

UNIT 4: Animal Ethics

Unit Overview: Objectives and Skill Categories

Skill Categories	Focus Areas
RHS 1.B	Identify and interpret claims and evidence in texts.
RHS 2.B	Understand how context influences rhetorical choices.
CLE 3.C	Identify and analyze the logic and reasoning of arguments.
CLE 4.A, B, C	Analyze and evaluate lines of reasoning and support in texts.
REO 6.B, C	Organize ideas effectively in writing and oral presentations.
REO 6.B, C	Use sources to support arguments effectively.
STL 7.B, C	Use sources to support arguments effectively.
STL 8.A, B, C	Develop original arguments using evidence and reasoning.

Unit Flow: Week-by-Week Breakdown

Week 1: Introduction to Peter Singer’s “All Animals Are Equal”

- **Focus:** Singer’s analogy comparing speciesism to racism and sexism.
 - **Skill Categories:** RHS 1.B, CLE 4.A
 - **Activity:**
 - Close reading of Singer’s argument.
 - Analyze the **logical strength** of the analogy in small groups.
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Week 2: Stephen Rose’s “Proud to be a Speciesist”

- **Focus:** Rose’s counterargument to Singer’s position.
- **Skill Categories:** RHS 2.B, CLE 4.B
- **Activity:**
 - Compare and contrast Singer’s and Rose’s arguments.
 - Group discussion on **fallacies and rhetorical strategies**.

Week 3: Christopher Kaczor's "Is Speciesism Like Racism and Sexism?"

- **Focus:** Kaczor's response to Singer's analogy.
 - **Skill Categories:** CLE 3.C, CLE 4.A
 - **Activity:**
 - Debate the effectiveness of comparing speciesism with **racism and sexism**.
 - Write reflective responses.
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Week 4: Peer Editing & Teacher Conferences for Compare/Contrast Essay

- **Focus:** Refine analytical writing.
 - **Skill Categories:** REO 6.B, STL 8.B
 - **Activity:**
 - Peer review sessions.
 - Teacher conferences to provide **individual feedback**.
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Week 5: Carl Cohen's "The Case for the Use of Animals in Biomedical Research"

- **Focus:** Evaluate Cohen's stance on animal research.
 - **Skill Categories:** RHS 1.B, CLE 4.B
 - **Activity:**
 - Annotate and discuss Cohen's argument.
 - Evaluate **strengths and weaknesses** of his reasoning.
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Week 6: Walter E. Howard & Marc Bekoff's Replies on Animal Ethics

- **Focus:** Compare Howard's and Bekoff's responses to biomedical research.
 - **Skill Categories:** CLE 4.C, STL 7.B
 - **Activity:**
 - Compare and contrast both arguments to **form a position**.
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Week 7: Introduction to Research and Source Integration

- **Focus:** Embed sources effectively in writing.
- **Skill Categories:** STL 7.C, STL 8.A
- **Activity:**
 - Review sample sources and **practice paraphrasing and citation**.

- Work on research paper drafts.
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Week 8: Class Speeches/Debates Based on Research Papers

- **Focus:** Oral presentations using research-based arguments.
 - **Skill Categories:** REO 6.C, STL 8.C
 - **Activity:**
 - Present and debate using **evidence-based arguments**.
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Week 9: Final Revisions and Formal Presentations

- **Focus:** Finalize research papers and deliver formal speeches.
 - **Skill Categories:** STL 8.B, REO 6.C
 - **Activity:**
 - Submit final research papers.
 - Present final speeches to the class.
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Assessment Overview

Formative Assessments	Summative Assessments
Daily reflections, class discussions	Compare/Contrast Essay
Peer reviews, teacher feedback	Research Paper & Formal Speech/Debate