

# To Clone or Not to Clone

*Developed by Marcy Merrill*

## STUDENT VERSION

### Reading Selections for This Module

Said, Carolyn. "Here, Kitty-Kitty-Kitty-Kitty." *San Francisco Chronicle* 15 Apr. 2004: A1. Print.

## Reading Rhetorically

### Prereading

#### Activity 1

#### Exploring Key Concepts—Cubing

Cubing is a vocabulary-building activity for which you will define a standard or a metaphoric cube with a term the teacher posts. The sides of the cube, which you will use to describe the term, are as follows: describe it (using your senses); compare it (to something similar); analyze it (how was it made); apply it (how it is used); associate it (with something from your own experience or past learning); argue for or against it (not both). You will have only one minute to write your responses.

#### Activity 2

#### Exploring Key Concepts—Picture Walk

As you look at each of the following pictures of animals, write down your initial reaction to hearing the news that scientists have successfully cloned each of these.

After you have written your reactions, write a short paragraph answering the following question: "If you could clone any of the mammals you just saw, which one would you choose, and why?"

#### Activity 3

#### Surveying the Text

1. Look at the title of the article, "Here, kitty-kitty-kitty-kitty: Sausalito firm offers clones for \$50,000, signs up 5 cat owners," and make a prediction about the issue the article may likely present.

2. Preview the end of the article. What did the author include at the end? What do you think her intention was for this ending?
3. Write out the correct citation of this article for a Works Cited page.
4. Looking specifically at the date of this article, do you think more or different information might be available now? What might be relevant today with this issue? Do a little checking online to see what issues are current in the field of cloning, and jot down some titles of articles you find. Create a class list of titles.

#### Activity 4

#### **Making Predictions and Asking Questions**

1. Scan the article, and notice the different speakers or interviewees. Who are they, and what purpose do these speakers serve?
2. Look at the many voices heard in this article. Peruse the article, and look more carefully at the different speakers of the many quotes used in the article. Skim to locate these quotes rather than read the entire article.
3. Find a quotation then, in a small group or with a partner, identify its speaker and his or her position on cloning. Why do you think the author chose these particular quotations and speakers for this article?

#### Activity 5

#### **Understanding Key Vocabulary—Vocabulary Self-Assessment Chart**

1. In the column "Prereading," place either a "+" if you know the word well, a "✓" if you have heard of it and may have an idea of its meaning, or a "?" if you do not know it or have not heard it before.
2. Then, while or just after reading the article, revisit this chart, completing it again in the column that says "During reading," using the same markings, "+," "✓," or "?".
3. Following the reading and discussion of the text, when it is time to use the vocabulary words in your own writing, you will complete the box labeled "Postreading."
4. Note: At any point in the process when you are sure of the definition of any of the words, you may write the word down on the line or follow your teacher's directions.

KEY: "+" know word well; "✓" heard of it; "?" do not know word.

Word	Pre-reading	During reading	Post-reading	Definition
iconoclastic				
octogenarian				
deluged				
elude				
undermines				
intrinsic				
immortalized				
whimsy				
replicas				
spayed				
neutered				
biopsy				

Word	Pre-reading	During reading	Post-reading	Definition
mosaic				
surrogate				
embryo				
regressing				
estrus				
ubiquitous				
oviduct				
reproduce				
infancy				
imitation				
fertile				

## Activity 6

**Understanding Key Vocabulary—Pairing Opposites**

Using the terms from the self-assessment chart, pair opposite words.

## Activity 7

**Understanding Key Vocabulary—Categorizing with Established Headings**

Identify words that fall into these categories:

- Animal surgeries/treatments/general medical terms
- Words pertaining to babies/ pregnancy
- Words pertaining to copying
- Words pertaining to times of life or age

## Activity 8

**Understanding Key Vocabulary—Word Sort Activity**

Sort the following words into categories of your own choosing (at least three). Write down the categories you selected that connect the words you identified.

embryo	octogenarian	deluged	elude	reproduce
iconoclastic	replicas	undermines	oviduct	infancy
surrogate	estrus	mosaic	imitation	whimsy
regressing	immortalized	intrinsic	ubiquitous	spayed
fertile	neutered	biopsy		

**Reading**

## Activity 9

**Considering the Structure of the Text—Descriptive Outlining**

Mark your text by using marginal notes to express what the short paragraph **says** (on the left) and what the passage **does** (on the right). We will work on the first example together.

1. "It sounds like science fiction, but it's not."

SAYS:

DOES:

2. “Any cat owner with \$50,000 to spare can pay a Sausalito company, Genetic Savings & Clone, to clone Fluffy or Frisky this year.

The company already sponsored the first domestic cat clone—a calico named CC (for ‘Carbon Copy’)—two years ago. Now, it is the first to go commercial, this time in its own laboratories, and five paying customers are lined up.

It has promised to produce nine cloned kittens by November. Six will be for clients and three for staff members, who will show off their clones at veterinary shows. None of the customers agreed to be interviewed.”

SAYS:

DOES:

3. “The company got its start when iconoclastic octogenarian John Sperling, who made millions as founder of the University of Phoenix, backed research called ‘the Missyplicity Project’ to clone a beloved husky mix, Missy.

The project was deluged by interested pet lovers, even though dog cloning continues to elude scientists. Genetic Savings says it is on track to clone Missy, who died in 2002 at age 15, this year.

‘We would have had to be dumb not to see a business there,’ said Genetic Savings CEO Lou Hawthorne, a longtime family friend of Sperling, who suggested they turn the project into a for-profit venture.”

SAYS:

DOES:

## Activity 10

### Noticing Language

Mark words, phrases, or sentences that may still be confusing, writing down brief notes explaining what about them is confusing.

1. Identify grammatical patterns such as verb tenses, time markers (*last week, since, tomorrow*), modal verbs (*can, could, must, might, should*), or singular and plural noun forms.
2. Analyze the logical relationships between the parts of sentences by focusing on the following transition words and phrases:
  - Conjunctive adverbs (such as *therefore, in addition, similarly, moreover, nevertheless*)
  - Coordinating conjunctions (such as *for, and, nor, but, or, yet, so*)

- Subordinating conjunctions (such as *although, before, because, even though, if, as soon as*)
  - Parallel structures (such as using the same pattern of words to show that ideas at the word, phrase, or clause level have the same degree of importance)
  - Other complex phrasing patterns (such as participial phrases, adverbial phrases, absolutes)
3. Practice composing complex sentence structures by creating original sentences following the pattern of a sentence or two from the text.

### Activity 11

#### Annotating and Questioning the Text

Your second reading should be to question the text, reading “against the grain” and “playing the doubting game.” As you read, look for claims and assertions made by Carolyn Said. Does she back them up? Do you agree with them?

Read the article again, and using a highlighter, mark the following parts of the text:

1. Differences between clone and the original
2. Arguments in favor of cloning (who makes these)
3. Arguments against cloning (who makes these)

In the right-hand margin, write your reactions to the text. At the bottom of the article, write a sentence or two summarizing the main idea of the article.

### Activity 12

#### Analyzing Stylistic Choices—Word Level

Continue with instruction in vocabulary using the self-assessment chart or using the word sort.

1. Using either the words from the self-assessment chart or the word sort after reading the article, locate and identify these word(s) from the article.
2. Read the sentence in which the word(s) appear(s).
3. Remember or guess the meaning according to the context when possible, or break down the word into parts using your knowledge of roots and affixes.

## Activity 13

**Analyzing Stylistic Choices—Discourse**

1. How would you describe the style of this article? Is it formal? Informal? Academic? Scientific? Conversational? What did she hope to accomplish using this style of writing?
2. The author chooses to use some allusions to other works with the assumption that the readers know these references. Identify some of these references and determine their purpose in the text. Why did the author use these literary references? What does that do to the text? What must the reader know to be able to understand these references?
3. The author uses names to refer to pets. In the beginning, she refers to cloning “Fluffy or Frisky.” What is the purpose of using these names and what do these names do for the reader?
4. The author uses idioms, clichés, and metaphors for effect at the end of the text. She cites Hawthorne’s speech, “I’m like a pit bull,” “like working in a fishbowl,” and the author’s own, “The proof is in the puddy-cat.” What is her reason for using animal images?

**Postreading**

## Activity 14

**Summarizing and Responding—I-CHART**

1. On your I-CHART, read the following questions listed across the top: “What are the uses of cloning?” “Is reproductive cloning right?” “Is therapeutic cloning right?” “What organisms are acceptable for us to clone? Why?” Consider your answers to these questions.
2. Return to the article to find answers to the questions posed on the I-CHART. Record answers on the I-CHART.
3. Discuss the answers to the given questions, justifying your responses. Using the discussion points, write class answers on the class I-CHART when there is agreement. You may change your own I-CHART answers based on the class discussion.



## Activity 15

## Summarizing and Responding

Article Title	What are the uses of cloning?	Is reproductive cloning right?	Is therapeutic cloning right?	Which organisms are acceptable for us to clone? Why?	Class question
"Here Kitty-Kitty-Kitty-Kitty"					
"Arguments for and Against Creating Human Clones"					
"Press Release from President George W. Bush, 4/10/02"					
"Why Clone?"					
"Cloning is Moral"					
"Press Release from President Clinton 6/9/97"					

Article Title	What are the uses of cloning?	Is reproductive cloning right?	Is therapeutic cloning right?	Which organisms are acceptable for us to clone? Why?	Class question
"American Association for the Advancement of Science (AAAS) Policy Brief"					
"Human Cloning Foundations Reasons For Cloning Human Beings"					

## Activity 16

**Thinking Critically**

- Review the I-CHART answers.
  - Using your I-CHART, place a star by the reading with which you agree the most.
  - Identify one answer given on the I-CHART with which you absolutely agree and write why.
  - Which answer do you not agree with and why?
  - Identify an answer with which you somewhat agree and state why. Then, write what would need to be the case for you to fully agree or disagree with it.

- Discuss the reliability of each source and how this might affect whether you can trust the information from it or not

- Answer the logos, ethos, and pathos questions below:

**Logical Questions (Logos)**

- Locate major claims and assertions, and ask, "Do you agree with the author's claim that 'critics say that's faulty logic?'" Can you identify this faulty logic she refers to?
- Look at the support for major claims, and ask, "Is there any claim that appears to be weak or unsupported? Which one and why?"

- Can you think of counterarguments that the author doesn't deal with?
- Do you think the author has left something out on purpose? Why?

### **Ethical Questions (Ethos)**

- Does this author have the right background to speak with authority on this subject?
- Is this author knowledgeable? Smart? Successful?

### **Questions about Emotional Appeals (Pathos)**

- Does this piece affect you emotionally? What parts?
- Do your emotions conflict with your logical interpretation of the arguments?

## Activity 17

### **Reflecting on Your Reading Process**

1. What have you learned from joining this conversation? What do you want to learn next?
2. What reading strategies did you use or learn in this module? Which strategies will you use in reading other texts? How will these strategies apply in other classes?
3. In what ways has your ability to read and discuss texts like this one improved?
4. How has your understanding of cloning changed after having read this article?

# Connecting Reading to Writing

## **Discovering What You Think**

## Activity 18

### **Considering the Writing Task**

Answer these questions to discover more about the purpose of the assignment:

- In addressing this prompt, are you informing or reporting?
- Are you trying to persuade your readers of something?
- In what genre are you being asked to write?
- Since it is a letter, in what ways is it different from an essay, a report, an email?

- What considerations will you need to make to write your assignment in letter format?
- What are the reader expectations for this genre?
- What is your rhetorical purpose?
- What is your timeline for completing the assignment in reasonable steps?
- How will the assignment be graded? On the basis of what criteria will your written work be evaluated? Do you understand each criterion?

## Activity 19

### Writing Prompt—Cloning

Cloning human beings has been a hot topic of debate over the last few decades. This debate became even more heated after the first adult animal was cloned, producing Dolly the sheep. Everyone asked, “Are humans next?”

Those who are in favor of human cloning argue that cloning could work miracles and improve people’s lives. Infertile couples wishing to have a baby could increase their chances of pregnancy; diseases like Alzheimer’s and cancer could be cured by using stem cells harvested from cloned human embryos; or it may even be possible to clone a loved one that has been lost to us. Those who oppose human cloning fear the ethical and moral questions that will have to be answered, and how the technology will be used.

In the article you read, entitled “Here Kitty-kitty-kitty-kitty,” many of the arguments for and against the cloning of animals were posed. In class, different perspectives on the issue of both reproductive and therapeutic cloning were discussed.

Imagine that a bill has just come up in the U.S. Senate that would allow the use of taxpayer money to fund both therapeutic and reproductive cloning research of all animals including humans. Write a letter to your senator expressing your approval or disapproval of this subject. Explain your reasons using current research or articles to support your views, and let your senator know how you would like her to vote, should a vote arise on the subject. You should cite evidence from the article(s) you read, from what you have learned about genetics (particularly your knowledge of how genes are influenced by environment), and from your own personal experiences.

You should use the format on the next page to construct your letter. Make at least four arguments to support your position. At least one of the arguments should be a response to statement from someone

on the opposite side of the issue from you. For example, if you are against cloning, you might write, “Those who support cloning say..., but this argument is wrong because...” Here are some general questions you may want to think about as you write your letter:

- Are you for or against both types of cloning, therapeutic and reproductive? What are your reasons?
- Do you think we should allow research in one type but not the other?
- How might these technologies be used?
- Does cloning really make an exact copy of a person?
- Would allowing one type of cloning lead to allowing the other type?

### **Directions for Writing Supporting Evidence**

1. In small groups, write down the evidence you have in your notes to support or refute cloning. It is perfectly fine to have disagreements among group members, but having a respectful conversation is critical to your thinking process.
2. Think about strategies and questions to address the audience of the essay.
  - a. Consider what most people know and think about the topic of your paper.
  - b. If you intend to change the opinions of the readers, including the senator, consider your persuasive techniques, both logical and emotional. Discuss with classmates some techniques you have considered using in your writing.
  - c. How much do you think the senator and his or her staff know about cloning?
  - d. Why should they care about it?
  - e. What concerns would they have about your plan? Does it cost money? Would it violate anyone’s privacy?
  - f. What kinds of persuasion do you think you will need to help them understand your point of view?
  - g. Which would be the best evidence?

### **Another Consideration is the Letter Format or Genre**

You should use the correct and formal letter format. A sample letter is here for you to use as a template.

**Sample Letter Format:**

Date

Senator's Full Name  
United States Senate  
Washington DC, 20510

Dear Senator Last Name,

In the first paragraph, you should identify yourself and the reason you are writing the letter.

The following paragraphs should explain how you want them to vote and why. In these paragraphs you will explain your four arguments using evidence from the articles, from what you have learned about genetics and cloning, and from your own personal experiences and/or ideas. You should use at least two other readings, separate from the article we all read, to cite evidence in support of your position. There should be about one paragraph per argument. However, you may write more.

In the conclusion, restate how you want your senator to vote on the bill, and summarize your overall position in one or two sentences.

Sincerely,  
Your Name

To find the senators' names and addresses, use this Web site:  
<[http://www.senate.gov/general/contact\\_information/senators\\_cfm.cfm?State=CA](http://www.senate.gov/general/contact_information/senators_cfm.cfm?State=CA)>.

**Activity 20****Taking a Stance**

Begin to explain to a partner your stance or position in response to the prompt. The listening partner needs to ask for clarification if the answers given are not specific enough. Some questions to guide this process follow:

1. What is the gist of your argument in one or two sentences? Turn these sentences into a working thesis statement.
2. What is your main claim at this point in time?
3. How do your ideas relate to what others have said?
4. What arguments or ideas are you responding to?
5. What evidence best supports your argument? What evidence might you use in relation to what others say about your argument? How does it support your argument?

6. What background information does the reader need in order to understand your argument?
7. What will those who disagree with you have to say about your argument? What evidence might they use to refute your ideas?
8. How did your views change during the reading? What factors caused you to change? Could you use these factors to change someone else's views?

### Activity 21

#### Trying on Words, Perspectives, and Ideas

Try to answer these questions from a perspective other than your own.

These could be policy questions (What should we do about \_\_\_\_\_?) or value questions (Is \_\_\_\_\_ good or bad?).

The task is to think

- What would \_\_\_\_\_ say about this?
- How would \_\_\_\_\_ answer this question?
- What words would he or she use?

Use vocabulary from the articles in your adopted position. At the end of the activity, restate what you really think about cloning.

### Activity 22

#### Gathering Evidence to Support Your Claims

Given a four-minute time frame, jot down the answers to the following questions in quickwrite format.

- Are you for or against both types of cloning, therapeutic and reproductive? What are your reasons?
- Do you think we should allow research into one type but not the other?
- How might these technologies be used? Misused?
- Does cloning really make an exact copy of a person?
- Would allowing one type of cloning lead to allowing the other type?

## Activity 23

**Getting Ready to Write**

Use your cloning cube to help you begin your writing assignment. When you have completed the six sides, craft a working definition of the term for yourself.

Describe it (using your senses).	Compare it (to something similar).	Analyze it (how was it made).
Apply it (how it is used).	Associate it (with something from your own experience or past learning).	Argue for or against it (not both).

## Writing Rhetorically

### Entering the Conversation

## Activity 24

**Considering Structure**

As you begin to organize your letter, the following guidelines might remind you to include key elements.

**The Beginning or Introduction**

- Includes the sender's information, address, and date
- Includes the recipient's name, position, and address
- Is addressed to an authority from the correct level of government
- Has a clear salutation
- Directs readers' attention to the topic or issue the writing addresses
- Establishes the importance of the topic and letter
- Provides background information that the audience may need
- Introduces the thesis, purpose, or main claim of the writing in order to suggest how the piece will be developed

**The Body**

- Has three sections:
  - Section 1 – Identification of the writer's concern and reasons for the chosen audience



- Section 2 – Explanation of the issue and outlines of at least two viewpoints/supports
- Section 3 – Outline of the preferred solution(s) and request of appropriate action
- Contains supporting evidence that is relevant to the concern being expressed
- Has sufficient evidence to support the opinion
- Explains, illustrates, and develops the topic or issue
- Contains as many paragraphs as are necessary to develop the ideas
- May have sections and subheadings in some types of writing
- Contains examples or arguments supported by evidence
- Quotes, paraphrases, or summarizes other texts in support of the purpose of the writing
- May present and analyze data
- Addresses counterarguments or alternative positions or explanations
- Uses words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims

### **The Conclusion**

- Includes a complimentary closing (thank you and request for action)
  - Includes the writer's name and may include some reference to advocacy in the closing, such as "A Concerned Citizen"
- Uses words and phrases that are appropriate to the purpose and audience
- Persuades the intended audience to acknowledge the concern and consider the proposed solution(s)
- Connects the writing to some larger claim or idea
- Points the reader to the next steps or new questions raised by the writing
- Identifies the conclusion the writer has reached and its significance
- Evaluates or analyzes the conclusions drawn
- Explains the implications of the major point of the letter

## Activity 25

**Using the Words of Others (and Avoiding Plagiarism)**

Before exploring what the people who were interviewed said about the issue of cloning, answer the following questions:

1. Look to see how many times the author uses the word *said* or *says*.
2. What might have been the author's reason for using the words *said* and *says* so often?
3. Together, list some verbs that could take the place of *says*. Then change some of the references to *said*, and discuss the impression the new verbs have on you as the readers.
4. Would you recommend changing the verbs the author uses, or keeping *said* and *says*?

## Activity 26

**Using the Words of Others—Quote, Paraphrase, Respond**

1. Choose a passage from any of the articles you have on cloning that you might be able to use in your proposal. You may want to choose passages that you strongly agree or disagree with.
2. Write each passage down as a correctly punctuated and cited direct quotation. Note that when you punctuate a quote, if the parenthesis with the citation information is in the middle of a sentence, put any necessary punctuation marks, such as a comma or semi-colon, after the parenthesis. If the quotation is at the end of the sentence, put the period after the citation parenthesis. Think of the citation information as part of the sentence.
3. Paraphrase the material in your own words with the correct citation format.
4. Respond to the idea expressed in the passage by agreeing or disagreeing with it and explaining why, again, with the correct citation.

## Activity 27

**Negotiating Voices—Listing Models and Signal Phrases**

Now you will put direct quotations, indirect quotations, concepts, facts, ideas, and opinions from other writers in your own texts, keeping the voices distinct. Your goal is to make the relationships between the ideas clear as well as clarifying who is saying what.

1. Consider why the author uses quotations from others so often. What “moves” is she making by using these words? How does she make these writing moves so that each quotation flows into her prose and provides evidence for her claims?

2. Using the cloning article, in which the writer summarizes or synthesizes several different perspectives and argues for his or her own position, underline phrases that signal relationships among different ideas and perspectives.
3. Make a list of these phrases that you can use in your own writing to support your views.
4. Try out the sentence frames to present evidence to support an argument. Refer back to the article's quotations to find support for your writing.
5. Return to the text again, and select two quotations from people the author interviewed that back up one idea you have about cloning. Make sure that both quotations support the idea you choose. Turn your idea about cloning into a heading and cite the two quotations. Then, write a response or a conclusion that shows you can use the words of others to support a claim of your own. This writing is meant to be brief and should be no longer than a paragraph. Use your sentence frames to help you write academically and support your opinion.

## Revising and Editing

### Activity 28

#### Revising

These questions are designed to help you revise your writing. While they are written in first person, they can be modified so partners or small groups can engage in workshop writing using these questions.

1. Have I responded to the assignment?
2. Have I made my purpose for this letter clear?
3. Have I discussed to what extent I was for or against both types of cloning, therapeutic and reproductive? Have I given ample reasons? Have I used statements of logos and pathos?
4. Have I considered in what ways we should allow research into one type of cloning but not the other?
5. Have I explained how these technologies could be used?
6. Have I addressed concerns from those in opposition of this issue?
7. Does my letter address my purpose of persuading the intended audience to acknowledge the concern and consider the proposed solution(s)?
8. Have I defined cloning in this letter for those who may not know the term in the way I wrote about it?

9. Have I defined cloning in my own words accurately and concisely? Have I employed words and phrases from the article and/or from my new vocabulary in the writing to help address this topic? Are these words used appropriately with my purpose, audience, and style in mind?
10. What should I keep? What is most effective? What could I get rid of? Did I use irrelevant details? Was I repetitive?
11. What should I add? Where do I need more details, examples, and other evidence to support my points?
12. Are parts of the letter confusing or contradictory? Do I need to explain my ideas more fully?
13. What should I rethink? Was my position clear? Did I provide enough analysis to convince our readers?
14. How is the tone? Am I too overbearing, too firm, patronizing?
15. Have I addressed differing points of view?
16. Does the conclusion show the significance of the issue?
17. Is my documentation correct? Have I documented all material that was borrowed, whether it is quoted, paraphrased, summarized, or synthesized? Have I included all the necessary material in the Works Cited or Bibliography page?

## Activity 29

### Revising Rhetorically

A rhetorical analysis of a rough draft requires the writer to assess writing based on the purpose of the writing, the message of the argument, the needs of the audience, and the ethos the writer adopts.

Here are some questions that support a rhetorical assessment of a draft:

1. Is there any claim that appears to be weak or unsupported? Is the evidence in support of claims, sufficient, relevant, and convincing?
2. As a writer, what kind of impression am I creating in this paper?
3. How can I create that impression better?
4. What do I need to add to make this happen?
5. Is my ethos persuasive enough?
6. In this conversation, do I seem to be an insider or an outsider?

7. How will my readers see my stance toward the material from my sources?
8. Will they think I agree or disagree with the topic?
9. Am I an objective reporter of the facts?
10. How can I show this stance better?
11. What is the rhetorical situation? Who is my audience, and what is my argument?
12. What evidence have I found for this support? These could include facts, statistics, statements from authorities, personal experience, anecdotes, stories, scenarios, or examples) Have I utilized my notes from activities completed earlier in the unit?
13. How much background information do my readers have or need to understand this topic and my thesis?
14. What types of evidence and appeals does this audience value most highly?
15. How can I establish my own authority to address this issue? What credibility do I have with this audience?
16. If readers were to disagree with my thesis or the validity of my support, what would they say? How can I address their concerns?
17. What are the most important factors contributing to either the success or failure of the argument?
18. What is the most relevant feedback I have received about this audience and context?

## Activity 30

### Editing the Draft

You will now need to work with the grammar, punctuation, and mechanics of your draft to make sure your essay conforms to the guidelines of standard written English.

#### Individual Work

Edit your draft on the basis of the information you have received from your teacher or a tutor.

The following suggestions will also help you edit your work:

- If possible, set your letter aside for 24 hours before rereading to find errors.
- If possible, read your letter aloud to a friend so you can hear your errors.

- Focus on individual words and sentences rather than overall meaning. Take a sheet of paper and cover everything except the line you are reading. Then, touch your pencil to each word as you read.
- With the help of your teacher, figure out your own pattern of errors—the most serious and frequent errors you make.
- Only look for one type of error at a time. Then go back and look for a second type, and if necessary, a third.
- Use the dictionary to check spelling and confirm that you have chosen the right word for the context. Refer back to the vocabulary from the beginning of the unit, and check to make sure you used the new words and specifically the scientific terms correctly and appropriately.

### Activity 31

#### Responding to Feedback

Pairs should read each other's letters quietly to themselves and follow these steps:

- Share with your partner what you understood was the point of the letter.
- Next, identify your partner's supporting evidence in the letter.
- Be sure to explain what the conclusion asks of you, the reader.

If you—as the reader—cannot find these elements in your partner's paper, your partner—as the writer—will then know what still needs to be included in the letter.

### Activity 32

#### Partner Responses

These are questions posed to you, as the writer, but they could easily be posed to your partner about his or her paper.

- Did you follow the format that was given as a model?
- Did you make at least four arguments to support your position?
- Did you make at least one argument a response to an argument on the opposite side of the issue from you?
- In the first paragraph, did you identify yourself and the reason you are writing to them?

## Activity 33

- Did you explain how and why you want the senator to vote?
- Did you explain your four arguments using evidence from the article, other readings, what you have learned about genetics and cloning, and/or your own personal experiences and/or ideas? Of these, did you include at least two other readings, separate from the article we all read, to cite evidence in support of your position?
- Did you restate how you want your senator to vote on the bill, and summarize your overall position near the end of the letter?
- Did you write this in correct and formal letter format? Did you include a date, the last name of the senator, a return address, a closing, etc.?

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### Reflecting on Your Writing Process

When you have completed your own essay, answer these six questions:

1. What was most difficult about this assignment?
2. What was easiest?
3. What did you learn about arguing by completing this assignment?
4. What do you think are the strengths of your argument? Place a wavy line by the parts of your essay that you feel are very good.
5. What are the weaknesses, if any, of your paper? Place an X by the parts of your essay you would like help with. Write any questions you have in the margin.
6. What did you learn from this assignment about your own writing process—about preparing to write, about writing the first draft, about revising, and about editing?