**Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date\_\_\_\_\_\_\_\_\_\_\_\_**

**Reading**

**Activity 9: Considering the Structure of the Text—Descriptive Outlining**

Mark your text by using marginal notes to express what the short paragraph says (on the left) and what the passage does (on the right). We will work on the first example together.

1. “It sounds like science fiction, but it’s not.”

SAYS:

DOES:

1. “Any cat owner with $50,000 to spare can pay a Sausalito company, Genetic Savings & Clone, to clone Fluffy or Frisky this year.

The company already sponsored the first domestic cat clone—a calico named CC (for ‘Carbon Copy’)—two years ago. Now, it is the first to go commercial, this time in its own laboratories, and five paying customers are lined up.

It has promised to produce nine cloned kittens by November. Six will be for clients and three for staff members, who will show off their clones at veterinary shows. None of the customers agreed to be interviewed.”

SAYS:

DOES:

1. “The company got its start when iconoclastic octogenarian John Sperling, who made millions as founder of the University of Phoenix, backed research called ‘the Missyplicity Project’ to clone a beloved husky mix, Missy.

The project was deluged by interested pet lovers, even though dog cloning continues to elude scientists. Genetic Savings says it is on track to clone Missy, who died in 2002 at age 15, this year.

‘We would have had to be dumb not to see a business there,’ said Genetic Savings CEO Lou Hawthorne, a longtime family friend of Sperling, who suggested they turn the project into a for-profit venture.”

SAYS:

DOES:

**Activity 10: Noticing Language**

Mark words, phrases, or sentences that may still be confusing, writing down brief notes explaining what about them is confusing.

1. Identify grammatical patterns such as verb tenses, time markers (last week, since, tomorrow), modal verbs (can, could, must, might, should), or singular and plural noun forms.
2. Analyze the logical relationships between the parts of sentences by focusing on the following transition words and phrases:
* Conjunctive adverbs (such as therefore, in addition, similarly, moreover, nevertheless)
* Coordinating conjunctions (such as for, and, nor, but, or, yet, so)
* Subordinating conjunctions (such as although, before, because, even though, if, as soon as)
* Parallel structures (such as using the same pattern of words to show that ideas at the word, phrase, or clause level have the same degree of importance)
* Other complex phrasing patterns (such as participial phrases, adverbial phrases, absolutes)
1. Practice composing complex sentence structures by creating original sentences following the pattern of a sentence or two from the text.

**Activity 11: Annotating and Questioning the Text**

Your second reading should be to question the text, reading “against the grain” and “playing the doubting game.” As you read, look for claims and assertions made by Carolyn Said. Does she back them up? Do you agree with them?

Read the article again, and using a highlighter, mark the following parts of the text:

1. Differences between clone and the original
2. Arguments in favor of cloning (who makes these)
3. Arguments against cloning (who makes these)

In the right-hand margin, write your reactions to the text. At the bottom of the article, write a sentence or two summarizing the main idea of the article.

**Activity 12: Analyzing Stylistic Choices—Word Level**

Continue with instruction in vocabulary using the self-assessment chart or using the word sort.

1. Using either the words from the self-assessment chart or the word sort after reading the article, locate and identify these word(s) from the article.
2. Read the sentence in which the word(s) appear(s).
3. Remember or guess the meaning according to the context when possible, or break down the word into parts using your knowledge of roots and affixes.

**Activity 13: Analyzing Stylistic Choices—Discourse**

1. How would you describe the style of this article? Is it formal? Informal? Academic? Scientific? Conversational? What did she hope to accomplish using this style of writing?
2. The author chooses to use some allusions to other works with the assumption that the readers know these references. Identify some of these references and determine their purpose in the text. Why did the author use these literary references? What does that do to the text? What must the reader know to be able to understand these references?
3. The author uses names to refer to pets. In the beginning, she refers to cloning “Fluffy or Frisky.” What is the purpose of using these names and what do these names do for the reader?
4. The author uses idioms, clichés, and metaphors for effect at the end of the text. She cites Hawthorne’s speech, “I’m like a pit bull,” “like working in a fishbowl,” and the author’s own, “The proof is in the puddy-cat.” What is her reason for using animal images?

**Postreading**

**Activity 14:** **Summarizing and Responding—I-CHART**

1. On your I-CHART, read the following questions listed across the top: “What are the uses of cloning?” “Is reproductive cloning right?” “Is therapeutic cloning right?” “What organisms are acceptable for us to clone? Why?” Consider your answers to these questions.
2. Return to the article to find answers to the questions posed on the I-CHART. Record answers on the I-CHART.
3. Discuss the answers to the given questions, justifying your responses. Using the discussion points, write class answers on the class I-CHART when there is agreement. You may change your own I-CHART answers based on the class discussion.

**Activity 15:** **Summarizing and Responding**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Article Title** | **What are the uses of cloning?** | **Is repro- ductive cloning right?** | **Is thera- peutic cloning right?** | **Which organisms are accept- able for us to clone? Why?** | **Class question** |
| “Here Kitty-Kitty- Kitty-Kitty” |  |  |  |  |  |
| “Argumentsfor and Against Creating Human Clones” |  |  |  |  |  |
| “Press Release from President George W. Bush,4/10/02” |  |  |  |  |  |
| “Why Clone?” |  |  |  |  |  |
| “Cloning isMoral” |  |  |  |  |  |
| “Press Release from President Clinton 6/9/97” |  |  |  |  |  |
| **Article Title** | **What are the uses of cloning?** | **Is repro- ductive cloning right?** | **Is thera- peutic cloning right?** | **Which organisms are accept- able for us to clone? Why?** | **Class question** |
| “American Association for theAdvancement of Science (AAAS) Policy Brief” |  |  |  |  |  |
| “Human Cloning Foundations Reasons For Cloning Human Beings” |  |  |  |  |  |

**Activity 16: Thinking Critically**

1. Review the I-CHART answers.
* Using your I-CHART, place a star by the reading with which you agree the most.
* Identify one answer given on the I-CHART with which you absolutely agree and write why.
* Which answer do you not agree with and why?
* Identify an answer with which you somewhat agree and state why. Then, write what would need to be the case for you to fully agree or disagree with it.
1. Discuss the reliability of each source and how this might affect whether you can trust the information from it or not
2. Answer the logos, ethos, and pathos questions below:

**Logical Questions (Logos)**

* Locate major claims and assertions, and ask, “Do you agree with the author’s claim that ‘critics say that’s faulty logic?’” Can you identify this faulty logic she refers to?
* Look at the support for major claims, and ask, “Is there any claim that appears to be weak or unsupported? Which one and why?”
* Can you think of counterarguments that the author doesn’t deal with?
* Do you think the author has left something out on purpose? Why?

**Ethical Questions (Ethos)**

* Does this author have the right background to speak with authority on this subject?
* Is this author knowledgeable? Smart? Successful?

**Questions about Emotional Appeals (Pathos)**

* Does this piece affect you emotionally? What parts?
* Do your emotions conflict with your logical interpretation of the arguments?

**Activity 17: Reflecting on Your Reading Process**

1. What have you learned from joining this conversation? What do you want to learn next?
2. What reading strategies did you use or learn in this module? Which strategies will you use in reading other texts? How will these strategies apply in other classes?
3. In what ways has your ability to read and discuss texts like this one improved?
4. How has your understanding of cloning changed after having read this article?

Connecting Reading to Writing

**Discovering What You Think**

**Activity 18: Considering the Writing Task**

Answer these questions to discover more about the purpose of the assignment:

* In addressing this prompt, are you informing or reporting?
* Are you trying to persuade your readers of something?
* In what genre are you being asked to write?
* Since it is a letter, in what ways is it different from an essay, a report, an email?
* What considerations will you need to make to write your assignment in letter format?
* What are the reader expectations for this genre?
* What is your rhetorical purpose?
* What is your timeline for completing the assignment in reasonable steps?
* How will the assignment be graded? On the basis of what criteria will your written work be evaluated? Do you understand each criterion?

**Activity 19: Writing Prompt—Cloning**

Cloning human beings has been a hot topic of debate over the last few decades. This debate became even more heated after the first adult animal was cloned, producing Dolly the sheep. Everyone asked, “Are humans next?”

Those who are in favor of human cloning argue that cloning could work miracles and improve people’s lives. Infertile couples wishing to have a baby could increase their chances of pregnancy; diseases like Alzheimer’s and cancer could be cured by using stem cells harvested from cloned human embryos; or it may even be possible to clone a loved one that has been lost to us. Those who oppose human cloning fear the ethical and moral questions that will have to be answered, and how the technology will be used.

In the article you read, entitled “Here Kitty-kitty-kitty-kitty,” many of the arguments for and against the cloning of animals were posed. In class, different perspectives on the issue of both reproductive and therapeutic cloning were discussed.

Imagine that a bill has just come up in the U.S. Senate that would allow the use of taxpayer money to fund both therapeutic and reproductive cloning research of all animals including humans. Write a letter to your senator expressing your approval or disapproval of this subject. Explain your reasons using current research or articles to support your views, and let your senator know how you would like her to vote, should a vote arise on the subject. You should cite evidence from the article(s) you read, from what you have learned about genetics (particularly your knowledge of how genes are influenced by environment), and from your own personal experiences.

You should use the format on the next page to construct your letter. Make at least four arguments to support your position. At least one of the arguments should be a response to statement from someone on the opposite side of the issue from you. For example, if you are against cloning, you might write, “Those who support cloning say…, but this argument is wrong because…” Here are some general questions you may want to think about as you write your letter:

* Are you for or against both types of cloning, therapeutic and reproductive? What are your reasons?
* Do you think we should allow research in one type but not the other?
* How might these technologies be used?
* Does cloning really make an exact copy of a person?
* Would allowing one type of cloning lead to allowing the other type?

**Directions for Writing Supporting Evidence**

1. In small groups, write down the evidence you have in your notes to support or refute cloning. It is perfectly fine to have disagreements among group members, but having a respectful conversation is critical to your thinking process.
2. Think about strategies and questions to address the audience of the essay.
3. Consider what most people know and think about the topic of your paper.
4. If you intend to change the opinions of the readers, including the senator, consider your persuasive techniques, both logical and emotional. Discuss with classmates some techniques you have considered using in your writing.
5. How much do you think the senator and his or her staff know about cloning?
6. Why should they care about it?
7. What concerns would they have about your plan? Does it cost money? Would it violate anyone’s privacy?
8. What kinds of persuasion do you think you will need to help them understand your point of view?
9. Which would be the best evidence?

**Another Consideration is the Letter Format or Genre**

You should use the correct and formal letter format. A sample letter is here for you to use as a template.

**Sample Letter Format:**

Date

Senator’s Full Name

United States Senate

Washington DC, 20510

Dear Senator Last Name,

In the first paragraph, you should identify yourself and the reason you are writing the letter.

The following paragraphs should explain how you want them to vote and why. In these paragraphs you will explain your four arguments using evidence from the articles, from what you have learned about genetics and cloning, and from your own personal experiences and/ or ideas. You should use at least two other readings, separate from the article we all read, to cite evidence in support of your position. There should be about one paragraph per argument. However, you may write more.

In the conclusion, restate how you want your senator to vote on the bill, and summarize your overall position in one or two sentences.

Sincerely,

Your Name

To find the senators’ names and addresses, use this Web site:

[<http://www.senate.gov/general/contact\_information/senators\_cfm.](http://www.senate.gov/general/contact_information/senators_cfm) cfm?State=CA>.

**Activity 20: Taking a Stance**

Begin to explain to a partner your stance or position in response to the prompt. The listening partner needs to ask for clarification if the answers given are not specific enough. Some questions to guide this process follow:

1. What is the gist of your argument in one or two sentences? Turn these sentences into a working thesis statement.
2. What is your main claim at this point in time?
3. How do your ideas relate to what others have said?
4. What arguments or ideas are you responding to?
5. What evidence best supports your argument? What evidence might you use in relation to what others say about your argument? How does it support your argument?
6. What background information does the reader need in order to understand your argument?
7. What will those who disagree with you have to say about your argument? What evidence might they use to refute your ideas?
8. How did your views change during the reading? What factors caused you to change? Could you use these factors to change someone else’s views?

**Activity 21: Trying on Words, Perspectives, and Ideas**

Try to answer these questions from a perspective other than your own.

These could be policy questions (What should we do about ?) or value questions (Is good or bad?).

The task is to think

* What would say about this?
* How would answer this question?
* What words would he or she use?

Use vocabulary from the articles in your adopted position. At the end of the activity, restate what you really think about cloning.

**Activity 22: Gathering Evidence to Support Your Claims**

Given a four-minute time frame, jot down the answers to the following questions in quickwrite format.

* Are you for or against both types of cloning, therapeutic and reproductive? What are your reasons?
* Do you think we should allow research into one type but not the other?
* How might these technologies be used? Misused?
* Does cloning really make an exact copy of a person?
* Would allowing one type of cloning lead to allowing the other type?

**Activity 23:** **Getting Ready to Write**

Use your cloning cube to help you begin your writing assignment. When you have completed the six sides, craft a working definition of the term for yourself.

|  |  |  |
| --- | --- | --- |
| Describe it (using your senses). | Compare it (to something similar). | Analyze it (how was it made). |
| Apply it (how it is used). | Associate it (with something from your own experience or past learning). | Argue for or against it (not both). |