

A

**Topic:** Puppy Mills  
**Title of Speaker:** Animal Rights Activist  
**Audience:** General Public  
**Purpose:** To encourage stronger laws against animal abuse to shut down puppy mills  
**Venue:** Call-in Radio Show

B

So many of us have joyous bundles of fur in our lives—our beloved pet dogs. We want our furry companions to be healthy, happy animals. But *how* [toss hands into air, questioningly] can we be *sure* [increase volume and questioning tone in voice] that they will obtain these things if we are not certain about where they came from? [Pause and look at several members of the audience questioningly] Puppy mills are a major supplier of puppies for pet stores. If you have gotten your puppy from a pet store, you might not know of the past tortures your pet had to endure.

Dogs are referred to as man's best friend; if this is so, [lower voice] I ask you— [make eye contact with a couple members of the audience, continue in a strong, loud voice] would you confine your best friend to a tiny living space crowded with so many others that even lying down is nearly impossible? [Voice becomes increasingly passionate] Would you give your best friend dirty water—if you even chose to let him/her drink at all? Would you let your best friend sit in his/her own wastes, starved of human contact? ... [Soften voice back down] I didn't think so. Then why [bang fist gently on lectern] do we allow people to subject our furry companions to these inhumane conditions? Even after these puppies are freed of the confines and horrible conditions of the puppy mills, their struggle has only just begun...

While confined in the mills, the puppies receive minimal human contact... what they do receive is harsh and cruel, sometimes even resulting in painful injury to the puppy. This type of human contact causes the puppies to become terrified by human contact of any sorts later in life. Some puppies, however, become defensive, violent dogs due to this lack of human contact. Puppies *need* human contact at an early age in order to make good pets.

The unhealthy conditions in the puppy mills cause viruses, infections, and disease to run rampant in the puppies. Hip deformities, epilepsy, birth defects, vision or hearing problems and other conditions that cause pain and shorten the puppies' lives are very common in puppies from puppy mills. The floors of most kennels stay covered in urine and feces for *days*, greatly promoting the spread of these conditions. Some breeders do not even properly vaccinate their puppies for such fatal diseases as distemper and parvo. Many people often pay hundreds of dollars for a puppy from a pet store, and end up spending thousands more for veterinary care. Just as many people lose their new puppy to these problems just days or weeks after they've brought the puppies into their homes and hearts.

Owners of puppy mills will lie to both the inspectors of their facilities and potential puppy buyers as well. An undercover PETA investigator witnessed an USDA inspection at [redacted] puppy mill in Kansas and reported that the inspector merely *glanced* at the cages, and *did not* [bang palm against lectern] examine the dogs. He states that the USDA poorly enforces the laws that are meant to protect the puppies from these tragic conditions. He also states that the USDA's inspections are infrequent and usually announced ahead of time—giving the puppy mill owners time to clean up their act so that they can pass inspection.

## LOW LEVEL 3

C

Puppy mill owners also lie to potential puppy buyers—lying to them about conditions the puppy has, including birth defects. [Casual voice] Let's face it, they will *not* tell you that you're about to buy a diseased puppy— [sarcastic tone] that's not good for business! [Sympathetic voice] One lady bought a poodle puppy from a puppy mill that had no eyes at all. The breeder told her [Angered tone, angered face] "their eyes would 'come in' at the age of 3 months or so"! The veterinarians had to tell her that he was born without eyes, and that they would never 'come in'. *Imagine the devastation and despair* this brought to the poor lady!

There are other options while purchasing a puppy. I [motion to self] got my puppy from a Human Society. Human Societies keep their animals clean, give them necessary vaccinations, and give them proper and adequate love and attention. Puppies are *not plagued* with viruses, infections, and diseases after staying in the care of a humane society. They *don't suffer* from temperament problems. They *don't die* just *days* or *weeks* after their adoption. Humane Societies *do not lie* to potential puppy buyers. They will inform the buyer of any health or possible temperament problems they could experience with their new puppy.

[Firm voice that grows louder] We *need* to take [tap lectern with side of hand for each word until 'in'] forceful action in [bang fist on lectern] *shutting down* these horrible puppy mills. These poor, innocent puppies are being *inhumanely* subjected to disease, torment, and *suffering*! People are walking into pet stores to buy a cute, furry addition to the family, and walking out with a tormented, diseased young puppy that will have problems it's whole life, or [exasperated voice] not even have the chance for life before it dies! We *need* to inform the public of these puppy mills and advertise Human Societies more for purchase of healthy puppies. Most importantly, we *need* to *enforce* [bang fist on lectern] and *increase* the severity of laws against animal abuse, and *increase* punishment for offenders. Frequent, unannounced inspections of both the cages, *and* the puppies should take place. If we hit [thump lectern gently with palm] puppy mills hard enough with enforced laws, they will either shape up immensely, or be shut down. Puppies will benefit, families will benefit [pause and look at audience] please take evasive action in *ending* this cruelty *today*! Thank you.

D

## Bibliography

"Puppy Mill Prison." n.pag. Online. Internet. Available FTP: <http://www.helpuppies.com/nc/index.html>

"True Story of What a Breeder told a "puppy buyer"." n. pag. Online. Internet. Available FTP: <http://teresa.maro.net/dogs/mills6.htm>

**Teacher's Notes****Knowledge/Understanding**

- The student demonstrates considerable understanding of the facts surrounding the chosen issue. The student provides a variety of details about inhumane conditions in puppy mills and about the effects of such treatment on both the puppies and their future owners (e.g., “While confined in the mills, the puppies receive minimal human contact ... what they do receive is harsh and cruel, sometimes even resulting in painful injury to the puppy. This type of human contact causes the puppies to become terrified by human contact ... later in life”).

**Thinking/Inquiry**

- The student supports the perspective taken using ideas of considerable relevance to the purpose and audience. The student supports the statement that the treatment of puppies in puppy mills is inhumane by relating conditions in puppy mills to various physical and emotional needs of the animals (e.g., “the puppies receive minimal human contact ... Puppies *need* human contact at an early age in order to make good pets”). The student discusses the weaknesses of the system for inspecting puppy mills. The student also highlights the responsibility of future pet owners to purchase their pets from a Humane Society, which will “inform the buyer of any health or possible temperament problems” the pet could have.

**Communication**

- The student organizes information and ideas with considerable appropriateness. The speech begins with an introductory sentence that engages the interest of the audience (e.g., “So many of us have joyous bundles of fur in our lives – our beloved pet dogs”). The student uses a logical structure, discussing first a variety of examples of inhumane treatment, comparing and contrasting these with the practices of Humane Societies, and then outlining constructive actions to resolve the problem.

- The student uses language and a voice that are appropriate to a considerable degree. The use of emotive language that demonstrates the speaker's anger and compassion is appropriate to the persona of an animal-rights activist and to “the General Public” who constitute the audience (e.g., “Would you let your best friend sit in his/her own wastes, starved of human contact?”). However, the speaker is clearly directing the speech to an audience that is physically present, when the specified venue is a “Call-in Radio Show”.

**Application**

- The student uses oral presentation techniques with considerable effectiveness. A variety of techniques are used, including provocative questions (e.g., “Then why do we allow people to subject our furry companions to these inhumane conditions?”); emotive analogy (e.g., dogs referred to as “best friends”); short emphatic sentences (e.g., “I didn't think so”); and repeated phrases (e.g., “would you ...” begins each of a series of three questions in paragraph 2). The student also includes specific anecdotes designed to shock the audience (e.g., the experience of the woman who bought a blind dog).
- The student builds in speaker notes with some effectiveness. The notes cover tone of voice (e.g., “Voice becomes increasingly passionate”), timing (e.g., “Pause...”), and volume (e.g., “lower voice”). However, there are a number of notes relating to body language (e.g., “toss hands into air”, “look at several members of the audience”) that are inappropriate to the stated venue of a “Call-in Radio Show”.
- The student predicts a resolution that is realistic and effective to a considerable degree. The student recommends a number of actions that can be taken to resolve the problems described in the speech (e.g., “*increase* the severity of laws”; make “Frequent, unannounced inspections” of puppy mills).

**LOW LEVEL 3****Comments**

This work is representative of a low level-3 performance. The student demonstrates a considerable degree of achievement of the expectations in the Knowledge/Understanding, Thinking/Inquiry, and Communication categories of knowledge and skills, as well as in two criteria in the Application category. However, in one criterion in the Application category, the student demonstrates some degree of achievement – i.e., achievement that is more characteristic of level 2.

The result is a persuasive speech that presents a clear and convincing account of the inhumane treatment of puppies in puppy mills and proposes several effective solutions. The persona of an animal-rights activist striving to educate the public about the issue is consistently maintained.

**Next Steps**

In order to improve his or her performance, the student needs to:

- select a more appropriate venue for the speech;
- ensure that speaker notes are all appropriate to the stated venue;
- clarify some of the terms in the speech (e.g., USDA and PETA);
- proofread to remove minor errors in spelling (e.g., “Human Society” should be “Humane Society”) and grammar.