Mow Wow! Bilingual Advocacy for Animals:
A California Assembly Resolution (ACR 144)

(1) The Assembly Resolution

What spurred us to pursue an Assembly resolution?

*Here is the section of the Code of Education requiring the teaching of kindness toward animals as it appears online in Mow Wow Animals—
http://www.mowwow.org/:
What were the steps we took in this pursuit?

Why were we successful? (To what do we owe our success?)

Knowing that CABE members are interested in advocacy at the statewide level, what kinds of advice can we give others who are interested in pursuing this process?

What are the steps in the passage of ACR144?
What kind of follow-up does PAHS intend to pursue?

Here is the trailer for our Telly Award-winning film, *It’s a Dog’s Day!* (available from the Education page of the PAHS Web site: [http://www.paloaltohumane.org/programs/education/index.html](http://www.paloaltohumane.org/programs/education/index.html))

What are the implications of ACR144 for bilingual education?

*(2) Mow Wow Animals* ([www.mowwow.org](http://www.mowwow.org))

Our bilingual K-5 curriculum and teacher tool was the inspiration behind our promotion of ACR144. In which ways does *Mow Wow* promote learning in bilingual and ESL classrooms?
What is the structure of *Mow Wow* like? Example: Level 2, Lesson 3

1. Notes to teacher explaining the content of the lesson
2. *Mow Wow* movie Discussion focus and related questions with links to extras—worksheets and reading selections
3. Poems or other reading selections incorporated in the lesson
4. Additional activities with links to extras—worksheets and reading selections (pair and group as well as solo work)
5. Spelling, Vocabulary, and Writing... and Mow Wow Glossary, with links to language-arts based worksheets (pair and group as well as solo work)
6. Suggested books, videos, and online resources

What are the literary selections in *Mow Wow* like?

—On level, authentic/natural, develop a sense of rhyme, easily chanted/read aloud

**Examples from Level 1 (grades K–3)**

What Is a Cat?

Gentle eyes that see so much,  
paws that have the quiet touch.

Purrs to signal  
“all is well”  
and show more love  
than words can tell.

Graceful movements  
touched with pride,  
a calming presence  
by our side.

A friendship  
that will last and grow,  
small wonder  
why we love them so.

*Author Unknown*
What do you like about these poems?

Examples from Level 2 (grades 3–5)

— Auditory fun (rhyme and chant)
— Animals’ special qualities

[The poems are on the next page.]
What do you like about these poems?
What are the literary selections in *Mow Wow* like (continued)?

— Multicultural focus, build understanding for other cultures’ world view; students learn about other cultures’ appreciation of animals
— Translated when unavailable in Spanish

*Birdfoot’s Grampa*

The old man
must have stopped our car
two dozen times to climb out
and gather into his hands
the small toads blinded
by our lights and leaping,
live drops of rain.
The rain was falling,
a mist about his white hair
and I kept saying
you can’t save them all,
accept it, get back in
we’ve got places to go.
But, leathery hands full
of wet brown life,
knee deep in the summer
roadside grass,
he just smiled and said
they have places to go to too.

*Joseph Bruchac,* from “Entering Onondaga” (*Keepers of the Earth, Native American Stories and Environmental Activities for Children*)

*El abuelo de Pata de Pájaro*

Serían dos docenas de veces
Que el viejo detuvo el coche para salir
Y tomar entre las manos
Los pequeños sapo deslumbrados
Por las luces de nuestro coche
Y las gotas vivas de la lluvia
Que caían saltrando.
Cita la lluvia,
Nébula que rodeaba su blanca cabellera,
Y yo seguía diciendo,
No es posible salvarlos a todos,
Acepta, vuelve al coche,
Tenemos lugares adonde llegar.
Pero, con los manos ásperas llenas
De vida humeda y gorda,
El pasto de veneno del lado del camino
Que llegaba hasta las rodillas,
Solo sonréi y dije,
Ellas también tienen lugares adonde llegar.

*Translation—Joseph Bruchac,* from “Entering Onondaga” (*Keepers of the Earth, Native American Stories and Environmental Activities for Children*)

What do you like about this poem (both versions)?
Mow Wow incorporates science and social science:

We incorporate review and reinforcement of concepts in science.

How does Mow Wow build and expand students’ knowledge about issues facing their larger communities and the people and entities in their local governments?

Let’s look at an online example—the book...

Some activities call for learning about local government agencies that help animals, such as:
Mow Wow draws on principles taken from bullying awareness programs and their criteria (such as Cornerstone) that enable students to recognize prejudices against animals through these suggested activities:

5. Ask your students if they are aware of any particular dog breeds that are considered undesirable or targeted by “breed-specific legislation” (BSL) forbidding ownership of those breeds. Pit bulls are among those breeds. Read all or part of the article “Pit Bulls: Reclaiming America’s Dog” to your students, or if they have the skills to do so, ask them to read the article on their own. Suggest that they also watch the short video “Titan: Strays Are Just as Good,” or watch the video together as a class. Ask your students to describe their feelings about the video.

For homework, you may have your students do research on the Internet about pit bulls and breed-specific legislation. The next day, ask your students to form small groups to discuss the pros and cons of pit bulls as pets. Call on the groups to present the main points of their discussion for the entire class and then summarize the students’ observations on the board.

Note: The following four sites describe myths and truths about pit bulls.
http://www.schnauzi.com/verdades-y-mentiras-sobre-los-perros-de-raza-pit-bull/
http://perroespitbull.net/el-temperamento-de-los-perros-pitbull/
http://hogartotal.imujer.com/71088-mitos-y-verdades-sobre-los-pit-bulls
http://pitbullperro.com/mitos-de-los-perros-pitbull/

13. In our society outdated superstitions and misconceptions continue to dictate people’s choices of pets. People have unfairly stereotyped black animals, especially black cats, and this stereotype has led to many unnecessary deaths in shelters. Ask your students what they think about this situation. Suggest that they read the article “Enthralling, Exemplary, Elegant Ebony Cats” and discuss the article’s content in small groups. To follow up on their discussion, the groups can make a list of negative qualities of black cats furthered in some superstitions and another list of positive qualities espoused by other superstitions. Ask the students to consider this question: What is the reality about black cats?
Mow Wow’s approach to recognizing the positives we experience when we are kind to others also reflects these principles. We seek to encourage students to be aware of the animals around us and not only help them but also teach others to help them.

Fun with Mow Wow—Arts and Crafts!

Explain that Mow Wow encourages students to be creative and brings arts and crafts into the classroom. First example is from Level 1. Second example is from Level 2. Second example was taken from a program initiated by PAUSD in partnership with PAHS. Explain the program briefly. Show samples of the student art.

Level 1 Example

13. In the United States outdated superstitions and misconceptions continue to dictate people’s choices of pets. People have unfairly stereotyped black animals, especially black cats, and this stereotype has led to many unnecessary deaths in shelters. Ask your students what they think about this situation. Suggest that they read "Legendes y supersticiones de los gatos negros" and continue to read some of the suggested sites on that page and then discuss the content in small groups. To follow up on their discussion, the groups can make a list of negative qualities of black cats furthered in some superstitions and another list of positive qualities espoused by other superstitions. Ask the students to consider this question: ¿Cuál es la verdad con respecto a los gatos negros?

5. Help your students create animal masks out of paper bags and then ask them to role-play in pairs by talking to each other as if they were two animals engaged in a conversation or as if they were an animal talking to a person. Then discuss what the animals said and why.

Level 2 Example

14. Encourage your students to be “Pet Painters.” Have your students paint pictures of dogs who are waiting for adoption at your local shelter. If possible, recruit a volunteer at your local shelter to take photographs for you to use. If your students do not have access to such photographs, they can look at photographs of dogs posted online by local animal shelters.

After your students have painted a picture of a dog up for adoption, they can jot down some thoughts or write a short essay from the dog’s point of view. To facilitate this, ask your students to imagine that the dog is leaving the shelter with his new family and going to his new home. The following questions are prompts for you to use to help your students complete the writing exercise:

- What can my new family and I learn from each other?
- Can you describe my new family and my new home?
- What will I see on our walks together?
- Can you tell me about a person or another pet I might meet in the neighborhood?
- What will be my new name and why did you choose that name?
- What is an idea you have to help protect dogs from being mistreated?
- What do you believe that all dogs need to have a happy life?
14. Encourage your students to be “Pintores de mascotas.” Have your students paint pictures of dogs who are waiting for adoption at your local shelter. If possible, recruit a volunteer at your local shelter to take photographs for you to use. If your students do not have access to such photographs, they can look at photographs of dogs posted online by local animal shelters.

After your students have painted a picture of a dog up for adoption, they can jot down some thoughts or write a short essay from the dog’s point of view. To facilitate this, ask your students to imagine that the dog is leaving the shelter with his new family and going to his new home. The following questions are prompts for you to use to help your students complete the writing exercise:

¿Qué podemos aprender el uno del otro, mi familia nueva y yo?
¿Podrías describir a mi familia nueva y mi hogar nuevo?
Cuando salgamos a caminar juntos, ¿qué voy a ver?
¿Cómo serán las personas o las mascotas que podría conocer en el vecindario? ¿Me podrías describir a una de ellas?
¿Cuál será mi nuevo nombre? ¿Por qué escogiste ese nombre?
¿Cuál es una idea que tienes para proteger a los perros del abuso?
¿Por qué crees que todos los perros deben tener una vida feliz?

Any questions About Mow Wow?