

Lesson Plan

Studying Structure

Book: *The Debate about Animal Testing*

Series: Pros and Cons

Level: Voyager

Objective

To help students examine the structure of a text, including elements such as titles and sidebars, and analyze how this structure helps the author support claims and persuade readers.

Supplies

- *The Debate about Animal Testing*
- Studying Structure Guided Reading Assignment (attached)
- Paper and pencils

Before the Activity

Have students read *The Debate about Animal Testing*. Divide students into eight groups. Print a Studying Structure GRA for each group.

Activity

The Debate about Animal Testing explores the arguments for and against using animals to test chemicals and products. Today, students will examine how authors structure these arguments to make them as persuasive as possible. Divide students into their eight groups. Give each group a Studying Structure GRA. Students should discuss the questions on the GRA and write their answers on a separate sheet of paper.

Give students several minutes to discuss and write their answers. Then have each student write a paragraph telling which side of the argument the student found most convincing. Students should explain the facts or reasoning from *The Debate about Animal Testing* that helped persuade them to agree with this view. Students should also mention how the structure of the chapters impacted their decision.

Evaluation

Using the attached answer key, give each group one point for answering each question, for a total of 10 points. Give students 4 additional points for their paragraph, which should include the following things:

- A statement of which side of the argument the student found most convincing

- Facts or reasoning from the book that led the student to this conclusion
- A description of how the book's structure impacted the student's decision
- Correct spelling and grammar

Standards

This lesson may be used to address the Common Core State Standards' reading informational texts standards, grade 7 (RI 7.5).

Studying Structure GRA

PRO

1. How is the information in Chapter 2 organized? Does it use chronological order, cause-and-effect, a series of examples, or some other structure?
2. Why do you think the author chose to use this structure? How does it help support her view?
3. How is the information in Chapter 3 organized? Does it use chronological order, cause-and-effect, a series of examples, or some other structure?
4. Why do you think the author chose to use this structure? How does it help support her view?
5. The “Transgenic Animals” sidebar appears on page 18 of Chapter 3. Why do you think the author chose to include the information in this feature rather than in the chapter’s main text?

CON

1. How is the information in Chapter 5 organized? Does it use chronological order, cause-and-effect, a series of examples, or some other structure?
2. Why do you think the author chose to use this structure? How does it help support her view?
3. The “Animal Suffering” infographic appears on page 31 of Chapter 5. Why do you think the author chose to include the information in this feature rather than in the main text?
4. How is the information in Chapter 6 organized? Does it use chronological order, cause-and-effect, a series of examples, or some other structure?
5. Why do you think the author chose to use this structure? How does it help support her view?

Studying Structure GRA Answer Key

Note: Answers will vary, but they should be somewhat similar to the following sample answers.

PRO

1. How is the information in Chapter 2 organized? Does it use chronological order, cause-and-effect, a series of examples, or some other structure?

This chapter focuses on three cases (diabetes, heart disease, cancer) in which animal testing has led to breakthroughs. The cases are arranged chronologically.

2. Why do you think the author chose to use this structure? How does it help support her view?

This structure gives the reader examples of breakthroughs that have occurred throughout history, leading up to the present day. This helps convince readers that animal testing has been consistently helpful and will likely continue to help.

3. How is the information in Chapter 3 organized? Does it use chronological order, cause-and-effect, a series of examples, or some other structure?

The chapter begins with a broad topic (the complexities of living systems), then gives two specific examples (the flu and tuberculosis), and then moves to another broad topic (genes).

4. Why do you think the author chose to use this structure? How does it help support her view?

This structure helps readers understand each broad topic by providing them illustrations. It also allows the author to introduce examples within the context of the topics they support.

5. The “Transgenic Animals” sidebar appears on page 18 of Chapter 3. Why do you think the author chose to include the information in this feature rather than in the chapter’s main text?

Transgenic animals are related to genes and cancer research, which are described on this page, but they need more specific explanation. The sidebar gives the author room to explain this topic without interrupting the flow of her argument in the main text.

CON

1. How is the information in Chapter 5 organized? Does it use chronological order, cause-and-effect, a series of examples, or some other structure?

The chapter is topical, focusing on various ways animals in labs may suffer or be mistreated.

2. Why do you think the author chose to use this structure? How does it help support her view?

This structure allows the author to list many different examples of animal suffering, helping her make her case that suffering is widespread.

3. The “Animal Suffering” infographic appears on page 31 of Chapter 5. Why do you think the author chose to include the information in this feature rather than in the main text?

Using an infographic allows the author to easily define and list the effects of each test. The table format helps readers understand the differences, and it also allows the author to list all the symptoms, which might not flow well in paragraph form. Plus, using visuals provides added emotional impact.

4. How is the information in Chapter 6 organized? Does it use chronological order, cause-and-effect, a series of examples, or some other structure?

This chapter discusses general differences between animals and humans. Then it gives examples of times these differences caused drugs to not produce the same reactions in people as they did in animals.

5. Why do you think the author chose to use this structure? How does it help support her view?

This structure helps readers become familiar with a general principle and then gives them specific examples that illustrate its implications. Also, the examples build in intensity. The first example explains a helpful drug that was ignored, while the second example explains a drug that was very dangerous. Ending on this second example creates added impact and a sense of urgency.