

COLLABORATE & COMPARE

ARGUMENT

WILD ANIMALS AREN'T PETS

by **USA TODAY**

pages 145–147



COMPARE ARGUMENTS

As you read, focus on the evidence used to support the claims in the arguments “Wild Animals Aren’t Pets” and “Let People Own Exotic Animals.” Think about which points in each selection make sense to you and which do not. Then, consider the strength of the evidence presented to support each point.



ESSENTIAL QUESTION:

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

ARGUMENT

LET PEOPLE OWN EXOTIC ANIMALS

by **Zuzana Kukol**

pages 148–151



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QUICK START

People everywhere have a fascination for wild, exotic animals. Do you think people should be allowed to keep these creatures as pets? Write down two reasons why or why not.

IDENTIFY CLAIMS IN ARGUMENTS

The selections “Wild Animals Aren’t Pets” and “Let People Own Exotic Animals” present opposing arguments. A written **argument** expresses a position, or makes a claim about an issue or problem, and supports that position with reasons and evidence. The **claim**, or the writer’s position, is often stated early in the argument, such as in the introductory paragraph or even in the title. A claim may be stated more than one time and in more than one way; often, a claim will be restated in the conclusion.

As you read the following texts, use a chart like the following to identify each argument’s claim.

GENRE ELEMENTS: ARGUMENT

- makes a claim or takes a position on an issue
- supports its claim with reasons and evidence (facts, statistics, quotations, and examples)
- presents counter arguments to address objections
- uses logic or emotion to persuade readers

TITLE	CLAIM	LOCATION(S) IN THE TEXT
“Wild Animals Aren’t Pets”		
“Let People Own Exotic Animals”		

ANALYZE EVIDENCE

Evidence is a specific piece of information that an author gives to support a claim. Evidence can include facts, quotations, examples, statistics, or even personal experiences. As you read each text, look for the specific types of evidence provided by the author.

To evaluate how convincing and accurate an author’s evidence is, distinguish between **fact** and **opinion**. Facts are statements that can be proven, observed, or measured. Opinions are personal beliefs that may or may not be supported by facts. As you read each article, look for fact-based evidence and opinions.



GET READY

CRITICAL VOCABULARY

exotic **dictate** **exempt** **regulate**

To preview the Critical Vocabulary words, replace the boldfaced word or words in parentheses with a vocabulary word with a similar meaning.

1. We want the city council to (**control**) _____ the amount of pollution that factories release into the air.
2. The (**unusual, foreign**) _____ plant looked like a creature from another planet.
3. Our leader's new orders (**command, require**) _____ what we should do next.
4. I was (**excused**) _____ from the test because I was sick.

LANGUAGE CONVENTIONS: Words Spelled Correctly

To avoid confusion in your writing, it is important to use and spell words correctly. Many common words have similar spellings or sound alike but have different meanings. Here is an example from the text.

With animals running loose and darkness closing in, authorities arrived with no good choices to protect the public.

The word *loose* is commonly misspelled as *lose*, which is a different word with a different meaning. *Lose* means "fail to win." If the writer had misspelled *loose* as *lose*, readers would have been confused and distracted. In this lesson, you will learn about other words that are commonly mistaken for each other and are often misspelled.

ANNOTATION MODEL

NOTICE & NOTE



As you read, note the author's use of emotion to convince readers to agree with the claim. In the model, you can see one reader's notes about the use of emotion at the beginning of "Wild Animals Aren't Pets."

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.

strong words for
negative emotions



BACKGROUND

Wild animals are animals that live in nature. They can be as rare as a snow leopard or as common as a tree squirrel. Although many states have laws that prohibit owning a wild animal, thousands of people in the United States keep animals, such as wolves, pythons, crocodiles, and bears, as pets. Some people want to make it illegal to have these kinds of pets. They argue that these animals pose a safety and health risk to people and the environment.

WILD ANIMALS AREN'T PETS

Argument by USA TODAY

PREPARE TO COMPARE

As you read, focus on the facts the author uses to support the claim.

- 1 In many states, anyone with a few hundred dollars and a yen¹ 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.

¹ yen (yĕn): a strong desire or inclination.

Notice & Note

Use the side margins to notice and note signposts in the text.

IDENTIFY CLAIMS IN 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?

exotic

(ĭg-zŏt’ĭk) *adj.* Something that is *exotic* is from another part of the world.

dictate

(dĭk’tāt’) *v.* To *dictate* something is to require that it be done or decided.



NOTICE & NOTE

EXTREME OR ABSOLUTE LANGUAGE

Notice & Note: What extreme or absolute language is used in paragraph 4? Mark the language used to describe the actions of the authorities.

Analyze: Why do you think the author chose these words?

LANGUAGE CONVENTIONS

Annotate: In paragraph 7, mark the word *too*.

Compare: What are two common misspellings of this word? What is the meaning of each of the three words?

ANALYZE EVIDENCE

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

Analyze: Does the evidence the author provides about state regulation support the claim? Explain.

exempt

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

4 If that weren't already obvious, it became more so when collector Terry Thompson opened the cages on his Zanesville 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, transfixed² 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.³ 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,⁴ 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 menagerie⁵ because he had been cited for animal cruelty. We'll never know. Strickland's successor, John Kasich, let the order expire.

² **transfixed** (trăns-fĭkst'): motionless, as with terror, amazement, or other strong emotion.

³ **intervene** (ĭn'tĕr-vĕn'): to come between so as to block or change an action.

⁴ **lax** (lăks): not rigorous, strict, or firm.

⁵ **menagerie** (mə-năj'ə-rĕ): a collection of live wild animals, often kept for showing to the public.





CHECK YOUR UNDERSTANDING

Answer these questions about “Wild Animals Aren’t Pets” before moving on to the next selection.

- 1 What is the claim of the argument “Wild Animals Aren’t Pets”?
 - A Ownership of wild animals should be regulated.
 - B Wild animals should not be kept as pets.
 - C Owning a wild animal is not easy.
 - D More needs to be done to prohibit the breeding of wild animals.

- 2 What point is supported by the author’s evidence that wild animals in private ownership cause harm?
 - F People who own wild animals are cruel.
 - G Only wealthy people can afford to buy wild animals.
 - H Ownership of wild animals can hurt the animals, humans, or both.
 - J It is easy to own a wild animal.

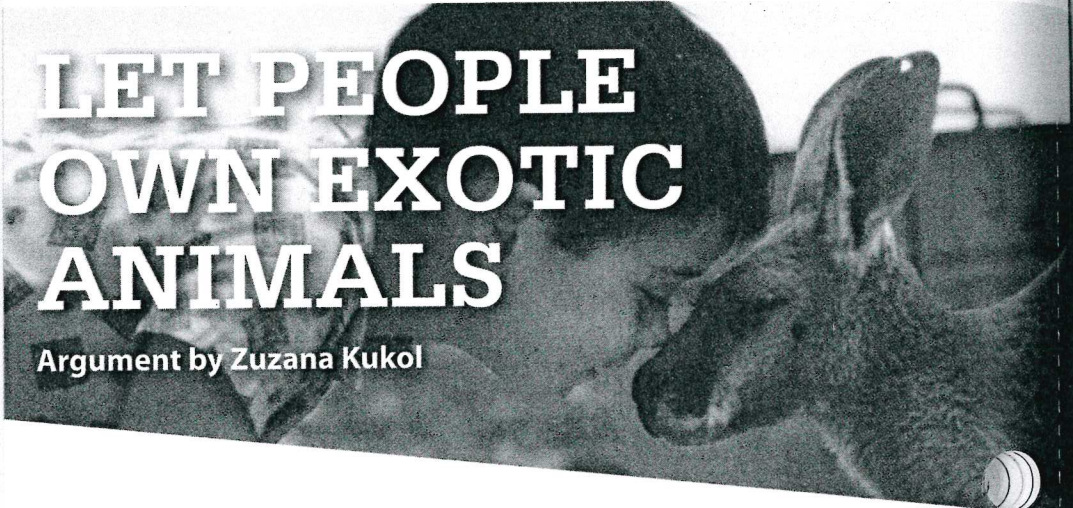
- 3 Which sentence from the text suggests that the author will offer a counter argument to an opposing claim?
 - A *Owners of “exotic” animals claim they rarely maim or kill.*
 - B *Until recently, though, few people knew how easy it is to own a wild animal as a pet.*
 - C *Only collectors who exhibit animals need a federal license.*
 - D *We’re not suggesting that people who own these animals are cruel.*



NOTICE & NOTE

BACKGROUND

Some people claim that private citizens have no business keeping wild and exotic animals as pets. Others disagree, claiming that with proper care, captivity is a safe place for animals. In 2012, in Zanesville, Ohio, Terry Thompson set free his collection of exotic animals. Most of them had to be killed on sight to protect nearby residents. In the aftermath of this tragedy, **Zuzana Kukol** wrote this commentary, maintaining that private owners, through captive breeding, provide one of the most effective ways to save threatened species. "Tigers," Kukol has said, "are better than dogs. They don't bark."



LET PEOPLE OWN EXOTIC ANIMALS

Argument by Zuzana Kukol

Notice & Note

Use the side margins to notice and note signposts in the text.

IDENTIFY CLAIMS IN ARGUMENTS

Annotate: Mark the author's claim in the second paragraph.

Interpret: In your own words, give the reasons the author presents to support the claim.

regulate
(rĕg'yə-lāt') v. If you *regulate* something, you control or direct it according to a rule, principle, or law.

PREPARE TO COMPARE

As you read, look for ways the author supports her claim and addresses counter arguments. Do you agree with her claim? Why or why not?

- 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 commercial¹ 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.²

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.

ANALYZE EVIDENCE

Annotate: Mark the evidence the author provides to support her claim in paragraphs 4 and 5.

Compare: How are the two examples of evidence alike? How are they different?

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

² **extinct** (ɪk-stɪŋkt'): no longer existing or living.



NOTICE & NOTE



LANGUAGE CONVENTIONS

Annotate: Mark the word *choose* in paragraph 5.

Compare: What is a common misspelling of *choose*? What does each word mean?

- 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 deranged³ 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?

³ **deranged** (dĭ-rānj'ġd): mentally unbalanced; insane.



CHECK YOUR UNDERSTANDING

Answer these questions before moving on to the **Analyze the Text** section on the following page.

- 1 What is the claim presented in the commentary "Let People Own Exotic Animals"?
 - A Ownership of exotic animals should be regulated.
 - B Exotic animals make good pets.
 - C Captive breeding helps save wild populations.
 - D Responsible private ownership of exotic pets should be permitted if the animals are properly cared for.
- 2 Which sentence or phrase from the text is a fact that supports the claim?
 - F *We cannot regulate insanity.*
 - G *On average in the United States, only 3.25 people per year are killed by captive big cats, snakes, elephants and bears.*
 - H *Captive breeding eliminates the pressure on wild populations. . . .*
 - J *Terry Thompson didn't represent the typical responsible owner.*
- 3 Which sentence or phrase from the text uses strong, emotional language to support the claim?
 - A *Terry Thompson didn't represent the typical responsible owner.*
 - B *Dangers from exotic animals are low.*
 - C *People keep exotic animals for commercial reasons and as pets.*
 - D *. . . why shouldn't we have the same freedom to choose what species or exotic animal to own and to love?*



ANALYZE THE TEXT

Support your responses with evidence from the text. NOTEBOOK

- 1. Identify** What is the claim of each article and how do they differ?
- 2. Summarize** Reread paragraph 3 in "Let People Own Exotic Animals." According to the writer, where are most exotic animals kept and what is the benefit of breeding them?
- 3. Analyze** Reread paragraph 4 in "Wild Animals Aren't Pets." What specific evidence does the writer use to support the argument that people should not be allowed to own exotic animals? Explain how the evidence is or is not directly related to the claim.
- 4. Analyze** Review paragraph 4 in "Let People Own Exotic Animals." What specific evidence does the writer use to support the argument that people should be allowed to own exotic animals? Explain how the evidence is or is not directly related to the claim.
- 5. Notice & Note** Find examples of extreme or absolute language in "Wild Animals Aren't Pets" or "Let People Own Exotic Animals." Do you think the author's word choice exaggerates or overstates the author's points? Explain.

RESEARCH TIP

The best search terms are very specific. Along with the animal's name, you will want to include terms such as *diet*, *protected species*, or *regulations*.

RESEARCH

Investigate an exotic animal that you are interested in. What are the pros and cons of owning the animal as a pet? Generate questions about the needs of this animal. Then, gather information from a variety of sources and record what you learn in the chart.

EXOTIC ANIMAL:	
PROS OF OWNING AS A PET	CONS OF OWNING AS A PET

Connect In "Let People Own Exotic Animals," the writer states, "Captive breeding eliminates the pressure on wild populations, and also serves as a backup in case the animals go extinct." With a small group, discuss whether your research uncovered any evidence to support this idea.



CREATE AND PRESENT

Write an Argument Take a position, pro or con, about owning the exotic animal you researched. Then, write a formal letter to a government official, supporting your position.

- Use appropriate vocabulary and a formal tone in your letter.
- Clearly state your argument's claim in the opening paragraph.
- In the next paragraphs, provide reasons and evidence that support your claim.
- In your final paragraph, state your conclusion about owning the exotic animal.

Create and Present a Public Service Announcement (PSA)

Take the argument you have developed about owning the exotic animal you investigated and create a PSA poster supporting your position.

- Present your PSA poster to your group. Make eye contact with your audience and use an appropriate speaking rate and volume.
- Ask group members to respond to your ideas by suggesting ways that you might improve your PSA.
- Work together to identify steps you might take to further educate people about your position. Listen closely and respectfully to all ideas.



Go to the **Writing Studio** for more on writing an argument.



Go to the **Speaking and Listening Studio** for help giving a presentation.

RESPOND TO THE ESSENTIAL QUESTION

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

Gather Information Review your annotations and notes on "Wild Animals Aren't Pets" and "Let People Own Exotic Animals." Then, add relevant details to your Response Log. As you determine what points to include, think about the reasons people want to own exotic animals and the pros and cons of owning exotic animals.

UNIT 2
RESPONSE LOG

Use this Response Log to record your ideas about how world of the text, which 2 entries or annotations on the Essential Question.

? Essential Question:
What can you learn by seeing the world through an animal's eyes?

Anim Pix	
Doc	
Anim Animal Scapes: The Wilderness World of WILDLIFE SPIES	
Animal Wisdom	
The Last Wolf	
Wild Animals Aren't Pets	
Let People Own Exotic Animals	

82 Response Log

ACADEMIC VOCABULARY

As you write and discuss what you learned from the texts, be sure to use the Academic Vocabulary words. Check off each of the words that you use.

- benefit
- distinct
- environment
- illustrate
- respond

At the end of the unit, you will use your notes to write an argument.



RESPOND

WORD BANK

exotic

exempt

dictate

regulate

CRITICAL VOCABULARY

Practice and Apply Choose the correct response to each question.

- Which of the following could be described as **exotic**?
 - a pair of sneakers
 - a rare type of flower
- Which of the following is something a school might **dictate**?
 - students' hobbies
 - the length of recess
- What might cause someone to be **exempt** from soccer practice?
 - a previous absence
 - an injury
- Which of the following might a government **regulate**?
 - how fast people drive
 - what people eat for dinner

VOCABULARY STRATEGY:

Word Origins

Knowing the origin and historical development of a word, also known as its **etymology**, gives you a deeper understanding of the word. When you study a word's history and origin, you can find out when, where, and how the word came to be.

Practice and Apply Using print and online resources, look up the each Critical Vocabulary word and complete the chart below. Use these resources to determine each word's syllabication and pronunciation, and then identify its etymology and current meaning.

WORD	SYLLABICATION / PRONUNCIATION	ETYMOLOGY / CURRENT MEANING
dictate		
exempt		
exotic		
regulate		



Go to the **Vocabulary Studio** for more on word origins and using resources.



LANGUAGE CONVENTIONS: Words Spelled Correctly

Many common words with similar spellings and pronunciations are easily confused. Here are some examples.

advice/advise
lie/lay
passed/past
than/then
two/too/to
their/there/they're

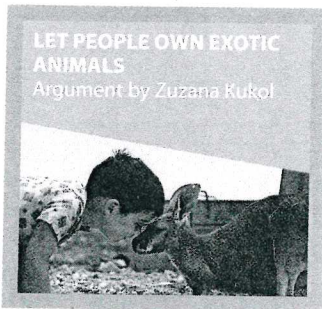
Knowing which word is correct in a particular situation is critical for clear communication—as a writer and as a reader.

Practice and Apply Choose the word that correctly completes each sentence. You may use a dictionary if you'd like.

1. Gena did not (accept/except) Mindy's offer of a ride to school.
2. I will not discuss this any (farther/further) until I speak to my family.
3. A lawyer will (advice/advise) you of your rights.
4. The old bridge did not look like it could (bare/bear) the weight of the truck.
5. Russell slammed his foot on the (brake/break) to avoid hitting the ducks crossing the road in front of him.
6. The judge's ruling today will have a significant (affect/effect) on similar cases waiting to be heard.
7. Malia (passed/past) by the library on her way to the store.
8. We would rather see a movie (than/then) go to the park.



Collaborate & Compare



COMPARE ARGUMENTS

When you **compare and contrast** two arguments on the same issue, you analyze how each argument is presented. First, you trace and evaluate each argument: identify its claim, follow its support and reasoning, and decide whether it is convincing. Then, you determine how each author's viewpoint or attitude toward the issue differs.

As a group, fill in the key points and evidence from both texts.

- Look at the evidence each writer provides as support—facts, reasons, examples, and statistics. Does the evidence support the claim in a logical way?
- Look for persuasive language—words with strong positive or negative connotations. Are the writers trying to be persuasive by appealing to your emotions, to your logic, or to both?

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

ANALYZE THE TEXTS

Discuss these questions in your group.

1. **Compare** Compare each writer's claim and the kinds of evidence that support it. Does each author include enough evidence to support the claim?
2. **Evaluate** Examine each text and identify words that have a strong impact. For each text, tell whether the author's word choices are effective and why.
3. **Evaluate** Identify examples of the author's opinion in each text. Do these opinions strengthen or weaken the argument?
4. **Critique** Which argument seems more authoritative? Why?