

When Is Lying OK?

Developed by Mary Adler

TEACHER VERSION

GRADE 8

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>.

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/>>.

Other Works Cited

Tisdale, Sallie. “Tell Me the Truth.” *Salon*. Salon Media Group, 25 March 1999. Web.

Module Description

This module is designed to be used in the first semester of an eighth grade class. The module focuses on providing different perspectives on the consequences of lying. In so doing, it poses moral and ethical dilemmas for students as they consider when lying is justifiable. The final writing assignment for the module is an essay

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in which students discuss to what extent lying is justified—always, sometimes, or never—and provide support, as well as at least one counterargument from a reading in the module.

A discussion of when lying is justified is useful at any age, but perhaps particularly in middle school. This topic was chosen for eighth grade because early adolescence is a time of internal and moral conflict between what parents, teachers, and society say is right and what a developing individual may feel is needed or wanted. Readings were selected for readability and substance, with an eye toward providing enough detail to support rereading and annotation without overwhelming an eighth grader with new language. Sources include *Time Magazine*, *NBC News/Associated Press*, and *Austin Weekly News*; the latter two news reports purport to capture Americans adults' views and teenagers' views on lying, respectively. Students also read a summary of philosopher Immanuel Kant's beliefs and an interview with psychotherapist Brad Blanton.

Through the layering of contrasting texts in this unit, students are entering into a larger conversation about ethics and morality; namely, to what extent in our society is lying something that we can condone? Where is the line drawn and what does it mean to cross it? The module also has a primary goal of emphasizing multiple perspectives and asking students to become comfortable discussing a complex subject that is not easily defined.

It is anticipated that to teach a complete version of this module will comfortably take three weeks, applying the full writing process to the final assignment.

Module Background

“When Is Lying OK?” is based on a series of articles that present contrasting (and sometimes conflicting) perspectives on lying in American society. Students will read about an ethicist who argues that, “Not only is lying justified, it is sometimes a moral duty,” juxtaposed with a philosopher who claims that lying can never be justified, and a psychotherapist who claims that lying “keeps you locked in the jail of your own mind.” Throughout the module, students keep track of their own beliefs about lying and have opportunities to discuss how their beliefs relate to each new perspective. An organizational chart helps them compare and contrast viewpoints. The culminating essay for the module asks students to argue in support of their position on the question, “When is lying OK? Always, sometimes, or never?”

Module Objectives

By the conclusion of this module, students will be able to

- Classify lies according to types and connect them to motive and context
- Practice good literacy skills before and during reading, including surveying, clarifying, predicting, questioning, and summarizing
- Gain new vocabulary related to lying and apply new knowledge to the readings to help with comprehension
- Evaluate lies according to specific criteria as identified through readings
- Identify authors' purpose, thesis, and key examples used in readings
- Analyze an author's writing for style and discuss the effect that style has on the reader
- Compare, contrast, and evaluate the evidence that authors use to support their points
- Select key information from a text by constructing summaries

- Examine texts for rhetorical appeals and distinguish between the types of appeals
- Take a stand on a position and support one’s position with evidence while acknowledging other points of view
- Develop skills in composing techniques and processes

Note: The activities for students provided in the Student Version for this module are copied here in the Teacher Version for your convenience. The shaded areas include the actual activities the students will see. The use of italics in the shaded areas generally indicates possible student responses and may be interspersed with notes to the teacher that are not shaded. If there are notes to the teacher within the shaded areas, they are indicated by italics and parentheses.

Reading Rhetorically

Prereading

The strategies in this section of the ERWC are designed to prepare students in advance of reading increasingly complex and sophisticated texts. These brief, introductory activities will prepare students to learn the content of California’s Common Core State Standards (CCSS) for English Language Arts (ELA) and Literacy in the sections of the module that follow.

Getting Ready to Read

Before introducing students to the text they are going to read, ask them to take 5 minutes or so to make a list titled “Truth, Truth, Lie” as preparation for Activity 1. Before they write, make your own list on the board as an example. For example: 1) My favorite color is green. 2) I once rode in the front of a police car. 3) I jump out of an airplane every year on my birthday. Which is the lie?

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.

After students have made their lists for Activity 1, go back to your list on the board. Ask the class to guess which is the lie. After they have guessed correctly, ask them to tell the process they used for guessing the lie: how did they know? Then students can meet in small groups with their own lists to try guessing which statements on their peers’ lists are lies.

After the small groups have shared, ask the students to share any highlights from their group. Then ask students to complete Activity 2, which a reflective quickwrite.

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?

After students have completed Activity 2, take some time for them to share their responses. The goal of this activity is to have students consider not only their own experience (Activity 1 gives them a common experience to discuss), but also to begin discussing whether lies can be justified, a major issue in the article they are about to read. As you facilitate the discussion, introduce and use the word “justify” and “justification” if students are unfamiliar with it, as in:

- *“And what are some good reasons – justifications —for telling that lie outside of the activity?”*
- *“How do you defend—justify—telling a lie?”*

The strategies in this section of the ERWC are designed to prepare students in advance of reading increasingly complex and sophisticated texts. These brief, introductory activities will prepare students to learn the content of the CCSS for ELA/Literacy in the sections of the module that follow.

Exploring Key Concepts

Activity 3 extends the students’ initial discussion of lying further by asking them to decide whether a lie is justified or not and to give reasons in support. Give students the list of statements below, and ask them to mark on the left side whether the lie is justified or unjustified (ranging from 5, fully justified, to 1, fully unjustified). The lies on the list are inspired by examples in the articles students are about to read.

Provide students with the “When Is Lying Justified?” Chart.

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 View-point: DePaulo & Cohen (B)	Art. #2 View-point: Kant (C)	Art. #3 View-point: Blanton (D)	Art. #4 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 awful. Her friend bought the dress.</p>					
<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>					

Real-Life Situation	My view-point: (A)	Art. #1 (B)	Art. #2 (C)	Art. #3 (D)	Art. #4 (E)
<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>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>5. Jayson's mom told him 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>					

While students are filling out their sheets, make a continuum on the board like this:

Justified (5)------(4)------(3)------(2)------(1) Unjustified

Read each statement, and ask students to share whether they think it is justified or not and their reason. You might take a poll in the room and mark the totals down so that students can visually see the responses. (Alternatively, you can put the numbers up around the room and ask students to stand by the number that represents their answer). After students' speak, encourage them to share different perspectives on the decision or on the justification. Remind them to turn their page over and write down the evidence they are offering.

The more perspectives that are aired, the more students will have to offer support for their own belief and the more points of view will be considered. This discussion asks students to grapple with a number of conflicts about lying addressed in the article, like lying to protect someone, exaggeration, lying about one's age, and so on. Once again ask students how some of their ideas may be used in their paper.

Types of Lies

Activity 4 provides students with an article called “Lies, Lies, Lies” that categorizes types of lies. This will give students language to discern differences between the lies they have just rated on their list. Before they read, ask students to quickly scan to find the place in the article where the three types of lies are listed. As they read, ask them to be prepared to retell what the types of lies are and to give an example of each.

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.

Emphasize that even if students do not understand a word here or there, they should read through to get the gist of the section.

Then read the article aloud to students. When you finish, give students a few minutes to review the three types of lies. Then, using the board to record students' ideas, ask students to retell the first, second, and third type of lie and to give examples of each. List each as simply as you can so that students can use them as reference points. Example:

1. Lies to protect others (to avoid hurting someone's feelings—“I love your dress”; or lying to the authorities to protect someone from arrest)

2. Lies in the interest of the liar (to keep from getting in trouble—“my sister did it”; or to sound better in stories—“I caught a 21-pound fish”)
3. Lies to hurt others (spreading mean gossip or framing someone else for a crime)

Identifying Types of Lies

Once students have finished Activity 4, summarizing the three types of lies in the article, and you have a good list on the board, ask them to go back to each of the “When Is Lying Justified?” Chart examples from Activity 3.

They should reread each example and decide which of the three kinds of lies each one is. There is room to write the type underneath each example. You can ask them to share their answers and reasoning aloud as a way to check understanding of the concepts thus far. Encourage them to use words like “motive” and “justify” in their responses. Answers include the following:

1. Maria—lying to protect others
2. Matt—lying to protect others
3. Jim—lying to hurt others
4. Kay—lying in the interest of the liar; breaking the law
5. Jayson—lying to protect others

This activity will help students distinguish between the examples, generate a vocabulary for discussing the concept, and consider the viewpoint they are developing.

Note that they may also identify other ways to classify lies, like “lying by omission.” You may wish to include these types of lies in the list as well.

Activity 5: Exploring Key Concepts—Identifying Types of Lies

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. There is room to write the type underneath each example.

CCSS for ELA/ Literacy

Reading – Informational Text

5a. Analyze the use of text features (e.g., graphics, headers, captions)... CA

Surveying the Text

Provide students with a packet containing the following articles in order:

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”

Activity 6 is meant to be done orally in just a few minutes. Ask students to look over the three texts with a partner. In a pair share, they should talk over the answers to the questions below, spending no more than two minutes per article. The purpose of this quick survey is to orient students to the texts and get them ready for a prediction activity.

Activity 6: 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 called 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 way (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?

After students have about eight minutes to discuss their ideas in pairs, bring them together, and go through the questions with them briefly. Be sure to have a copy of each article on your projector or overhead to point to the visual features and titles as you go through each question.

The strategies in this section of the ERWC are designed to prepare students in advance of reading increasingly complex and sophisticated texts. These brief, introductory activities will prepare students to learn the content of the CCSS for ELA/Literacy in the sections of the module that follow.

Making Predictions and Asking Questions—Predictions Chart

For this next activity, students will need a copy of a Predictions Chart, and you'll need a copy to collect class ideas using a computer screen, overhead sheet, or chart paper. Now that students have previewed the articles briefly, ask them to read the first five lines of each article to their partner. Their goal is to see if they can predict the author's point and are able to point to where they see it in the text. (Asking students to highlight the sentence or phrase would be helpful). Stop after each article to address the following questions as a whole class while you jot their ideas on the Prediction Chart below.

1. What do you predict is the point of Article 1?
Americans seem to disagree about whether lying is OK.
2. Why do you think so?
Because in line 2 it says that we don't really like calling them lies.
3. What do you predict is the point of Article 2? Why do you think so?
*Kant believes that any lying is harmful to people and to law itself.
Because, according to Kant, being truthful "is a duty, which no circumstances can put aside."*
4. Why is that part in italics?
Because it's a forceful point that makes Kant's argument different from others.
5. What about Article 3? Why do you think so?
Brad Blanton thinks lying causes stress and hurt. He says it very clearly in line 3.
6. And article 4? It says teenagers lie whenever they need to. How does the author feel about this?
She doesn't think it's a good thing. What makes you say that? She says "unfortunately" and earlier she says its "unsettling."

As you discuss the articles, here are a few additional questions to pose to the class and add to the predictions chart:

1. Which articles reveal their position on lying (pro or con) in their title? What makes you say so?
2. Article 1 is an article from *NBC News* based on an Associated Press (AP) poll. Do you think it's likely that one is more trustworthy than the others? Why or why not?

Below is a sample of what the chart might look like filled in:

Article # and Title	Predictions
"It's the Truth: Americans Conflicted about Lying"	<i>Tells what Americans think. Trustworthy source. Says we can't agree on how we feel.</i>

Article # and Title	Predictions
“Rejecting All Lies: Immanuel Kant”	<i>Tells what an expert thinks. Says all lying is bad.</i>
“Brad Blanton: Honestly, Tell the Truth”	<i>Tells what Brad thinks. Against lying. Says it causes hurt and stress.</i>
“Teens Do Their Share of Lying”	<i>Tells that teens lie. Not sure if it’s trustworthy. Says it’s unfortunate but they lie when they need to.</i>

It will be helpful to keep this list for later reference to help students keep the articles straight.

Activity 7: 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”	

Before you move on, ask students if they have any questions about any of the articles as they look at the Predictions Chart. Or, if class time is up for the day, ask them to write a question or two on an Exit Ticket. You can use these questions during or after reading for discussion.

Language

4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on *grade 8 reading and content*, choosing flexibly from a range of strategies.
 - b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning

Understanding Key Vocabulary—Vocabulary Compare and Contrast

Provide students with a printed copy of Activity 8. Students will work with these eight words to find comparisons (synonyms) and contrasts (antonyms). Read the directions with students, and model the first word with the class, emphasizing examples that include words, phrases, pictures, and symbols. When students finish, review their responses together.

of a word
(e.g., *precede*,
recede, *secede*).

6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Activity 8: Vocabulary Compare and Contrast

Fold a sheet of notebook paper in half lengthwise. At the top of the left side, write “Compare”; at the top of the right side, write “Contrast.” On each side, number 1-8, skipping three lines after each number. On the compare side, write one of these vocabulary words after each number. Don’t write the definition.

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.

Working with a partner, talk about each word after you look at its definition. Decide upon one or more words, phrases, pictures, or symbols that have similar meanings, and write those in the space you have made under the word. On the “contrast” side, write one or more words, phrases, pictures, or symbols that mean the opposite of the word.

Reading

Reading – Informational Text

1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

Reading for Understanding

The first reading of the articles will help students to test their predictions and also help identify main ideas as well as gather evidence that may support their developing opinions. As a way to support students’ reading comprehension as they navigate through the texts, they will use the reciprocal teaching strategy, a piece at a time, on the four texts. You will need to model each new piece with the first paragraph of each article.

Once students have finished reading each text, they will return to their “When Is Lying Justified?” Chart and fill in the appropriate column, citing any key evidence they want to use on the reverse side. This becomes the foundation for class discussions and later for writing.

Reciprocal Teaching—Clarification

Write the word “clarify” on the board. Ask students to explain what clarify means. If needed, say that it means to make something easier to understand

by explaining it. Tell students that they will be using the “clarify” strategy as they read Article 1 because clarifying will help them to stop and fix any confusion while they are reading.

Model the process by using a student partner; read the first five lines of Article 1 aloud. Give your student partner a question to clarify. For example: *I don't get this second paragraph. How can half say it's never ok to lie but 2/3 say it's OK in certain situations? Are these the same people changing their minds?* Together, address your confusion. Then invite your partner to read the next paragraph and ask what he or she needs clarifying. It's OK if there isn't something in each paragraph. Once you feel students understand the procedure, pair them up and ask them to read the rest of the article, stopping every paragraph or two to ask clarifying questions. If they can't clarify it for each other, they should draw a ? in the margin or put a sticky note at that place and keep going.

Activity 9: 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.

When your teacher asks you to do so, pair up to read the rest of Article 1 with your 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 as a class:

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?

Once students finish, bring them back for a whole class discussion. Discuss the following questions as a comprehension check:

1. Who can tell me which items they clarified? How did you clarify?
2. Who has a question mark written down for us to discuss?
3. Look again at our Prediction Chart [*Tells what Americans think. Trustworthy source. Says we can't agree on how we feel.*]. Were your predictions right? What else do we know now about Article 1?

4. Let's look closely at Randy Cohen (para. 9-12). What does he believe about lying? Can you give an example? (Write down notes about this item on the board for use in Activity 10).
5. Let's look at Bella DePaulo (para. 16-18). What does she believe about lying? Can you give an example? (Write down notes about this item on the board for use in Activity 10).

When Is Lying Justified? Chart (Column B)

When you have finished discussing, ask students to return to their “When Is Lying Justified?” Chart and complete Column B. They are to consider how Cohen and DePaulo would rate the real-life situations.

Complete the first item together as a class, using it as a formative assessment tool to see how ready students are to complete this chart on their own. Depending on your students, you may wish to do the rest of the chart together as a class, stopping after each situation to discuss. As students identify evidence from the article to support their thinking, remind them to write it down in note format (i.e., not in complete sentences) on the back of the page in the appropriate column. If students were able to complete the chart independently, review it together as a class and discuss their ideas and evidence when you are finished.

Activity 10: When Is Lying Justified? Chart (Column B)

When you have finished your discussions, return to your “When Is Lying Justified?” Chart, 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.

Reciprocal Teaching—Clarification and Summary

Write the words “clarify and summarize” on the board. Ask students to define the meaning of clarify and summarize. Tell students that they will be using the previous “clarify” strategy, plus a new “summarize” strategy, as they read Article 2 because both of these skills will help them understand the article better.

Using a student partner, read the first five lines of Article 2 aloud. Model clarifying and summarizing with that partner. For example, “It says “this is an absolutist position.” Hmm...I can see from the footnote at the bottom that absolutist means not changeable. So does that mean that Kant refuses to ever change his mind about lying being bad?” Once you feel students understand the procedure, pair them up and ask them to read the rest of the article, stopping to clarify and summarize. There are only three paragraphs so they will stop at the end of each one. They should continue to draw a ? in the margin or put a sticky note in where needed.

Activity 11: 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.

When your teacher asks you to—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 as a class:

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?

Once students finish, bring them back for a whole class discussion. Discuss the following questions as a comprehension check:

1. Who can tell me which items they clarified? How did you clarify?
2. Who has a question mark for us to discuss?
3. Look again at our Prediction Chart [*Tells what an expert thinks. Says lying is bad.*]. Were your predictions right? What else do we know now about Article 2?
4. 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? (It may be useful to write down notes about this item on the board for use in Activity 12).
5. 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? (It may be useful to write down notes about this item on the board for use in Activity 12).

When Is Lying Justified? Chart (Column C)

When you have finished discussing, ask students to return to their “When Is Lying Justified?” Chart and complete Column C. They are to consider how Kant would rate the real-life situations.

Complete the first item together as a class, using it as a formative assessment tool to see how ready students are to complete this chart on their own. Depending on your students, you may wish to do the rest of the chart together as a class, stopping after each situation to discuss. As students identify evidence from the article to support their thinking, remind them to write it down in note format (i.e., not in complete sentences) on the back of the page in the appropriate column.

Activity 12: 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.

Reciprocal Teaching—Clarification, Summary, and Questioning

Write the words “clarify, summarize, and question” on the board. Ask students to define what these terms mean. Tell students that they will be using the previous “clarify and summarize” strategy plus a new “question” strategy as they read Article 3 because these skills will help them understand the article better.

Using a student partner, read the first five lines of Article 3 aloud. Model clarifying, summarizing, and questioning with that partner. For example, *OK, so I read that Brad Blanton wrote a book about lying. It seems like he is against it. So I wonder if he believes like Kant does—that it’s never OK to lie?* Once you feel students understand the procedure, pair them up and ask them to read the rest of the article, stopping every few paragraphs to clarify, predict, and question. Students should continue to draw a ? in the margin or put a sticky note in where they need clarification—or where they have a question to ask.

Activity 13: 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 as a class:

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)?

Once students finish, bring them back for a whole class discussion. Discuss the following questions as a comprehension check:

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 [*Tells what Brad thinks. Against lying. Says it causes hurt and stress.*] Were your predictions right? What else do we know now about Article 3?
4. Let's look closely at line 5, which describes this idea of Radical Honesty. Who can summarize and tell us about this idea? (It may be useful to write down notes about this item on the board for use in Activity 14).
5. What does the Blanton mean by saying that lying "keeps you locked in the jail of your own mind" (para. 7)? Does anyone have an example? (It may be useful to write down notes about this item on the board for use in Activity 14).

When Is Lying Justified? Chart (Column D)

When the class has finished discussing, ask students to return to their "When Is Lying Justified?" Chart and complete Column D. They are to consider how Brad Blanton would rate the real-life situations.

Complete the first item together as a class, using it as a formative assessment tool to see how ready students are to complete this chart on their own. Depending on your students, you may wish to do the rest of the chart together as a class, stopping after each situation to discuss. As students identify evidence from the article to support their thinking, remind them to write it down in note format (i.e., not in complete sentences) on the back of the page in the appropriate column. If students were able to complete the chart independently, review it together as a class and discuss their ideas and evidence when you finish.

Activity 14: 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.

Reciprocal Teaching—Clarification, Summary, Questioning, and Prediction

Write the words “clarify, summarize, question, and predict” on the board. Ask students to define what these terms mean. Tell students that they will be using the previous “clarify, summarize, and question” strategy plus a new “predict” strategy as they read Article 4 because these skills will help them understand the article better.

Use a student partner, and read the first five lines of Article 4 aloud. Model clarifying, summarizing, questioning, and predicting with that partner. Once you feel students understand the procedure, pair them up and ask them to read the rest of the article, stopping every three to four paragraphs to clarify, summarize, question, and predict. Students should continue to draw a ? in the margin or put a sticky note in where they need clarification—or where they have a question to ask.

Activity 15: 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 or four paragraphs to clarify, summarize, question, and predict. Remember to draw a ? in the margin when you have a question to ask.

Then discuss the following questions as a class:

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?

Once students finish, bring them back for a whole class discussion. Discuss the following questions as a comprehension check:

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?
Tells that teens lie. Not sure if it's trustworthy. Says it's unfortunate but they lie when they need to.
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 (para. 14) 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." What does this tell you about Sabrina's feelings about lying?
She seems to realize that lying is problematic and can cause people to lose confidence in you. (It may be useful to write down notes about this item on the board for use in Activity 16).
6. Although these teens do not say it exactly, what do you think they believe about when it's OK to lie? What makes you say that?
They seem to think it's OK to lie any time, for any reason, especially to get out of trouble or get to do what you want. Multiple examples of teens saying to lie for any reason. (It may be useful to write down notes about this item on the board for use in Activity 16).

When Is Lying Justified? Chart (Column E)

When you have finished discussing, ask students to return to their "When Is Lying Justified?" Chart and complete Column E. They are to consider how the teens in this article would rate the real-life situations. They can use a general view of all of the teens or choose a particular teen (like Tim or Sabrina).

Complete the first item together as a class, using it as a formative assessment tool to see how ready students are to complete this chart on their own. Depending on your students, you may wish to do the rest of the chart together as a class, stopping after each situation to discuss. As students identify evidence from the article to support their thinking, remind them to write it down in note format (i.e., not in complete sentences) on the back

of the page in the appropriate column. If students were able to complete the chart independently, review it together as a class and discuss their ideas and evidence when you finish.

Activity 16: 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).

Reading – Informational Text

4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

Language

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9-10 reading and content*, choosing flexibly from a range of strategies.
 - a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
 - b. Use general and specialized reference materials (e.g., college-level dictionaries, rhyming dictionaries, bilingual dictionaries,

Noticing Language

For this vocabulary activity, students will gather words they believe are important and then discuss the importance of the key words to their understanding of the topic of the module. Put students into small groups of three to four. Explain that each group will take one of the articles. They will engage in a Vocabulary Self-Collection Strategy; their job is to identify up to five vocabulary words to nominate for the class list of words.

Activity 17: Noticing Language—Vocabulary Self-Collection Strategy

Sit with your group, and review the article that you have been assigned. As you look over the article, look for any of the following:

1. Words you have not seen before
2. Words you do not know well enough to explain
3. Known words used in a way you haven’t seen before

When you or one of your group members come up with a word, suggest it to the group, and explain to the group why you think it should be nominated. If someone else knows it and can explain it easily to you, then you may want to choose a different word. If everyone agrees, write it down on the list. Make sure to mark where in the article the word is used so that you can share the sentence with the class if your word is chosen.

After the groups have finished, ask each group to send a representative up to the board to write their proposed words and explain why they chose them. Once all of the words are up, work with the class to reduce the list down to the best 8-10 words for further study. At your discretion, these words may include some of the words previously studied in this unit if students are not yet comfortable with them.

Students should copy this list down on their own papers, skipping three lines. Once the class list is made, go through each nominated word and ask

glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. **CA**

- d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Reading – Informational Text

1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; ...

the group that nominated it to read the original sentence it came from. Ask students to guess the meaning of the word based upon the context. If they are correct, you can write the meaning down on the board, and they can transfer it onto their papers.

When you are finished, ask the groups to continue working on the following:

1. looking up the meaning of any words that were not guessed correctly
2. writing a synonym (comparison) and antonym (contrast) for each word underneath the definition
3. drawing a picture to help them remember the meaning of the word

Students can finish this work for homework as needed.

Activity 18: Noticing Language—Vocabulary Analysis

Once a class list of vocabulary words is chosen, copy it down on your own paper, skipping three lines after each word. You will hear the original sentence that included the word. Listen carefully, and guess the meaning of the word based upon the context. If you are correct, you can write the meaning down next to the word.

Finally, you will need to a) look up the meaning of any words that were not guessed correctly; b) write a synonym (comparison) and antonym (contrast) for each word underneath the definition; c) and draw a picture to help you remember the meaning of the word.

Upon completion of these activities, have the class rank the words in terms of their importance. Which words seem most important to the discussion of lying? Which words seem most important to your thoughts about lying and how do they support your opinions?

Annotating and Questioning the Text

If possible, provide students with highlighters or ask them to bring their own. Ask them to take out their text packet. They will be “reading against the grain” to learn more about how the authors created these texts.

Activity 19: Annotating and Questioning the Text

In groups, you will be working with one article. You will need to reread the article with your group—you can go around and each student can read a paragraph at a time. But first, be sure to look for the following:

1. Figure out the author’s purpose (why was the article written?), and 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 any examples or evidence of the main argument.
4. Underline any ideas that you think are debatable (that is, someone could disagree with them).

When you are finished, you will need to “teach the class” about the article by writing your sentence for author’s purpose on the board. 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.

First, ask everyone to look at Article 1 while you model the process for the whole class. Project the article for the students. Ask them to reread the first few paragraphs silently and then to tell you what they think the author’s purpose is. Why did he/she write this? (You should mention that NBC/AP news stories do not always list the author’s name—there might even be more than one reporter contributing to the story.) Getting to the purpose may take some discussion with your students and further clarifying of terms. Ask students to help add and clarify each other’s comments while you provide them with explanations where needed. When they come up with a workable purpose, write it out and have students write it at the top of the article, like the following: *The purpose of this article is to report the results of the poll they took about lying and to show examples of how Americans accept some lies but not others.*

Give them time to find which sentence(s) they think sums up the main argument. *Apparently white lies are an acceptable, even necessary, part of many lives—even though we dislike the idea of lying.* If more than one sentence is suggested, this is an excellent opportunity for discussion. You can use follow up questions like the following:

1. Why do you think so?
2. What examples can you find that support that idea?
3. Does anyone disagree?
4. Can anyone add to that idea?

Ask students to reread the rest of the article (or reread it with them) to find examples of either white lies being acceptable/necessary or of Americans disliking the idea of lying. Show how to highlight and number these examples or evidence of the main argument.

Once the examples have been found, ask students if there is anything in the article that they disagree with or that they think someone else could disagree with... something that is debatable. Underline this. If you have time, ask students to write about why they disagree with it and how they might use this information in their own writing.

For example, a student might disagree with Cohen’s statement that “Not only is lying justified, it is sometimes a moral duty.” Students may even point out that Article 2 disagrees with this.

When you finish modeling the rereading process, ask students (on an Exit Ticket possibly) what they learned about the article that they didn’t see the first time or how they might use information from this article in their own writing.

Activity 20: Exit Ticket

For your Exit Ticket for today, please write down one thing you learned about in the article that you did not see the first time and any ideas you have about how you may use information from the article for your own writing.

If class ended with Activity 20, the following day, you can share some of these responses to reinforce the value of rereading and for students to think in more complex ways about the relation between the readings and their own developing ideas about lying. Then revisit Activity 19 that you modeled the day before (questions 1-4) and ask students to get into groups of three or four so that they can do the same activity on the remaining articles. Assign each group an article. If you have heterogeneous grouping in your classroom, this is a good opportunity to differentiate the assignment by giving Article 2 to your lowest performing readers, Article 4 to your highest performing readers, and Article 3 to the students in between.

When students are finished, have the groups that read Article 2 “teach the class” about the article by writing their sentence for author’s purpose on the board and telling the class what they highlighted in the article and what they felt was debatable. As each article is presented, students should identify the important information on their copy of it for later use. (Students can discuss which of the sentences they wish to use, or they can choose from among the ones listed.)

Repeat with Articles 3 and 4.

Reading – Informational Text

4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

Analyzing Stylistic Choices—Author’s Style

For Activity 21, students will work with Article 4, which is well suited for examining the author’s style. First, project sentences taken from Article 4 or provide students with a copy of Activity 21.

Ask students to do a pair share in which they engage in discussion about the article’s content. Based on the bulleted quotes, have them answer the following questions:

1. What kind of personality do you think the author, Loretta Ragsdell, has?
2. If you met her, what would she be like? Why do you think so?

Language

5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- Interpret figures of speech (e.g. verbal irony, puns) in context.
 - Use the relationship between particular words to better understand each of the words.
 - Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *bullheaded*, *willful*, *firm*, *persistent*, *resolute*).

Activity 21: Analyzing Stylistic Choices—Author’s Style

Discuss these questions with a partner. 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)

Ask students to share some answers, making sure to ask them to explain why they think so. Then, explain to the students that what we call an author’s personality on paper is the “author’s style.”

Activity 22: 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.

Reading – Informational Text

5. Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.

Considering the Structure of the Text

For this activity, students will continue to work with Article 4. It involves students participating in an activity called Chunking, which is a way to identify the parts of the text and their function. Depending upon your students, you may decide to have students do this as a whole group (with you leading), in pairs, or independently.

Speaking and Listening

1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 8 topics, texts, and issues*, building on others' ideas and expressing their own clearly.
 - a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
 - b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
 - c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
 - d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

Activity 23: 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.
3. Give the chunk a title for that section (For example, "liars' clubs"). Number it so you can talk about it easily.
4. Repeat steps 2 and 3 until you get to the end of the article. You should end up with four or five "chunks" of text that are labeled.
5. Look back at the beginning and end of each chunk. Highlight any repetitions that you see.

Once students finish chunking the text, review it together, considering the following questions:

1. What is Ragsdell talking about in each chunk?
One way to chunk the topics is (1) Liars clubs; (2) Boys lying differently from girls; (3) Things teens especially lie about; (4) Ways teens get out of a lie when caught; 5. Best lies ever told; 5. Conclusion.
2. What evidence does Ragsdell provide for each chunk?
Quotes from 1-3 teens who admit to lying
3. What questions does Ragsdell not ask that might be important to this story?
Consequences for lies, how lies make the teens feel inside, when teens do not lie
4. What patterns do you see in the way this is organized?
Question/answer.
5. Which chunk persuades you the most? The least? Why?
Answers vary. Ideally, students will notice that grand claims about lying are made with only a handful of individual teens quoted as evidence.

Comparing Evidence

Now that students have analyzed Article 4, it's a good time for them to compare the kinds of evidence used in that article with what is used in Article 1. Provide students with the following T-chart (Activity 24, or have them fold a piece of paper lengthwise and label the top of each side). The completed T-chart should look something like this:

Evidence sources used in <i>NBC/AP News Article</i>	Evidence sources used in <i>Austin Daily News Article (Ragsdell)</i>
1. <i>Rebecca Campbell, 25 year old mom from Quincy, IL</i>	1. <i>Margo, 16</i>
2. <i>Teresa Velin, 27 year old mom from Palm Desert, CA</i>	2. <i>Tena, 18</i>
3. <i>AP-Ipsos poll statistics</i>	3. <i>Debra, 14.</i>
4. <i>Philosopher Immanuel Kant</i>	4. <i>Tim, 18</i>
5. <i>Ethics writer Randy Cohen</i>	5. <i>Alisha</i>
6. <i>Harold Smith, 64 year old dad in Pioneer, CA</i>	6. <i>Marianna, 17</i>
7. <i>Poll of 1,000 adults</i>	7. <i>Sabrina, 18, a Harold Washington College freshman</i>
8. <i>Bella DePaulo, visiting professor at UC Santa Barbara who has done a study on this</i>	8. <i>Shontea, 16</i>
9. <i>DePaulo's study results</i>	9. <i>Yolanda, 15</i>
10. <i>More poll results</i>	10.

It is preferable to have students reread the articles looking for evidence to put into the chart. However, if you are short on class time, you could provide students with a completed chart like the one above and go on to Activity 24 to discuss the effects of the evidence on the credibility of the text.

Activity 24: 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 your paper.

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 2 and 3, listing sources on the right side this time.

Comparing Evidence Chart

Evidence sources used in <i>NBC/AP News Article</i>	Evidence sources used in <i>Austin Daily News Article (Ragsdell)</i>
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.

When students are finished with the chart, ask them (via discussion or writing, or both) to consider the question in Activity 25:

Activity 25: 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?

(Answers will vary, but most students will probably notice that Article 1 includes more rounded sources (individuals from different states, ages, and backgrounds, as well as experts and statistics) whereas Article 4 is very limited in support, drawing from 9 individuals, only one of whom has any descriptive data. It could be a persuasive list if we knew more about these 9 teens and what they represent, but at present it sounds like a sample convenient to the author—like her children’s friends, and therefore probably does not well represent “all teens.” A few students may also be suspicious of the poll results in Article 1 and question how they arrived at those numbers and what questions were asked.)

Postreading

Reading – Informational Text

- Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

Writing

- Write informative/explanatory texts, ... to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. **CA**
- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Summarizing and Responding

In Activity 19, students identified the author’s purpose, the main argument, and examples for each article. Now they are going to use that information to construct a summary for each text.

In order to differentiate this activity, two sets of instructions or processes are provided below—Process 1 gives directions for writing the summary; Process 2 provides a template for students who need more support in writing summaries. Some students will benefit from working on Process 1 and generating all of the text independently; other students will benefit from the scaffolds in Process 2. Some students who need Process 2 initially may be able to discard the scaffolding after one or two uses of it so that by Article 4 they are generating the text independently. This should be used as an opportunity to gradually release responsibility to students.

For both processes, students will need a sheet of lined paper (titled “Summaries”) divided into 4 squares with each square labeled Article 1, 2, 3 or 4, like the following model.

Summaries	
Article 1	Article 2
Article 3	Article 4

Modeling

It will be helpful for all students if you model summary writing first. Article 3 is a good text to use as a model. Have students take out Article 3 and remind you, based on their annotations, of Brad Blanton’s purpose, his main argument, and the evidence he provides. Take them through several steps to construct a summary, using the board, an overhead, or the computer to write their ideas down in what will become a summary paragraph.

- Ask students to give you a first sentence that tells about the main idea. Write down what they tell you, as in the following sentence: *Blanton thinks lying is bad for relationships and causes stress.*
- Ask students to check if this first sentence includes TAG (title, author, and genre). It probably doesn’t. Working with their suggestions, modify

the first sentence to include TAG at the beginning: *In “Honestly, Tell the Truth,” an interview with Barbara Ballinger, Brad Blanton thinks lying is bad for relationships and causes stress.*

3. Ask students to help you choose an attributive tag to use in the sentence: argues, states, questions, believes, or reports. Change the sentence to include this: *In “Honestly, Tell the Truth,” an interview with Barbara Ballinger, Brad Blanton argues that lying is bad for relationships and causes stress.*
4. Now, ask students to provide what kind of important evidence or information that they marked in the article, and add it in a sentence or two. *Blanton says that lying is stressful because it forces you to manipulate people, and information; and it can cause you to lose relationships. It’s easier to just tell the truth, even if you lose a friend.*
5. Finally, ask students to tell you about the purpose behind Blanton’s article—the sentence they wrote earlier at the top of the article. This becomes the last sentence. *Blanton wants to persuade people to take the difficult step of being “radically honest” with each other and giving up lying completely.*
6. Reread the summary aloud, and ask students to evaluate it for you:
 - Does it include the main idea and most important details?
 - Does it use our own words except for perhaps a quotation?
 - Does it avoid small, superficial details?
 - Does it avoid giving our opinion of the article or taking a position on it?

Once students agree upon their summary, they can copy the summary down onto their Article 3 square. Now they can work independently or in pairs (at your discretion) to complete a summary of the remaining articles.

Activity 26: Two Ways to Write Summaries

In Activity 19, 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.

You will need a sheet of lined paper (titled “Summaries”) divided into 4 squares with each square labeled Article 1, 2, 3 or 4, like the following model:

Summaries	
Article 1	Article 2
Article 3	Article 4

Use one of the two processes below to write your summaries. (Your teacher will advise you):

Process 1: Take out your copies of Articles 1, 2, 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. Here are the steps we practiced in class—you can use the following for each summary:

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). Look at the one you wrote for Article 3 if you need an example.
2. Use a word like argues, states, questions, believes, or reports in your first 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.
5. 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?

Process 2: Fill in the following sentences on your own paper, working from your notes on the articles. You can use this frame for each summary if it helps you.

In _____ (*title of the article*), an article by _____ ,
 (*author’s name or use “the author” if no author is known*) _____
 (*author’s last name or “the author”*) _____ (*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 _____ , _____ , 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 students are finished writing summaries, ask them to choose one that they think they will incorporate into their own writing. After they choose one, ask them what they think they may need to do to the summary in order to make it fit with their own ideas or writing. Discuss their answers, and then give them a few minutes to write some notes to themselves about using a summary in their own writing as evidence for their own positions or the arguments of others.

Reading – Informational Text

1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
5. Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.
6. Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

Speaking and Listening

1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts,

Thinking Critically

The following questions will move students through the traditional rhetorical appeals, using a visual graphic organizer to help students access these abstract concepts.

Getting inside the Reader's Head

Using the board, write “Pathos,” “Logos,” and “Ethos” in a list. Next to each one, write “Appeals to...emotion, logic, and trust.” Explain to students that in addition to the information an author has, he/she also has to connect to the readers—make them feel, think, and connect with the author. These words represent those ways that writers connect with and try to influence readers, or get inside the reader's head.

Explain that Activity 27 is something called an Open Mind. Students will receive a handout that has a head on it. But they should not draw a face on it because we are going to look *inside* the head at what the writer is doing to make us feel, think, and trust him or her.

Hand out Activity 27. Ask students to label one of the three sections with “Pathos,” one with “Logos,” and one with “Ethos.”

Then read paragraph 7 of Article 1 aloud, asking students to tell you as they listen whether they think the author is appealing to their emotions, logic, or trust.

Logic, because they are giving me numbers. Ask students to draw a symbol or use a word or phrase to illustrate this, inside the logos section of their head handout.

Continue to read excerpts from Article 1 as follows:

1. *para. 13 evokes pathos*
2. *para. 14 evokes logos*
3. *para. 16 evokes ethos*
4. *para. 17 evokes logos*

Each time, ask students to write or draw something that illustrates their reaction.

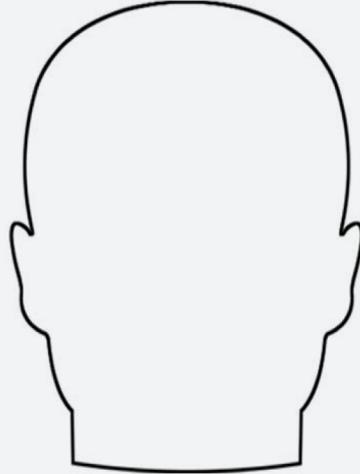
and issues, building on others' ideas and expressing their own clearly.

- a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
- c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
- d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

Activity 27: Thinking Critically—Getting Inside the Reader's Head

You will receive a handout that has a head on it. Don't draw a face on it because we are going to look inside the head at what the writer is doing to make us feel, think, and trust him or her.

Label one of the three sections with "Pathos," one with "Logos," and one with "Ethos." Then listen to the parts of Article 1 that your teacher will read aloud to you. As you listen, draw a symbol or use a word or phrase to illustrate this, inside the section that matches the appeal.



When you finish, discuss the following questions with your class:

1. Which appeal did the article seem to use more? Why?
This article seems to appeal to logos because it uses statistics throughout.
2. Why are there other appeals mixed in as well?
Some people might not respond well to numbers so they use stories to catch your emotions and important people to make you believe the stories and numbers.
3. What images and words did you use to show these appeals?

When you finish, ask them which area of their head is more filled in.

If time permits, students may complete another Open Mind for a different article, such as Article 4, and discuss its appeals.

The strategies in this section of the ERWC are designed to reinforce students' learning of the content of the CCSS for ELA/Literacy in the preceding sections of the module and transfer that learning to other settings.

Reflecting on Your Reading Process

As an Exit Ticket, ask students write down their answers to the questions for Activity 28.

Activity 28: Reflecting on Your Reading Process

As an Exit Ticket, answer the following questions:

1. What did you learn from this article that you didn't know 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?

Use this as a formative assessment to see if students would benefit from doing the Open Mind on an additional article.

Connecting Reading to Writing

Discovering What You Think

Writing

5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, ... focusing on how well purpose and audience have been addressed.

Considering the Writing Task

The writing assignment for this module is an essay that asks the students to take a position on whether lying is ever acceptable. It is introduced at this point so that students can begin to think about the readings from the perspective of using them to support the position they will take.

Many students have trouble with writing assignments because they do not read the assignment carefully. Together with your students, read over the assignment below:

Activity 29: Considering the Writing Task

You have read and discussed four articles that take different points of view on lying. You have also stated your own point of view and argued it in class. 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 that you can for your argument. Address at least one counter argument in your essay—respond to one or more of the articles that disagrees with your point of view.

After students have read the assignment with you, write RAFT on the board. Ask them to help you fill in the answers with specifics from this assignment:

Activity 30: What Do We Write About? Use RAFT

Fill in RAFT from the Writing Assignment.

R = Role	What role will you take in this assignment? <i>We will be ourselves.</i>
A = Audience	Who will your audience be? <i>Our teacher and classmates</i>
F = Form	What form will your paper take? <i>It will be an essay that is an argument, a persuasive essay that argues our own point and also talks about an argument from one of the articles that disagrees with ours.</i>
T = Topic	What will your paper be about? <i>The topic is when is lying ok—always, sometimes or never?</i>

As a second part of understanding the prompt, provide your students with the “Rubric for When Is Lying OK?” that is provided at the end of the teacher version. Ask your students to examine the assignment for information about how they will be graded. In pairs, they should discuss the following questions, then share with the class:

Activity 31: 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. In pairs, discuss the following questions, then share with the class:

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?

Writing

5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, ... focusing on how

Taking a Stance—Trying on Words, Perspectives, and Ideas

Ask students to take out the “When Is Lying Justified” Chart that they completed in Activity 3 (or, if you have been holding on to these papers, distribute them again). Explain that you are going to carry around a bag with some strips of paper inside of it. The strip that each student will pull out will say one of the following:

well purpose and audience have been addressed.

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Speaking and Listening

1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners *on grade 8 topics, texts, and issues*, building on others' ideas and expressing their own clearly.

- Yourself
- DePaulo and Cohen
- Kant
- Blanton
- Teens in the Austin Weekly News article

Go around and have students pull strips from the cup. Ask them to get into groups by common strips (for example, all of the “Kant” people get into a group together). Together with their group, they should review the “real life situations” on the chart and look again at their notes on the backside of their paper. Their task will be to take on the perspective of that person—“trying on” his or her words and ideas—to convince the class that they are correct in their viewpoint. Give students a little time to review the situations and their ratings and practice what they might say.

Post the numbers 1, 2, 3, 4, and 5 prominently around the room. Read the first situation, and ask students to go stand by the number that fits their persona. Ask them to explain their rating. Encourage them to use words that best fit their persona (such as “it’s against the Universal Law” for Kant, or “Practice Radical Honesty” for Blanton). Continue to go through the situations as time permits, calling on different students each time.

Alternatives:

- Add in different personas that students have not yet used (like a personality in the news or a fictional character you have read previously).
- Add in new real-life situations that students have not yet written about to test their ability to apply their perspective to new situations.
- Make the personas secret to all except one individual student, and as students give their explanations, invite others to guess who they represent based upon their responses.

Activity 32: Trying on Words, Perspectives, and Ideas

Take out the “When Is Lying Justified” Chart that you completed in Activity 3. Your teacher will have you choose a strip of paper that has an author or speaker on it. Then get into groups by common strips (for example, all of the “Kant” people get into a group together).

Together with your group, review the “real life situations” on the chart, and look again at your notes on the backside of your paper. Your task will be to take on the perspective of the person on the strip of paper you pulled—trying on his or her words and ideas—to convince the class that your viewpoint is correct.

At the end of the role-play, give your students time to do Activity 33, a quickwrite that will give them a chance to synthesize what others have said with ideas of their own.

Writing

8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Writing

- 2a. Introduce a topic or thesis statement clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; **CA**

Activity 33: 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.

Gathering Evidence to Support Your Claims

Students should now know what position they will take on “When is lying OK?” Now they can review the readings along with their notes, charts, underlining, highlighting and other annotations looking for evidence to support their position.

Activity 34: Gathering Evidence to Support Your Claims

In Activity 31 you discussed what you needed to do to for the “Understanding and use of the readings” section of the rubric. After the role-playing in Activity 32 and the list you made in Activity 33, 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?

Share the parts you have check-marked with a partner. Discuss why you want to use each part.

Getting Ready to Write

Your students have been preparing to write this paper since they completed the “When Is Lying Justified?” Chart at the beginning of the unit. Recently, in Activity 33, students had a chance to write down the most persuasive arguments they heard on the subject of lying. In Activity 34, they reread their packet of materials to collect potential evidence for their position on “When is lying OK?” Now they are ready to begin work on their essays.

5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, ... focusing on how well purpose and audience have been addressed.

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Since it is probable that students have already formed their opinion on the topic, you can begin working with them to generate a working thesis statement. It's called a "working" thesis because it may change once students begin outlining or drafting their ideas.

A think-pair-share is a good place to begin. After students have discussed the prompt, examined the rubric, and taken out their packet to review their materials, ask them to get into pairs and come up with two or three possible arguments they think could be made in response to the prompt. Encourage them to use the following structure for explaining that this is a working thesis, one that allows them to make sure they are addressing the writing assignment.

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

After a few minutes, invite pairs to share their possible thesis statements and record these on the board so they are easily visible.

- Lying is never acceptable because it is morally wrong.
- Lying is only acceptable when it can be used to protect and care for others.
- Lying can be justified when it creates more positive results than negative ones.
- Lying is always allowable because it is up to each individual to choose what to believe.

Where necessary, remind students that thesis statements need to be arguable; help them tweak their ideas so that the resulting thesis is arguable and generalizable to extend to an entire essay.

Once you have six potential thesis statements on the board, provide students with a note card to write down their own thesis ideas. They might use one from the board or change it to fit their thinking. They should write their thesis at the top of the note card along with their name. Underneath it, they should quickly list all of the evidence they think they could provide for their thesis.

Before they hand you the card, have them exchange it with a partner. The partner should read the thesis statement with the evidence and think of a "but what about this?" question to write on the back. Here are some examples:

- *Thesis statement: Lying is only acceptable when it can be used to protect and care for others.*
- *Question: But who gets to decide if the lying is protecting others?*

After the students write their question, they should hand it back so it can be read and considered. Then students turn their note cards in to you on their way out of class. You can review them quickly before the next day's lesson to avoid potential writing problems before students generate their first drafts.

Activity 35: Formulating a Working Thesis

Recently, in Activity 33, you had a chance to write down the most persuasive arguments you heard on the subject of lying. In Activity 34, you reread your packet of materials to collect potential evidence for your position on “When is lying OK?” With these activities in mind,

- A. Work with a partner to come up with two or three possible arguments you think could be made in response to the prompt. You’ll share these with the class. Use the following structure:

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

- B. Decide what your thesis will be. You might use one from the board or change it to fit your thinking. You should write this thesis at the top of the note card your teacher gives you, 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 partner. 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; then turn your note cards in to your teacher as an Exit Ticket.

If you are satisfied that your students have a good sense of their arguments after Activity 35, move ahead to have them complete an informal outline or graphic organizer of their ideas in Activity 36. Because some students will adjust more easily to the linear outline format and some to the graphic layout, students can choose the one that feels like the best fit. (Alternatively, an interactive online graphic organizer for persuasive essays is available at http://www.readwritethink.org/files/resources/interactives/persuasion_map/)

Make sure that you indicate to students that the number of paragraphs may change, depending upon their argument. During this activity, students should refer to their unit materials, annotated articles, and note-card from Activity 35 as needed. When students finish, provide a chance for feedback either from you, from a peer, or a small group.

Activity 36: Generating and Organizing Ideas and Arguments

Now that you have thought about your writing prompt and reviewed your notes, it’s time to generate your ideas and arguments for your paper. There are many ways to do this, but here are two to choose from for now:

- Informal outline
- Graphic organizer

Both are described below and can be done on a sheet of notebook paper. For each, fill in the blank areas with your ideas and arguments. Be as specific as you can and remember that you will need evidence for each idea that you have.

Informal Outline

1. State your thesis or position statement:
2. First supporting point:
 - Specific evidence or examples
 - Sources of evidence
3. Second supporting point:
 - Specific evidence or examples
 - Sources of evidence
4. Other supporting points as needed:
 - Specific evidence or examples
 - Sources of evidence
5. Counterargument: Who disagrees?
 - What is wrong with this argument?
 - How can your argument speak to theirs?
6. Conclusion:
 - Why does it matter?
 - What do you want to leave us thinking about?

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
Additional supporting points as needed:		
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?	

At the end of this stage of development, students should have a sense of what their argument is, how they plan on organizing their argument, who and what they are responding to, and why their response matters, perhaps even going so far as to articulate what is at stake in the argument or why it is important to themselves and others.

Writing Rhetorically

Entering the Conversation

Writing

1. Write arguments to support claims with clear reasons and relevant evidence.
2. Write informative/explanatory texts ... to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Composing a Draft

Students should now have enough information to compose their rough draft. To help them decide how to open their essay, take a few minutes to have students review the opening two to three sentences for the five articles they read (“Lies, Lies, Lies” plus Articles 1-4). Have students read these sentences aloud. Ask the questions in Activity 37.

After students have become comfortable with the idea of “the hook,” have them try to generate two to three possible hooks that they might use to open their essay. They can put a star by what they think is the best one.

Activity 37: Hooking the Reader

As a class, 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?

They have an interesting, funny, or unusual opening. Some of them speak directly to the reader or ask a question.

2. What do we call an opening that gets the reader’s attention?

A hook.

3. What other ways can you think of to hook the reader?

Use statistics, tell a personal story, ask a question, exaggerate, or say something they don’t expect.

Try to generate two to three possible hooks that you might use to open your essay. You can put a star by the one you think is the best.

Students should now have an opening to their essay so that nobody is writing on a blank page. Before you have students write their drafts, briefly discuss the relationship between the graphic organizer/outline to the draft. Although it seems like common sense, often students do not understand that the outline or organizer is meant to be used as a support during the writing and they set it aside. They may also be unclear about how to transition from notes on the outline to a fully composed essay. Depending upon your students, you may want to model a piece of this by using a student’s paper and showing how you would take a line from the outline or organizer and extend it into a full sentence and paragraph format.

If at all possible, have students begin writing in class rather than assigning the essay portion for homework. Having students write in class, though time-consuming, provides essential time for you to circulate and observe students in their writing process, stopping for two minutes here and there to ask a question, or give a suggestion that can help students stay on track.

Have students compose their introduction and body paragraphs, but stop when they arrive at the conclusion.

Activity 38: Composing a Draft

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

Writing

1. Write arguments to support claims with clear reasons and relevant evidence.
 - a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
 - b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
 - c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
 - e. Provide a concluding statement or section that follows from and supports

Considering Structure—Conclusions

Many students have been told that the conclusion is the place to restate their thesis. Rather, we want students to think of the conclusion as the place to make their last possible impact on the reader—the place to answer “So what? Why does it matter?” and have the last word on the subject.

Unfortunately, because of the genre and editing of Articles 1-4, none is a good model for looking at conclusions. However, students could look carefully at the following conclusion from a related article, “Tell me the Truth” by Sallie Tisdale (*Salon*, March 25, 1999), as a way to discuss what conclusions do:

We beg to be spared certain things. At the end of the day, most of us hope the world will lie to us with great skill—decently, so we never have to wonder if what we’re told is a lie. All these lies are the desire to become that which we pretend to be: the desire for our lies to come true.

Ask students the following questions about this conclusion:

1. What is Tisdale saying here? Can you say it in your own words?
2. What ideas or questions does she leave you thinking about?
3. What is Tisdale’s answer to the “So what?” question? Why does she think it matters?

After discussing this conclusion, ask students, as they did in Activity 35, to take a few minutes and talk to their partner about their conclusion. You can model this partnering with a student for the whole class before they pair up, so they are clear about how to ask the question (and keep asking if needed) and how to stop and write down their ideas before switching off.

the argument presented.

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Writing

8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

Activity 39: Considering Structure—Conclusions

Pair up, and tell your partner about the argument you made in your paper. Your partner will then ask you “So why does it matter?” and you should try to answer. (Your partner might need to ask “And why does that matter?” after your first response to help you get deeper into your thinking.) Before your partner takes a turn speaking, write down what it was that you answered so you can use it in your conclusion. Then switch roles and repeat these tasks.

At the end of the activity, give students time to finish writing their conclusions onto their rough drafts, using their notes from Activity 39 to help them.

Using the Words of Others (and Avoiding Plagiarism)

The drafts that students have produced should contain a mixture of

- The student’s own words and ideas
- Information from sources (often paraphrased in their own words)
- Direct quotations from specific authors

If information or ideas in a sentence or paragraph came from a source and the author is not named in the sentence, the author’s last name and the page number should be placed in parentheses before the period at the end of the sentence. For example, here is a paraphrase of an idea from the Sissela Bok article:

Philosopher Immanuel Kant believed that it was the duty of every individual to be truthful at all times (Bok 38).

For direct quotations, it is often best to put the name of the author in the sentence. For example:

According to Loretta Ragsdell, “lying is a trait children develop as toddlers and master with the onset of puberty” (25).

The Ballinger article poses a bit of a problem for students because it is an interview with another person, who is quoted extensively and whose ideas form the substance of the article. However, though the words are Blanton’s, the article was written by the interviewer, Barbara Ballinger, so the citation refers to her:

Brad Blanton says that lying “keeps you locked in the jail of your own mind” (Ballinger).

The pages given above are from the original published texts of the articles, except for the Ballinger citation, which is a web document and has no page numbers. You may decide that because all the students are using the same small set of sources, for the purposes of this essay it is not necessary to include the page numbers, though students should understand that in an actual research

project page numbers would be essential. However, it is very important for students to indicate the sources of their ideas by including the name of the author or authors and putting direct quotations in quotation marks.

Have your students check their citations as follows:

1. Students highlight their use of words and ideas of others in their draft.
2. Students annotate next to the highlight as to whether they have quoted or paraphrased or referred to an idea with or without documenting.
3. Students look at how many highlights they have (how much color is on the page) and whether they need to reduce the number of direct quotes (because they've lost their own voice) or add a direct quote or two (for credibility or specificity).

Activity 40: 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) or a paraphrase (in your own words).
- 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?
- Share your paper with a partner. Discuss why you are using each source.

Revising and Editing

Writing

- 1c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
- 1d. & 2e. Establish and maintain a formal style.
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Revising Rhetorically

Most students equate revising with editing, but more advanced writers understand that revision involves “re-evaluating” the concepts of the paper: the use of information, the arrangement of arguments, and the development and significance of ideas. Revision—as both a reading activity and a writing activity—is based on an assessment of how well the writing has communicated the writer’s intentions—the argument or ideas of the text.

Preparing for Helpful Feedback

Students will now need to work with the organization and development of their drafts to make sure their essays are as effective as possible. Your students should produce the next drafts on the basis of systematic feedback from others.

- With some guidance and support from peers and adults, develop and strengthen writing as needed by ... revising, ... rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

Reading – Informational Text

- Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.
- Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

Speaking and Listening

- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

Writing

- With some guidance and support from peers and adults, develop and strengthen writing as needed by ... revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

With middle school students, it is helpful to review norms for group feedback. Just before the activity, put a simple four square chart (see Activity 41) on the board, and ask students for their feedback to complete it.

Activity 41: Revising Rhetorically—Preparing for Helpful Feedback

It's time to get feedback from others to help you revise your first draft.

Listen, and participate with your class in creating the following chart:

<p>What do readers do?</p> <p><i>Read their essay aloud with their pencil in their hand so they can mark mistakes when they hear them.</i></p> <p><i>Listen to what people say, and make notes.</i></p> <p><i>Ask questions if needed.</i></p> <p><i>Decide what's helpful to you.</i></p>	<p>What do the listeners do?</p> <p><i>Listen to the essay as it is being read to you.</i></p> <p><i>Tell the reader what was working for you as you listened. Be positive!</i></p> <p><i>Look carefully at the rubric, and tell the reader which area they could improve in. Be helpful!</i></p> <p><i>Be really specific.</i></p>
<p>What do readers avoid doing?</p> <p><i>Getting upset when someone gives you something to work on. (It's actually a compliment that they care.)</i></p> <p><i>Explain too much.</i></p>	<p>What do listeners avoid doing?</p> <p><i>Saying everything is fine (not helpful!).</i></p> <p><i>Being mean-spirited.</i></p> <p><i>Correcting grammar. (Save this for later when we edit.)</i></p>

Responding to Feedback

The revision process focuses on students' use of the rubric that was provided to them in Activity 31; you will need to review the rubric with them before they can begin the feedback process below (you've reviewed the norms for the feedback process in the previous activity). This peer feedback time is also a good time to do quick conferences with students; you can circulate to those students who you think may have more difficulty with revision, stopping by individual students' desks to chat about their progress, or you can allow students to put their name on a list on the board and call students up to you one at a time for quick feedback.

Step 1: Peer Feedback Group

Working in groups of four, each student reads his or her essay aloud to other members of the group. Students should focus on one trait from the rubric (i.e. responds to the topic, or organization and development of ideas) after which they a) identify the place where the text is succeeding and write a note to the writer about why the text is working, and b) look at the rubric and suggest one area that needs more or different development.

Step 2: Paired Revision Planning

The peer feedback group then divides into two pairs; each pair exchanges papers to read them again and compare them to the rubric. Then they talk and the paper's author decides how he/she want to revise the problems identified by the group members.

Step 3 Individual Work

At this point, students have some information in hand to revise their drafts. Activity 42 will help them identify their plans and consider them in light of their audience and prompt.

Activity 42: Peer Feedback for Revision

Step 1: Peer Feedback Group

Working in groups of four, 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; and 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

Your peer feedback group will divide into two pairs. 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.

In Activity 43, students will decide on what their plans will be for revision. The questions in the activity help them to think about their draft and give them the authority to decide what they will change, rather than responding to every (often contradictory) comment they received.

Discuss the activity with students, and give them five to ten minutes to make a list of changes they are planning for their draft. Ask them to put this list on a sticky note on top of the rough draft. As they begin revising, they can check off the changes they have made. Later, they will hand in the rough draft, the sticky note with intentions, and the revised draft.

Activity 43: Plans for Revision

Now that you have received feedback from your peers and perhaps the teacher, 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 idea?

Language

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
 - b. Form and use verbs in the active and passive voice.
 - c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
 - d. Recognize and correct inappropriate shifts in verb voice and mood.
2. Demonstrate command of the conventions of standard English capitaliza-

Editing the Draft

Ask students to turn in their second draft of writing to you, and explain that they will make one more draft that they will edit to correct grammar, punctuation, and mechanics.

Students can only focus on one or two new editing errors at a time. Rather than mark up all of the papers and have students copy your corrections without internalizing them, skim through the drafts quickly, looking for similar types of errors (such as run-on sentences, capitalization, comma use, and the like). Put papers with similar problems in piles, and see how the piles stack up.

This sorting method will determine your instruction for editing. If you have a large proportion of students with run-on problems, for example, it is a good time to do some short bursts of instruction on ways to combine sentences, practice applying the instruction on some sample sentences, and then integrate the concept by working to reread one’s own essay aloud to a partner to catch instances of run-ons and correct them.

If you do not have a large group with problems in any one error, you may have students meet in smaller groups, and provide each group with instructions in their one problem area. If you have aides or parents who can help in the classroom, this is a great time to have them sit with small groups and work closely on single error correction.

Regardless of how you do it, students will need multiple opportunities to practice correcting their own work for this particular error until they gain proficiency with it. Then you can expect them to have that skill in their repertoire and begin working on a new editing skill.

tion, punctuation, and spelling when writing.

- a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
- b. Use an ellipsis to indicate an omission.
- c. Spell correctly.

Writing

5. With some guidance and support from peers and adults, develop and strengthen writing as needed by ... editing, ... (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)

The strategies in this section of the ERWC are designed to reinforce students' learning of the content of the CCSS for ELA/Literacy in the preceding sections of the module.

Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Individual Work

Your students will now edit their drafts on the basis of the information they have received from you and have practiced in pairs or in groups. The following suggestions to your students will also help them edit their individual work.

Activity 44: Individual Work

You will now edit your draft based on the information you have received from the teacher and your group. 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.

Reflecting on Your Writing Process

When you return the essays, a good practice is to ask students to reflect in writing about the process of writing the essay, what they have learned that they can apply to their next assignments, or how they feel about the comments you have given them on the essay.

Activity 45 is an Exit Ticket. (You could also create something more formal, such as a cover letter for the final essay or a brief letter about what they have learned.) Use students' responses to guide subsequent units and also to reflect on the way you will teach this unit next time around.

Activity 45: Reflecting on Your Writing Process

On an Exit Ticket, 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 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?

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

	4	3	2	1	Comments
Response to the topic	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.	
Understanding and use of the readings	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.	
Quality and clarity of thinking	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.	
Organization, development, and support	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.	
Vocabulary	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.	
Grammar, usage, and mechanics	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.	