

# ERWC Module Grade 8: When Is Lying OK?

*Developed by Mary Adler*

## Reading Selections for This Module

Bok, Sissela. "Rejecting All Lies: Immanuel Kant." *Lying: Moral Choice in Public and Private Life*. New York: Vintage Books, 1999. 38-39. Print.

Ballinger, Barbara. "Brad Blanton: Honestly, Tell the Truth." *RealtorMag*. National Association of Realtors, April 2010. Web. 15 Aug. 2011. <<http://realtormag.realtor.org/news-and-commentary/last-word/article/2010/05/brad-blanton-honestly-tell-truth>>.

Gray, Paul. "The U.S. Political Campaign: Lies, Lies, Lies." *Time Magazine*. Time Incorporated, 5 Oct. 1992. Web. 5 Sept. 2011. <<http://www.time.com/time/magazine/article/0,9171,976641,00.htm>>.

"It's the Truth: Americans Conflicted About Lying." *Life on NBCNEWS.com*. NBC News Digital, 11 July 2006. Web. 10 July 2011. <[http://www.msnbc.msn.com/id/13819740/ns/us\\_news-life/t/its-truth-americans-conflicted-about-lying/#.UNF2xW9jq8A](http://www.msnbc.msn.com/id/13819740/ns/us_news-life/t/its-truth-americans-conflicted-about-lying/#.UNF2xW9jq8A)>.

Ragsdell, Loretta. "Teens Do their Share of Lying." *Austin Weekly News*. Wednesday Journal, 25 Mar. 2009. Web. 14 Aug. 2011. <<http://www.austinweeklynews.com/News/Articles/3-25-2009/Teens-do-their-share-of-lying/>>.

## SCHEDULE

**Week 1:** Activities 1 – 15

**Week 2:** Activities 16 – 24

**Week 3:** Activities 25 – 39

# Reading Rhetorically

## Prereading

### Activity 1: Getting Ready to Read—Listing Activity

Make a list of three items: The list should include two truths about yourself and one lie, in any order. You will be sharing your list with a small group. The group will try to guess which statement is a lie.

### Activity 2: Getting Ready to Read—Reflective Quickwrite

Take a few minutes to write a paragraph or two about your experience in the “Truth, Truth, Lie” activity, answering the following prompts:

- How did it feel to choose the lie and then to say it out loud with the goal of fooling your group into thinking it was the truth? Did it feel exciting, a bit scary, fun, wrong, or —? Explain why it felt that way.
- How would it feel to tell the same lie outside of class? Would that be OK to do? Why or why not?

### Activity 3: Exploring Key Concepts—When Is Lying Justified? Chart

There is a table included toward the back of the packet for this activity. Read the real-life situation, and decide whether you believe the action is justified. Today you will just be filling in Column A. Later, you will return to the chart and add in the viewpoints of the authors of the articles. On the back of the page, there is space for you to jot down notes so you can remember your thinking and keep track of evidence to support your ideas. Try to avoid using too many “unsure” answers; only use “unsure” as a last resort. Use the number that best fits your decision:

5 = fully justified / 4 = mostly justified / 3 = unsure /  
2 = mostly unjustified / 1 = wholly unjustified

### Activity 4: Exploring Key Concepts—Reading for Information

The authors of the article “Lies, Lies, Lies” have come up with three types of lies based on the reason (motive) and the situation (context) for the lie. Before you read, preview to find the place in the article where the three types of lies are listed. As you read, be prepared to retell what the types of lies are and to give an example of each.

Go back to each of the “When Is Lying Justified?” Chart examples. Reread each example, and decide which of the three kinds of lies each one is. Write the type underneath each example.

## Activity 5: Surveying the Text—First Impressions

We are going to be reading several articles about lying.

1. Article 1: “It’s the Truth: Americans Conflicted about Lying”
2. Article 2: “Rejecting All Lies: Immanuel Kant”
3. Article 3: “Brad Blanton: Honestly, Tell the Truth”
4. Article 4: “Teens Do Their Share of Lying”

These articles will not always agree with each other or with your ideas. It can be very helpful before you read to look over an article and see what you notice about the topic. Look especially for titles and anything in bold print or italics! Work with a partner to look over the articles very quickly and see what you think the answers are to the following questions:

1. What are the titles for the articles? Based on the titles, what do you predict each article is about?
2. Article 1 has a second title, or, a subtitle. What does this subtitle tell you about the topic?
3. Article 2 is called “Rejecting All Lies: Immanuel Kant.” What does that tell you? Take a look at the first sentence to give you some information about the topic, and then read the sentence in italics in paragraph 4. What does Kant seem to believe? Why are those words in italics?
4. Article 3 is written in a different format than the others. Look carefully at the bold print. Why are some lines in bold? Why is BLANTON all in capitals in every other paragraph?
5. Article 4 has a smaller title just before the first paragraph. This is called a subheading. What does this subheading tell you about the topic of what follows?

## Activity 6: Predictions Chart

With your teacher, fill in this Predictions Chart as you discuss the questions below.

| Article # and Title                                    | Predictions |
|--|-------------|
| 1. “It’s the truth: Americans Conflicted about Lying.” |             |
| 2. “Rejecting All Lies: Immanuel Kant”                 |             |

|   |  |
|---|--|
| 3. "Brad Blanton: Honestly, Tell the Truth" |  |
| 4. "Teens Do Their Share of Lying"          |  |

**Activity 7: Vocabulary Compare and Contrast**

The following words will be important as you read and think about the articles in this module. Follow the directions on the Activity 7 handout included toward the back of the packet.

1. rueful/ruefully: showing that you wish something had not happened but you accept it.
2. moral/morality: standards of good behavior.
3. credible/credibility: able to be believed or trusted.
4. currency: (1) money, (2) acceptance or use by people (e.g., to gain or lose currency).
5. inherent: a natural part of something that cannot be separated.
6. exile: to be banished or sent away from your home country.
7. pervasive: existing or spreading everywhere.
8. emulate: to copy someone's behavior.

## Reading

### Activity 8: Reciprocal Teaching—Clarification

You will be using the “clarify” strategy as you read Article 1 because clarifying will help you stop and fix any confusion while you are reading.

If possible, pair up to read Article 1 with a partner, stopping every paragraph or two to clarify. If you can’t clarify it together, you should draw a ? in the margin or put a sticky note at the place and keep going.

Then discuss the following questions. If you do not have a class or a discussion partner, write out the answers.

1. What and how did you clarify?
2. What question marks did you write down to discuss?
3. Look again at our Prediction Chart. Were your predictions right? What else do we know now about Article 1?
4. Let’s look closely at Randy Cohen’s views (para. 9-12). What does he believe about lying? Can you give an example?
5. Let’s look at Bella DePaulo’s views (para. 16-18). What does she believe about lying? Can you give an example?

### Activity 9: When Is Lying Justified? Chart (Column B)

When you have finished your discussions, return to your “When Is Lying Justified?” Chart (Activity 3), and complete Column B. Consider how Cohen and DePaulo would rate the real-life situations.

As you identify evidence from the article that supports your thinking, remember to write down some notes on the back of the page in the appropriate column.

### Activity 10: Reciprocal Teaching—Clarification and Summary

You will be using the previous “clarify” strategy, plus a new “summarize” strategy, as you read Article 2, because both of these skills will help you understand the article better.

If possible, pair up and read the rest of the article, stopping to clarify and summarize. You can stop at the end of each paragraph. Keep drawing a ? in the margin, or put a sticky note where needed.

Then discuss the following questions. If you do not have a class or a discussion partner, write out the answers.

1. What question marks did you write down to discuss?
2. Look again at our Prediction Chart. Were your predictions right? What else do we know now about Article 2?
3. Let's look closely at paragraph 3, which tells why Kant thinks lying is harmful. What are the reasons he gives? How could a single law be harmful both to society and to an individual? What is your opinion on this issue?
4. What does the author mean by saying that Kant does not believe that "we owe the duty of speaking the truth only to those who have a right to the truth"? What about a thief who wanted you to tell him where someone's wallet was? Does a thief have a right to the truth in this case? What would Kant say? What would you say?

### **Activity 11: When Is Lying Justified? Chart (Column C)**

Return to your "When Is Lying Justified?" Chart, and complete Column C. Consider how Kant would rate the real-life situations.

As you identify evidence from the article that supports your thinking, remember to write down some notes on the back of the page in the appropriate column.

### **Activity 12: Reciprocal Teaching—Clarification, Summary, and Questioning**

You will be using the previous "clarify and summarize" strategy plus a new "question" strategy as you read Article 3 because these skills will help you understand the article better.

Keep drawing a ? in the margin when you have a question to ask. When you finish, discuss the following questions. If you do not have a class or a discussion partner, write out the answers.

1. What question marks did you write down to discuss?
2. What other parts of the article did you discuss during your reading?
3. Look again at our Prediction Chart. Were your predictions right? What else do we now know about Article 3?
4. Let's look closely at line 5, which describes this idea of Radical Honesty. Who can tell us about this idea?
5. What does Blanton mean by saying that lying "keeps you locked in the jail of your own mind" (para. 7)?

### **Activity 13: When Is Lying Justified? Chart (Column D)**

Return to your “When Is Lying Justified?” Chart, and complete Column D.

Consider how Brad Blanton would rate the real-life situations. Remember to use the back of the page for notes about the article.

### **Activity 14: Reciprocal Teaching—Clarification, Summary, Questioning, and Prediction**

You will be using the previous “clarify, summarize, and question” strategy plus a new “predict” strategy as you read Article 4 because these skills will help you understand the article better.

When your teacher asks you to pair up and read the rest of the article, stopping every three to four paragraphs to clarify, summarize, question, and predict. Remember to draw a ? in the margin when you have a question to ask.

Discuss the following questions. If you do not have a class or a discussion partner, write out the answers.

1. Who has a question for us to discuss?
2. What other parts of the article did you discuss during your reading?
3. Look again at our Prediction Chart. Were your predictions right? What else do we now know about Article 4?
4. What do you think the author means by “It is widely accepted that children emulate behavior modeled before them” (para. 6)? Do you agree or disagree?
5. What does Sabrina mean by saying that “The worst thing I could do now is to have [my mother] find out about lies I told when I was a kid; she would never trust me again” (para. 14).
6. Although these teens do not say it exactly, what do you think they believe about when and where it’s OK to lie?

### **Activity 15: When Is Lying Justified? Chart (Column E)**

Return to your “When Is Lying Justified?” Chart, and complete Column E. Consider how the teens in this article would rate the real-life situations. You can use a general view of all of the teens or choose a particular teen (like Tim or Sabrina)

## Activity 16: Annotating and Questioning the Text

Reread the articles. If you are in a class, you can divide into groups, with each group taking charge of one article. Go around and each student can read a paragraph at a time while others follow along. If you are not in a class setting, you must reread all four articles yourself. Complete the following steps for your article or for each article (depending on your situation).

1. What is the author's purpose (why was the article written?). Write it at the top of the page.
2. Highlight the sentence(s) that you think includes the main argument or thesis.
3. Highlight and number strong examples or evidence supporting the main argument.
4. Underline (with a pen or pencil) any ideas that you think are debatable (that is, someone could disagree with them).

If you are in a class setting, you will need to “teach the class” about your article. Post your sentence identifying the author's purpose for all to see. Tell the class what you highlighted in the article and what you felt was debatable.

As you listen to the other groups present their article, make notes and highlight the article as the other students suggested, so that each of your articles is marked up.

## Activity 17: Analyzing Stylistic Choices—Author's Style

Discuss then answer these questions with a partner or answer them on your own. Based on the quotes from Article 4 below, what kind of personality do you think the author, Loretta Ragsdell, has? If you met her, what would she be like? Why do you think so?

- “Finally, the answer has arrived to the age-old question and unsettling mystery of why teenagers lie” (para. 1)
- “I know many of you—especially parents of teenagers—think you know the answer to that question, and have known for years: ‘Teenagers lie because they can!’” (para. 1)
- “I asked if there was some type of liars’ club or workshop teenagers attend to learn such a skill.” (para. 4)
- “Also, many teens have excellent adult role models in their lives who have mastered the art of lying.” (para. 6)
- “As a parent of two teenagers, I know when I hear some of those flamboyant, outlandish and outrageous lies.” (para. 7)
- “I asked the teens what were some of the best lies they have ever told. There was no shortage of examples.” (para. 18)



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### **Activity 18: Analyzing Stylistic Choices—What’s Her Style?**

Using the ideas you just expressed about Loretta Ragsdell’s personality, write a paragraph about her writing style. You can use some of the same descriptions—just like a person can be sarcastic, funny, angry, or quiet, so can an author. Decide what Ms. Ragsdell’s writing style is, and say it in your first sentence. Then use examples from the sentences above to explain more about her writing style and to support why you think so. End with a sentence that sums up your reaction to her style—whether it makes you question her ideas, believe them, or something in between.

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### **Activity 19: Considering the Structure of the Text—Chunking**

Look at your notes on Article 4. At the top of the page, you wrote down Loretta Ragsdell’s purpose. In the last activity, you wrote a paragraph about her style. In this activity, we are going to look at the article itself to figure out how she organized it and what the different parts do for you, the reader. The steps for Chunking are as follows:

1. You already highlighted the author’s argument, or thesis.
  - Reread up to that point and a little beyond it.
  - Find the end of the introduction section. Draw a line underneath it, all the way across the page.

- Write “introducing topic” or “introduction.”
2. Keep reading, looking for the next “chunk” of ideas. (Hint: Most sections begin with “I asked the teens...” and end just before the next “I asked...”)
- When you find the next chunk of ideas, draw a line separating them.
  - Give the chunk a title for that section (For example, “liars’ clubs”).
  - Number it so you can talk about it easily.
3. Repeat step 2 until you get to the end of the article. You should end up with four or five “chunks” of text that are labeled.
  4. Look back at the beginning and end of each chunk. Highlight any repetitions that you see.

### Activity 20: Comparing Evidence

Go back to Articles 1 and 4. This time you are a detective looking for evidence. Just how did the authors prove their argument?

1. Go to Article 1.
2. Start at the highlighted main idea. After that, stop every time a new source is mentioned, and add it to the list on the left side of the chart below.
3. Be sure to list any details about the source (like age, where they live, if they are an expert, if they have a job title, and so on).
4. Then, turn your detective eye onto Article 4. How did Ragsdell prove her argument? Repeat steps 2 and 3, listing sources on the right side this time.

#### Comparing Evidence Chart

| Evidence sources used in <i>NBC News</i> Article            | Evidence sources used in Austin Daily News Article (Ragsdell) |
|---|---|
| 1. <i>Rebecca Campbell, 25 year old mom from Quincy, IL</i> | 1. <i>Margo, 16</i>   |
| 2.  | 2.  |
| 3.  | 3.  |
| 4.  | 4.  |
| 5.  | 5.  |
| 6.  | 6.  |
| 7.  | 7.  |
| 8.  | 8.  |

|     |     |
|-----|-----|
| 9.  | 9.  |
| 10. | 10. |

**Activity 21: Which Evidence Is More Persuasive?**

Looking at the evidence used in each article, which article do you find more persuasive? Why? What could the other author have done to persuade you more fully?

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## Postreading

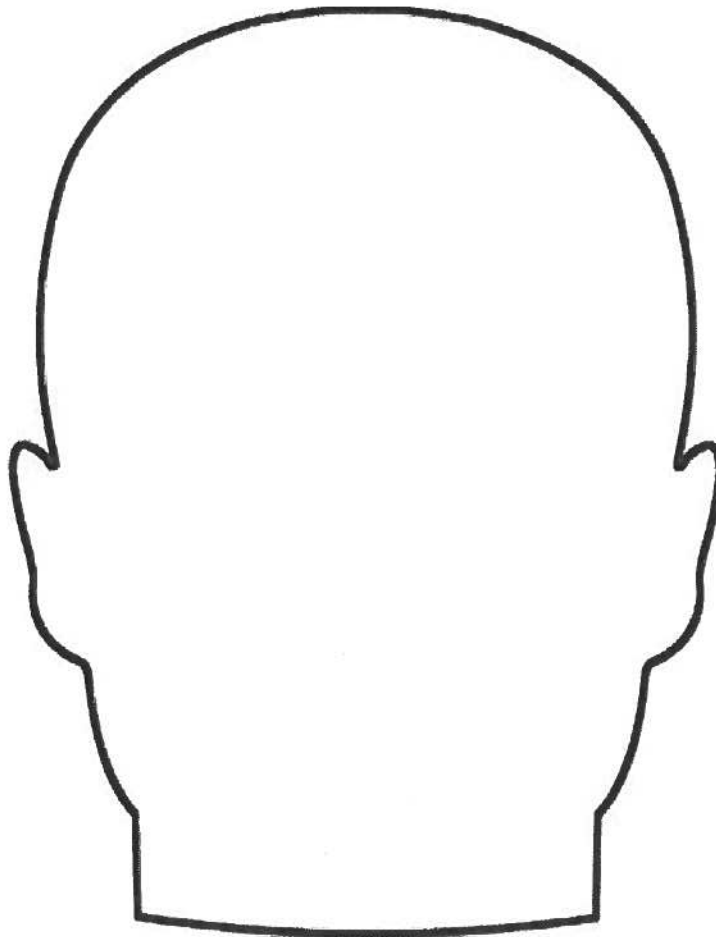
### Activity 22: Two Ways to Write Summaries

In Activity 17, you identified the author's purpose, the main argument, and examples for each article. Now you are going to use that information to construct a summary for each text.

See handout for Activity 23 toward the back of this packet.

### Activity 23: Thinking Critically—Getting Inside the Reader's Head

You are now going to look inside the head at what the writer is doing to make us feel, think, and trust him or her. The three sections are labeled "Pathos" (appeal to emotions, aka tugging at the heartstrings), "Logos," (logic, reason, facts) and "Ethos" (credibility/authority, aka believe me because I am reliable, knowledgeable, etc.). Read or listen to Article 1 being read aloud. As you listen, jot down notes (including symbols) inside the section that matches the appeal.



When you finish, discuss the following questions with your class or answer them on your own:

1. Which appeal did the article seem to use more? Why?
2. Why are there other appeals mixed in as well?
3. What images and words did you use to show these appeals?

### **Activity 24: Reflecting on Your Reading Process**

Answer the following questions:

1. What did you learn from Activity 23 that you didn't know/realize about Article 1 before?
2. What will you look for next time you read a new article?
3. What kind of appeals do you think you might use in your own writing?

# Connecting Reading to Writing

## Discovering What You Think

### Activity 25: Considering the Writing Task

You have read and discussed four articles that take different points of view on lying. You have also been able to state your own point of view and argue/reflect upon it. Now it is time to write your argument.

#### Writing Assignment

When is lying OK? Always, sometimes, or never? Write an argument for your teacher and classmates to support your claims on this topic. Provide clear reasons and relevant evidence. Use the best evidence and sources from the readings from this module that you can for your argument. Address at least one counter argument in your essay—in other words, respond to one or more of the articles that disagrees with your point of view.

### Activity 26: What Do We Write About? Use RAFT

Fill in RAFT from the Writing Assignment.

|              |   |
|--------------|---|
| R = Role     | What role will you take in this assignment? |
| A = Audience | Who will your audience be?                  |
| F = Form     | What form will your paper take?             |
| T = Topic    | What will your paper be about?              |

### Activity 27: Examining the Rubric

This assignment comes with a scoring rubric for the teacher to use in grading the essays. Examine the rubric for information about how you will be graded. If you can, in pairs, discuss the following questions:

1. What will you be graded on in this assignment?
2. Describe a high scoring (4) paper. What does it do well?
3. Describe a lower scoring (2) paper. What does it look like? What would it need to do to get to be a 3 or 4?
4. What does the category “Understanding and use of the readings” mean? What do you have to do to get a good score in that category?

### **Activity 28: Trying on Words, Perspectives, and Ideas**

This activity works best with a group. If you are working independently, do your best to create the situation described.

Take out the “When Is Lying Justified” Chart that you completed in Activity 3. Get into small groups, with each one assigned to a “real life situation.” Review the “real life situations” on the chart, and look again at your notes on the backside of your paper.

Take on the perspective of the person in the situation. Speak as though you were that person, trying on his or her words and idea. Convince your peers that your viewpoint is correct. Everyone should listen well!

### **Activity 29: Quickwrite: Capturing Persuasive Arguments**

Take five to ten minutes to write down which arguments were most persuasive to you personally. If it’s not your argument, write it down anyway, and put the source in parentheses afterward so you can remember it wasn’t your original idea. Write without stopping to correct or fix anything. You may come up with new ideas at this stage of the unit. That is OK; new ideas lead to more complex and thoughtful responses, one of the major goals for your own writing. The main point here is to use this writing as a way to organize your general thoughts about what others have said about this topic and what you think about what they say.

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### **Activity 30: Gathering Evidence to Support Your Claims**

In the past several activities, you discussed what you needed to do to for the “Understanding and use of the readings” section of the rubric. After role-playing and doing the Quickwrite, you should have a good idea what position you will take in your essay on “When is lying OK?” Now you are going to begin to find evidence to support your position. Take a few minutes to

go through your copies of the articles and your notes, charts, highlighting, underlining, and other annotations. Put checkmarks next to any information or ideas that you think you might be able to use in your essay. For each checkmark, think about the following questions:

1. Is this piece of evidence a fact or an opinion? Is it an example?
2. If it is an opinion, what makes the opinion credible?
3. What do you want to say in response?

### Activity 31: Formulating a Working Thesis

In Activity 29, you had a chance to write down the most persuasive arguments you heard on the subject of lying. You have just reread your packet of materials to collect potential evidence for your position on “When is lying OK?” With these activities in mind,

- A. Come up with two or three possible arguments you think could be made in response to the prompt. You can work with a partner if available. Use the following structure:

Lying is \_\_\_\_\_ (always, sometimes, never, can be)  
(acceptable, wrong, allowable, justified) (because/when)  
\_\_\_\_\_ (overall reason).

Lying is \_\_\_\_\_ (always, sometimes, never, can be)  
(acceptable, wrong, allowable, justified) (because/when)  
\_\_\_\_\_ (overall reason).

Lying is \_\_\_\_\_ (always, sometimes, never, can be)  
(acceptable, wrong, allowable, justified) (because/when)  
\_\_\_\_\_ (overall reason).

- B. Decide what your thesis will be. Write this thesis at the top of the note card your teacher gives you (if you are independent, get your own notecard), along with your name. Underneath it, quickly list all of the evidence that you could provide for this thesis.

- C. Exchange the card with a classmate, peer, or willing adult. Your partner should read the thesis statement and evidence and think of a “but what about this?” kind of question to write on the back. For example:

- *Thesis statement: Lying is only acceptable when it can be used to protect and care for others.*



- *Question: But who gets to decide when the lying is protecting others?*

Consider the question your partner wrote and write a quick response to the question. Submit your thesis notecard to your teacher for approval.

### **Activity 32: Generating and Organizing Ideas and Arguments**

Use the Argument Graphic Organizer (provided at the back of this packet) to generate your ideas and arguments for your paper.

# Writing Rhetorically

## Entering the Conversation

### Activity 33: Hooking the Reader

Review the opening two to three sentences for the five articles you read. Answer and discuss the following questions:

1. What do you notice about how these articles begin?
2. We call an opening that get the reader's attention a 'hook.' What other ways/approaches can you think of to hook the reader?

Generate two to three possible hooks (first sentences) that you **might** use to open your essay. Put a star by the one you think is the best.

1)

2)

3)

### Activity 34: Composing a Draft

Begin your essay with the hook you have chosen. Then use your notes from your graphic organizer or outline to write the rest of the essay. Finish composing your introduction and body paragraphs, but stop when you arrive at the last paragraph, or conclusion.

Find someone (another student, a sibling, a parent) to read your essay out loud to you thus far. Your reader will then ask you, "So why does it matter?" and you should try to answer. (Your reader might need to ask "And why does that matter?" after your first response to help you get

deeper into your thinking.) Write down what it was that you answered so you can use it in your conclusion. If applicable, switch roles and repeat these tasks.

Now complete your conclusion to your essay.

### **Activity 35: Using the Words of Others**

Before you move on to revising your draft, it is a good idea to check to see if you have used your sources accurately and cited them appropriately. Take out your draft and do the following:

- Using a highlighter or a pencil, mark the places where you have used information or ideas from your sources.
- In the margins, note whether the sentence is a direct quotation (author's words in quotation marks) with a "Q" or a paraphrase (in your own words) with a "P."
- Note where the ideas or words came from. Did you say in the text what the source was?
- Note whether your paper is mostly your own words, or mostly quotations. Do you have too many quotations? Should you put some in your own words?
- If possible, share your paper with a partner. Discuss why you are using each source.

## Revising and Editing

### Activity 36: Revising Rhetorically—Preparing for Helpful Feedback

It's time to get feedback from others to help you revise your first draft. If you have time to meet with your class/peers, follow the steps below. If not, create a situation wherein you have at least one thoughtful reader who can provide you with the same feedback.

#### Step 1: Peer Feedback Group

Working in small groups, read your essay aloud to other members of the group. They will then:

- a) tell you what is working and write a note about why the text is working
- b) look at the rubric and suggest one area that needs more or different development.

Keeping the rubric in mind while you listen to the other members of your group share their essays, give helpful feedback about what is working and about which area of the rubric needs to be explored.

#### Step 2: Paired Revision Planning

Exchange papers with your partner, read his or her paper again and compare it to the rubric. Then talk to your partner and help him/her decide how he/she wants to revise the problems that have been identified.

### Activity 37: Plans for Revision

Now that you have received feedback from your peers, your teacher, or another capable reader, it is time for you to decide what changes you think will be effective in your next draft. You need to decide rather than taking every suggestion—because taking every suggestion may make your paper more confusing than when you started! How will you know what to change?

Read each of the following questions, and think about your answers. As you answer, make a list of changes you want to make on one or two sticky notes.

1. What is the most useful feedback I have received for this audience (peers and teacher) and prompt?
  
  
  
  
  
  
  
  
  
  
2. What parts of my essay did my readers like? What did I do in those parts that worked? Can I do more of that in my essay?

3. What does the rubric mean by “Explores the issue thoughtfully and in depth”? Where can I be more thoughtful? Where can I say more about my ideas?

### **Activity 38: Individual Work**

You will now edit your draft based on the feedback you have received. Also consider the following suggestions:

- If possible, put your essay away for at least a day before rereading it to find errors.
- If possible, read your essay aloud so you can hear errors and problems.
- At this point, focus on words and sentences rather than on the bigger meaning. Take a sheet of paper, and cover everything except the line you are reading. Then, touch your pencil to each word as you read.
- Focus on only one error at a time—first, read the whole essay for the one major error your teacher has identified for you. Then, look again for any past errors that you know how to correct but may have missed while you were writing your drafts.
- All steps/drafts of your essay and this entire packet must be handed in along with the final draft.

### **Activity 39: Reflecting on Your Writing Process**

Take a few minutes to think about all of the work we have done in this unit and reflect on at least two of these questions:

- What were the activities in which you remember learning the most?
- What ideas/strategies will you take with you to think about in the future?
- What questions are still on your mind about the topic, the readings, the writing, or the comments you received?

### Activity 3: Exploring Key Concepts—When Is Lying Justified? Chart

In the table below, read the real-life situation, and decide whether you believe the action is justified. Today you will just be filling in Column A. Later, you will return to the chart and add in the viewpoints of the authors of the articles. On the back of the page, there is space for you to jot down notes so you can remember your thinking and keep track of evidence to support your ideas. Try to avoid using too many “unsure” answers; only use “unsure” as a last resort. Use the number that best fits your decision:

5 = fully justified / 4 = mostly justified / 3 = unsure / 2 = mostly unjustified / 1 = wholly unjustified

| Real-Life Situation  | My view- point: (A) | Art. #1<br>View- point: DePaulo & Cohen (B) | Art. #2<br>View- point: Kant (C) | Art. #3<br>View- point: Blanton (D) | Art. #4<br>View- point: teens in Austin Weekly News (E) |
|--|---------------------|---|----------------------------------|-------------------------------------|---|
| <p>1. Maria's best friend tried on a new dress at the store. "I love it. What do you think?" she asked anxiously. "It's nice," Maria said, even though she thought it was ugly. Her friend bought the dress.</p> <p><i>What type of lie?</i></p> |                     |   |                                  |                                     |   |

| Real-Life Situation   | My view- point: (A) | Art. #1 (B) | Art. #2 (C) | Art. #3 (D) | Art. #4 (E) |
|---|---------------------|-------------|-------------|-------------|-------------|
| <p>2. Matt's teacher was absent on Friday, and his friend Simon blew spit wads at the substitute. On Monday the teacher asked the class who was responsible for the spit wads. Nobody said anything, including Matt. As a result, the whole class had to stay after school.</p> <p><i>What type of lie?</i></p> |                     |             |             |             |             |
| <p>3. Jim was angry at Evan for beating him in basketball. He started this rumor: "Evan is such a cheater; he kept fouling me when the coach wasn't looking."</p> <p><i>What type of lie?</i></p>   |                     |             |             |             |             |

| Real-Life Situation   | My view- point: (A) | Art. #1 (B) | Art. #2 (C) | Art. #3 (D) | Art. #4 (E) |
|---|---------------------|-------------|-------------|-------------|-------------|
| <p>4. Kay wanted to buy beer so she could hang out with the college kids, but the store manager said she had to be 21. She showed her fake ID and bought the alcohol.</p> <p><i>What type of lie?</i></p>   |                     |             |             |             |             |
| <p>5. Jayson's mom told her son that the doctors had just diagnosed her with cancer. She asked Jayson not to tell his dad because the stress could cause a deadly heart attack. He agreed to say nothing and pretended everything was fine.</p> <p><i>What type of lie?</i></p> |                     |             |             |             |             |



## Activity 7: Vocabulary Compare and Contrast

| <b>Compare</b>  | <b>Contrast</b>  |
|---|--|
| Discuss each vocabulary word. Write a synonym, phrase, example, or symbol that comes closest to capturing the word's meaning. Do NOT simply copy the definition.      | Write an antonym, phrase, example, or symbol that comes closest to capturing the opposite of the word. |
| 1. rueful/ruefully<br><br>2. moral/morally<br><br>3. credible/credibility<br><br>4. currency<br><br>5. inherent<br><br>6. exile<br><br>7. pervasive<br><br>8. emulate |  |

## Activity 22: Two Ways to Write Summaries

Take out your copies of Articles 1, 2, 3 and 4. Look over the notes you wrote and highlighting in your articles to remind yourself of the author's purpose, argument, and evidence. Begin with whichever article you remember the best. Use the boxes below to create an outline for your summary by following these steps:

1. Write down a first sentence that tells about the main idea. Make sure it includes TAG (title, author, and genre). (If there's no author listed, you can always write "the author" instead of a name).
2. Use a word like argues, states, questions, believes, or reports in your next sentence to show what the author is doing.
3. Add a sentence or two to tell about the important evidence or information that the author uses to convince us of the main point. Look at your highlights to help you.
4. In your last sentence, tell about the author's purpose. Look at your notes from the top of the article.

| <b>Summaries</b> |           |
|------------------|-----------|
| Article 1        | Article 2 |
| Article 3        | Article 4 |

## Activity 22, continued

Choose one of the summary boxes to create a fully written and complete summary. Use the sentence frames below to help you construct your own paper, working from your notes on the articles.

In \_\_\_\_\_ (*title of the article*),  
an article by \_\_\_\_\_, (*author's name or use  
"the author" if no author is known*) \_\_\_\_\_  
(*argues, states, questions, believes, or reports*) that \_\_\_\_\_  
\_\_\_\_\_ (*what the main point is*).  
\_\_\_\_\_ (*author's last name or "the author"*)  
supports his or her idea by \_\_\_\_\_  
\_\_\_\_\_ (*evidence*),  
and (*tell what kind of important information is given and what kind of evidence is  
used*) \_\_\_\_\_  
\_\_\_\_\_.  
\_\_\_\_\_ (*author's last name or "the author"*) wants to \_\_\_\_\_  
\_\_\_\_\_ (*author's purpose*).

When you finish, read it over, and evaluate it by asking the following questions:

- Does it include the main idea and most important details?
- Does it use your own words except for perhaps a quotation?
- Does it avoid small, superficial details?
- Does it avoid giving your position or opinion of the article?

**Rubric for “When is Lying OK?” Persuasive Essay, Grade 8**  
Significantly adapted from the CSU Early Placement Test (EPT)

|   | 4   | 3  | 2   | 1  | Comments |
|---|---|--|---|--|----------|
| <b>Response to the topic</b>                  | Takes a clear position on the topic and responds effectively to all parts of the prompt | Takes a position on the topic but may not respond completely to some parts of the prompt | Avoids taking a position or takes a position on a side issue.             | Shows confusion about the topic or misses important parts of the prompt. |          |
| <b>Understanding and use of the readings</b>  | Persuasive! Uses the readings in a way that shows a deep understanding.                 | Sensible! Uses the readings in a way that shows an accurate understanding.               | Mentions the assigned reading but the understanding appears limited.      | Skips the readings or uses them incorrectly, seems confused.             |          |
| <b>Quality and clarity of thinking</b>        | Explores the issue thoughtfully and in depth.   | May treat the topic in a simple way or repeats ideas.                                    | Ideas may contradict each other or may be too basic.                      | Ideas are all over the place, and the reader gets confused.              |          |
| <b>Organization, development, and support</b> | The thesis presents an argument that is supported with strong reasons and examples.     | The thesis presents an argument that is mostly supported with reasons and examples.      | The thesis needs more evidence and/or details to support an argument.     | The thesis is hard to find and/or the argument is unsupported.           |          |
| <b>Vocabulary</b>                             | The writer chooses specific words to clearly communicate with the reader.               | The writer uses words that communicate with the reader.                                  | The writer uses words that are too general and keep the reader wondering. | The writer uses words that confuse the reader.                           |          |
| <b>Grammar, usage, and mechanics</b>          | The reader does not have to stop and reread because of mistakes.                        | The reader may stop now and then but generally keeps reading along.                      | The reader stops often to reread and is sometimes still confused.         | The reader stops often to reread and is usually still confused.          |          |

# Argument Graphic Organizer

**State your thesis or position statement:**

**First supporting point:**

Evidence you are using

Source(s) of evidence

How the evidence is persuasive

**Second supporting point:**

Evidence you are using

Source(s) of evidence

How the evidence is persuasive

**Counterargument: Who disagrees?**

What is wrong with this argument?

How can your argument speak to this?

**Conclusion:**

Why does it matter?

What do you want to leave us thinking about?