**To Clone or Not to Clone**

*Developed by Marcy Merrill*

**STUDENT VERSION**

**Reading Selections for This Module**

Said, Carolyn. “Here, Kitty-Kitty-Kitty-Kitty.” *San Francisco Chronicle* 15 Apr. 2004: A1. Print.

Reading Rhetorically

**Prereading**

**Activity 1: Exploring Key Concepts—Cubing**

Cubing is a vocabulary-building activity for which you will define a standard or a metaphoric cube with a term the teacher posts. The sides of the cube, which you will use to describe the term, are as follows: 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). You will have only one minute to write your responses.

**Activity 2:** **Exploring Key Concepts—Picture Walk**

As you look at each of the following pictures of animals, write down your initial reaction to hearing the news that scientists have successfully cloned each of these.

After you have written your reactions, write a short paragraph answering the following question: “If you could clone any of the mammals you just saw, which one would you choose, and why?”

**Activity 3:** **Surveying the Text**

1. Look at the title of the article, “Here, kitty-kitty-kitty-kitty: Sausalito firm offers clones for $50,000, signs up 5 cat owners,” and make a prediction about the issue the article may likely present.
2. Preview the end of the article. What did the author include at the end? What do you think her intention was for this ending?
3. Write out the correct citation of this article for a Works Cited page.
4. Looking specifically at the date of this article, do you think more or different information might be available now? What might be relevant today with this issue? Do a little checking online to see what issues are current in the field of cloning, and jot down some titles of articles you find. Create a class list of titles.

**Activity 4:** **Making Predictions and Asking Questions**

1. Scan the article, and notice the different speakers or interviewees.

Who are they, and what purpose do these speakers serve?

1. Look at the many voices heard in this article. Peruse the article, and look more carefully at the different speakers of the many quotes used it the article. Skim to locate these quotes rather than read the entire article.
2. Find a quotation then, in a small group or with a partner, identify its speaker and his or her position on cloning. Why do you think the author chose these particular quotations and speakers for this article?

**Activity 5:** **Understanding Key Vocabulary—Vocabulary Self-Assessment** **Chart**

1. In the column “Prereading,” place either a “+” if you know the word well, a “” if you have heard of it and may have an idea of its meaning, or a “?” if you do not know it or have not heard it before.
2. Then, while or just after reading the article, revisit this chart, completing it again in the column that says “During reading,” using the same markings, “+,” “,” or “?”.
3. Following the reading and discussion of the text, when it is time to use the vocabulary words in your own writing, you will complete the box labeled “Postreading.”
4. Note: At any point in the process when you are sure of the definition of any of the words, you may write the word down on the line or follow your teacher’s directions.

**KEY: “+” know word well; “****” heard of it; “?” do not know word.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Word** | **Pre- reading** | **During reading** | **Post- reading** | **Definition** |
| iconoclastic |  |  |  |  |
| octogenarian |  |  |  |  |
| deluged |  |  |  |  |
| elude |  |  |  |  |
| undermines |  |  |  |  |
| intrinsic |  |  |  |  |
| immortalized |  |  |  |  |
| whimsy |  |  |  |  |
| replicas |  |  |  |  |
| spayed |  |  |  |  |
| neutered |  |  |  |  |
| biopsy |  |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Word** | **Pre- reading** | **During reading** | **Post- reading** | **Definition** |
| mosaic |  |  |  |  |
| surrogate |  |  |  |  |
| embryo |  |  |  |  |
| regressing |  |  |  |  |
| estrus |  |  |  |  |
| ubiquitous |  |  |  |  |
| oviduct |  |  |  |  |
| reproduce |  |  |  |  |
| infancy |  |  |  |  |
| imitation |  |  |  |  |
| fertile |  |  |  |  |

**Activity 6: Understanding Key Vocabulary—Pairing Opposites**

Using the terms from the self-assessment chart, pair opposite words.

**Activity 7:** **Understanding Key Vocabulary—Categorizing with Established** **Headings**

Identify words that fall into these categories:

* Animal surgeries/treatments/general medical terms
* Words pertaining to babies/ pregnancy
* Words pertaining to copying
* Words pertaining to times of life or age

**Activity 8:** **Understanding Key Vocabulary—Word Sort Activity**

Sort the following words into categories of your own choosing (at least three). Write down the categories you selected that connect the words you identified.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| embryo | octogenarian | deluged | elude | reproduce |
| iconoclastic | replicas | undermines | oviduct | infancy |
| surrogate | estrus | mosaic | imitation | whimsy |
| regressing | immortalized | intrinsic | ubiquitous | spayed |
| fertile | neutered | biopsy |  |  |