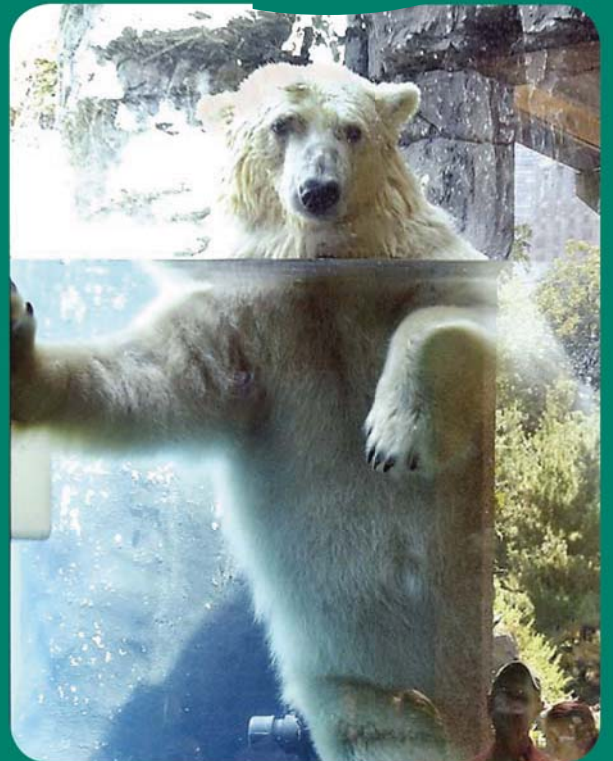


UNIT

# 9

## State Your Case



### ARGUMENT AND PERSUASION

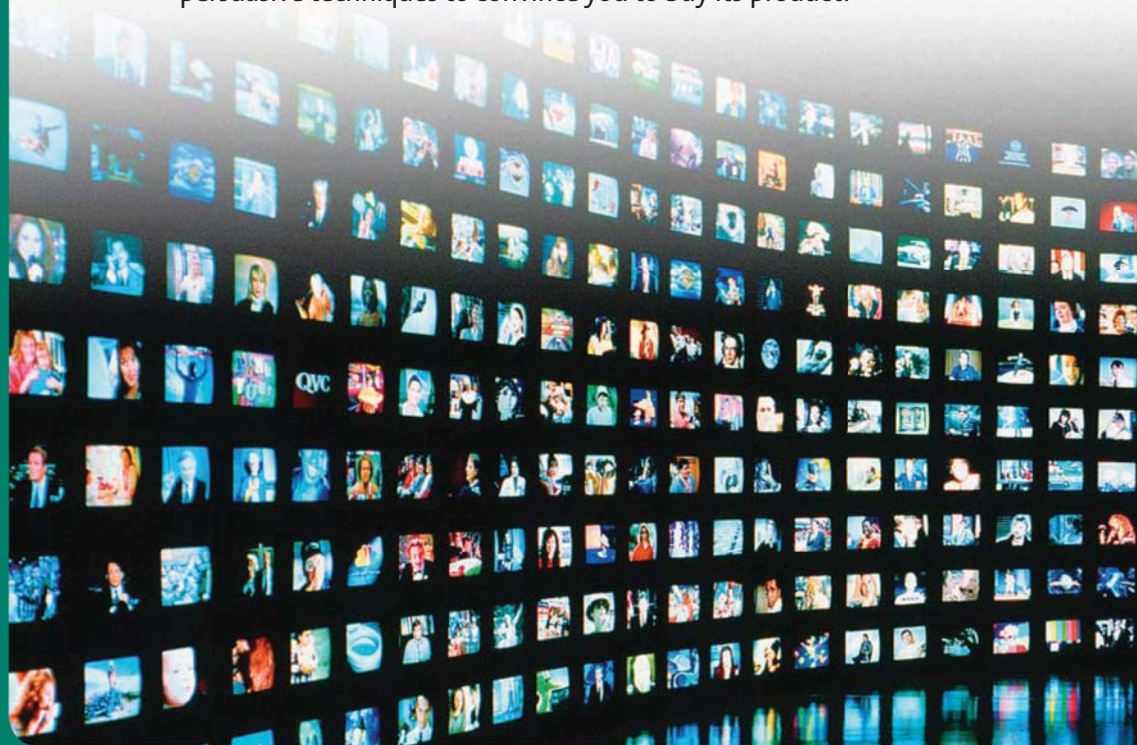
- In Nonfiction
- In Media
- In Literature

## Whom can you BELIEVE?

As soon as you wake up in the morning, you're surrounded by people, groups, and corporations trying to influence the way you think or act. To **persuade** you to buy a brand of shoes, a company runs an ad showing a great athlete wearing the same pair as he sinks a jump shot. To encourage you to sell T-shirts for a fundraiser, the class president starts the morning announcements by offering a prize to the student who sells the most. Meanwhile, a friend begs you to work with her instead of with your usual partner. How can you be sure you're doing what's best for you?

**ACTIVITY** Think about a time when an advertisement persuaded you to buy a product. What influenced your decision to believe that company's claims? Consider the following questions:

- Were you familiar with that company's products?
- What did the advertisement tell you that you did not hear from competing companies' ads?
- Did the company use celebrity endorsements, statistics, or other persuasive techniques to convince you to buy its product?





## Preview Unit Goals

### READING

- Identify and analyze elements of an argument
- Identify and analyze persuasive techniques
- Analyze the effectiveness of persuasive techniques
- Distinguish between and evaluate facts and opinions
- Identify and analyze author's purpose
- Identify and analyze comparisons and contrasts
- Identify and analyze the historical context of a text
- Identify and analyze tone

### WRITING AND GRAMMAR

- Write a persuasive essay
- Use parallelism to link related ideas
- Capitalize names correctly

### SPEAKING, LISTENING, AND VIEWING

- Analyze and evaluate an ad campaign
- Recognize persuasive techniques in media messages
- Deliver a persuasive speech

### VOCABULARY

- Use knowledge of word roots, base words, and affixes to help determine word meaning
- Use antonyms as context clues to determine word meaning

### ACADEMIC VOCABULARY

- argument
- fact and opinion
- historical context
- tone
- author's purpose
- persuasive techniques

## Argument and Persuasion

Persuasive messages are everywhere—on buses and billboards, on television and the Web, even on cereal boxes and candy wrappers. Using direct or subtle techniques, these messages tell you what to wear, what to buy, and what to think. How can you sift through all the pitches, claims, and pizzazz, and make sure you figure out what's really important? In this workshop, you'll learn how to separate the substance of these messages from what's simply a sugar coating.

### Part 1: Elements of an Argument

The word *argument* doesn't always refer to two people having a disagreement. In formal speaking and writing, an **argument** is a claim supported by reasons and evidence. Sound arguments appeal to logic, not to emotions. A strong argument

- presents a **claim**, or the writer's position on a problem or an issue. The claim might be stated directly ("Vitamins are good for you.") or indirectly ("Take your vitamins—feel the difference."). The claim often appears in the introduction, conclusion, or title of an argument.
- provides **support**, or the reasons and evidence that back up the claim. Support can include facts, statistics, examples, and quotations from experts.
- anticipates what people with the opposing viewpoint might say and counters their objections by offering further evidence to support the claim.

Look closely at the elements of an argument in this poster.

**1 Claim:** The title of the poster states its claim: One person can make a difference.

**2 Support 1:** Giving a few hours of your time will build a stronger community.

**3 Support 2:** Volunteering will make you a better person.

**4** Notice that an opposing viewpoint is addressed and countered: No effort is a wasted effort.

## **ONE PERSON CAN MAKE A DIFFERENCE!**

*Want to make a difference? Volunteer!*

### **2 Public service builds a stronger community.**

Consider volunteering a couple of hours each week—as a tutor, activities leader, or coach—to help others.

### **3 Serving others will give you a sense of**

**self-satisfaction.** You'll also grow as an individual. Come see what you can do.

### **4 Don't let anyone convince you that one person can't make a difference.** No effort is a wasted effort!



## MODEL: ELEMENTS OF AN ARGUMENT

The author of this essay makes a case against junk food by focusing on one example. As you read this excerpt, try to identify the author's claim. What reasons and evidence does he provide as support for his position?

from **Why Can't I Live on**  
*French Fries?*



Essay by **Richard J. Roberts**

So what's so bad about stuffing yourself with nothing but French fries all the time, anyway? Simple: Pretty soon you'll be missing important nutrients. Let's start with vitamins. The body does not need much of them, but in most cases, it cannot produce them. Potatoes contain mostly vitamin C and hardly any other vitamin. No vitamin K, for example, which is needed to form a scab when you're bleeding so that the bleeding stops. And no vitamin A, needed for the eyes to function properly. Not enough vitamin A, and you'll see even less well at night than everyone else. Over the long run, a lack of vitamin A can even cause blindness. Many children in Africa suffer from it.

If you were to eat only French fries, your teeth would also slowly go bad and your bones would become brittle. That's because potatoes do not contain enough calcium, and your bones need calcium throughout your life, not just while you're growing. Besides, all those mountains of fries would overload you with sodium, because they're often too salty, and salt contains sodium. It's important that your body maintain a good sodium balance, because otherwise, it can't regulate its body temperature very well, but too much sodium causes high blood pressure in some people.

French fries also contain little protein. Proteins are critical. They are the true bearers of life. The cells from which most living creatures are built consist mostly of proteins. Without proteins, for example, you would not have any muscles. . . .

We chemists and doctors still know far too little about nutrition and its effects on health. This is why every person has to find out for him- or herself what's good for each. But one thing I can guarantee: You'll get into trouble if you always eat nothing but French fries. By the way, I myself would love to wolf down French fries every day. But I, too, have to restrain myself and should stick to the advice that I've given you here.

### Close Read

1. Reread the title and lines 1–2. What is the author's claim?
2. In the boxed lines, the author explains that a person needs vitamins that are not found in French fries. What examples does he use to support this reason?
3. In lines 10–21, the author offers three other reasons to support his claim. Restate these reasons in your own words.
4. What does the author do in the last paragraph to strengthen his argument?

## Part 2: The Power of Persuasion

Who can ignore the pleading expression on the face of a starving child or a description of an injured animal whose survival depends on *you*? Effective writers, speakers, and advertisers know how to pull your heartstrings. They try to influence your feelings and actions using **persuasive techniques**, such as the ones shown here. While these techniques can enhance strong arguments, they can also mask the flaws in weak ones. That’s why it’s important for you to recognize these techniques for what they are. Use this chart as a guide.

PERSUASIVE TECHNIQUES	EXAMPLES
<b>Appeals by Association</b>	
<b>Bandwagon Appeal</b> Taps into people’s desire to belong	Millions of teens have made City Jeanz part their wardrobe. What are you waiting for?
<b>Snob Appeal</b> Taps into people’s need to feel superior to others	Join the Brookside Club for Seasoned Skiers—because you’re <i>way beyond</i> the beginner slopes.
<b>Testimonial</b> Relies on the backing of a celebrity, an expert, or a satisfied customer	As a supermodel, it’s important for me to have a great smile. Brite Strips whiten your teeth without the wait.
<b>Transfer</b> Connects a product, a candidate, or a cause with a positive image or idea	Vote for cleaner air. Vote for Tony Leonard.
<b>Appeal to Values</b>	
<b>Ethical Appeal</b> Tries to gain moral support for a claim by linking the claim to a widely accepted value	If you believe that every child deserves a good education, support the Great Minds Organization.
<b>Emotional Appeals</b>	
<b>Appeal to Fear</b> Makes people feel as if their safety, security, or health is in danger	How clean are the hotel rooms you’re staying in? You’ll be shocked by what our documentary reveals.
<b>Appeal to Pity</b> Taps into people’s compassion for others	For the cost of one cup of coffee a day, you could save a life.
<b>Word Choice</b>	
<b>Loaded Language</b> Uses words with strongly <b>positive</b> or <b>negative</b> connotations to stir people’s emotions	The alley next to the parking lot is <b>dark</b> and <b>dangerous</b> . Vote to increase the number of street lamps in our neighborhood. Residents deserve to feel <b>safe</b> and <b>protected</b> .

**MODEL 1: PERSUASION IN TEXT**

This article challenges the positive concept of competition. What techniques does the author use to persuade you to adopt her position?

from

## Against Competition

Newspaper article by Gayle Heaney

Our society uses sports metaphors for almost every aspect of life: Gear up, go for the goal, score one for the team! But studies show that the competitive spirit we admire can also have negative effects on a person—especially if the pressure to compete is instilled at a young age.

5 Young children often place excessive value on how they perform and can be emotionally devastated if they fail. Consider, for example, if a boy feels pressured to succeed in a particular sport. If he is unable to improve his skills, his self-esteem will disintegrate. If anyone criticizes his performance, he magnifies the criticism and views himself as a failure in everything.

10 In adults, competition can cause a person's stress levels to skyrocket. High stress levels can have damaging and dangerous consequences because they often lead to high blood pressure or to uncontrollable outbursts of anger. Road rage is turning our nation's highways into battlefields. Sports events often turn into violent fistfights, either on the field or in the crowd.

15 Is this the kind of behavior we should be modeling for our children?

**Close Read**

1. Notice the highlighted examples of loaded language in the boxed sentence. Find two other examples of loaded language.
2. Reread lines 10–15. Which type of emotional appeal is the author using?

**MODEL 2: PERSUASION IN ADVERTISING**

Persuasion is a key factor in the advertisements you see on television, in magazines, and on product packaging. What techniques do you notice in this promotional poster?

### ANNUAL SPORTS CHALLENGE: June 20–26

Do you have what it takes  
to be a champion? Let us show you.

“I DIDN'T HAVE THE NERVE TO TRY OUT FOR THE SOCCER TEAM LAST YEAR. BUT THE SPORTS CHALLENGE PROGRAM HELPED ME BUILD MY SKILLS IN A FUN, CHALLENGING ENVIRONMENT. NOW I HAVE THE CONFIDENCE I NEED TO COMPETE—AND SUCCEED.”

JEANNIE, AGE 14

**Close Read**

1. Which type of appeal by association does this poster use?
2. Describe the intended effect of the poster on readers.

## Part 3: Analyze the Texts

Now you'll apply what you've learned in this workshop as you analyze two texts—an editorial and a poster. Both texts are about the legal driving age. As you read each text, try to identify the claim, the support, and any persuasive techniques that are used.

# Should the Driving Age Be Raised to 18?



Editorial by **Alex Koroknay-Palicz**  
National Youth Rights Association

If your neighbor robs a bank, should you go to jail? No. If your classmate gets in an accident, should your driver's license be taken away? Of course not. Neither situation is fair. Raising the driving age will punish all young drivers for the mistakes of a few of their peers.

5 In this country we live by the principle of innocent until proven guilty. Those who want to raise the driving age have labeled teens guilty before they've gotten in an accident or before they've even stepped into a car. They believe that just because of your birth date, you are dangerous and must be punished by having your ability to drive taken from you.

10 Those who favor raising the driving age say that statistics show teenagers are more likely to get into accidents than adults. What they don't say is that statistics also show that men of all ages are 77 percent more likely to kill someone while driving than women. If people want to save lives by raising the driving age, then how about saving lives by allowing only women to drive?

15 Except raising the driving age won't save lives. Studies show that it is inexperience, not age, that causes accidents. Raising the driving age will just create inexperienced, accident-prone drivers at 18 instead of 16.

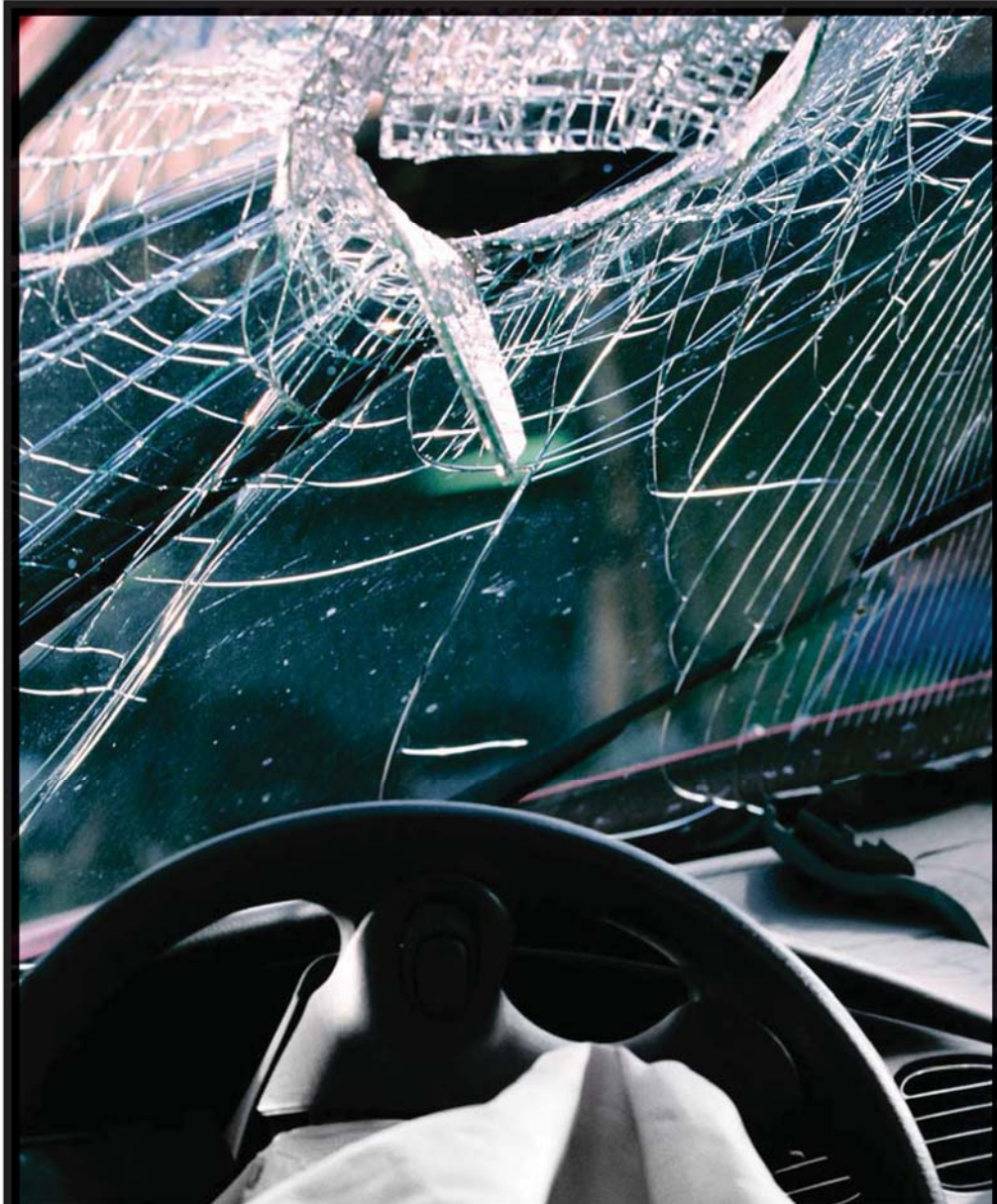
20 Teens need the ability to drive just as much as anyone else—to get to school, to get to work, to get to sports or band practice, or just to go out with their friends. Cars are necessary for mobility in this country. Taking that away is a large disruption to the lives of teenagers—for no good reason.

### Close Read

1. The title tells you which side of the issue the author falls on, but the claim of his argument is stated in the first paragraph. What is the author's claim?
2. What reasons and evidence does the author provide as support for his claim?
3. The author presents an opposing viewpoint in the boxed lines. In your own words, restate his response to this opposition.



The creators of this public-service poster offer a different viewpoint on the same issue. What techniques are used to get you to see their side?



**Support Bill 543 to raise the driving age and cut down on needless accidents.**

**How many more teens need to suffer before we admit that we are putting them behind the wheel too soon? And who's to say you won't be the next victim of an inexperienced teenage driver?**

**Close Read**

1. Examine the text and photograph used in this ad. What emotional appeal is being used?
2. In what way does this ad use the technique of transfer?

## Zoos: Myth and Reality

Online Article by Rob Laidlaw

## Zoos Connect Us to the Natural World

Opinion Piece by Michael Hutchins

# Should **WILDLIFE** *stay wild?*

**KEY IDEA** Close your eyes and picture an elephant. Are you picturing it in the zoo or in the wild? As humans inhabit more and more of the earth's land, some species of **wildlife** are more likely to be found in captivity than in their natural habitat. But is this a good thing? The writers of the selections you're about to read have different views on whether or not zoos are good for humans and animals.

**LIST IT** With a group, make a list of the good things and bad things about zoos. Do the pros outnumber the cons, or vice versa? Tell whether you think zoos are a good idea.



Pros	Cons
1. They keep animals safe.	1.
2.	2.



## ELEMENTS OF NONFICTION: ARGUMENT

When you express an opinion on an issue or problem and support it with evidence and reasons, you are presenting an **argument**. An effective argument provides

- a **claim**, or the writer's position on the issue or problem
- **support**, or any material that helps to prove a claim
- a **counterargument**, or an argument made to disprove or answer another viewpoint.

As you read, notice how the authors build their arguments using claims, support, and counterarguments.

## READING SKILL: DISTINGUISH FACT AND OPINION

To decide if an argument is convincing, you need to be able to tell the difference between a statement of fact and a writer's opinion. A **fact** is a statement that can be proved through a personal observation, an eyewitness account, a reliable source, a scientific experiment, or a discussion with an expert. An **opinion** can vary from person to person. It cannot be proved because it expresses a belief, feeling, or thought. As you read each selection, list three important facts and three strong opinions.

<i>"Zoos: Myth and Reality"</i>	
<i>Facts:</i>	<i>Opinions:</i>
1.	1.
2.	2.

## VOCABULARY IN CONTEXT

The words in Column A help the authors develop arguments about zoos. See how many you know by matching each word to the item in Column B that comes closest to its meaning.

### Column A

- propaganda
- deprivation
- futility
- sterile
- languish
- counterpart
- exotic
- exploit

### Column B

- unusual
- corresponding position
- stark
- uselessness
- biased information
- use for selfish reasons
- weaken
- a lack of

### Rob Laidlaw: Wildlife Guardian

Rob Laidlaw has dedicated himself to improving the conditions of animals in captivity. He is co-founder and Executive Director of Zoocheck Canada, an animal protection charity. Laidlaw has inspected close to 1,000 zoos, circuses,



Rob Laidlaw  
born 1959

and wildlife displays throughout Canada and the United States. He has worked with Canada's government on establishing standards for zoos. Laidlaw also worked on developing a humane stray dog program, and he investigated Canada's role in the international pet reptile trade. Laidlaw shares his knowledge about animals through writing. He has published articles about all kinds of wildlife, from wild horses and polar bears to the red-eared slider and the black rhino.

### Michael Hutchins: Animal Caretaker

As the executive director of The Wildlife Society, Michael Hutchins has traveled to more than 33 countries. His efforts have involved trapping and tagging mountain goats in the Olympic Mountains, scuba diving with manta rays, and tracking jaguars. He has published many articles, books, and reports on the relationships between animals and their environments and on conservation.



Michael Hutchins  
born 1951



### MORE ABOUT THE AUTHOR

For more on Rob Laidlaw and Michael Hutchins, visit the **Literature Center** at [ClassZone.com](http://ClassZone.com).

## ANALYZE VISUALS

If you were to assign human qualities to this polar bear, what would they be?

### propaganda

(prŏp'ə-găn'də) *n.* information that supports a certain cause

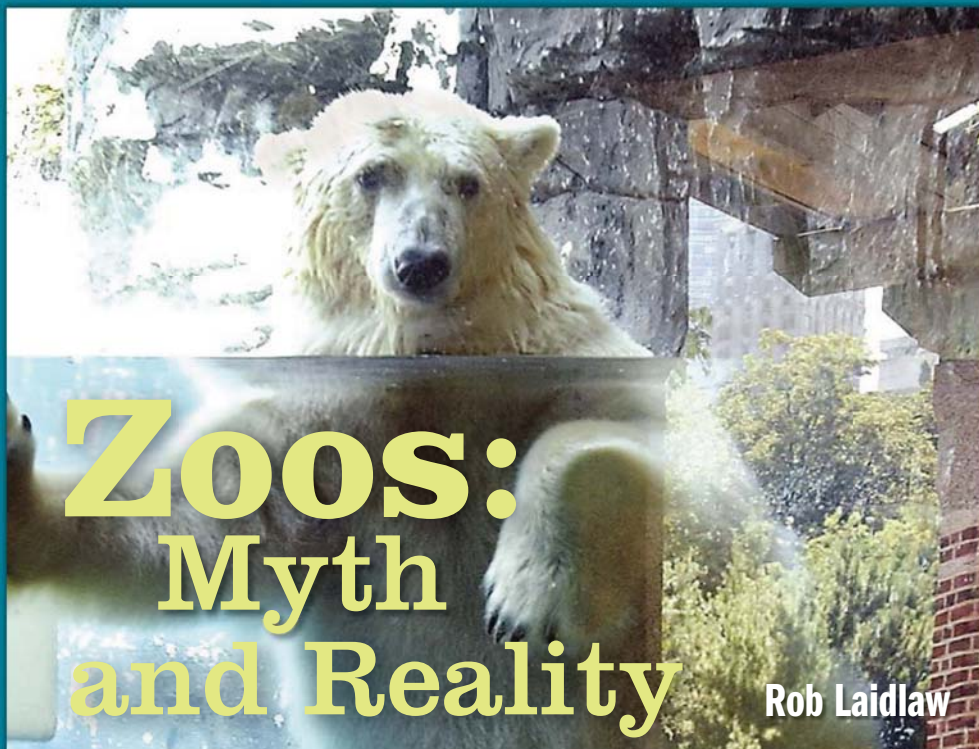
### deprivation

(dĕp'rə-vā'shən) *n.* the condition of not having one's needs met; a lack of

### A ARGUMENT

What is the author's **claim** about zoos? Remember that a claim is a position or opinion, not a fact.

BACK FORWARD STOP REFRESH HOME PRINT



In recent years, zoos have become the target of intense public scrutiny and criticism. In response, many have tried to repackage themselves as institutions devoted to wildlife conservation, public education, and animal welfare. But most zoos fail to live up to their own **propaganda** and vast numbers of zoo animals continue to endure lives of misery and **deprivation.** **A**

Nearly every zoo, from the smallest amateur operation to the largest professional facilities, claims to be making important contributions to conservation, usually through participation in endangered species captive propagation initiatives and public education programming. The zoo world buzzword<sup>1</sup> of the moment is “conservation.”

Yet, with an estimated 10,000 organized zoos worldwide, representing tens of thousands of human workers and billions of dollars in operating budgets, only a tiny percentage allocate the resources necessary to

1. **buzzword:** a word or phrase connected with a specialized field or group that sounds important or technical and is usually used to impress those outside the group.

**sterile** (stĕr'əl) *adj.*  
barren; lacking vitality

**E FACT AND OPINION**

Reread the sentence that begins at line 63. Is this statement a fact or an opinion? Tell how you know.

BACK FORWARD STOP REFRESH HOME PRINT



impoverished enclosures, both old and new, that fail to meet their biological and behavioral needs. Many in the zoo industry will bristle<sup>4</sup> at this statement and point to numerous improvements in the zoo field.

50 They'll claim they've shifted from menagerie-style<sup>5</sup> entertainment centers where animals were displayed in barred, **sterile**, biologically irrelevant cages, to kinder, gentler, more scientifically-based kinds of institutions.

But many of the "advances" in zoo animal housing and husbandry are superficial and provide little benefit to the animals. For example, the many new, heavily promoted, Arctic "art deco" polar bear exhibits that are springing up in zoos across the continent consistently ignore the natural biology and behavior of these animals. The artificial rockwork and hard floor surfaces typically resemble a Flintstones movie set more than the natural Arctic ice and tundra habitat of polar bears. These exhibits  
60 are made for the public and dupe them into believing things are getting better. What they really achieve is more misery and deprivation.

In addition, many new exhibits are hardly larger than the sterile, barred cages of days gone by. And one look at the prison-like, off-display holding and service areas in most zoos, where many animals spend a good portion of their lives, is proof of the hypocrisy of zoo claims that things are better for the animals than they were in the past. **E**

### Behind the Invisible Bars

If not all is well behind the invisible bars of North America's more luxurious zoos, a more transparent problem is found in the hundreds of substandard roadside zoos that dot the continent. These amateurish  
70 operations fall far below any professional standard and do nothing but cause misery and death to thousands of animals.

My own investigations have revealed animals in visible distress lying unprotected from the full glare of the hot summer sun; primates in barren cages with no opportunity to climb; groups of black bears begging for marshmallows as they sit in stagnant moats of excrement-filled water, scarred and wounded from fighting; nocturnal<sup>6</sup> animals kept without shade or privacy; animals without water; and the list goes on and on.

4. **bristle** (brĭs'əl): to show annoyance or anger.

5. **menagerie** (mə-năj'ĕ-rĕ): a collection of live wild animals on display.

6. **nocturnal** (nŏk-tŭr'nəl): habitually active at night and asleep during the daytime.



Many zoos, including those that meet industry guidelines, also annually produce a predictable surplus in animals that often end up in the hands of  
80 private collectors, animal auctions, circuses and novelty acts, substandard zoos, and even “canned hunt” operations where they’re shot as trophies.

A look at compliance with the zoo industry’s own standards (which in the author’s view do not necessarily constitute adequate standards) demonstrates how bad the situation really is. Of the estimated 200 public display facilities in Canada, only 26—slightly more than 10 percent—have been deemed to meet the standards of the Canadian Association of Zoos and Aquariums (CAZA).

In the U.S., out of the 1,800–2,000 licensed exhibitors of wild animals (which includes biomedical research institutions, breeding facilities, small  
90 exhibitors, travelling shows, educational programs using live animals, zoos and aquariums), about 175 are accredited by the American Zoo and Aquarium Association (AZA), equivalent to less than 10 percent of all facilities. **F**

Times are changing, and with them, public attitudes. Increasingly, members of the public find the confinement of animals in substandard conditions offensive. Zoos across the continent are feeling the pressure. They have to accept that if wild animals are to be kept in captivity, their needs must be met.

Are there good captive environments where the biological and  
100 behavioral needs of animals are being satisfied? The answer is yes. A recent Zoocheck Canada survey of black bear and gray wolf facilities in North America revealed a number of outstanding exhibits where the animals displayed an extensive range of natural movements and behaviors. But they are few and far between.

Can zoos make a useful contribution to conservation and education? Again, the answer is yes. The Durrell Wildlife Conservation Trust (Jersey Zoo) in the U.K., for example, clearly shows that zoos can become leaders in conservation education and wildlife protection. But few actually do.

I can’t understand why the more responsible segments of the  
110 zoo industry have not come to their senses and acknowledged the obvious—the present state of zoos is untenable. Either zoos can voluntarily adopt humane policies and practices, push for the closure of substandard facilities, and participate in advocating for laws to help wildlife, or they can be dragged kicking and screaming into the new millennium. It’s their choice.

**F ARGUMENT**

Explain whether these statistics prove the author’s claim.

# Zoos Connect Us to the Natural World<sup>G</sup>

Michael Hutchins

## G ARGUMENT

You can often identify the writer's **claim** by reading the title. What do you think this opinion piece will argue?

The scene of Little Joe, the curious young gorilla out of his zoo exhibit wandering through Franklin Park,<sup>1</sup> certainly sold papers last month. But less well covered was the very real success that our nation's best zoos have had in nurturing the animals who live within their walls.

At the turn of the last century, 10 gorillas—these strange, human-like creatures from “darkest Africa”—still flourished in the wild and thoroughly captivated the American public. But once relocated from their jungle habitat, gorillas **languished**. Zoos found it impossible to keep the animals 20 alive for more than a few weeks since little was known about the natural history of gorillas. Even as late as the 1960s and '70s, most zoo gorillas were kept singly or in 50 pairs in small, sterile concrete and tile cages and fed inappropriate foods. But things began to change as information from field and zoo biologists brought more understanding of both the

physiological and psychological 30 needs of these remarkable creatures.

Gorillas in today's zoos are typically kept in large, naturalistic exhibits, maintained in appropriate social groupings, fed nutritionally appropriate diets, and provided with excellent veterinary care. The result is that zoo gorillas exhibit behavior similar to their wild **counterparts**, 40 reproduce consistently, and live longer on average than they do in nature. **H**

In fact, recent advances in exhibit design, animal nutrition, genetic management, and veterinary medicine have revolutionized animal welfare and care in our zoos. Today, more than 90 percent of mammals housed 50 in accredited<sup>2</sup> facilities were born in zoos and not taken from the wild. They are under the charge of animal curators and caretakers who are trained professionals, with both academic and practical experience. Furthermore, accredited zoos have

**languish** (läng'gwīsh)  
v. to lose strength and vitality

**counterpart**  
(koun'tər-pärt') *n.* one that has the same functions and traits as another

## H FACT AND OPINION

Reread lines 32–42. Can this information be verified? Once you decide whether this statement is a fact or opinion, add it to your chart.

1. **Franklin Park:** a Boston, Massachusetts, park that has a zoo in it.

2. **accredited** (ə-krēd'īt-əd): meeting certain standards that have been set by a respected authority (in this case, the American Zoo and Aquarium Association).



### ANALYZE VISUALS

What **conclusions** can you draw about the impact this encounter might have on the girl?

become “learning organizations” that constantly strive to improve the lives and health of the animals in their care. **I**

So why should we have gorillas or any other wild animals in zoos today? Before speculating about the role of these institutions in contemporary society, I must first draw a distinction between accredited zoos and other kinds of facilities that keep wild animals for public display. All of my statements are focused exclusively on the 213 facilities accredited by the American Zoo and Aquarium Association. AZA members undergo a detailed peer-review<sup>3</sup> process, which is more comprehensive than existing local, state, or federal regulations.

At a time when children learn more about the world around them

from television and computers than from personal experience, modern zoos—and aquariums, for that matter—offer fun, safe opportunities to view living wild animals up close and personal. In 2002, over 140 million people visited AZA zoos and aquariums, more than attended all professional baseball, football, basketball, and ice hockey games combined. Modern zoological parks provide us a wonderful opportunity to build awareness and appreciation of wildlife in an increasingly urbanized populace—a group that is becoming progressively disconnected from the natural world. **J**

Only a small percentage of our nation’s citizens can afford to travel to **exotic** locations to view wild tigers, elephants, or giant pandas

### **I** ARGUMENT

What criticisms is the author addressing in this paragraph? Paraphrase his **counterargument**.

### **J** ARGUMENT

Reread lines 77–96. Which sentence provides support for the author’s **claim**? Which is a restatement of his claim?

**exotic** (ĭg-zŏt’ĭk) *adj.*  
foreign; unusual; exciting

3. **peer-review**: evaluation by equals (in this case, other zoo officials).



**K** **FACT AND OPINION**

Reread lines 102–108.  
How would you verify this information?

**L** **FACT AND OPINION**

Find one statement of fact and one opinion in this paragraph.

**exploit** (ɛk'splɔɪt') v. to use for selfish purposes

**M** **ARGUMENT**

What opposing viewpoint does the author present? What is his counterargument?

or to dive with sharks or moray eels. Zoos provide exhilarating experiences that can't be replicated on two-dimensional television or computer screens. Seeing, smelling, and in some cases even touching real, live animals is a powerful experience. **K**

The best zoos include  
110 conservation, education, and science among their core missions,<sup>4</sup> and the animals in their collections can be viewed as ambassadors for  
150 their counterparts in the wild. Many species are endangered or threatened and would have little chance of survival without human intervention. Increasingly, zoos are playing an important role in  
120 those efforts. Last year alone, AZA member institutions supported 1,400 field conservation<sup>5</sup> and associated educational and scientific projects in over 80 countries worldwide. These ranged from restoring habitat for endangered Karner blue butterflies<sup>6</sup> in Ohio to attempting  
130 to curb the illegal, commercial harvest of wildlife for meat in Africa to rehabilitating injured marine mammals and sea turtles and returning them to the sea. **L**

Some critics have characterized zoos and aquariums as “**exploiting**” animals for personal financial gain, but that's not true of the

professionals I know. As a curatorial intern at New York's Bronx Zoo/  
140 Wildlife Conservation Society in the late 1980s, I went on rounds with the staff veterinarians as they cared for sick and injured animals. They worked long hours for comparatively little pay, and their dedication was inspiring. I also witnessed animal keepers weeping over the loss of their favorite animals and spending their own money to  
150 attend training programs to improve their knowledge and skills. **M**

In my opinion, a society that values wildlife and nature should support our best zoos and aquariums. Habitat conservation is the key to saving endangered species, and professionally  
160 managed zoos and aquariums and their expert, dedicated staffs play a vital role by supporting on-the-ground conservation efforts and by encouraging people to care for and learn about wildlife and nature.

Zoos and aquariums are reinventing themselves, but while many are in the process of rebuilding their aging infrastructures, still others retain vestiges of the past or have been hit  
170 hard by recent state or local budget cuts. Good zoos and aquariums are invaluable community assets, and they deserve our attention and enthusiastic support.

4. **core missions:** central goals and beliefs.

5. **field conservation:** conservation of wild organisms in their natural habitats (not in zoos).

6. **Karner blue butterflies:** endangered butterflies of the northern U.S. and Canada.

## Comprehension

1. **Recall** According to “Zoos: Myth and Reality,” what often happens to surplus animals from zoos?
2. **Recall** According to “Zoos Connect Us to the Natural World,” how do zoos benefit people?
3. **Clarify** What kind of action does each author call for?

## Critical Analysis

4. **Analyze Arguments** For each selection, identify the author’s **claim**. Note the claim in a graphic organizer like the one shown. Then list three reasons or pieces of evidence the author uses to support his claim.



5. **Compare Scope** Tell whether the article or the opinion piece has the broadest scope, meaning the greatest range of coverage. Consider especially the number of zoos each selection refers to. Do you think the broader scope makes the selection more or less convincing? Explain.
6. **Evaluate Fact and Opinion** Review the lists you made of facts and opinions from the two selections. In your view, what is the single most convincing fact and the single most convincing opinion? Explain why you think so.

## Extension and Challenge

7. **Speaking and Listening** Form two teams, one representing Rob Laidlaw and one representing Michael Hutchins. Then, with your team, answer the question “Should wildlife stay wild?” from the perspective of your author. Debate the question with the other team, using support from the two selections.
8. **Inquiry and Research** Learn more about a zoo that you’ve visited or heard about. Is it accredited? What kind of background do the employees have? How are they trained? How are the animals housed and cared for? Research to find answers, and discuss your findings with the class. Share your opinions on whether the zoo is keeping **wildlife** safe.



### RESEARCH LINKS

For more on zoos, visit the **Research Center** at **ClassZone.com**.

# Vocabulary in Context

## VOCABULARY PRACTICE

For each item, choose the word that differs most in meaning from the other words.

1. (a) suffer, (b) languish, (c) enjoy, (d) endure
2. (a) exploit, (b) aid, (c) help, (d) befriend
3. (a) hope, (b) uselessness, (c) futility, (d) meaninglessness
4. (a) unadorned, (b) desolate, (c) lush, (d) sterile
5. (a) suffering, (b) deprivation, (c) lack, (d) wealth
6. (a) persuasion, (b) truth, (c) propaganda, (d) bias
7. (a) boss, (b) equal, (c) peer, (d) counterpart
8. (a) ordinary, (b) exotic, (c) foreign, (d) extraordinary



## VOCABULARY IN WRITING

Using at least two vocabulary words, write a surprising fact about zoos that you learned from the selections. You might start like this.

### EXAMPLE SENTENCE

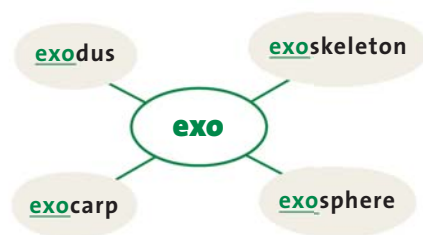
*I learned that the majority of zoo animals languish in uncomfortable, inappropriate environments.*

## VOCABULARY STRATEGY: THE GREEK ROOT *EXO*

The vocabulary word *exotic* contains the Greek root *exo*, which means “outside” or “external.” You can use your understanding of this root along with context clues to help you to figure out the meaning of other words formed from *exo*.

**PRACTICE** Use a dictionary to look up each word that appears in the web. Then decide which word best completes each sentence. Be ready to explain how the meaning of the root is reflected in each word.

1. The earth’s \_\_\_\_\_ protects it from much of the sun’s ultraviolet radiation.
2. A peach’s fuzzy \_\_\_\_\_ holds in the juicy fruit.
3. There was a mass \_\_\_\_\_ of fans from the stadium after the concert.
4. A beetle’s \_\_\_\_\_ is like armor, protecting it from predators and weather.



**VOCABULARY PRACTICE**  
For more practice, go to the **Vocabulary Center** at [ClassZone.com](http://ClassZone.com).

## Reading-Writing Connection

Demonstrate your understanding of the arguments in “Zoos: Myth and Reality” and “Zoos Connect Us to the Natural World” by responding to these prompts. Then complete the **Grammar and Writing** exercise.

WRITING PROMPTS	SELF-CHECK
<p><b>A. Short Response: Letter to the Editor</b> What argument would you make about <b>wildlife</b> in captivity? Write a <b>one-paragraph letter to the editor</b>, supporting or criticizing a zoo, circus, or other place that houses wild animals.</p>	<p><b>A convincing letter to the editor will . . .</b></p> <ul style="list-style-type: none"><li>• make your position clear</li><li>• include a call to action</li></ul>
<p><b>B. Extended Response: Compare Perspectives</b> Look back at the authors’ biographies on page 969. How do you think each author’s experience has influenced his opinion of zoos? Write <b>two or three paragraphs</b> comparing the authors’ perspectives, or the ideas and values that influence their viewpoints.</p>	<p><b>A successful comparison will . . .</b></p> <ul style="list-style-type: none"><li>• clearly state each author’s opinion</li><li>• connect each author’s experience to his opinion</li></ul>

### GRAMMAR AND WRITING

**CAPITALIZE CORRECTLY** In your writing, remember to **capitalize** all the important words in the names of organizations, institutions, stores, and companies. Do not capitalize words such as *hospital*, *school*, *company*, *church*, and *college* when they are not used as parts of the official names.

*Original:* The university of texas is one of the many Universities offering zoology classes.

*Revised:* The University of Texas is one of the many universities offering zoology classes.

**PRACTICE** Correct the capitalization errors in the following sentences.

1. I believe the lincoln park zoo is teaching people to value wildlife.
2. The Zoo’s habitats are safer for animals than the danger of the wild.
3. The durrell wildlife conservation trust actually protects wildlife.
4. Some circuses might not have high standards, but ringling brothers and barnum and bailey circus is trying to improve.

*For more help with capitalization, see page R51 in the **Grammar Handbook**.*