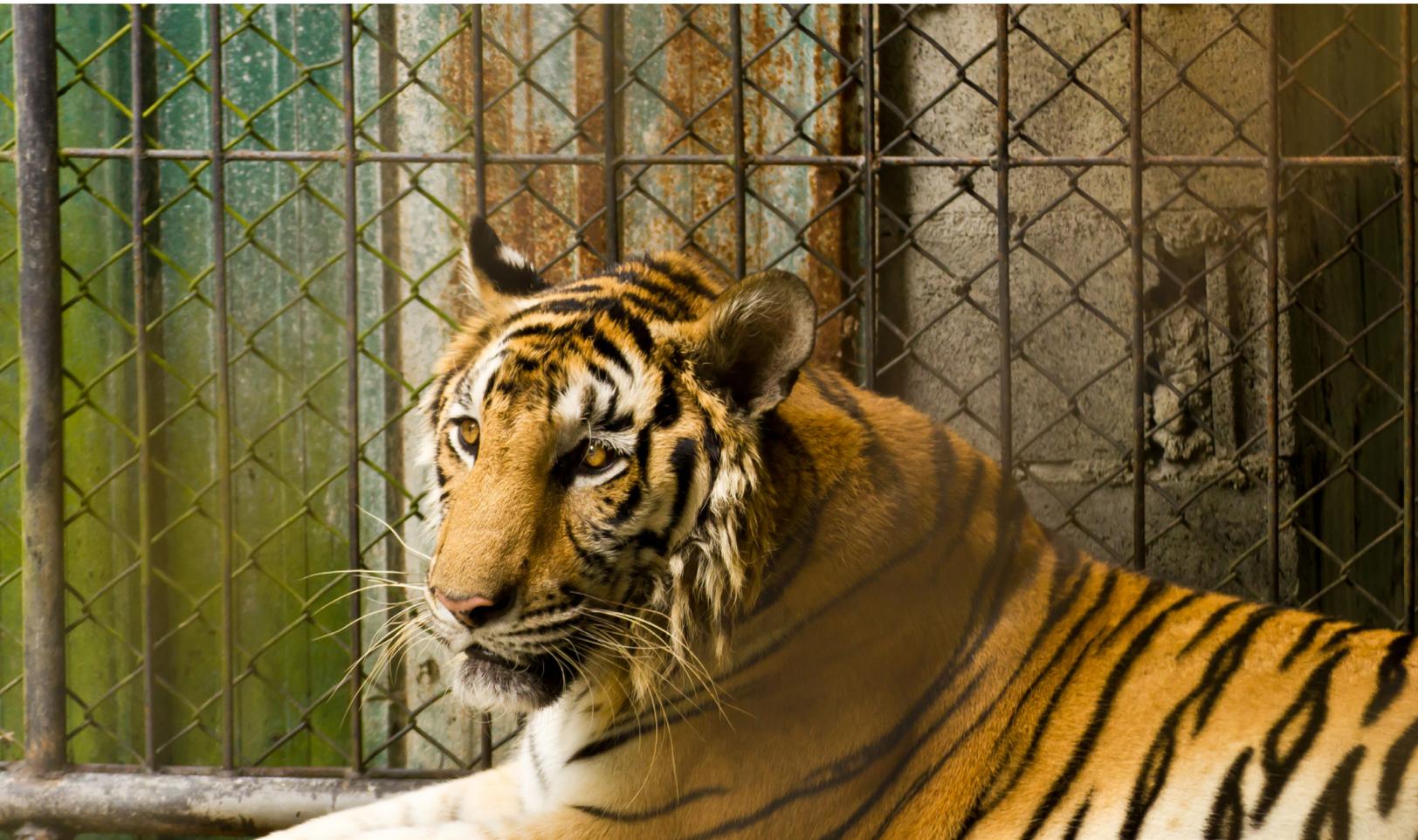


MeTEOR Performance Task

Eighth Grade

English Language Arts
Animal Instinct



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MeTEOR
CONNECTING THE DOTS

Part C:

Read “Leaders in U.S. states worry about dangerous pets like lions, alligators”

10. According to the graph in the article, what laws does your state have in place if any? Write a letter to your congressman about whether you believe exotic pet ownership should be banned, regulated or not have any regulations at all. Some questions to ask are: Can an exotic or wild animal ever be truly domesticated or will their animal instincts always prevail? Can captivity be beneficial for animals who might survive in the wild? What provisions should be made? Some research will be required.

11. Many exotic animals face becoming endangered because of threats both in captivity and in the wild. However, man is sometimes the biggest threat. One area of big concern has been the demand for various animals for the black market. Many animals are raised and hunted for various items on the black market for items ranging from medicine to delicacies and even prestige. Another concern is people releasing exotic animals into an unnatural habitat because they become burdensome (for example, the releasing of pythons into the Florida Everglades) which in turn affects the natural habitat of other animals because without natural predators, they can destroy the ecosystem. Choose one of these two topics (or you may research another area with teacher approval) and write an informative essay about it.

12. There was much public outcry denouncing the death of Harambe. Many people have had a very strong reaction and #Justice for Harambe was trending on social media. Even though many people felt there was no other option to save the life of the young child, the loss of Harambe saddened many people. After reading all of these articles as well as the research you’ve done, write an argumentative essay on whether physical human safety always wins over animal rights? Be sure to address the responsibilities that humans have to secure animal safety and what laws are in place to help the animals. What are the economic implications of taking care of these animals? What is the moral obligation?

ARTICLES/RUBRICS/STUDENT MATERIALS**“Zoo stands by decision to kill gorilla to save child who fell into exhibit”**

CINCINNATI, Ohio — The Cincinnati Zoo's director on Monday defended the decision to kill a gorilla to protect a 4-year-old boy who entered its exhibit. Director Thane Maynard noted that it's easy to second-guess the decision after the child was recovered safely.

The male western lowland gorilla named Harambe was killed Saturday by a special zoo response team that feared for the boy's safety. Video taken by zoo visitors showed the gorilla at times appeared to be protective of the boy. However, Harambe also dragged him through a shallow moat.

Maynard said the gorilla was agitated and disoriented by the commotion during the 10 minutes after the boy fell. He said the gorilla could crush a coconut in one hand and there was no doubt that the boy's life was in danger.

"We stand by our decision," he said Monday. He reiterated that using a tranquilizer on the 420-pound gorilla could have further threatened the boy because it wouldn't have taken effect immediately.

Boy Climbed Over 3-Foot Railing

Maynard said an investigation indicates the boy climbed over a 3-foot-high railing. Then he apparently walked through an area of bushes about 4 feet deep before plunging some 15 feet into the moat. The boy was treated at a hospital and released that same day.

The director said the zoo remains safe for its approximately 1.6 million annual visitors. He added that a review is underway for possible improvements.

Kim O'Connor, who witnessed the boy's fall, told WLWT-TV that she heard the youngster say he wanted to get in the water with the gorillas. She said the boy's mother was with several other young children and told him no.

Gorilla's Birthday Was Day Before

Anthony Seta, an animal rights activist in Cincinnati, helped organize a memorial service Monday just outside the zoo gates. He said the gathering's intention was not to place blame for Harambe's death. Instead, it was meant to honor the gorilla, who turned 17 the day before he was shot.

"People can shout at the parents and people can shout at the zoo," Seta said. "The fact is that a gorilla that just celebrated his birthday has been killed."

In the days since, people have taken to social media to voice their outrage about the killing of a member of an endangered species. A Facebook page called "Justice for Harambe" was created along with online petitions. Another page called for a June 5 protest at the zoo.

Maynard said the zoo had received messages of support and sympathy from around the world, including from other zoo directors and gorilla experts. A spokesman for Jane Goodall, the famed primatologist, said she had "a private conversation" with Maynard. Goodall expressed her sympathy, he said.

Visitors Leave Flowers at Site

Maynard said zoo visitors have been leaving flowers at the exhibit. They have been asking how they could support gorilla conservation, he said.

"This is very emotional, and people have expressed different feelings," Maynard said by email. "Not everyone shares the same opinion, and that's OK. But we all share the love for animals."

The Gladys Porter Zoo said Monday that its staff was deeply saddened by the gorilla's death. Harambe spent most of his life at that Brownsville, Texas, zoo.

Harambe was sent to Cincinnati less than two years ago in hopes he would eventually breed with females there. Maynard said the zoo has some of Harambe's sperm saved for research and possible future reproductive use.

On Social Media, Parents Come Under Fire

Many social media commenters have criticized the boy's parents and said they should be held accountable. A Cincinnati police spokesman said no charges were being considered, while a spokeswoman for the family said Monday they had no plans to comment.

"I do think there's a degree of responsibility they have to be held to," said Kate Villanueva, a mother of two children from Erlanger, Kentucky, who started the "Justice for Harambe" page and attended Monday's memorial service. "You have to be watching your children at all times."

Jack Hanna, host of "Jack Hanna's Into the Wild," said the zoo made the right call by shooting the gorilla. Hanna said he saw video of the gorilla jerking the boy through the water and knew what would happen if the animal wasn't killed.

"I'll bet my life on this, that child would not be here today," Hanna told WBNS-TV.

Animals Shouldn't Be Sideshows, Group Says

The zoo said that it's the first such spectator breach at the Gorilla World exhibit since it opened in 1978. Maynard said plans to expand the exhibit, which were announced earlier this year, would proceed as scheduled.

Gorilla World remained closed Monday, but Maynard said it could reopen next weekend.

The People for the Ethical Treatment of Animals (PETA), a group that encourages the humane treatment of animals, released a statement from its primatologist Julia Gallucci. She said the zoo should have had better barriers between humans and the gorillas.

This tragedy is exactly why PETA urges families to stay away from facilities that display animals, Gallucci said. Animals should not be "sideshows for humans to gawk at," she said.

“Young cubs: So cute, but you no longer can hold them” By Oliver Milman, The Guardian, adapted by Newsela staff



An Amur tiger walks across a passageway at the Philadelphia Zoo in Philadelphia, Pennsylvania, May 7, 2014. AP/Matt Slocum

The federal government is cracking down on roadside zoos for allowing members of the public to interact with exotic cats. This profitable practice lets people feed and play with wild cats such as tigers and lions.

The U.S. Department of Agriculture (USDA) has responded to pressure from animal welfare groups to stop the use of cubs as entertainment. Zoos have permitted visitors to have pictures taken with tigers, lions, leopards, and cheetahs. People have paid often sizable sums of money for the pictures of them holding, playing with or feeding the animals.

Now, zoos may not remove cubs younger than 4 weeks old from their mothers and allow the paying public to handle them. The USDA has determined that to do so would violate the Animal Welfare Act, a law that protects animals. Zoos must ensure cubs are kept with their mothers, sheltered properly and handled with care by staff only.

Many Roadside Zoos Are Guilty

Animal welfare groups have pointed to evidence that shows that this practice is widespread and harmful. Seventy-five roadside zoos have removed hundreds of cubs from their mothers to allow them to be handled by the public. This process interrupts the nutrition cubs receive from their mothers and alters their behavior.

The Humane Society found that cubs were abused at Natural Bridge Zoo in Virginia and Tiger Safari in Oklahoma. The cubs were regularly punched and smacked to prevent them from playfully scratching or biting people.

One cub was used for 30 photo sessions and five 30-minute private play sessions in one day. The Humane Society said visitors were charged \$50 for a photo session and \$300 for a play session. At that rate, one cub could bring in \$65,000 for a zoo over the course of a single summer.

Bonding With Mom Difficult For Cubs

Anna Frostic, an attorney at the Humane Society, said they have seen zoos mass-breed tigers for this purpose. She said the zoos break the bond between the mother and cub immediately so the cub will submit to human contact. Separated from their mothers, the cubs are deprived of nutrition and a regular feeding schedule.

"It's not possible to convince a mother tiger that you will take her babies for a day and then given them back," Frostic said, calling the practice inhumane.

The zoos that allow people to interact with big cats are covered by the Animal Welfare Act. However, they are not members of the Association of Zoos and Aquariums, which requires members to keep cubs with their mothers. Frostic said the USDA's move will put these zoos on notice that they will be prosecuted if they fail to follow regulations.

Stiffer Regulations Will Decrease Poaching

The improper use of exotic cats has an impact on more than their immediate welfare. Once cubs have grown up, they are often handed off to accredited zoos who have to find the money, space and other resources to tend to them. These practices can also help fuel the market for poaching tigers.

"The fate of captive tigers in the U.S. has serious implications for the conservation of tigers in the wild," said Leigh Henry, an adviser for wildlife conservation at World Wildlife Fund. Stronger regulation of U.S. captive tigers will prevent captive-bred tiger parts from entering the illegal black market, Henry said. When captive-bred tiger parts are sold on the black market, they create more demand for tiger parts. Then, that drives up even more wild tiger poaching.

“Leaders in U.S. states worry about dangerous pets like lions, alligators”



Irwin, a partially paralyzed kangaroo, lies on a rug dressed in his diaper as his owner, Christie Carr, is interviewed at her home in Broken Arrow, Oklahoma, March 30, 2011.

WASHINGTON, D.C. — Residents of Milwaukee, Wisconsin, were fascinated by reports of a lionlike creature roaming city neighborhoods this summer. Authorities set up traps, but the big cat was never found.

Wisconsin state Senator Van Wanggaard has been crafting a bill. If his bill is passed, and becomes a law, it would limit ownership of exotic or rare pets in Wisconsin.

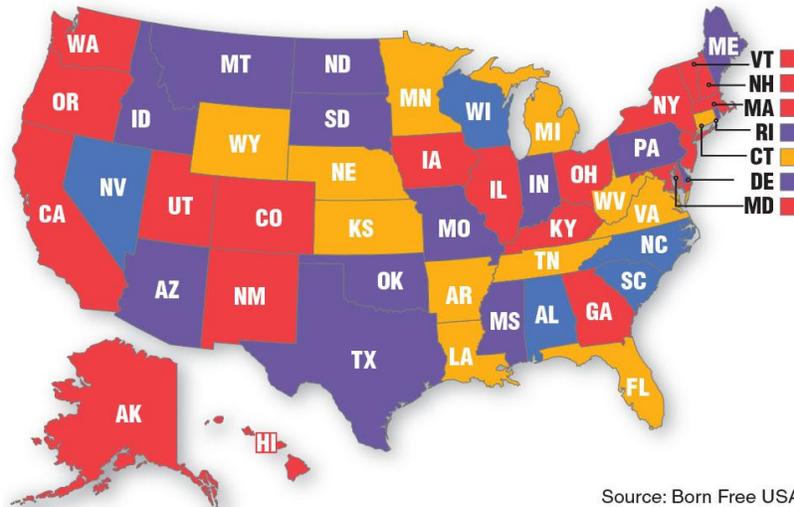
Wild Animals, Big Business

Wanggaard wants his state to join dozens of others that have already passed laws banning or regulating big cats, bears, apes and other exotic pets. Animal welfare supporters say the animals can threaten public safety when they escape. They are also at risk of being poorly cared for by private owners, these critics say.

Exotic animal laws

Nineteen states ban private ownership of dangerous exotic animals. Five states have no law regulating ownership.

- States that ban private ownership
- States that have no statute regulating private possession
- States that ban private ownership of some exotic animals but not others
- States that require the owner of an exotic animal to get a license or permit



Source: Born Free USA
Graphic: Stateline/TNS

It's difficult to determine exactly how many people have exotic pets. However, the Humane Society of the United States says they are part of a multibillion-dollar industry. Born Free USA, a wildlife conservation and animal welfare group opposed to private ownership, estimates that between 10,000 and 20,000 big cats alone are in private hands in the U.S. The federal government largely leaves it to the states to regulate exotic animals. It is up to state lawmakers to tackle the problem.

Since 2013, laws that deal with exotic pet ownership have been proposed in more than a dozen states, including Wisconsin, according to Born Free. Of the 22 bills put up for vote, 18 have failed and two have passed. One created in Louisiana had an exemption. The law allowed the owner of a Louisiana truck stop to keep his tiger, Tony, as a roadside attraction.

"Wildlife Belongs In The Wild"

Two remaining bills are still not decided, including Wanggaard's in Wisconsin and another in Pennsylvania.

Opponents say many owners are not prepared to house and care for exotic pets. The animals are often put in cages that don't meet the creatures' basic needs, opponents say.

“Wildlife belongs in the wild. It's risky for everyone involved,” said Kate Dylewsky of Born Free. “It's cruel to the animals to keep them in confinement, often isolated from members of their own species. And most people don't have knowledge or the resources to care for these animals properly.”

Owners Just Want To Have Pets

Many exotic pet owners, breeders, private zoos and sanctuaries disagree. They say that state bans can hurt efforts to protect animals. Some argue that the states shouldn't meddle with an individual's decision about what kinds of pets to keep.

Good regulations could help protect these animals, said Lynn Culver, executive director of the Feline Conservation Federation. The group represents owners, breeders, private zoos and sanctuaries that keep wild cats.

However, Culver said laws banning people from owning exotic animals are wrong. Exotic animals need to be kept in captivity so they can breed, she said. “They are the offspring of animals that were taken out of the wild. We're morally obligated to manage them responsibly for future generations.”

Federal laws forbid the sale and transportation of some exotic and wild animals, but don't generally address private ownership. That falls to the states, which take a variety of approaches.

Horrible Events Spur Action

Some state laws point out which species are banned or regulated. The Wisconsin proposal lists several types of exotic animals that would be considered dangerous. Others are more general, said David Favre, a professor at the Michigan State University College of Law.

“It usually takes some horrible event in a state, where people say, ‘How did you let this happen?’” Favre said. Only then do lawmakers act, he said.

That is exactly what occurred in Zanesville, Ohio. A suicidal man released more than 50 big cats, bears, primates and wolves in 2011. Police and animal control officers tried to use tranquilizers, but couldn't control the situation. They were forced to kill most of the animals.

At the time, Ohio had no law dealing with dangerous exotic pets. After the Zanesville incident, owning exotic pets was banned, starting in 2012. Those who already owned such pets were allowed to keep them, but they had to apply for permits and meet safety and care standards.

"Hard To Have A Conversation"

The law in Connecticut was amended in 2009 to ban the private ownership of some primates. The amendment was adopted after a woman was seriously injured by her friend's 200-pound pet chimp.

Wisconsin is one of five states without a law regulating the private ownership of dangerous exotic animals, according to Born Free. Fourteen states require licenses or permits. Twelve allow ownership of some exotic animals but prohibit others. And 19 have bans on a number of species.

But bills restricting or regulating exotic animal ownership often die in state governments. Lawmakers vote against them, or they never make it to a vote. This year, six measures failed to be passed — in Indiana, Kansas, North Carolina, Oklahoma, Virginia and Wyoming — according to Born Free.

"In some of these states, it's very hard to have a conversation about it," said Born Free's Dylewsky.

Animal Instincts

Name _____ Date _____

ANIMAL INSTINCT	HUMAN ERROR

Using the evidence from the article “Zoo Stands By Decision to Kill Gorilla to Save Child Who Fell Into Exhibit” list the causes and effects of the events.

Name _____

Date _____

CAUSE	EFFECT

Name _____

Date _____

Animal Instincts

Roadside Zoo

Traditional Zoo

Similarities

Letter Writing Rubric

	25 Excellent	20 Good	15 Developing	10 Unsatisfactory
Letter Parts	<ul style="list-style-type: none"> Has heading, date, greeting, body, closing, and signature. 	<ul style="list-style-type: none"> Has five of the six letter parts. 	<ul style="list-style-type: none"> Has four of the six letter parts. 	<ul style="list-style-type: none"> Has three or fewer letter parts.
Flow	<ul style="list-style-type: none"> Letter addresses all issues of significance addressed in instructions. Letter is creative. The letter is true to the purpose of the author. There is a flow from sender to receiver and vice versa. 	<ul style="list-style-type: none"> Letter addresses most of issues of significance. Letter shows some creativity. The letter is mostly true to the purpose of the author. There is some flow from the sender to receiver and vice versa. 	<ul style="list-style-type: none"> Letter addresses few of the issues of significance. Letter shows little creativity. The letter is somewhat true to the purpose of the author. There is little flow from sender to receiver and vice versa. 	<ul style="list-style-type: none"> Letter addresses none of the issues of significance. Letter is very stilted and shows no creativity. The letter is not at all true to the purpose of the author. There is no flow from sender to receiver.
Conventions	<ul style="list-style-type: none"> Excellent punctuation, spelling, and grammar with fewer than three errors. 	<ul style="list-style-type: none"> Very good punctuation, spelling, and grammar with fewer than five errors. 	<ul style="list-style-type: none"> Punctuation, spelling, and grammar slightly distract the reader and interfere with meaning. There are ten errors or less. 	<ul style="list-style-type: none"> Punctuation, spelling, and grammar significantly distract the reader. There are more than ten errors.
Content	<ul style="list-style-type: none"> Message stated is clear, precise, and shows insight into task. Letter is three or more paragraphs. Letter encourages a response from the reader. 	<ul style="list-style-type: none"> Message is clear and demonstrates understanding of task. Letter contains only two paragraphs or does not encourage a response from the reader. 	<ul style="list-style-type: none"> Message is mostly clear. Letter is only one paragraph in length. 	<ul style="list-style-type: none"> Message is unclear or disorganized. Letter demonstrates a lack of understanding of the assignment.

Informative/Explanatory Writing Rubric

Purpose and Forms: “Informational/explanatory writing conveys information accurately. This kind of writing serves one or more closely related purposes: to increase readers’ knowledge of a subject, to help readers better understand a procedure or process, or to provide readers with an enhanced comprehension of a concept. ”

Informative/ Explanatory	Advanced 4 90-100	Proficient 3 70-89	Basic 2 60-69	Below Basic 1 50-59
<p>Ideas/Purpose: The writing is focused and conveys information accurately.</p>	<ul style="list-style-type: none"> Ideas, concepts and information are consistently clear, on topic, and focused Ideas are complex or well-developed 	<p>Ideas, concepts and information are consistently clear, on topic, and focused</p>	<p>Ideas, concepts and information are sometimes unclear, off topic, or lack focus</p>	<p>Ideas, concepts and information are inconsistent, unclear, off-topic or lack focus</p>
<p>Organization: The writing has a clear and effective organizational structure creating unity and completeness.</p>	<p>Ideas, concepts and information are organized into clear categories:</p> <ul style="list-style-type: none"> Skillful and varied use of transitions Logical progression of ideas from beginning to end Purposeful introduction and conclusion Strong connections among ideas 	<p>Ideas, concepts and information are organized into clear categories:</p> <ul style="list-style-type: none"> Appropriate use of transitions with some variety Adequate progression of ideas from beginning to end Evident introduction and conclusion Adequate connections among ideas 	<p>Ideas, concepts and information are inconsistently organized into categories:</p> <ul style="list-style-type: none"> Some use of transitions Inadequate progression of ideas from beginning to end Ineffective introduction and conclusion Weak connections among ideas 	<p>Ideas, concepts and information are inconsistently organized into categories:</p> <ul style="list-style-type: none"> Little or no use of transitions Confusing progression of ideas Missing introduction and/or conclusion No connections among ideas
<p>Elaboration of Evidence: The topic is developed and supported with evidence (i.e., relevant facts, definitions, concrete details, quotations, or other information and examples).</p>	<ul style="list-style-type: none"> Provides comprehensive support/evidence for the main idea Presents well-chosen evidence (sources, facts, and details) Skillfully integrates evidence with correct citations 	<ul style="list-style-type: none"> Provides adequate support/evidence for the main idea Uses relevant evidence (sources, facts, and details) Integrates evidence from sources with generally correct citations 	<ul style="list-style-type: none"> Provides inadequate support/evidence for the main idea Uses some irrelevant, repetitive, or inadequate evidence (sources, facts, and details) Limited integration of 	<ul style="list-style-type: none"> Provides little or no support/evidence for the main idea Frequently uses irrelevant, repetitive, or inadequate evidence (sources, facts, and details) Does not integrate

	<ul style="list-style-type: none"> Analyzes and draws strong conclusions from evidence 	<ul style="list-style-type: none"> Analyzes and draws logical conclusions from evidence 	<p>evidence from sources with some attempt at citations</p> <ul style="list-style-type: none"> Inconsistently analyzes evidence Conclusions drawn are sometimes not logical 	<p>evidence from sources or lacks citations</p> <ul style="list-style-type: none"> Fails to analyze evidence Conclusions drawn are not logical or are missing
<p>Language and Vocabulary: The writing uses precise and topic-specific language and maintains a formal/appropriate style.</p>	<ul style="list-style-type: none"> Uses precise, academic language Use of topic-specific vocabulary is clearly appropriate for the audience and purpose Establishes and consistently maintains a formal/appropriate style 	<ul style="list-style-type: none"> Uses a mix of precise with more general language Use of topic-specific vocabulary is generally appropriate for the audience and purpose Establishes and generally maintains a formal/appropriate style 	<ul style="list-style-type: none"> Uses simplistic language Inconsistent use of topic-specific vocabulary Lacks a consistent formal/appropriate style 	<ul style="list-style-type: none"> Uses limited or vague language Lacks topic-specific vocabulary Lack of formal/appropriate style shows little sense of audience and purposes
<p>Conventions: The writing demonstrates a command of conventions and assigned format.</p>	<ul style="list-style-type: none"> Minimal errors/patterns of error in usage, sentence structure, punctuation, capitalization, spelling and format Skillful use of sentence structure enhances meaning 	<p>Minimal errors/patterns of error in usage, sentence structure, punctuation, capitalization, spelling, and format</p>	<p>Frequent errors/patterns of error in usage, sentence structure, punctuation, capitalization, spelling, and format</p>	<p>Severe errors/patterns of error in usage, sentence structure, punctuation, capitalization, spelling, and format interfere with understanding</p>

Argumentative Essay Rubric

4-Point Argumentative Performance Task Writing Rubric (Grades 6-11)					
Score	4	3	2	1	NS
Purpose/Organization	<p>The response has a clear and effective organizational structure, creating a sense of unity and completeness. The response is fully sustained and consistently and purposefully focused:</p> <ul style="list-style-type: none"> • claim is introduced, clearly communicated, and the focus is strongly maintained for the purpose, audience, and task • consistent use of a variety of transitional strategies to clarify the relationships between and among ideas • effective introduction and conclusion • logical progression of ideas from beginning to end; strong connections between and among ideas with some syntactic variety • alternate and opposing argument(s) are clearly acknowledged or addressed* 	<p>The response has an evident organizational structure and a sense of completeness, though there may be minor flaws and some ideas may be loosely connected. The response is adequately sustained and generally focused:</p> <ul style="list-style-type: none"> • claim is clear, and the focus is mostly maintained for the purpose, audience, and task • adequate use of transitional strategies with some variety to clarify relationships between and among ideas • adequate introduction and conclusion • adequate progression of ideas from beginning to end; adequate connections between and among ideas • alternate and opposing argument(s) are adequately acknowledged or addressed* 	<p>The response has an inconsistent organizational structure, and flaws are evident. The response is somewhat sustained and may have a minor drift in focus:</p> <ul style="list-style-type: none"> • claim may be somewhat unclear, or the focus may be insufficiently sustained for the purpose, audience, and task • inconsistent use of transitional strategies and/or little variety • introduction or conclusion, if present, may be weak • uneven progression of ideas from beginning to end; and/or formulaic; inconsistent or unclear connections among ideas • alternate and opposing argument(s) may be confusing or not acknowledged * 	<p>The response has little or no discernible organizational structure. The response may be related to the claim but may provide little or no focus:</p> <ul style="list-style-type: none"> • claim may be confusing or ambiguous; response may be too brief or the focus may drift from the purpose, audience, or task • few or no transitional strategies are evident • introduction and/or conclusion may be missing • frequent extraneous ideas may be evident; ideas may be randomly ordered or have an unclear progression • alternate and opposing argument(s) may not be acknowledged * 	<ul style="list-style-type: none"> • Unintelligible • In a language other than English • Off-topic • Copied text • Off-purpose

* acknowledging and/or addressing the opposing point of view begins at grade 7



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