The Minnesota Literacy Council created this curriculum with funding from the MN Department of Education. We invite you to adapt it for your own classrooms.

MASTER
Debates: Animal Rights

Unit Objectives: Students will

- understand the issues surrounding animal testing for cosmetic products
- write a persuasive paragraph about the ethics of animal testing for cosmetics
- consider issues surrounding animal testing (not only for cosmetic purposes)
- practice the grammar point of using “unless” and “provided that” to set conditions.
- identify more species and their worldly habitats
- discuss animal cruelty and whether or not it applies to all animals
- set conditions as a judge or jury by using “unless”, “provided that” and “as long as”
- edit dictated sentences containing the grammar point
- write a persuasive argument around the controversial issue of animal cruelty, regardless of whether they support it personally or not
- be more proficient at using “unless” and “provided that” in sentences that set conditions.

Monday: Cosmetics & Animal Testing
Tuesday: Animal Testing Issues
Wednesday: Animal Cruelty
Thursday: Persuasive Argument - Animal Cruelty

MATERIALS
Online:

Books:
Grammar in Use Intermediate - GIUI
Grammar in Use Intermediate Workbook - GUIU WB
Discussion Starters: Speaking Fluency Activities for Advanced ESL Students by Keith S. Folse - DS
Lesson Objectives:

Students will...

- understand the issues surrounding animal testing for cosmetic products
- write a persuasive paragraph about the ethics of animal testing for cosmetics

Materials:

- “Animal Testing Mini-debate”: https://docs.google.com/open?id=0B7lwd8Zf5lpzZDVmODc1MDEtMTFiNS00NDI1LWFkY2QtNjAyNjQyODFkZDVi&authkey=CNforyM
- Vocabulary List: Animal Testing: https://docs.google.com/open?id=0B7lwd8Zf5lpzZDgyZGNiYWYtZGUzNi00NjNkLTkxZDctYmFhMzE0NmMwYjMz&authkey=CKruwOkP

Grammar:

- GIUI - Unit 111, p. 222

Activity Ideas:

- Begin with the Pre-reading Questions about cosmetic use. Define “cosmetics” for the class and explain that some products for skin & lip care are used by both genders on a regular basis.

- Before completing the reading, ask Ss to pair off and define the vocabulary on the handout provided. When pairs have finished defining the vocabulary, have a short class discussion and provide additional examples of how the words can be used, if necessary.

- Read the short selection aloud with volunteers reading a main section each: 1) the introduction to Animal Testing, 2) the list of experiments/tests conducted regularly on animals, and 3) the concluding paragraph.

- Complete the Comprehension Questions aloud as a class. You may need to address “roughly” in question 2, as it is used to mean “approximately” or “about” and not with difficulty or lacking smoothness. Ask the Ss to work independently on the Vocabulary Review and then re-group to correct exercises A & B as a class.

- Next, complete the “Discuss It” section of the packet as a class (if small) or in small groups of 3. There are only 3 questions, but the questions are difficult and use a lot of new vocabulary. You may need to address: “justified”, “conduct”, “enhance”, and “limitation” as each question is addressed.

- Finally, ask the Ss to take at least 15 minutes and write a paragraph stating their opinion about one of the questions discussed. Review what makes for good paragraph form as well as effective persuasive writing. Peer-edit, if time. Ask a couple of Ss to volunteer to read their paragraphs to the class. Ask the class to listen for the reader’s stance on the issue addressed and their supporting sentences.

- Introduce this week’s grammar point: using “unless”, “if not”, and “provided that”. These terms are often added to set conditions or exceptions to rules. Have the Ss read the examples provided on pg. 222 of Grammar in Use, Intermediate Textbook. Ask the Ss to each write one sentence using “unless” or “provided that” in the context of animal research. Then, have a few Ss share their examples.
**Animal Testing, Tuesday, week 1 of 1**
*Animal Testing Issues/ "Unless" & "Provided that”:

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<th>Lesson Objectives:</th>
<th>Materials:</th>
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<tr>
<td><strong>Students will...</strong></td>
<td><strong>Key Words:</strong></td>
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<tr>
<td>● <strong>consider issues surrounding animal testing</strong> (not only for cosmetic purposes)</td>
<td>● <strong>Discussion Starters</strong> p. 117-123, 126 <a href="https://docs.google.com/open?id=0B7Iwd8ZfSlpN2YyOWQyZDAoMGIzNC00YzAzLTlkMTktOTBlZjU5MDY4&amp;authkey=CPjiuO8F">https://docs.google.com/open?id=0B7Iwd8ZfSlpN2YyOWQyZDAoMGIzNC00YzAzLTlkMTktOTBlZjU5MDY4&amp;authkey=CPjiuO8F</a></td>
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<td>● <strong>practice</strong> the grammar point of using “unless” and “provided that” to set conditions.</td>
<td>● <strong>Ox. Pic. Dict.</strong>: p. 130-135 (for student reference, if needed)</td>
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<td>● <strong>identify more species</strong> and their worldly habitats</td>
<td><strong>Grammar:</strong></td>
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<td>● <strong>GIUI</strong>: Unit 111, p. 223</td>
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<th>Activity Ideas:</th>
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<td>● Ask Ss to look at pg. 117 of the main text and discuss the species and their natural habitats. If Ss are curious about the difference between some animals (leopard/cheetah, etc.), they can look in the Oxford Picture Dictionary, pp. 130-135.</td>
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<td>● Continue with questions in Exercise 26.2, which can be addressed as class discussion questions.</td>
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<td>● Next, complete Ex. 26.4 individually before re-grouping and discussing your answers. Then decide which of the four causes the most destruction to animal and plant species. The answer is provided.</td>
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<td>● Ask a couple volunteers to read the information in Exercise 26.6 about the Endangered Species Act. Some people argue that it is invaluable to save an animal species while others argue that the money is wasted and could be used to help people. Ask Ss to write a sentence or two stating their opinion after the reading. Ss should share with the class.</td>
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<td>● Skip Exercise 26.7 and continue with Exercise 26.8 which addresses the issue discussed in class yesterday: animal testing. <strong>Use this as a short discussion topic, but don’t spend much time on this.</strong> It serves as a nice lead into Exercise 26.9, which looks at the use of animals for biomedical research.</td>
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<td>● Ask a few volunteers to read the info about biomedical animal experimentation aloud. Then, have Ss write a short paragraph about their opinion on this issue in particular. Review the concept of a topic sentence and supporting arguments/sentences. Ask a couple Ss to share with the class.</td>
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<td>● Jump to Exercise 26.14. <strong>Ss should imagine that they have a small garden and an animal has been damaging the plants. Then, they should rate from 1-5 whether they believe it is ok to kill the animal depending on what kind of animal it is.</strong> Discuss the results of this as a class. When there is a huge discrepancy between ratings, ask the Ss to share why they feel it is more moral to kill that particular animal and why another might feel that it is immoral.</td>
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<td>● Complete a practice to review yesterday’s grammar point: using “unless” and “provided that” to show conditions. Give Ss copies of Exercises 111.1 and 111.2 from <strong>GIUI</strong> to practice independently and then correct together.</td>
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Lesson Objectives:

Students will..

- Discuss animal cruelty and whether or not it applies to all animals
- Set conditions as a judge or jury by using "unless", "provided that" and "as long as"
- Edit dictated sentences containing the grammar point

Materials:

Animal Cruelty:

- Discussion Starters p. 124-125
  [https://docs.google.com/open?id=0B7lwd8Zf5lpzRGFWVFptYllyUEE](https://docs.google.com/open?id=0B7lwd8Zf5lpzRGFWVFptYllyUEE)
- Dictation Sentences
  [https://docs.google.com/file/d/0B7lwd8Zf5lpzNmJmYzE1Y2UtYWJcXNi00NWJlWE3OWEiYWJnNmJiODA3YTA5/edit?hl=en&authkey=CKqllesC&pli=1](https://docs.google.com/file/d/0B7lwd8Zf5lpzNmJmYzE1Y2UtYWJcXNi00NWJlWE3OWEiYWJnNmJiODA3YTA5/edit?hl=en&authkey=CKqllesC&pli=1)
- Grammar:
  - GIUI - Unit 111, p .223 (also used Tues)

Activity Ideas:

- Begin class with an interesting short reading about a court case involving a grandfather and a rat (pg. 124 of main text). When Ss finish reading, ask them to complete Exercise 26.16 by writing down their judgment and punishment (if they believe one is necessary). The Ss also have to provide at least two reasons for their decision. When they’ve completed writing their judgment with reasons, ask a few Ss to share their final decisions with the class before giving the actual verdict of the case (yes, it was a real case!)

- Before reading about what happened with the case, please address the following vocabulary on the board: “generated publicity,” “clogged up,” “frivolous,” and “prosecutor”. Since Ss have already written and discussed their views of this “case,” it may not be necessary to discuss whether they believe it was correct to throw out the case, but if appropriate, have a short discussion to further check for student comprehension of what happened to Mr. Balun and why.

- Continue with a grammar practice of this week’s grammar point, which is using “unless” and “provided that” in order to set a condition. Ask the Ss to write a few sentences about the court case using the grammatical forms studied in class this week. Give some examples, such as, “I wouldn’t send Mr. Balun to jail unless he killed a friendly animal” or “I would fine Mr. Balun providing that he broke a known law about trapping animals.” Put the examples on the board and discuss what they mean as well as their forms. After Ss have had a few minutes to think of a couple of their own sentences, ask a few to share with the class.

- This serves as an excellent lead-in to the grammar review using the second half of the worksheet from yesterday’s lesson. Ask the Ss to complete Exercises 111.3 & 111.4 from Grammar in Use.

- Next, complete a student-given sentence dictation that combines information from the controversial topic of animal testing and the grammar point for this week. Ask volunteers to stand and read each sentence while those listening write the sentences. When all sentences have been dictated, ask the Ss to volunteer to come to the board to write a sentence (preferably a sentence listened to, not read). T serves as facilitator of discussion about what should be changed or added and why.
**Lesson Objectives:**

Students will...

- write a persuasive argument around the controversial issue of animal cruelty, regardless of whether they support it personally or not
- be more proficient at using “unless” and “provided that” in sentences that set conditions.

**Materials:**

**Grammar:**

- GUI WB - p. 147
- [Grammar Jeopardy](https://docs.google.com/file/d/0B7lwitivityM2MvNf0MzEZTVtMS00NTM3LmZkxMDJlMTc3/edit?authkey=CP6Yl7oD&pli=1)

**Persuasive Argument:**

- [Topic Cards](find after today’s curric)

**Activity Ideas:**

- Complete the review of the grammar point using Grammar in Use, Intermediate Workbook, pg. 147. Ask a volunteer to read number one (the completed sentence) aloud. Then, ask the Ss to specifically compare the two sentences (the original and the new sentence using “unless”). What parts stayed the same? What parts were eliminated or replaced? Then, ask them to complete numbers 2-11 independently. Re-group as a class and call on Ss to read their new sentences aloud. If mistakes are made, ask the class what is wrong and how it can be corrected instead of providing the correct answer for them.

- Play Grammar Jeopardy with the following categories: “Unless”/“Provided”, Article Use, and Reflexive Pronouns. Jeopardy questions and points assigned provided. There will be no point stealing in this round of the game. If a team answers incorrectly, they will lose pts. (go negative in some cases).

- Ask Ss to draw a card from a short stack. Each card will give a student a writing prompt, which he or she will have to address whether they agree or not. For example, one card might read, “Must support animal testing for cosmetic purposes.” Another card might read, “Must convince readers that animal rights groups are correct.” Ask the Ss to write a persuasive paragraph using a clear and controlled topic sentence, at least three supporting sentences, and a concluding sentence. Tell Ss that they may use dictionaries and peer edit if time permits. Please collect these.
Writing Prompt Cards

Must support animal testing for cosmetic purposes.

Must convince readers that animal rights groups are correct.

Must support the ruling that people should be jailed and fined for improperly catching animals in their gardens.

Must argue against using public resources to protect endangered species.

Must argue that habit alteration is the most destructive cause of animal extinction.

Must argue that it is unethical to use animals for scientific research.

Must support humane use of some animals for medical research, especially rats and mice.
Must argue against animal testing for cosmetic purposes.

Must support the Endangered Species Act, a U.S. law designed to protect animal and plant species.

Must convince readers that it’s okay to kill animals ruining your garden without punishment.