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***Animals in Translation* TDQs – pages 1-8**

Reread paragraphs 1 and 2 on page 1 (from “People who aren’t autistic always ask me about the moment I realized I could understand the way animals think” to “Autism made school and social life hard, but it made animals easy”).

1. What gives Grandin the ability to “see things about animals other people don’t”?

Reread pages 1-2 (from “I had no idea I had a special connection to animals when I was little” to “I still cry when people are mean to me”).

2. Cite two examples of how this excerpt further develops the idea, “Autism made school and social life hard. . . .”

Reread pages 2-3 (from “Nothing ever happened to the kids who were teasing” to “but I wasn’t any horse-whispering autistic savant, either. I just loved the horses”).

3. What does Grandin understand now about the horses at her former boarding school that she “didn’t understand” as a fourteen-year-old?

4. What might Grandin’s explanation of the boarding school horses reveal about her?

Reread pages 3-4 (from “I was so wrapped up in them that I spent every spare moment” to “which is listed as an anxiety disorder in the Diagnostic and Statistical Manual”).

5. What made Grandin’s “high school years” better and what made them hard? What does this reveal about her autism?

Reread pages 4-5 (from “Animals saved me” to “Now people are cut off from animals unless they have a dog or a cat”).

6. What does the squeeze chute passage reveal about Grandin’s relationship to animals?

7. Why might Grandin state, “People and animals are supposed to be together”?

Reread pages 5-6 (from “Horses are especially good for teenagers” to “But it would work a lot better if military schools still had horses”).

8. What does Grandin explain about the instinctual nature of horseback riding? How does this explanation further develop the central ideas of the text?

Reread pages 6-7 (from “*Animals in Translation* comes out of forty years I’ve spent with animals” to “They just don’t know what it is, or how to describe it”).

9. Discuss the various ways in which Grandin explains how she is “different from every other professional who works with animals.”

Reread pages 7-8 (from “I stumbled across the answer, or what I think is part of the answer” to “a difference in the brain autistic people share with animals”).

10. Synthesize Grandin’s claim about autistic savants and animals and what led her to this claim.

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Topic Tracking Tool – Ideas Surfacing from *Animals in Translation* pp. 1-8

Topic	Page Number(s)	Key Information About the Topic from the Text
Animals can help emotionally disturbed people.	2, 3, 5	Grandin understood the emotionally disturbed animals at her boarding school because of her own emotional issues. Kids who have emotional problems will do better if they are horseback riding: "the rider will end up doing better than the nonrider."

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***Animals in Translation* TDQs – pages 8-16**

Reread pages 9-10 (from “By the time I got to college I knew” to “I wanted to talk to him about some of the research I had done”).

- 1. What details has Grandin introduced about behaviorism in this portion of the text? Give three pieces of evidence to support your answer.**

Reread pages 10-12 (from “His office called and invited me down” to “They focus on the equipment”).

- 2. What made Grandin believe that Dr. Skinner’s claim about operant conditioning was wrong? (Operant conditioning is the process of behavior modification based on “positive and negative reinforcements from their environment.”)**

- 3. Explain the differences and similarities between behaviorists and ethologists.**

- 4. How does Grandin support her claim that “*the equipment won’t work if the environment is bad*”? (12).**

Reread pages 12-14 (from “The other thing I like about behaviorists is that a lot of the time” to “capable of a lot more than anybody thought, and that was a good thing”).

- 5. What was the significance of Dr. Lovaas’ study? How does the inclusion of this study develop Grandin’s analysis of behaviorism?**

Reread pages 14-16 (from “The other major contributions behaviorists made” to “At least that was what I was trying to do”).

- 6. What details from the stories about John Ross and Jason, Grandin’s friend with the German shepherd and the golden retriever, and the story about the lion in one of Ron Kilgour’s early papers help you define and understand anthropomorphism?**

- 7. How does Grandin’s reaction to the lion story help her develop her central idea?**

Reread pages 14-16 (from “That kind of thinking was illegal for behaviorists” to “started developing complex behaviors no one had ever seen before”).

- 8. Why did Grandin not endorse experiments at her university?**

- 9. How does Grandin further develop and refine the idea that her autism provides a unique perspective on animal behavior?**

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Topic Tracking Tool – Ideas Surfacing from *Animals in Translation* pp.8-16

Topic	Page Number(s)	Key Information About the Topic from the Text
Behaviorism	9-14	Grandin writes that behaviorism dominated the whole field of psychology. To behaviorists “environment was the only thing that mattered.” They thought animals had no emotions only behaviors.

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***Animals in Translation* TDQs – pages 16-26**

Reread pages 16-18 (from “The only research I was interested in doing” to “it was just what I naturally gravitated to”).

- 1. How does Grandin explain what it means to be a visual thinker? What examples does she give to illustrate her point?**
- 2. How does being a visual thinker affect Grandin’s study of animals?**

Reread pages 18-20 (from “Being verbal thinkers, behaviorists hadn’t really thought about” to “Why couldn’t they see what they were doing wrong?”).

- 3. How does being a visual thinker continue to affect her study of animals?**

Reread pages 20-23 (from “I remember one situation in particular” to “The cows all walked into the chute just as nice as could be”).

- 4. What is the “problem” Grandin describes?**
- 5. How does Grandin emphasize the impact of stress?**
- 6. How did Grandin figure out the animals’ problem?**
- 7. How does Grandin explain her ability to solve the problem?**

Reread pages 24-26 “That feedlot consultation was the kind of thing” to “I hope what I’ve learned will help people see”).

- 8. What examples does Grandin use to illustrate the point she makes in this excerpt?**
- 9. Why is the final word of the chapter, “see,” italicized? Your answers should relate to Grandin’s ideas in the text.**

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Topic Tracking Tool – Ideas Surfacing from *Animals in Translation* pp. 16-26

Topic	Page Number(s)	Key Information About the Topic from the Text
Skinner Box	18	In this text Grandin references the Skinner Box which is “a special cage...behaviorists used to test and analyze a rat’s behavior.” This is a specific device used in behaviorist experiments. Grandin also says that in the Skinner box “usually the punishment would be a shock.”

Topic	Text # / Page Number(s)	Key Information About the Topic from the Text