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A Little Help

Some animals and people will give to others despite personal sacrifice. Find out the characteristics that make a person or animal go out of its way to help others.

CONVERSATION QUESTION

What makes some animals and people more generous than others?

TEACHING OBJECTIVES

- Students will learn about how Sam Oliner's childhood caused him to become a social scientist
- Students will learn how chimpanzees show generosity
- Students will learn the different ways dogs can help as therapy dogs
- Students will look for patterns in statistical evidence
- Students will identify claims and locate evidence used to support these claims
- Students will identify evidence that leads to explanations
- Students will write and conduct an interview to gain statistical evidence
- Students will conduct research using print and digital sources to find information to share with classmates
- Students will record information from different sources



In addition to supplemental materials focused on core STEM skills, this flexible teaching tool offers vocabulary-building activities, questions for discussion, and cross-curricular activities.

SELECTIONS

- **The Measure of a Hero**
Expository Nonfiction, ~750L
- **Lending a Hairy Hand**
Expository Nonfiction, ~950L
- **The Perfect Match**
Expository Nonfiction, ~750L

The Measure of a Hero

pp. 10–14, Expository Nonfiction

Use this article about what makes people altruistic to teach how social scientists look for patterns.



OBJECTIVES

- Students will learn about how Sam Oliner's childhood caused him to become a social scientist
- Students will look for patterns in statistical evidence
- Students will write and conduct an interview to gain statistical evidence

KEY VOCABULARY

- **barbarism** (p. 13) cruel and violent behavior
- **social scientist** (p. 13) someone who studies human behavior and society
- **statistical evidence** (p. 13) patterns in collected data used to explain results in a study
- **methodology** (p. 14) a procedure or set of procedures
- **altruism** (p. 14) a belief in or practice of selfless concern for others

ENGAGE

Conversation Question: What makes some animals and people more generous than others?

Ask students to think of a situation when someone asked them for help. How did they feel? Did they want to do it? Did they help or refuse to help? Explain that people react differently depending on personal risk and desire to help others. Explain that in this article a social scientist has personal reasons to study why some people go to great lengths and personal risk to help others.

INTRODUCE VOCABULARY

Display the vocabulary words and ask students how these words might relate to one another. Have students look up the words they are unsure of and write sentences that use two or more words in a sentence.

READ & DISCUSS

Have students read the article and then lead a class discussion based on the following prompts.

- What question drove Oliner to devote his life's work to social science?
- What does Oliner mean when he says, "In the midst of evil are rays of hope" (p. 15)?
- What subject does Oliner think needs to be added to school curricula? Do you think this is a good idea?

CONCEPT/SKILL FOCUS: Patterns

INSTRUCT: Explain that Sam Oliner and his team used interviews to collect information and then analyzed the information for patterns. Have students study the chart at the bottom of pages 12 and 13. Ask students to look for patterns that provide evidence about how parenting and teaching during childhood influenced the altruistic behaviors in adults.

ASSESS: Listen to student responses to assess if they are understanding how the information collected helps social scientists find patterns that can help predict behaviors.

EXTEND

Language Arts Explain that one way to gain data in social sciences is to interview people. Have students decide on a topic to collect classmates' responses. They will write and conduct short interviews to collect information, and then review, analyze, and share the results.

Lending a Hairy Hand

pp. 21–23, Expository Nonfiction

Learn how scientists are studying chimps to find out more about characteristics of generosity and how scientists use evidence to support their claims.

Lexile Score: ~950



RESOURCES

- **Supporting Evidence**

OBJECTIVES

- Students will learn how chimpanzees show generosity
- Students will identify claims and locate evidence used to support these claims
- Students will conduct research using print and digital sources to find information to share with classmates

KEY VOCABULARY

- **prosocial (p. 22)** behavior that is positive, helpful, and intended to promote social acceptance and friendship
- **oxytocin (p. 22)** a powerful hormone that regulates social interaction
- **hormone (p. 22)** a regulatory substance produced in an organism and transported in tissue fluids such as blood or sap to stimulate specific cells or tissues into action

ENGAGE

Conversation Question: What makes some animals and people more generous than others?

Ask students if they think a chimp would be generous and share with another chimp. What if the chimp wouldn't get as much food, would it still share? Explain that the studies reviewed in this article look at the generosity behaviors of chimps in both laboratory and natural settings.

INTRODUCE VOCABULARY

Display the vocabulary words and ask students to share how these words might relate to the topic of social behaviors. Next, have students find the words on page 22 of the article and explain what each word means using context clues. Answer questions and clarify any misunderstandings about the definitions.

READ & DISCUSS

Have students read the article and then lead a class discussion based on the following prompts.

- What ways did the chimps demonstrate generosity?
- Why might chimps choose to be generous rather than selfish?
- Do you think all the chimps reacted the same way? Explain.

CONCEPT/SKILL FOCUS: Engaging in Argument From Evidence

INSTRUCT: Explain this article includes two different studies with chimpanzees. Ask students to look back at each study to identify the purpose and the claims scientists are making about chimp behavior. For example in the first study, the researcher wanted to find out if chimps would give food to other chimps even if it meant having less. A claim is made that chimps do demonstrate generous behaviors even if they do not receive immediate rewards. Then, have students write these statements at the top portion of each graphic organizer chart. Next, have students look for evidence the scientists collected that support these claims.

ASSESS: Review the graphic organizer and discussions to assess if students can find evidence that supports the arguments made in these two studies.

EXTEND

Language Arts Have students conduct research using print and digital sources to find other examples of how chimps care for each other through hunting, sharing food, grooming, or other behaviors. Students share with their findings with the class.

Supporting Evidence

Use the charts to record the purpose and claims the scientists are making about chimp generosity in each study. Then examine the article for evidence in the research that supports these claims.

Purpose of Study 1	
Scientists' Claim	
Page	Evidence That Supports the Claim

Purpose of Study 2	
Scientists' Claim	
Page	Evidence That Supports the Claim

A Perfect Match

pp. 40–45, Expository Nonfiction

Use this article about therapy dogs to construct explanations with evidence about how to find the right therapy job for a dog.



RESOURCES

- Evidence Collector

OBJECTIVES

- Students will learn the different ways dogs can help as therapy dogs
- Students will identify evidence that leads to explanations
- Students will record information from different sources

KEY VOCABULARY

- **therapy (p. 40)** treatment intended to relieve or heal
- **socialized (p. 41)** behaving in a way that is acceptable to society
- **rehabilitation (p. 44)** the action of restoring someone to health or normal life through training and therapy

ENGAGE

Conversation Question: What makes some animals and people more generous than others?

Preview the photos of the article and ask students what clues these might provide about the topic of the article. Ask students if they know a dog that would be a good therapy dog. Have students make a list of characteristics a dog should have to be able to be generous with people that need assistance.

INTRODUCE VOCABULARY

Share the vocabulary words and explain that the words relate to the topic of the article. Have students review the definitions of each word and explain to a partner how each word relates to the topic of training dogs to help people.

READ & DISCUSS

Have students read the article and then lead a class discussion based on the following prompts.

- What special skills does Hathaway have to share?
- Why is socialization an important part of therapy dog training?
- Why did it take many tries to find Hathaway the perfect job?
- How did Hathaway show she liked being a rehabilitation therapy dog?

CONCEPT/SKILL FOCUS: Constructing Explanations

INSTRUCT: Share how this article is a good example of collecting evidence from different experiences. Have students point out examples of evidence in the article that show which jobs Hathaway was suited for, and which she was not. Provide students with copies of the *Evidence Collector* graphic organizer. Review the directions and the sample provided. Have students continue to look for evidence about each job and record it on the chart. Next, ask them to look for ways the evidence is used to construct the explanation that Hathaway was best suited for work at the rehabilitation gym. Have students write the explanation using evidence from their chart.

ASSESS: Review student work on the graphic organizer and during discussions to assess their ability to locate evidence and determine how it is used to construct explanations.

EXTEND

Language Arts Students search the internet for local therapy dog organizations. Students will write a list of jobs described and the traits dogs would need in order to be successful at these jobs.

Evidence Collector

Look through the article to find evidence about how well matched Hathaway is to each job.
The first one is done for you as an example.

Page	Job	Good Match?	Evidence
42	Service Dog	No	Hathaway showed signs of anxiety.
42	Reading Assistant Dog		
43	Neutral Dog		
44	United Paws		
44	Animal Assisted Therapy		

Write an explanation using the evidence you collected to support what job is the best match for Hathaway.
