

# Save the

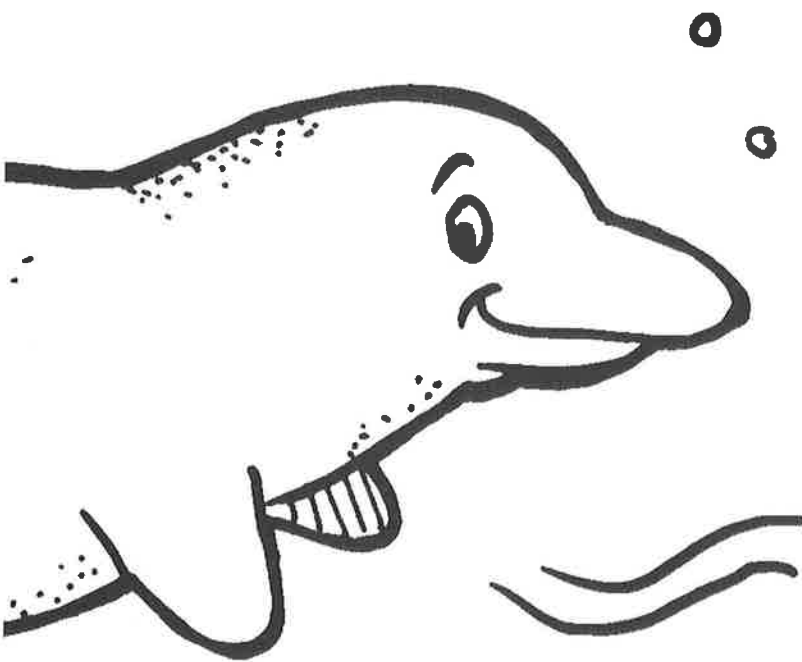
*Ali Gibb, age 12, wrote the following speech to present to her class.*

People use animals for food, clothing, entertainment, experiments, companionship and so on. In the past many people considered it the right of humans to use animals in whatever ways they wished. People today must become more concerned about the rights of animals.

Firstly, many of the animals bred in captivity to provide food for humans are disgracefully mistreated. These animals are forced to live in enclosures that are too small and they are fed unnatural foods. Battery chickens, for example, are squashed into small cages with wire floors and their beaks are clipped so they

cannot peck each other. It is extremely cruel to keep animals in such appalling conditions.

Secondly, wild animals are killed every day so that unscrupulous people can make money. Animals such as elephants are killed because people use their tusks to make jewellery and ornaments. Animals such as tigers are killed for their skins. Unless humans are educated not to purchase products that are made through the brutal killing of animals these animals will become extinct.

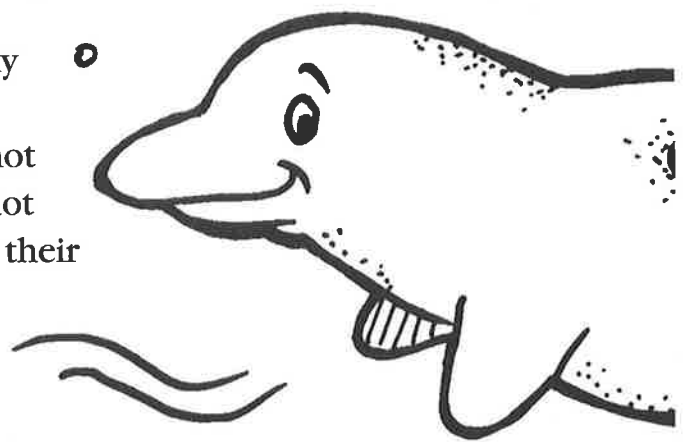


# animals

Animals are also used to entertain people in circuses and zoos. Many people are now concerned that animals in zoos should be kept under conditions that closely resemble their natural conditions. Many people are convinced that animals should not be used in circuses at all because they cannot be looked after in conditions that resemble their natural habitats.

Furthermore, the use of animals in scientific experiments is abhorrent. Scientists use animals to test all sorts of products including make up and medicines. Animals must be protected from these sorts of experiments. Scientists should use human volunteers for many of the experiments. Governments must stop them from using animals.

Animals have been exploited by humans for too long. Organisations such as Greenpeace and World Wide Fund for Nature are working towards better lives for all the creatures on our planet. As an individual you too can contribute to the well being of the earth's animal inhabitants. Join an organisation such as one of the ones mentioned and find out how you can help our earth's creatures.



# Teaching notes for Save The Animals

<b>Text form:</b>	Speech
<b>Medium:</b>	Face to face presentation
<b>Field:</b>	An argument to persuade people to consider animal rights
<b>Tenor:</b>	Informed to general audience
<b>Mode:</b>	Written to be spoken

## OTHER RESOURCES

Newspaper letters to the editor.  
Scrap paper.  
Coloured pencils/highlighter pens.  
OHP and OHT marker pens.

## INTRODUCING THE UNIT

Ask students to discuss the topic in pairs and groups, sharing knowledge and opinions about animal rights. Have a whole class sharing session and record students' opinions and ideas.

## WHAT'S THE PURPOSE?

The exposition text presents a point of view and tries to persuade others to that point of view or a course of action. Provide time for volunteers to read what they have written to the rest of the class.

## DEBATE THE ISSUES

Conduct a polarised debate on the topic 'People must not be allowed to use animals in any way whatsoever'. While students may wish to express animal rights views, the extreme certainty of the statement will lead them to have reservations about agreeing with the statement wholeheartedly.

Students stand in a horseshoe shape. The right-hand side of the horseshoe is for those who agree, the left-hand side for those who disagree and the top for those who are undecided. Students speak one at a time in turn around the horseshoe. Start with a person who agrees with the statement, continue with one who disagrees and then one who is undecided. If one side of the horseshoe is vacant, play devils' advocate to stimulate the debate. Explain to students how to express their opinions and how to agree or disagree with arguments, e.g. 'I agree with that' or 'I disagree with the previous point about . . .'. Do not allow students to personalise the issues or to interrupt one another. Ensure that students are given 'wait time' to gather their thoughts.

## THE MAIN IDEA

Each paragraph contains a main idea and the rest of the paragraph adds details and supports that idea.

## EFFECTIVE LANGUAGE

Copy the text on an overhead transparency. Use an overhead pen to mark some of the grammatical aspects typically found in expositions: words and groups of words which link the ideas in sequence, for example firstly, secondly, also, furthermore, so, because; words and groups of words which are used to make recommendations, such as must, should; high degree of certainty, for example 'people use' and 'animals are'; emotive words, for example disgracefully mistreated, too small, squashed, cruel, appalling, killed.

## YOUR TURN

Before students begin writing the opposite argument, brainstorm ideas with them or allow them to research. Suggest that many people believe that animals bred in captivity are kept humanely. Ask them to consider the cost of the food if animals were kept in large, luxurious enclosures. Tell them that circuses and zoos are a way for people to learn about animals and to learn to respect them. Ensure that students are aware that there are always a number of sides to any argument. Encourage students to value all views and opinions. Remind students that they need to consider the structure and grammar of exposition texts. Provide time for writing conferences.

## DEAR EDITOR

Before students write their letters provide copies of letters to the editor and deconstruct these together. Provide time for writing conferences. Allow students to publish and display their letters.

## FOLLOW-UP/EXTENSION

- Research related animal rights topics, including extinct and endangered species.
- Organise a guest speaker, such as the editor of a local newspaper, to discuss editorial policy.
- Read *The Deliverance of Dancing Bears* by Elizabeth Stanley (University of Western Australia Press) and have students keep a reading response log as you read. Stop reading at various points in the story so that students can write their responses. Have students share some of their response log entries in pairs.



### ***What's the purpose?***

What do you think is the social purpose of Ali's speech? Write on the lines.

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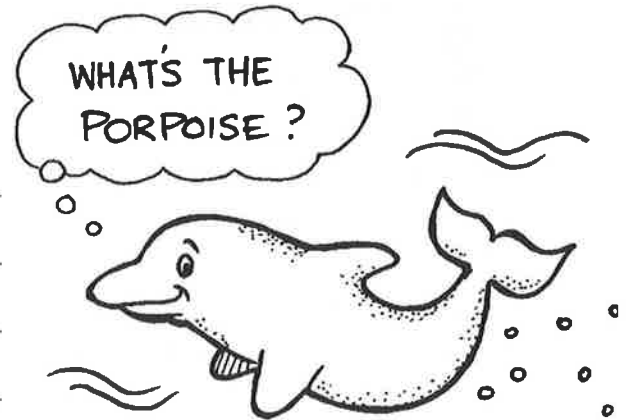
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### ***Debate the issues***

What are your opinions on animal rights? Write your thoughts in point form below.

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Take part in a polarised debate organised by your teacher. Write your reflections after the debate.

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NA 3.2 NSW 2.3 Recognises that certain types of spoken texts are associated with particular audiences and purposes.  
NA 3.5 NSW 2.5 Reads a wide range of written and visual texts and interprets and discusses relationships between ideas, information and events.  
NA 3.8a NSW 2.6 Efficiently integrates a range of skills and strategies for interpreting printed and visual texts.

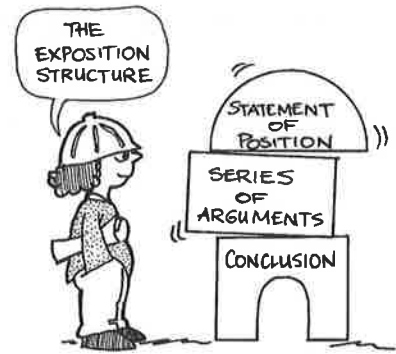


# The main idea

Exposition texts have a particular structure. They usually include:

- a statement of position which outlines the issue
- a series of arguments supported by evidence and/or reasons
- a conclusion which restates the position.

For each of the paragraphs in the speech, summarise the main ideas the writer wants to get across:



Opening statement
Argument 1:
Argument 2:
Argument 3:
Argument 4:
Concluding statement

NA 3.11 NSW 2.10 2.14 Able to produce a clear text using correct sentence structure, most grammatical features and punctuation conventions of the text type.  
 NA 3.12b NSW 2.11 Consistently makes informed attempts at spelling.  
 NA 3.10 NSW 2.13 Recognises and discusses how own texts are adjusted to relate to different readers and how they develop the subject matter for particular purposes and audiences.



## **Effective language**

Certain aspects of grammar are common to exposition texts.

Write the words and groups of words from the text which help link the ideas in the text in sequence.

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Write the words and groups of words which are used to make recommendations.

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Write the words which are emotive.

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Brainstorm points you would include in a letter to your municipal council complaining about the cutting down of trees in your local park. Include the features you have looked at in the exercise (emotive and linking words) and make recommendations.

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NA 3.11 NSW 2.10 2.14 Able to produce a clear text using correct sentence structure, most grammatical features and punctuation conventions of the text type.

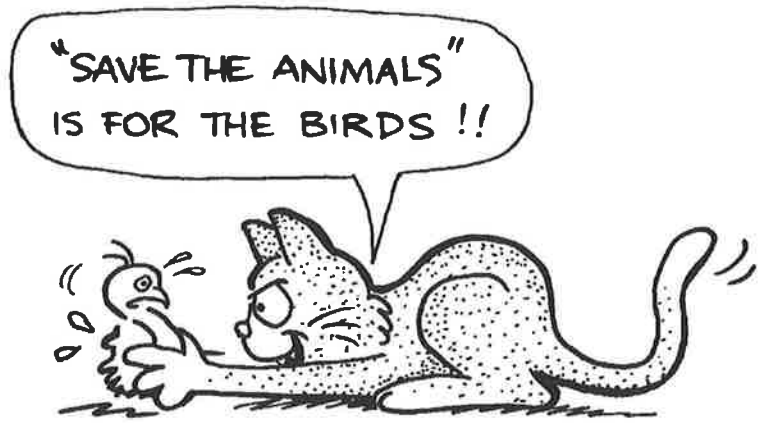
NA 3.10 NSW 2.13 Recognises and discusses how own texts are adjusted to relate to different readers and how they develop the subject matter for particular purposes and audiences.



### Your turn

Write an exposition text which presents the opposite points of view to those expressed in 'Save the animals'. Make notes on scrap paper first, then organise your ideas into paragraphs. Remember to consider the structure and features of exposition. Read your text to others in your class.

Lined writing area for the student's response.



NA 3.12a NSW 2.9 Uses strategies to plan, review, proofread and publish own writing with awareness of audience and written language features.  
NA 3.11 NSW 2.10 2.14 Able to produce a clear text using correct sentence structure, most grammatical features and punctuation conventions of the text type.  
NA 3.10 NSW 2.13 Recognises and discusses how own texts are adjusted to relate to different readers and how they develop the subject matter for particular purposes and audiences.

