9.3.1 Unit Overview

Using Seed Texts as Springboards to Research

Text(s)	Grandin, Temple, and Catherine Johnson. *Animals in Translation: Using the Mysteries of Autism to Decode Animal Behavior*
Number of Lessons in Unit	10

Introduction

In the first unit of Module 9.3, students continue to work on skills, practices, and routines introduced in Module 9.1 and Module 9.2: close reading, annotating text, and evidence-based discussion and writing, especially through text-dependent questioning, focused annotation, and an analysis of film and text. In addition, students begin the inquiry-based research process.

In this unit, students read Chapter 1 of Temple Grandin and Catherine Johnson's, *Animals in Translation*. The text serves two primary functions: first, students analyze how Temple Grandin develops and refines her central ideas as they read; and second, the text is a seed text that students use to uncover and explore potential research topics that emerge from it. Students identify and track these topics, which become springboards to the inquiry-based research process that continues in the following unit. Additionally, students are introduced to posing and refining inquiry questions about their topic for the purpose of guiding their initial research.

There is one formal assessment in this unit. At the end of the unit, students write a multi-paragraph response articulating how a central idea is developed and refined in Chapter 1 of *Animals in Translation* (RI.9-10.2, W.9-10.4). Students also express, in writing, 2–3 areas of investigation and describe how and where each area emerged from the Grandin text (W.9-10.9). These areas of investigation are the foundation for the research process that fully develops in 9.3.2.

Note: This unit suspends Accountable Independent Reading (AIR). Students are held accountable for building a volume of independent reading as they independently read *Animals in Translation* in homework assignments. Additionally, students are expected to read outside sources as they explore potential areas of investigation.

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Literacy Skills & Habits

- Read closely for textual details
- Annotate texts to support comprehension and analysis
- Engage in productive evidence-based discussions about text
- Collect and organize evidence from texts to support analysis in writing
- Analyze text and multi-media
- Make claims about the development and refinement of central ideas in a text
- Use vocabulary strategies to define unknown words
- Identify potential topics for research within a text
- Use questioning to guide research
- Conduct pre-searches to validate sufficiency of information for exploring potential topics

Standards for This Unit

CCS Standards: Reading—Informational	
RI.9-10.1a	**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.**
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. 9-10.4	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

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	opinion differs from that of a newspaper).
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.**

CCS Standards: Writing	
W.9-10.4	**Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)**
W.9-10.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
W.9-10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
W.9-10.9	**Draw evidence from literary or informational texts to support analysis, reflection, and research.**
CCS Standards: Speaking & Listening	
SL.9-10.1	Initiate and participate effectively in a range of collaborative discussions (one-on-

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	one, in groups, and teacher-led) with diverse partners on *grades 9–10 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.
CCS Standards: Language	
L.9-10.4. a,c,d	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

Note: Bold text indicates standards that will be assessed in the unit.

Unit Assessments

Ongoing Assessment	
Standards Assessed	RI.9-10.1a, RI.9-10.2, RI.9-10.3, RI.9-10.5, RI.9-10.7
Description of Assessment	Varies by lesson but may include short written responses to text-dependent questions focused on the development and refinement of a central idea, or the development of factual, interpretive and evaluative questions for further exploration of research topics.

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End-of-Unit Assessment	
Standards Assessed	RI.9-10.2, W.9-10.4, W.9-10.9
Description of Assessment	**Part 1:** How does Grandin develop and refine a central idea in the text? In a response of 3–4 paragraphs, identify a central idea from Chapter 1 of *Animals in Translation* and trace its development and refinement in the text. Use at least four details from the text in your response. **Part 2:** Articulate in writing 2–3 areas of investigation and describe how and where each area emerged from the Grandin text. Consult the Topic Tracking Tool and Exploring a Topic Tool as well as notes from the Grandin text.

Unit-at-a-Glance Calendar

Lesson	Text	Learning Outcomes/Goals
1	*Animals in Translation* Chapter 1 pp. 1-4	In this first lesson of the unit and module, students are introduced to the module's focus: inquiry-based research to deepen understanding. Students will begin reading and analyzing Chapter 1 of *Animals in Translation*, focusing on Grandin's emerging central idea (that her autism poses both difficulties and advantages) through analysis of specific textual details.
2	*Animals in Translation* Chapter 1 pp. 4–8	Students continue to read and analyze Chapter 1 of *Animals in Translation,* focusing on Grandin further develops her claims about autism and understanding animal behavior. Students begin tracking potential research topics that surface in Grandin's text using the Topic Tracking Tool.
3	*Animals in Translation* Chapter 1 pp. 9–14	Students continue to analyze chapter 1 of *Animals in Translation*, focusing on how Grandin unfolds her analysis of behaviorism. Students continue to track potential topics for research. Students are introduced to posing inquiry questions based on research topics to guide their research.
4	*Animals in Translation*	Students continue to read and analyze Chapter 1 of *Animals in*

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	Chapter 1 pp. 14–16	*Translation,* focusing on how Grandin refines and develops her central idea (that autism has made understanding animals easy). Students continue to record, discuss, and track potential research topics. Students generate inquiry questions based on topics they have identified in the text to guide their research.
5	*Animals in Translation* Chapter 1 pp. 16–20	Students continue to read and analyze Chapter 1 of *Animals in Translation* and examine the ways in which Grandin develops her central idea (autism has made understanding animals easy). Students continue to track topics in the text and generate inquiry questions. Students are also introduced to the process of refining inquiry questions to focus or narrow their research.
6	*Animals in Translation* Chapter 1 pp. 20–23	Students finish reading and analyzing Chapter 1 *Animals in Translation*, focusing on how Grandin unfolds an analysis of problems in the cattle industry. Students continue their research by considering larger topics and inquiry questions generated in previous lessons and choosing areas of investigation for further research.
7	*Animals in Translation* Chapter 1, *Temple Grandin* (film)	Students watch an excerpt from the HBO film, *Temple Grandin,* and analyze which details are emphasized in both the film and the text of *Animals in Translation*. Students begin to develop inquiry questions based on their proposed areas of investigation.
8	Texts will vary based on students' areas of investigation and pre-searches	Students engage in a pre-search activity in order to begin gathering sources for further research in future lessons. This activity is designed to develop students' ability to independently find reliable, relevant sources while navigating a wide range of potential research sources. Students refine or rewrite their inquiry questions based on their findings. Students are also introduced to the Vocabulary Journal.
9	*Animals in Translation* Chapter 1	Students engage in several evidence-based discussions to further clarify both their understanding of the Grandin text, as well as their potential areas of investigation. Students then individually develop an evidence-based claim about the development and refinement of a central idea in Chapter 1 of *Animals in Translation*.

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10	*Animals in Translation* Chapter 1	For the End-of-Unit Assessment, students complete a two-part writing assignment. First, students compose a multi-paragraph response tracing the development and refinement of a central idea from chapter 1 of *Animals in Translation*. Second, students articulate in writing how and where two or three areas of investigation emerged from *Animals in Translation*.

Preparation, Materials, and Resources

Preparation

- Read and annotate Chapter 1 of *Animals in Translation*
- Review the Short Response Rubric
- Review all unit standards and post in classroom
- Review relevant excerpts from the film *Temple Grandin*
- Consider creating a word wall of the vocabulary provided in all lessons

Materials/Resources

- Chart paper
- Copies of the text *Animals in Translation* Chapter 1
- *Temple Grandin* film excerpts
- Writing utensils including pencils, pens, markers, and highlighters
- Methods for collecting student work: student notebooks, folders, etc.
- Access to technology (if possible): interactive whiteboard, document camera, and LCD projector
- Copies of handouts and tools for each student: see materials list in individual lesson plans
- Copies of the Text Analysis Rubric and Checklist
- Copies of the Short Response Checklist and Rubric

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