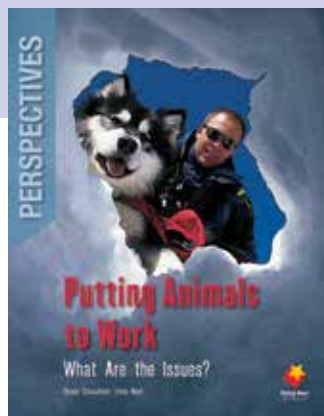


# Lesson Plan

Advanced Fluent  
reading stage

Levels Q–S

PERSPECTIVES



## What are the limits to how we should use and control animals?

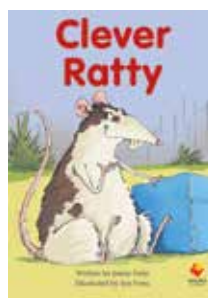
### List of texts

- Training elephants
- Battery hens should be banned
- Lights! Camera! Bark!
- Apes need rights

### Paired connected texts



*HeroRATs* explains how rats are trained to detect landmines and tuberculosis. It describes how this began and how it is helping people.



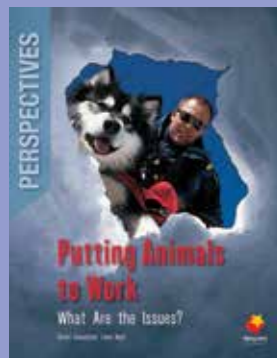
Joey is petrified of rats. So when Joey's sister adopts a pet rat, no one could have predicted that this would make Joey very happy one day.

### Content vocabulary

abuse advocates behaviours biomedical research commands cues  
ethical euthanised exploit humanely legal rights *mahouts*  
mistreated psychologically research animals submissive welfare

### Key concepts

- People are dependent on animals in a variety of ways.
- There can be conflict between the rights of animals and the needs and wants of people.



## Introduce the book

### Setting the task

Give each student in the group a copy of the book *PERSPECTIVES: Putting Animals to Work: What Are the Issues?*  
 Say: *Work with a partner. Read the introduction and look closely at the images on pages 4 and 5. Talk about what you notice. Discuss the question posed there: What are the limits to how we should use and control animals? Respond to the question by recording at least two comments.* Have students share their comments with the group.

Say: *Talk with your partner about words and phrases you expect to encounter when reading about this topic. Record them on sticky notes.*

Have students share their vocabulary predictions and record these on a chart. Check against the vocabulary listed on the front of the Lesson Plan. Introduce any essential vocabulary that the students did not predict and add to the chart.

Say: *It is also really important to “wonder” together. Think of the issues surrounding working animals. Is it fair for people to use and control animals? If so, what are the limits?* Students discuss their ideas with a partner.

### Independent partner work

Introduce the Graphic Organiser: Think, feel, wonder, conclude. Say: *Before reading the book, reflect on the issues. What do you think about people using animals? How does it make you feel? What do you wonder about the issue?*

In pairs, students complete the Y-chart on the graphic organiser.

### Thinking and talking circle

Call the group together to share their thoughts, feelings and wonderings about the topic. While the group discusses the arguments surrounding the issues, assess their prior knowledge and the content-specific vocabulary they use.

## Read the text

### Setting the task

Say: *This book has several articles that provide a variety of perspectives about working animals. Each article attempts to persuade you to think about the issue in a particular way.* Have students browse through the book.

Say: *You are going to read the first two articles. As you read, think about the specific questions posed in the introduction to each article. Then think about how each author feels about working animals.*

### Independent partner work

Students read “Training elephants” and “Battery hens should be banned” independently, using sticky notes to record key points, comments and questions. They then discuss their thinking with their partner.

### Thinking and talking circle

Select two or three of the discussion stems below to encourage and extend students’ discussion. (These can be prepared on index cards or on a chart before the lesson.)

1. Think about what you have read. What is your reaction to each of these articles? (*Responding to texts*)
2. What ideas did you find interesting or challenging? Were there any ideas you found confusing? (*Clarifying ideas*)
3. What language did the author use for impact and interest? Were there any words that you had questions about? (*Clarifying vocabulary*)
4. What visual images affected you the most? (*Responding to visual images*)
5. Choose one of the articles you have read. What did you learn? (*Summarising*)
6. What ideas are common to these articles? (*Synthesising*)
7. What questions do you still have? (*Questioning*)

## Further reading

### Setting the task

Say: *Now read the last two articles, “Lights! Camera! Bark!” and “Apes need rights”. As you read, think about the questions: What are the limits to how we should use animals? What are our obligations to the animals? Share with your partner any new ideas you have after reading these articles.*

### Independent partner work

Have students revisit the graphic organiser. Say: *With your partner, complete the graphic organiser by writing about your conclusions — what you believe and why.*

### Thinking and talking circle

Students bring their completed graphic organisers to a group discussion. Have each pair share their thinking.

Say: *Reflect on how your ideas and opinions may have changed.* Students share their ideas.

## Reading closely

### Setting the task

With their partner, students choose one article to read closely. Say: *As you reread the article, imagine you’re leaning in close with a magnifying glass – notice more and think deeply. Think about the point of view of the author. What is their perspective? What is their message? Record examples that show what the author believes.*

### Independent partner work

Students reread their chosen article, this time noting language that reveals the author’s point of view. In pairs, students discuss the author’s perspective on the issue and how they know this.

### Thinking and talking circle

Students bring their articles and notes about the author’s point of view to a group discussion. They should come to the meeting prepared to discuss, cite evidence and offer opinions.

Task cards	
Students can complete one or more of the task cards provided. The activities on the task cards will extend students’ understanding of the issues, challenge their thinking and foster further interest in the topic.	The activities cater for a range of learning styles and provide students with the opportunity to share their knowledge and opinions in a variety of ways.  The task cards can be completed independently, in pairs or in small groups.

## Writing a persuasive text

### Setting the task

Say: *Authors of persuasive texts use a range of devices in order to influence and persuade the reader. Before we write, we are going to identify some of these devices in the articles we have read.*

Introduce the Graphic Organiser: Persuasive text devices. Discuss the persuasive text devices listed on it.

Say: *Revisit the articles in the book and record examples of persuasive text devices that the authors have used.*

Students share the features of persuasive texts they have identified.

### Independent partner work

Say: *Use the information you have gathered, plus your own personal opinions, to write a persuasive argument. Remember to support your argument with facts. Highlight your opinions so the reader knows exactly what you think.*

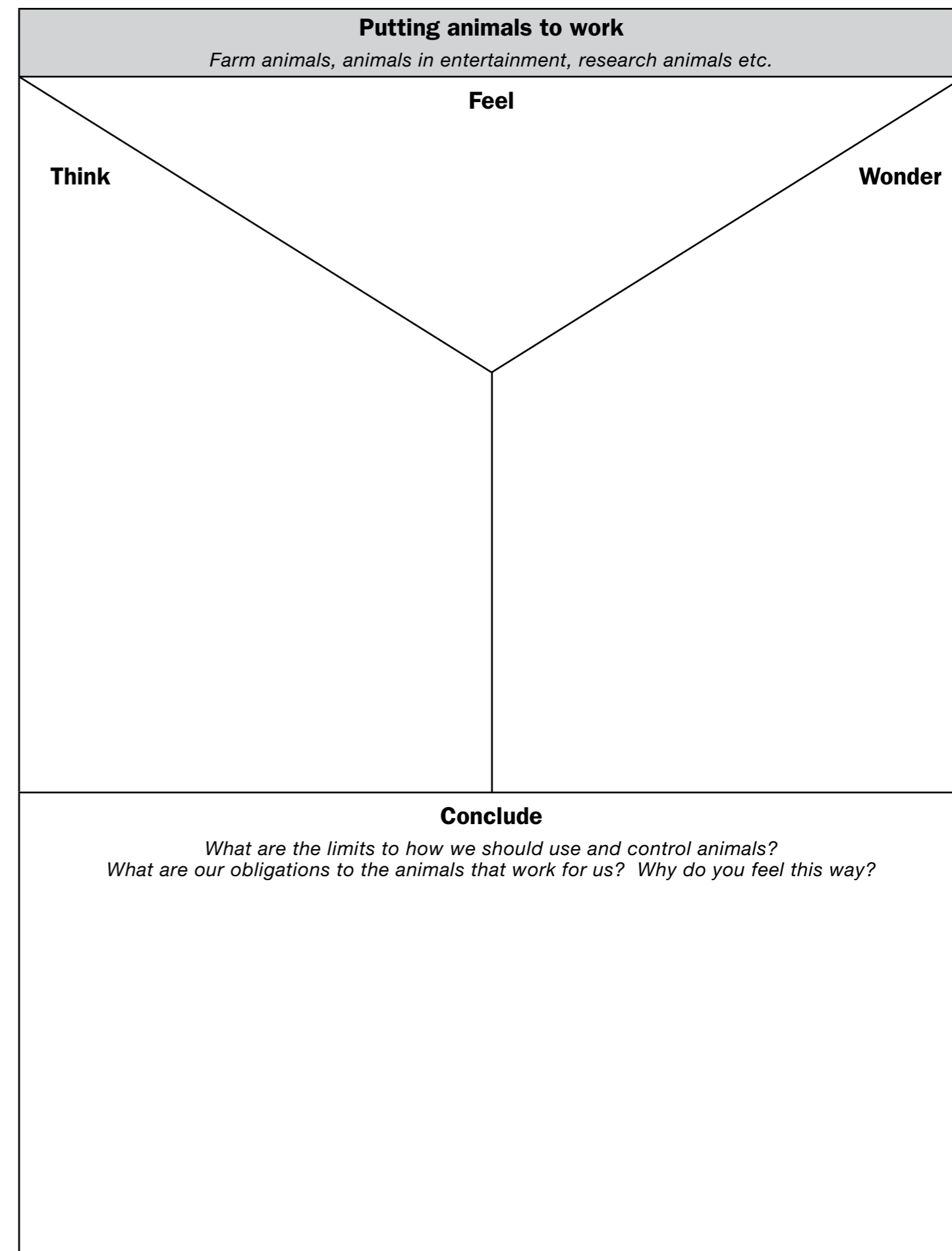
Introduce the graphic organiser What is your opinion?: How to write a persuasive argument (see *PERSPECTIVES: Putting Animals to Work: What Are the Issues?*, page 24).

Students work with their partner, independent of the teacher, to create a persuasive argument.

Remind students to use persuasive text devices to strengthen their argument.

### Thinking and talking circle

Partners bring their completed persuasive arguments to a group discussion. As each pair presents their persuasive argument, the rest of the group identifies the persuasive features and provides feedback.



Device	Example (include page number)
<p><b>Emotive language</b></p> <p>It is <b>outrageous</b> that such an evil can be allowed.</p>	
<p><b>Facts</b></p> <p>A kiwi is a flightless bird.</p>	
<p><b>Hyperbole</b></p> <p>This is the best ice cream in the world.</p>	
<p><b>Imperatives/commands</b></p> <p>People <b>should</b> do something about this issue.</p>	
<p><b>Inclusive language (Personal pronouns)</b></p> <p><b>We</b> need to take care of <b>our</b> environment.</p>	
<p><b>Quotes from expert</b></p> <p>Professor Jane Brown of Hillside University says ...</p>	
<p><b>Rhetorical question</b></p> <p>So why don't we stop eating so much sugar?</p>	
<p><b>Statistics</b></p> <p><b>80 per cent</b> of children under five ...</p>	

# Task cards

Choose one of the following activities from this menu.

## 1 Putting Animals to Work

### Make a presentation

- Choose an issue about working animals that you feel strongly about.
- Plan and write a two-minute oral presentation on the issue.
- Present your talk to the class.

## 2 Putting Animals to Work

### Create a poster

- Choose one of the issues that you feel strongly about after reading the text.
- Think about how the visual images and language you use will affect the person viewing the poster.

## 3 Putting Animals to Work

### Write a poem

- Write a poem, song or rap that highlights one of the issues about working animals.

## 4 Putting Animals to Work

### Present a television interview

- Work in a group of three to plan and present a mock television interview with a TV host, an animal rights advocate and a medical research scientist.
- Allocate roles, practise the interview and present it to the class.

Flying Start to Literacy Lesson Plan *PERSPECTIVES Putting Animals to Work: What Are the Issues?* © 2018 EC Licensing Pty Ltd.

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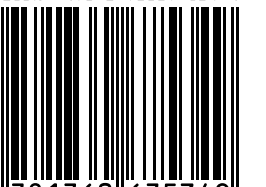


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