

9.3.1

Lesson 1

Introduction

In this first lesson of the unit and module, students will be introduced to the module’s focus: inquiry-based research to deepen understanding. Students will begin reading and analyzing Chapter 1 of Temple Grandin’s *Animals in Translation*, pages 1–4 (from “People who aren’t autistic always ask me about the moment” to “which is listed as an anxiety disorder in the Diagnostic and Statistical Manual”), in which students will be introduced to Grandin’s central idea that her autism poses difficulties and advantages.

In Unit 1, students will begin learning about a specific approach to research that will be developed and completed throughout Units 2 and 3. This module will address research as an iterative, non-linear process, designed to deepen students’ understanding of topics of interest. In this unit, students will read and analyze a seed text, *Animals in Translation*, to identify topics that spark inquiry and provide entry points into the research process they will engage in throughout the module. The intent of this unit, and the other units using other seed texts in this Module, is to model how to initiate a process of inquiry-based research using texts that are rich enough to provide multiple areas of investigation. In addition, compared to non-researched based modules, students will be expected to do more reading and re-reading for analysis independently during in-class work and for homework.

In this lesson, students will begin reading and analyzing Chapter 1 of *Animals in Translation*, focusing on Grandin’s emerging central idea through analysis of specific textual details. For homework, students will reread and annotate pages 1–4 and preview the following lesson’s text excerpt by reading and annotating pages 4–8 (from “Animals saved me.” to “animal talents nobody can see based on what I know about autistic talent.”) for central idea. Additionally, students will write a response to the following prompt: Using specific textual details, determine one central idea that emerges in pages 1–4.

Standards

Assessed Standard(s)	
RI.9-10.2	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
Addressed Standard(s)	
RI.9-10.4	Determine the meaning of words and phrases as they are used in a text, including

	figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
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Assessment

Assessment(s)

The learning in this lesson will be captured through a Quick Write at the end of the lesson. Students will answer the following prompt based on the close reading (citing evidence from the text and analyzing key words and phrases) completed in the lesson.

- Using specific textual details, determine one central idea that emerges in this lesson’s text excerpt (pages 1–4).

 This assessment will be evaluated using the Short Response Rubric.

High Performance Response(s)

A high performance response may include the following:

- One central idea that is emerging is that autism makes school and social life difficult but makes understanding animals easier: “Autism made school and social life hard, but it made animals easy.” Grandin’s autism posed many difficulties for her when she was growing up. Kids teased her and called her names like “Retard,” or “Tape Recorder” because she spoke repetitively and had difficulty with social and peer interactions. She also endured intense anxiety during her teen years that “never stopped.” However, Grandin states that because of her autism she sees “things about animals other people don’t.” For example, she explains that she has a “special connection to animals” and that she is now able to comprehend the emotionally disturbed horses that resided at her former boarding school because she understands “the way animals think.”

Vocabulary

Vocabulary to provide directly (will not include extended instruction)

- autism (n.) – Autism Spectrum Disorder (ASD) and autism are both general terms for a group of complex disorders of brain development. These disorders are characterized, in varying degrees, by difficulties in social interaction, verbal and nonverbal communication and repetitive behaviors.
- spectrum (n.) – a broad range of varied but related ideas or objects, that the individual features of which tend to overlap so as to form a continuous series or sequence

Vocabulary to teach (may include direct word work and/or questions)

- epiphany (n.) – a moment of great or sudden revelation

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
Standards & Text:	
<ul style="list-style-type: none"> • Standards: RI.9-10.2 and RI.9-10.4 • Text: <i>Animals in Translation</i>, Chapter 1, pages 1–4 	
Learning Sequence:	
1. Introduction to Unit and Lesson Agenda	1. 15%
2. Homework Accountability	2. 5%
3. Masterful Reading	3. 15%
4. Pages 1–4 Reading and Discussion	4. 50%
5. Quick Write	5. 10%
6. Closing	6. 5%

Materials

- Copies of **9.3 Common Core Learning Standards Tool** for each student
- Copies of **Short Response Rubric and Short Response Checklist** for each student

Learning Sequence

How to Use the Learning Sequence	
Symbol	Type of Text & Interpretation of the Symbol
10%	Percentage indicates the percentage of lesson time each activity should take.
no symbol	Plain text indicates teacher action.
	Bold text indicates questions for the teacher to ask students.
	<i>Italicized text indicates a vocabulary word.</i>
▶	Indicates student action(s).
☞	Indicates possible student response(s) to teacher questions.
ⓘ	Indicates instructional notes for the teacher.

Activity 1: Introduction of Unit and Lesson Agenda

15%

Share the focus of this unit and module: Engage in an inquiry-based process for research. Inform students that in this module they will explore topics by generating inquiry questions, research different areas of a topic, build on new knowledge, make connections, and finally develop an evidence-based perspective.

Share with students the End-of-Unit Assessments and the Module Performance Assessment. Inform students that their work over the next several weeks should prepare them for these assessments. Briefly introduce the unit and the text: *Animals in Translation* by Temple Grandin and Catherine Johnson. Inform students that this unit will focus on reading and analyzing the first chapter of *Animals in Translation* to consider the development of central ideas through specific textual details. Additionally, students will begin the research process by identifying topics, creating questions, pre-searching topics, and developing areas of investigation using Grandin's text as the initial resource.

- ▶ Students listen.

Review the agenda and share the assessed standard for this lesson: RI.9-10.2. Today, students will experience a new text called *Animals in Translation* through a masterful reading of a small excerpt and will begin the process of reading pages 1–4 closely to determine an emerging central idea through specific textual details.

- ▶ Students look at the agenda.

Pass out copies of the 9.3 Common Core Learning Standards Tool to each student. Explain that students will continue to work on mastering the skills described in the Common Core State Standards (CCSS) throughout this new module and the rest of the year.

- ▶ Students listen and examine their 9.3 Common Core Learning Standards Tool.

① It may be helpful here to explain to students that they will be returning to the standards at the beginning of each lesson, as they did in Module 9.1 and 9.2. Whenever a new standard is introduced, students will use their 9.3 Common Core Learning Standards Tool to read, paraphrase, and assess their familiarity with and mastery of the new standard.

Share with students that they have reached the mid-point in their 9th grade English Language Arts instruction and it is important to self-assess their familiarity and mastery of the standards. Instruct students to self-assess on standard RI.9-10.2.

- ▶ Students self-assess their understanding and mastery of standard RI.9-10.2 using the 9.3 Common Core Learning Standards Tool.

① Remind students they have worked with standard RI.9-10.2 in Units 9.1.2 and 9.2.3.

- ① It may be useful to have the standards written on the board or displayed in some other way before class begins, for ease of student reference and to encourage students to develop ownership of the standards.

Activity 2: Homework Accountability

5%

Explain to students that Accountable Independent Reading will be suspended during this module. Instead, for Unit 1 homework, students will independently preview *Animals in Translation*, while also beginning to research by independently reading possible sources for a variety of topics surfaced from the Grandin text. Explain to students that in Unit 2, the volume of independent reading will come from students' searches related to their research question/problem (area of investigation). Students will read a variety of academic sources to deepen their understanding of their specific research question/problem (area of investigation).

- ▶ Students listen.

Activity 3: Masterful Reading

15%

Distribute copies of Chapter 1 of *Animals in Translation* to each student and instruct students to turn to page 1. Have students listen to a masterful reading of pages 1–4 of *Animals in Translation* (from “People who aren’t autistic always ask me about the moment” to “which is listed as an anxiety disorder in the Diagnostic and Statistical Manual.” Instruct students to read along in their text.

- ▶ Students follow along, reading silently.
- ① The purpose of this masterful read is to familiarize students with Grandin’s voice and style.
- ① It is important to be sensitive to the subject of developmental disorders, as some students in your classroom may know someone who has development disorders or may have developmental disorders themselves. Consider discussing with students how to be respectful when discussing this sensitive topic.
- ① **Differentiation Consideration:** Consider having students read pages 1–4 in pairs or small groups if a masterful read with the whole class is unnecessary due to the conversational tone and accessible vocabulary of the text.

Ask students to independently write down initial reactions and questions they have about the text. Give students 3–5 minutes to write down initial reactions and questions.

- 🗨 Student questions may include the following:
 - Why does autism make “animals easy”?

- What is autism? Is it an “emotional problem”?
- Why would a school for those with emotional problems have horses to ride?
- What is an autistic savant?
- What is obsessive-compulsive disorder?
- Why does Grandin have so much anxiety?

① Assure students that any question related to the text is a valid one. If students are struggling with questions, encourage them to think about unknown vocabulary, textual details that seem confusing, or what they still want to know from the text after this initial reading.

Ask students to share out their initial questions. Write these questions on the board or on chart paper. Share with the students that it is okay to have questions as they engage in complex text and that questions like these initiate the research process. Remind them that many of these questions will be answered as the text is read closely and as they read they can keep an eye out for these answers, or what questions remain.

Activity 4: Pages 1–4 Reading and Discussion

50%

Introduce the Quick Write assessment (using specific textual details, determine one central idea that is emerging in this excerpt). Explain to students that this is the lesson assessment and the focus for today’s reading.

- ▶ Students read the assessment and listen.

① Display the Quick Write assessment for students to see.

Instruct students to keep this assessment in mind as they analyze the text in the following evidence-based discussion. Remind students to keep track of the text analysis as they engage in the discussion by taking notes and annotating the text.

- ▶ Students listen.

Direct students to transition into small groups. Inform student groups that they will be rereading the first four pages of the text closely.

① **Differentiation Consideration:** Consider forming heterogeneous groupings to support students with reading this complex text.

Provide students with the definitions of autism (Autism Spectrum Disorder (ASD) and autism are both general terms for a group of complex disorders of brain development. These disorders are characterized, in varying degrees, by difficulties in social interaction, verbal and nonverbal communication and repetitive behaviors) and spectrum (a broad range of varied but related ideas or

objects, the individual features of which tend to overlap so as to form a continuous series or sequence). Explain to students that autism can have a range of characteristics. For example, some people with autism may have severe communication issues, including being nonverbal while other autistic people may have only slightly limited verbal communication issues. Autism has a range of characteristics that affect people differently, and a variety of disorders associated with it. Instruct students to write both definitions on their text.

- ▶ Students follow along and write the definitions of *autism* and *spectrum* on their texts.

Instruct the student groups to reread paragraphs 1 and 2 on page 1 (from “People who aren’t autistic always ask me about the moment I realized I could understand the way animals think” to “Autism made school and social life hard, but it made animals easy.”).

- ▶ Student groups reread paragraphs 1 and 2 on page 1.

Display the following questions for the student groups to discuss:

- ① Consider writing the questions on a handout for the student groups.
- ① Remind students to take notes or annotate the text as they engage in the evidence-based discussion. This will help support students when they complete the Quick Write at the end of the lesson.

What gives Grandin the ability to “see things about animals other people don’t” (p. 1)?

- 🗨 Grandin attributes her ability to understand animals to her autism: “And it wasn’t until I was in my forties that I finally realized I had one big advantage over the feedlot owners who were hiring me to manage their animals: being autistic.”

What does Grandin mean when she says she did not have an “epiphany” about knowing that she can understand the way animals think? What do you think the word *epiphany* means from the context provided in this section?

- 🗨 Grandin means she did not have a “moment” where she “realized” she understands the way animals think. It was a gradual process that took her “a long time to figure out that” she sees “things about animals other people don’t.”

Instruct student groups to reread pages 1–2 (from “I had no idea I had a special connection to animals when I was little” to “I still cry when people are mean to me.”)

Display the following questions for the student groups to discuss:

① Consider writing the questions on a handout for the small groups.

What does the example of a "big crisis in [her] life," reveal about Grandin's way of thinking (p. 1)?

- She thinks about things, like animals, differently. She was categorizing animals' identity (dogs) based on size. Then, she made sense of the dachshund being a dog by associating its nose with her golden retriever's nose. She had to categorize the dog in a certain way in order to make sense of it: "Dogs have dog noses."

How might this way of thinking make "school and social life hard" (p. 1)?

- Ideas that are simple for non-autistic children might be difficult for Grandin. She was using a different ideology to categorize dogs: "I used to sort them by size." This thinking might be strange or difficult to understanding if you are a non-autistic person.

How does this excerpt further develop the idea, "Autism made school and social life hard"?

- Student responses should include the following:
 - Grandin discusses how her autism caused her to "store up a lot of phrases in my memory and I used them over and over again in every conversation." This made her sound like a "Tape Recorder" to other students, so they teased her and she reacted with aggressive behavior, like smacking.
 - Eventually she "got kicked out of high school for fighting."
 - She learned how to cry to deal with her aggression: "After I lost privileges enough times I learned just to cry when somebody did something bad to me."

Instruct student groups to reread pages 2–3 (from "Nothing ever happened to the kids who were teasing" to "but I wasn't any horse-whispering autistic savant, either. I just loved the horses").

Display or distribute the following questions for the student groups to discuss:

What does Grandin understand now about the horses at her former boarding school that she "didn't understand" as a fourteen-year-old?

- Student responses should include the following:
 - The horses had serious psychological problems because they had been abused.
 - They acted aggressively because of their emotional problems: "These were badly abused animals; they were very, very messed up" (p. 2).

What might Grandin's explanation of the boarding school horses reveal about her?

🗨 Student responses may include the following:

- She can understand and explain animal behavior.
 - She can explain why the horses acted the way they did because she understands the reasons for their actions: “It was flop sweat. Pure fear. She was terrified of being ridden” (p. 3).
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Instruct student groups to reread pages 3–4 (from “I was so wrapped up in them that I spent every spare moment” to “and I spent hours washing and polishing it”).

Display or distribute the following question for the student groups to discuss:

What does Grandin’s care for the horses and the saddle reveal about her?

🗨 Student responses should include the following:

- Grandin feels good when taking care of or being around animals: “I was so wrapped up in them that I spent every spare moment working the barns” (p. 3).
 - Animals are an area where she feels content: “I bought special saddle soap and leather conditioner from the saddle shop, and I spent hours washing and polishing it” (p. 4).
-

Instruct student groups to reread page 4 (from “As happy as I was with the horses at school” to “which is listed as an anxiety disorder in the Diagnostic and Statistical Manual”).

Display or distribute the following question for the student groups to discuss:

What made Grandin’s “high school years” hard? What does this reveal about her autism?

🗨 Grandin writes that she was “hit with a tidal wave of anxiety” when she was in high school that “never stopped.” This further reveals the obstacles autism has posed for her, especially in school and in her social life.

① Consider discussing with students that structures and organizations, rather than people, can pose difficulties to individuals with disabilities. For example, Temple Grandin, who has difficulty with social interaction, doesn’t fare well in certain settings like the traditional school she attended early on.

Activity 5: Quick Write

10%

Introduce the Quick Write assessment by reminding students of the standard they were working on during this lesson: RI.9-10.2. Instruct students to respond briefly in writing to the following prompt:

Using specific textual details, determine one central idea that is emerging in this lesson’s text excerpt.

Remind students to answer the above prompt based on the reading completed in the lesson by citing strong and thorough textual evidence. Remind them to take a look at their answers to the questions from the text to support their Quick Write response.

① Display the prompt for students to see, or provide the prompt in hard copy.

Remind students to use the Short Response Checklist and Short Response Rubric to guide their written responses.

① Consider reviewing the Short Response Rubric and Short Response Checklist by informing students that they should use the rubric and checklist to guide their own writing, and that they will be using this rubric for text analysis-based Quick Writes in this unit. For later units, students will use other assessment tools and rubrics specific to the research component of this module.

- ▶ Students independently answer the prompt using evidence from the text.
- 🗨 See the High Performance Response at the beginning of this lesson.

Activity 6: Closing

5%

Display and distribute the homework assignment. For homework, instruct students to reread and annotate pages 1–4 and preview the following lesson’s text excerpt by reading and annotating for central idea pages 4–8 (from “Animals saved me” to “animal talents nobody can see based on what I know about autistic talent”).

Additionally, students will write a response to the following prompt: Using specific textual details, determine one central idea that is emerging in pages 4–8.

- ① Consider reviewing the annotation codes introduced in Module 9.1.
- Box or circle unfamiliar words and phrases and rewrite a word or phrase you might have figured out
 - Star (*) important or repeating ideas
 - Put a question mark (?) next to a section you are questioning or confused about

- Use an exclamation point (!) for areas that remind you of another text or ideas that strike you or surprise you in some way
- Use initials like CI (for central idea) and SC (for structural choice)

Remind students that besides using the codes, marking the text with thinking related to the codes is important. Explain that students will continue using these codes throughout their reading of the unit's text to think more deeply about textual details.

- ▶ Students follow along.

Homework

Reread and annotate pages 1–4 and preview the following lesson's text excerpt by reading and annotating for central idea pages 4–8 (from “Animals saved me” to “animal talents nobody can see based on what I know about autistic talent”).

Additionally, write a response to the following prompt: Using specific textual details, determine one central idea that is emerging in pages 4–8.

9.3 Common Core Learning Standards Tool

Name:		Class:		Date:	
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CCL Standards: Reading—Informational Text		I know what this is asking and I can do this.	This standard has familiar language, but I haven't mastered it.	I am not familiar with this standard.
RI.9-10.1.a	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. a. Develop factual, interpretive, and evaluative questions for further exploration of the topic(s).			
RI.9-10.2	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.			

CCL Standards: Reading—Informational Text		I know what this is asking and I can do this.	This standard has familiar language, but I haven't mastered it.	I am not familiar with this standard.
RI.9-10.3	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.			
RI.9-10.5	Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).			
RI.9-10.7	Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.			

CCL Standards: Writing		I know what this is asking and I can do this.	This standard has familiar language, but I haven't mastered it.	I am not familiar with this standard.
W.9-10.2.a-f	<p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among</p>			

CCL Standards: Writing		I know what this is asking and I can do this.	This standard has familiar language, but I haven't mastered it.	I am not familiar with this standard.
	<p>complex ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p> <p>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p>			
W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.			

CCL Standards: Writing		I know what this is asking and I can do this.	This standard has familiar language, but I haven't mastered it.	I am not familiar with this standard.
W.9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.			
W.9-10.7	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.			
W.9-10.8	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.			
W.9-10.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.			

CCL Standards: Speaking & Listening		I know what this is asking and I can do this.	This standard has familiar language, but I haven't mastered it.	I am not familiar with this standard.
SL.9-10.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 9–10 topics, texts, and issues</i> , building on others' ideas and expressing their own clearly and persuasively.			

CCL Standards: Language		I know what this is asking and I can do this.	This standard has familiar language, but I haven't mastered it.	I am not familiar with this standard.
L.9-10.2.a-c	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.</p> <p>b. Use a colon to introduce a list or quotation.</p> <p>c. Spell correctly.</p>			

Short Response Rubric

Assessed Standard(s): _____

	2-Point Response	1-Point response	0-Point Response
Inferences/Claims	Includes valid inferences or claims from the text. Fully and directly responds to the prompt.	Includes inferences or claims that are loosely based on the text. Responds partially to the prompt or does not address all elements of the prompt.	Does not address any of the requirements of the prompt or is totally inaccurate.
Analysis	Includes evidence of reflection and analysis of the text.	A mostly literal recounting of events or details from the text(s).	The response is blank.
Evidence	Includes relevant and sufficient textual evidence to develop response according to the requirements of the Quick Write.	Includes some relevant facts, definitions, concrete details, or other information from the text(s) to develop an analysis of the text according to the requirements of the Quick Write.	The response includes no evidence from the text.
Conventions	Uses complete sentences where errors do not impact readability.	Includes incomplete sentences or bullets.	The response is unintelligible or indecipherable.

Short Response Checklist

Assessed Standard(s): _____

Does my writing...	Did I...	✓
Include valid inferences and/or claims from the text(s)?	Closely read the prompt and address the whole prompt in my response?	<input type="checkbox"/>
	Clearly state a text-based claim I want the reader to consider?	<input type="checkbox"/>
	Confirm that my claim is directly supported by what I read in the text?	<input type="checkbox"/>
Develop an analysis of the text(s)?	Did I consider the author's choices, impact of word choices, the text's central ideas, etc.?	<input type="checkbox"/>
Include evidence from the text(s)?	Directly quote or paraphrase evidence from the text?	<input type="checkbox"/>
	Arrange my evidence in an order that makes sense and supports my claim?	<input type="checkbox"/>
	Reflect on the text to ensure the evidence I used is the best evidence to support my claim?	<input type="checkbox"/>
Use complete sentences, correct punctuation, and spelling?	Reread my writing to ensure it means exactly what I want it to mean?	<input type="checkbox"/>
	Review my writing for correct grammar, spelling, and punctuation?	<input type="checkbox"/>