class time allows, have groups briefly discuss other animals that have jobs.

2.17

My Notes

intelligence and talent. That would be good for people, because there are a lot of things we can't do that animals can. We could use their help.

- 3 But it would be good for animals, too. Dogs first started living with people because people needed dogs and dogs needed people. Now dogs still need people, but people have forgotten how much they need dogs for anything besides love and companionship. That's probably okay for a dog who's been bred to be a companion animal, but a lot of the bigger breeds and practically all of the mix breeds were built for work. Having a job to do is a part of their nature; it's who they are. The sad thing is, now that hardly anyone makes his living herding sheep, most dogs are out of a job.
- 4 It doesn't have to be that way. I read a little story on the Web site for the American Veterinary Medical Association that shows the incredible things animals are capable of doing, and would do if we gave them a chance. It was about a dog named Max who had trained himself to monitor his mistress's blood sugar levels even while she was asleep. No one knows how Max was doing this, but my guess is people must smell slightly different when their blood sugar is low, and Max had figured that out. The lady who owned him was a severe diabetic, and if her blood sugar levels got low during the night Max would wake up her husband and bug him until he got up and took care of her.
- 5 You have to think about that story for only five seconds to realize how much dogs have to offer. Dogs and a lot of other animals.



For many years, dogs have been trained to rescue people caught in avalanches. One dog on a search and rescue team can cover more ground more thoroughly than 20 people searching on foot.

practically: almost, nearly

Scaffolding the Text-Dependent Questions

- 1. What can you tell about Grandin's message from the first two paragraphs? Examine paragraph 2. What does Grandin say she hopes for? What is suggested about animals by the last sentence?
- 2. Paraphrase the evidence Grandin gives to support the idea that animals helping humans can be good for the animals, too. Reread paragraph 4. Who trains the dog to
- act as it does? How does this demonstrate that a dog might want to help people?
- 3. What is the main idea of this text? Which **details support this?** How does the anecdote about the dog who was able to detect his mistress's low blood sugar show how dog intelligence is important for humans to respect? What could have happened in this case if the humans did not respect the dog's intelligence?

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

What questions do you have about dogs as pets after reading this text? What else would you ike 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.

ACTIVITY 2.17 continued

10 Have students order the list in their books as a way to determine what they know about the research process. Discuss results and have students correct their lists as necessary.

11 Introduce or review the KWHL chart by having students think-pairshare the K and W columns. Ask them to draw from personal experience as well as from the previous activities in which they read articles about dogs.

12 Use the Temple Grandin passage to model how to add information to the L column.

13 Allow students to conduct independent research on the topic of animals helping people, creating another KWHL chart based on their research. Help them to use the features of the books and articles they find, like author biographies, forewards, and prefaces, to build their background knowledge about the topic.

14 Direct students to respond to the Independent Reading Link. They should use the features of their texts to build their research base.

2.17

My Notes process.

Conducting Research

Informational writing provides information about a topic, which often means researching the topic to learn more about it and to find evidence for your writing.

- 5. What do you know about conducting research? What experience do you have with it? Number the lines below 1 to 6 to show a logical order for the research
 - Write questions that can be answered through research. Evaluate sources. Identify the topic, issue, or problem. Communicate findings. Draw conclusions. Gather evidence and refocus or refine the major research question
- 6. Use a KWHL graphic organizer to guide your research on the topic of animals helping people. First, fill out the first two columns.

K: What do you know about the ways that animals help people? Try to think of at least three ways that animals can help people live better lives.

W: What do you want to know about the ways that animals help people?

7. Now, fill in the "H" column with the title and author of the text you just read.

Topic: Animals Helping People					
K	W	Н	L		
Thinking about what you already KNOW helps you focus on your topic.	Thinking about what you WANT to know helps you create questions to guide your research.	Thinking about HOW and where you will find information helps you identify possible resources that match your questions.	Thinking about what you LEARNED helps you draw conclusions in order to communicate your findings.		

when necessary.

- 8. Add to the ${\bf L}$ column information about what you learned from reading "Dogs Make Us Human." What did you learn about animals helping people?
- 9. Add to the W column new questions that you have. In the H column, brainstorm how and where you will conduct research to answer your questions. When brainstorming, consider conducting research that will lead to both primary sources (sources written by the subject, or at the time of the event) and secondary sources (sources written about the subject by someone else). Keep notes indicating which type each resource will be.
- 10. Follow your teacher's instructions on how to gather more research about animals helping people. As you do, complete the KWHL chart.

Check Your Understanding

After doing additional research and reading, summarize the research process you used and describe how it helped you answer the questions you wrote in your KWHL chart.

INDEPENDENT READING LINK

Read and Connect

Is there anything related to the research topic in your independent reading? Add the information to your KWHL chart. Be sure to note any similarities and differences between the information in your research and the information in your independent reading. Keep track of which source information is coming from. You will need to cite your sources later.

My Notes



may need support to keep track of their sources and facts. Have students record information about their sources on index

In this research activity, students

ACTIVITY 2.17 continued

LEVELED DIFFERENTIATED

INSTRUCTION

cards as they complete their research. Label index cards with Source and Fact and fill out

an example card with a source and fact written on it. Help students write short sentences to record sources and facts on the index cards.

Label index cards with ADV Source, Fact, and Details. Have students record sources, facts, and details about the fact

on their index cards.



TEACHER TO TEACHER

You can create a "hotlist" of helpful links by pasting the links into a Word document that students can access on a shared drive or by posting them on a class web page.

ASSESS

Check the KWHL charts that students created for this activity or the Independent Reading Link. Be sure that they are generating open-ended research questions and that they are identifying new information through their research.

Use students' responses to the Check Your Understanding task to gauge how prepared they are to do deeper independent research.

ADAPT

If students need additional help, have groups think-pair-share with their KWHL charts to build a more robust KWHL chart together. Once students have a more robust KWHL chart, have them reflect on how the think-pair-share gave them new ideas and strategies that they can use going forward.