

**Grade Level:** 6th Grade

**Topic:** Man and Other Primates

**Essential Questions:**

What distinguishes man from animal?  
What can we learn about animals from humans, and vice versa?

**Resources:**

- A. Jane Goodall: A Snapshot  
<http://www.janegoodall.org/media/videos/jane-snapshot>
- B. Healing the Hearts of Men and Gorillas (Video)  
[http://youtu.be/sGsf\\_3T6bnk](http://youtu.be/sGsf_3T6bnk)
- C. Heart Sick  
[http://www.readworks.org/sites/default/files/passages/1040\\_heart\\_sick.pdf](http://www.readworks.org/sites/default/files/passages/1040_heart_sick.pdf)
- D. Gorillas go green: Apes shed pounds while doubling calories on leafy diet, researchers find  
<http://www.sciencedaily.com/releases/2011/02/110217091130.htm>
- E. Chimp Genius  
<http://www.bbc.co.uk/programmes/p00nzs13>

**Additional Resources:**

So Like Us: Chimpanzees and Humans

<http://www.janegoodall.ca/about-chimp-so-like-us.php>

Blood Relatives

[http://www.bbc.co.uk/nature/life/Common\\_Chimpanzee#p00661kg](http://www.bbc.co.uk/nature/life/Common_Chimpanzee#p00661kg)

Writing Types	Guiding Questions	Prompts	Reminders/Things to Consider (Student-Friendly Rubric Descriptors)
<p><b>Argument</b></p> <p>Possible Resources: A, B, C, D, E</p>	<p>How are humans similar to other primates?</p> <p>How are they different?</p>	<p>In the video (Resource A), Jane Goodall asserts that “after all, there isn’t a sharp line dividing humans from the rest of the animal kingdom.” Decide which texts have the best evidence to support this argument, and use evidence from those texts to support it.</p> <p><i>***Note: In the Multidisciplinary Performance Task students will complete for the Kansas State Assessment, students will be provided 2-3 texts to use. They will not be asked to decide which texts of many have the best evidence, though this is a skill supported by the standards and one which can only help students become more skilled readers and writers.</i></p>	<ul style="list-style-type: none"><li>• State a clear argument related to the resources and prompt and maintain it throughout the work.</li><li>• Use relevant and accurate details/evidence from two or more resources to support argument.</li><li>• Clarify relationships between and among ideas, and connect evidence to argument.</li><li>• Use grade-level conventions correctly.</li></ul>

<p><b>Informative</b></p> <p>Resources C, D</p>	<p>What did doctors learn about the gorilla heart based on their understanding of the human heart?</p> <p>What heart problems are gorillas in captivity facing?</p> <p>How have zookeepers and veterinarians tried to treat or control the heart problems of gorillas?</p>	<p>Animals are often used to help researchers understand diseases that affect humans. In Resources B, C and D, understanding heart disease in humans helped researchers determine how to treat heart disease in gorillas. Use evidence from the texts to explain how researchers and veterinarians used their understanding of the human heart to treat gorillas with heart disease.</p>	<ul style="list-style-type: none"> <li>• State and maintain a clear, controlling idea related to the resources.</li> <li>• Organize ideas, concepts, and information to increase understanding of controlling idea.</li> <li>• Use relevant and accurate details/evidence from two or more resources to support position.</li> <li>• Use transitions to clarify relationships among and between ideas.</li> <li>• Use grade-level conventions correctly.</li> </ul>
<p><b>Narrative</b></p> <p>Resources A, E</p>	<p>How do other primates communicate?</p> <p>What evidence do you see of their intelligence?</p>	<p>The primary difference between humans and other primates is the use of a spoken language. We are also thought to be of superior intellect. From the perspective of the genius chimpanzee in Resource E, write a letter to humans refuting that claim.</p>	<ul style="list-style-type: none"> <li>• Establish and maintain a setting and point of view.</li> <li>• Use sensory language and vivid descriptions to create context.</li> <li>• Include an introduction and conclusion.</li> <li>• Use grade-level conventions correctly.</li> </ul>