



#### NOTICE & NOTE

As you read, use the side margins to make notes about the text.



#### Text in Focus Video

Learn more about comparing arguments.

#### ANALYZE ARGUMENTS

**Annotate:** Mark the claim in the title.

**Analyze:** Do you think it's effective to state the claim in this location? Why or why not?

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#### exotic

(ĭg-zŏt'ĭk) *adj.* An *exotic* pet is rare or unusual.

#### dictate

(dĭk'tāt) *v.* To *dictate* is to require or to command.

# Wild Animals Aren't Pets

Argument by USA TODAY

## Why do we let people own wild animals? This selection claims that it's a bad idea.

1 **I**n many states, anyone with a few hundred dollars and a yen<sup>1</sup> for the unusual can own a python, a black bear or a big cat as a “pet.” For \$8,000 a baby white tiger can be yours. Sometimes, wild animals are even offered free: “Siberian tigers looking for a good home,” read an ad in the *Animal Finder’s Guide*.

2 Until recently, though, few people knew how easy it is to own a wild animal as a pet. Or how potentially tragic.

3 But just as a 2007 raid on property owned by football star Michael Vick laid bare the little known and cruel world of dogfighting, a story that unfolded in a small Ohio city recently opened the public’s eyes to the little known, distressing world of “exotic” pets. We’re not suggesting that people who own these animals are cruel. Many surely love them. But public safety, common sense and compassion for animals all **dictate** the same conclusion: Wild animals are not pets.

4 If that weren’t already obvious, it became more so when collector Terry Thompson opened the cages on his Zanesville

<sup>1</sup> **yen** (yĕn): a strong desire or inclination.

farm, springing dozens of lions, tigers, bears and other wild creatures before killing himself. With animals running loose and darkness closing in, authorities arrived with no good choices to protect the public. They shot all but a handful of the animals as the nation watched, transfixed and horrified.

- 5 Owners of “exotic” animals claim they rarely maim or kill. But is the death rate really the point?
- 6 In 2009, a 2-year-old Florida girl was strangled by a 12-foot-long Burmese python, a family pet that had gotten out of its aquarium. That same year, a Connecticut woman was mauled and disfigured by a neighbor’s pet chimp. Last year, a caretaker was mauled to death by a bear owned by a Cleveland collector. In Zanesville, it was the animals themselves, including 18 rare Bengal tigers, who became innocent victims.
- 7 Trade in these beautiful creatures thrives in the USA, where thousands are bred and sold through classified ads or at auctions centered in Indiana, Missouri and Tennessee. There’s too little to stop it.
- 8 A 2003 federal law, which forbids the interstate transport of certain big cats, has stopped much of the trade on the Internet, according to the Humane Society of the U.S. But monkeys, baboons and other primates were left out, and measures to plug that hole have twice stalled in Congress.
- 9 Only collectors who exhibit animals need a federal license. Those, such as Thompson, who keep the animals as “pets” are left alone, unless states intervene. And many do not. Eight—Alabama, Idaho, Ohio, Nevada, North Carolina, South Carolina, West Virginia and Wisconsin—have no rules, and in 13 others the laws are lax, according to Born Free USA, which has lobbied for years for stronger laws.
- 10 After the Cleveland bear-mauling, then-Ohio Gov. Ted Strickland issued an emergency order to ban possession of wild animals. While it **exempted** current owners, Thompson might have been forced to give up his menagerie<sup>2</sup> because he had been cited for animal cruelty. We’ll never know. Strickland’s successor, John Kasich, let the order expire.

### TURN AND TALK

Get together with a partner and discuss the argument you just read. What’s your opinion?

<sup>2</sup> **menagerie** (mə-nāj’ē-rē): a collection of live wild animals, often kept for showing to the public.



#### Close Read Screencast

Listen to a modeled close read of this text.

### NOTICE & NOTE EXTREME OR ABSOLUTE LANGUAGE

When you notice language that leaves no room for doubt, you’ve found an **Extreme or Absolute Language** signpost.

**Notice & Note:** Mark language describing the actions of the authorities in paragraph 4.

**Analyze:** Why did the author use this language?

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### EVALUATE ARGUMENTS

**Annotate:** In paragraph 9, mark the states that do not have rules about keeping wild animals as pets.

**Analyze:** Does this evidence support the claim? Explain.

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### exempt

(ĭg-zĕmpt’): *adj.* A person who is *exempt* is excused from following a law or duty others must obey.



### ESSENTIAL QUESTION:

**What can you learn from seeing the world through an animal’s eyes?**

Review your notes and add your thoughts to your Response Log.

## Assessment Practice



Answer these questions before moving on to the next selection.

1. This question has two parts. First answer **Part A**, then **Part B**.

### Part A

How does the author best support the claim that wild animals should not be kept as pets?

- A The author cites a law that bans possession of wild animals.
- B The author lists states that do not regulate keeping wild animals as pets.
- C The author says that most wild animals are given away for free to owners.
- D The author gives examples of wild animals kept as pets that hurt or killed people.

### Part B

Select the sentence from the text that provides relevant support for the answer in Part A.

- A "For \$8,000 a baby white tiger can be yours." (paragraph 1)
  - B "That same year, a Connecticut woman was mauled and disfigured by a neighbor's pet chimp." (paragraph 6)
  - C "Only collectors who exhibit animals need a federal license." (paragraph 9)
  - D "Strickland's successor, John Kasich, let the order expire." (paragraph 10)
2. Which sentence from the text suggests that the author will offer a counterargument to an opposing claim?
- A Until recently, though, few people knew how easy it is to own a wild animal as a pet." (paragraph 2)
  - B "We're not suggesting that people who own these animals are cruel." (paragraph 3)
  - C "Many surely love them." (paragraph 3)
  - D "Owners of 'exotic' animals claim they rarely maim or kill." (paragraph 5)



Test-Taking Strategies



# Let People Own Exotic Animals

Argument by Zuzana Kukol

Should people be allowed to keep lions, tigers, bears, elephants, and other large animals in private collections? This author thinks so.

### NOTICE & NOTE



As you read, use the side margins to make notes about the text.

- 1 **T**he recent tragedy in Zanesville, Ohio brought back the question of whether private ownership of wild and exotic animals should be legal.
- 2 The simple answer is yes. Responsible private ownership of exotic animals should be legal if animal welfare is taken care of. Terry Thompson didn't represent the typical responsible owner. He had a criminal record and animal abuse charges. What Thompson did was selfish and insane; we cannot **regulate** insanity.
- 3 People keep exotic animals for commercial<sup>1</sup> reasons and as pets. Most exotic animals—such as big cats, bears or apes—are in commercial, federally inspected facilities. These animals are born in captivity, and not “stolen” from the wild. Captive breeding eliminates the pressure on wild populations, and also serves as a backup in case the animals go extinct.<sup>2</sup>

### ANALYZE ARGUMENTS

**Annotate:** Mark the claim.

**Interpret:** What reasons are used to support the claim?

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### regulate

(rĕg'yə-lāt') v. To regulate is to control according to a rule, principle, or law.



Close Read Screencast

Listen to a modeled close read of this text.

<sup>1</sup> **commercial** (kə-mûr'shəl): of or relating to commerce or trade.

<sup>2</sup> **extinct** (ĭk-stĭngkt'): no longer existing or living.



### EVALUATE ARGUMENTS

**Annotate:** Mark the claim and evidence provided in paragraph 4.

**Evaluate:** Is this argument convincing? Why or why not?

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**ESSENTIAL QUESTION:**

**What can you learn from seeing the world through an animal's eyes?**

Review your notes and add your thoughts to your Response Log.

- 4 Dangers from exotic animals are low. On average in the United States, only 3.25 people per year are killed by captive big cats, snakes, elephants and bears. Most of these fatalities are owners, family members, friends and trainers voluntarily on the property where the animals were kept. Meanwhile, traffic accidents kill about 125 people per day.
- 5 If we have the freedom to choose what car to buy, where to live, or what domestic animal to have, why shouldn't we have the same freedom to choose what species of wild or exotic animal to own and to love?
- 6 Would the Ohio situation be any different if the animals were owned by a government and their caretaker released them? Is this really about private ownership, or is it about certain people's personal issues with exotics in captivity?
- 7 If society overreacts and bans exotics because of actions of a few deranged<sup>3</sup> individuals, then we need to ban kids, as that is the only way to totally stop child abuse, and we need to ban humans, because that is the only way to stop murder. Silly, isn't it?

### TURN AND TALK

Get together with a partner and discuss the argument you just read. Did you find it convincing? Why or why not?

<sup>3</sup> **deranged** (dĭ-rānj'ġ): mentally unbalanced; insane.

## Assessment Practice



Answer these questions before moving on to the **Analyze the Texts** section.

1. This question has two parts. First answer **Part A**, then **Part B**.

### Part A

What is the central claim presented in “Let People Own Exotic Animals”?

- A Exotic animals make good pets.
- B Captive breeding helps save wild populations.
- C Ownership of exotic animals should be strictly regulated.
- D Responsible private ownership of exotic pets should be permitted if the animals are properly cared for.

### Part B

Select the fact that best supports the answer in Part A.

- A “What Thompson did was selfish and insane; we cannot regulate insanity.” (paragraph 2)
- B “People keep exotic animals for commercial reasons and as pets.” (paragraph 3)
- C “On average in the United States, only 3.25 people per year are killed by captive big cats, snakes, elephants and bears.” (paragraph 4)
- D “Meanwhile, traffic accidents kill about 125 people per day.” (paragraph 4)

2. Select **two** ways that both the author of this article and the author of “Wild Animals Aren’t Pets” support their claims.

- A They both refute opposing claims.
- B They both draw on personal experience.
- C They both use strong, emotional language.
- D They both claim that animals pose a health risk.
- E They both discuss interstate transport of big cats.



Test-Taking Strategies

# Evaluate and Compare Arguments

To **evaluate** and **compare** arguments on the same issue, analyze the arguments, comparing their strengths. **Trace and evaluate** each argument: identify its claim, follow its reasoning, and determine the strength of its evidence. Then, decide which argument is more convincing.



As a group, identify key points and evidence from both texts.

- Examine supporting evidence—facts, reasons, examples, and statistics. Does the evidence logically support the claim?
- Look for persuasive language. Are the writers appealing to a reader’s emotions (*pathos*), to logic (*logos*), or to both?

	WILD ANIMALS AREN'T PETS	LET PEOPLE OWN EXOTIC ANIMALS
Claim		
Evidence and Support		
Persuasive Language		
Why/Why Not Convincing?		

## Analyze the Texts

Discuss these questions in your group.

- 1 **COMPARE** Summarize each author’s claim and supporting evidence. Does each author include enough evidence?
- 2 **EVALUATE** Identify examples of opinions in each text. Do these opinions strengthen or weaken the argument?
- 3 **CRITIQUE** Which argument seems more convincing? Why?



# 1 PLAN YOUR ARGUMENT

## Develop a Claim

In an argument, the **claim** is the writer’s position on an issue.

A **strong claim**


- is stated clearly
- uses direct, specific language
- focuses on one idea

In the chart, identify your position. Do you think people should be allowed to keep wild animals as pets? Then, draft your claim.



Help with Planning

Consult **Interactive Writing Lesson: Writing Arguments**

SHOULD PEOPLE BE ALLOWED TO KEEP WILD ANIMALS AS PETS?	CLAIM
	

## Identify Support

A strong argument must have solid support for your claim. Support consists of reasons and evidence.

- **Reasons** explain *why* you have taken your position.
- **Evidence**, such as facts, statistics, examples, or expert opinions, back up your reasons. Evidence can come from primary and/or secondary sources.

Use the chart to outline the support for your claim. Be sure to record the title, author, and page numbers for each source.

### Consider Your Sources

Gather solid evidence from credible sources.

- What are an author’s or expert’s qualifications?
- How current is the source? Recently published sources are usually more reliable.
- Is a website reliable? Look for websites with URLs ending in *.edu*, *.org*, and *.gov*.

CLAIM:		
Reason:	Evidence:	Source:
Reason:	Evidence:	Source:
Reason:	Evidence:	Source:



## Address Opposing Claims

A good argument addresses an opposing idea by making a **counterclaim**: the writer explains why his or her claim, reasoning, and evidence is stronger. This is called **refuting** an opposing claim. Review your notes to find and list a possible opposing claim. Then, write your counterclaim to refute it.

**Opposing Claim:**

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**Why My Claim Is Stronger:**

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## Organize Ideas

Organize your material in a way that will help you draft your argument. Remember that a well-written argument has **coherence**: it relies on a logical progression of ideas. Paragraph breaks and transitional words and phrases help readers understand how ideas are related.

### Cite Sources

As you present reasons and evidence, list and cite your sources.

- Avoid **plagiarism**, the unauthorized use of someone else's words and ideas.
- Cite every source from which you have taken information.
- Use the citation style your teacher prefers.
- If you use someone's exact words, enclose them in quotation marks.
- If you **paraphrase**, or put someone's ideas into your own words, represent those ideas accurately, and provide a citation.

<b>INTRODUCTION</b>	<ul style="list-style-type: none"> <li>● State your claim clearly in the first paragraph.</li> <li>● Grab readers' attention with an interesting question, quotation, or fact.</li> </ul>
<b>BODY PARAGRAPHS</b>	<ul style="list-style-type: none"> <li>● Present reasons and evidence to support your claim, devoting a paragraph to each main idea.</li> <li>● Include a paragraph in which you refute an opposing claim.</li> <li>● Use transitional words and phrases such as "To begin with . . ." and "Another good reason . . ." to link ideas.</li> </ul>
<b>CONCLUSION</b>	<ul style="list-style-type: none"> <li>● Restate your claim and its significance.</li> <li>● Close with an insight that gives readers something to think about.</li> </ul>