

Library Services

Library Lesson

Topic	Animal Experimentation Gale in Context: Opposing Viewpoints
Grade(s)	9 th – 12 th
Essential Question	1. Should humans use animals for psychological research?
Learning Objectives	<ol style="list-style-type: none"> 1. I can use technology to access curriculum aligned resources. 2. I can use this database to browse and read informational texts and view multimedia resources to support my learning. 3. I can use the tools and features provided by Gale with accuracy to complete my research project.
Lesson	<ol style="list-style-type: none"> 1. The students will think about animal experimentation and discuss if they agree or disagree with using animals in testing. 2. Login to your Clever account to access Gale in Context: Opposing Viewpoints and search Animal Experimentation from the Browse Issues page or use the Basic Search bar to locate the topic page. Find at least three articles that supports your position. 3. Use the Highlights and Notes tool to annotate, take notes, and spotlight key points that support your position. 4. Use the Cite tool on each article to create a Bibliography or Works Cited page. 5. When you have completed your research, use Send to Email, or add documents to your One Drive account or Print or Download all your information. 6. As you plan to write your Persuasive Essay gather your research and identify your most convincing evidence.
Standards	<p><u>NG ELA – 9-10W</u>: Write arguments to support claims that analyze substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p><u>NG ELA – 11-12W</u>: Write arguments to support claims that analyze substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>

	<p><u>HS-ETS1-3</u>. Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics, as well as possible social, cultural, and environmental impacts.</p> <p><u>ISTE 3a</u>: Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.</p> <p><u>Empire State Information Fluency Continuum (ESIFC):</u> <u>Standard 1: Inquiry and Design Thinking</u> <u>1.1: Construct</u> <u>9-10:30</u>: Drawing conclusions for looking at multiple perspectives. <u>11-12:19</u>: Develops own opinion, perspective, or claim and supports with evidence and a clear line of reasoning.</p>
Assessment	<p>You will write a persuasive essay with a call to action that explains why you feel that animals should or should not be used in psychological research.</p>