Children Have the Right to …

Content Area			Grade Level	
English Language Arts	Science	U.S. History	**Middle School, Grade 7**	High School

Approximate Time Needed: Five to six weeks

UNIT OVERVIEW

George Hillocks writes in the foreword of his book, *Teaching Argument Writing,* "... the teaching of argument [is] the core of critical thinking. Argument is not simply a dispute, as when people disagree with one another or yell at each other. Argument is about making a case in support of a claim in everyday affairs—in science, in policy making, in courtrooms, and so forth." He goes on to explain the importance of teaching students to "… *evaluate* the arguments of others, arguments they hear every day" as a skill that is "critical to participating in a democratic society." Through this unit, students will learn the skills to successfully argue a claim by supporting it with logical reasoning, evidence, and explanation from reading and research of credible sources. By using the context of children's rights, teachers can connect the idea of learning argument skills to Hillock's idea of thinking critically about global issues and advocating for their rights and the rights of others.

KEY STANDARDS

Common Core

RI.7.1

RI.7.6

RI.7.8

W.7.1

W.7.1a–e

W.7.8

COMMON ASSIGNMENTS

- **Pre-Assessment**

  "Pro/Con: Are federal regulations needed for e-cigarettes?"

  Students read two articles and answer multiple choice and short answer questions about claim, evidence, and reasoning.

- **Mid-Assessment**

  Should schools monitor students' social media accounts? After reading "Cyberbullying: Should schools police students' social media accounts?" and "California School District Hires Firm to Monitor Students' Social Media" write an essay in which you address the question and argue your position on the topic. Support your position with evidence from the text. Be sure to acknowledge competing views.

  Scoring: LDC Argumentation Rubric (focus, development, organization, conventions)

LDC TEACHING TASK

Summative Assessment
LDC Argumentation Template Task Collection II, Template 1

After researching informational texts on topics related to the Children's Bill of Rights, write an essay in which you argue your position on one of the articles from the Children's Bill of Rights. Be sure to support your position with evidence from your research. Be sure to acknowledge competing views. Include a works cited page and text citations using MLA format.

See CoreTools.org for the module "Children Have the Right to …"

Scoring: LDC Argumentation Rubric (focus, development, organization, conventions)

AUTHORS Nick Bonnet, Valerie Depew, Allyson Ellingsworth, Cinnamon Garner, Melissa Hendersen, Christie Herrington, Roselind Koop, Jessica May, Kaitlin Newlin, Aggie Sullinger, and Jeri Thompson

About the Common Assignment Study

The Common Assignment Study (CAS) represents an effort to strengthen instruction through the integrated development of curriculum, instructional supports, and embedded assessments. Led by teachers in Colorado and Kentucky, CAS produced multiple high-quality instructional units in science, history, and English language arts. As new academic standards and assessments are being adopted across the states, CAS showcases teachers' pivotal role in translating these larger initiatives into rigorous and relevant classroom experiences for their students.

The CAS instructional units—which include classroom activities, assessments, and rubrics for scoring student work—were developed using the Understanding by Design framework. Each unit was strengthened by integrating a Literacy Design Collaborative (LDC) module to help scaffold and support the development of students' content literacy. Over a two-year period, the teachers developed, taught, and revised the units with the support and leadership of The Colorado Education Initiative and The Fund for Transforming Education in Kentucky; the subject matter expertise provided by the Stanford Center for Assessment, Learning and Equity; and the research support of the Center for Assessment. Throughout the study, which was funded by the Bill & Melinda Gates Foundation, Westat provided technical assistance and support and collected student work samples and scores from each unit.

The units contain shared elements ("common assignments") that were collaboratively developed and used by teachers in both states. However, teachers maintained flexibility and autonomy to tailor the units to meet local needs and make contextualized instructional choices. Teacher-leaders have taken active roles in facilitating the collaborative design process. Teachers have reported that newly developed tools and strategies have better engaged their students and provided them with richer opportunities to demonstrate their understanding of the material. Research for Action has studied the implementation of the CAS units and gathered feedback to improve how districts and schools can use CAS resources to support the integrated use of teacher-developed curricula, instructional supports, and embedded assessments.

COMMON ASSIGNMENT STUDY
www.commonassignment.org

BILL & MELINDA GATES foundation
www.gatesfoundation.org

Center for Assessment
www.nciea.org

THE COLORADO EDUCATION INITIATIVE
www.coloradoedinitiative.org

THE FUND FOR TRANSFORMING EDUCATION
www.thefundky.org

RESEARCH for ACTION
www.researchforaction.org

SCALE
Stanford Center for Assessment, Learning, & Equity
scale.stanford.edu

Westat
www.westat.com

Table of Contents

Children Have the Right to …
Unit Overview

Desired Results

Established Goals/Standards	**Common Core State Standards** **RI.7.1:** Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. **RI.7.6:** Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others. **RI.7.8:** Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims. **W.7.1:** Write arguments to support claims with clear reasons and relevant evidence. **W.7.1a:** Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. **W.7.1b:** Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. **W.7.1c:** Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. **W.7.1d:** Establish and maintain a formal style. **W.7.1e:** Provide a concluding statement or section that follows from and supports the argument presented. **W.7.8:** 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. Optional: Add speaking and listening standards related to the extension of the assessment (debate, speech, UN meeting, etc.).
Transfer	*Students will be able to independently use their learning to ...* • Successfully argue a claim by supporting it with logical reasoning, evidence, and explanation from reading and research of credible sources.

Meaning	**Understandings/Big Ideas**	**Essential Questions**
	Students will understand that …	*Students will keep considering …*
	• A sound argument is based on logical reasoning.	• What makes an effective argument?
	• Audiences/readers can make informed decisions about the influence of a text when they recognize a writer's possible bias/slant.	• What evidence can we as authors use to make a compelling argument?
	• Multiple perspectives help develop an informed understanding of an issue/idea.	• How can we distinguish our point of view from others'?
	• Authors use compelling claims, relevant evidence, and explanation to effectively communicate their perspectives.	• How do we determine the credibility of a source?
		Context Question
		• Are all parts of the Children's Bill of Rights viable in today's society?

Acquisition	**Know (Content)**			
	Students will know …			
	• Claim*	• Argument	• Ethos	• Bias
	• Evidence*	• Cite	• Point of view	• Opposing claim/ counterclaims*
	• Reasoning*	• Logos	• Fact vs. opinion	• Logical reasoning
	• Credibility	• Pathos	• Perspectives	
	*Focus concepts for the unit			

Do (Skills)

Students will be skilled at …

Reading and Research Skills

• Trace and evaluate an author's argument and specific claims in a text.

• Determine whether an author has adequately supported a claim and used sound reasoning.

• Evaluate sources for bias and credibility.

• Cite sources using an accepted format (MLA) within the text and with a works cited page.

Writing Skills

• Develop a claim in the form of a thesis statement after looking at a body of data or information.

• Select relevant and logical evidence to support their claim.

• Organize ideas in a logical sequence using clear transitions.

• Make choices appropriate to purpose and audience (tone, register, and word choice).

• Acknowledge opposing viewpoints.

• Show evidence of progress through the writing process (prewriting, drafting, revising, editing, and publishing).

Acceptable Evidence of Results

Assessments	Evaluative Criteria
1. Pre-assessment	LDC Rubric
2. Constructed response (passage-based using LDC template task)	
3. Summative assessment: LDC argumentation task (see below)	

Supports/Scaffolding

Support

- Provide a body of low-level passages or citations as the "research" for students
- Create a "writer's notebook" to define each step of the process
- Model the process using a sample topic
- Teacher-created guides for note-taking and outlining
- Choice in topics
- Choice of texts

Extensions

- Debates
- Mock kids UN meeting to develop a new bill of rights
- Argumentation speeches

Children Have the Right to …
Unit Overview

Learning Experiences and Instruction

Unit Texts and Materials	**Teacher Resources**
	• www.procon.org ⬀
	• www.LiveBinders.com ⬀
	• *Teaching Argument Writing*, George Hillocks
	• *Scholastic*, *New York Times Upfront*, and *Scope* magazines (subscription needed)
	• https://todaysmeet.com ⬀
	• *Twisting Arms*, Cottonwood Press (purchase needed)
	• *Texts and Lessons For Content Area Reading*, Harvey Daniels (purchase needed)
	• www.Proquest.com ⬀ and www.EBSCO.com ⬀ article databases
	• www.newsela.com ⬀

Student Resource Possibilities

- "PETA's Latest Tactic: $1 Million for Fake Meat," http://www.nytimes.com/2008/04/21/us/21meat.html?_r=0 ⬀
- "Marriage—or Else," *New York Times Upfront* article on childhood marriage in *Junior Scholastic*, http://teacher.scholastic.com/scholasticnews/indepth/upfront/features/index.asp?article=f013111_brides ⬀
- "Micro-Chipping," Harvey Daniels
- "Child Labor," Harvey Daniels
- Time for Kids Comprehension and Critical Thinking—teacher-created materials (child labor, access to education)
- "Eye Scan Technology Comes to Schools," Harvey Daniels, http://abcnews.go.com/GMA/story?id=1539275 ⬀
- "A Child Slave in California," *Scholastic SCOPE* article, http://www.ps119amersfort.com/chocolate/SCOPE-090312-Nonfiction.pdf ⬀
- "A Veto on Video Games," *Newsweek* article in Holt Language book, http://www.rocklin.k12.ca.us/staff/svictor/Adobe%20pages/PDF%20Files/Veto%20on%20Video%20Games.pdf ⬀
- Spring Boards—Lessons on Credibility
- "Meet Malala," *Junior Scholastic,* March 4, 2013
- "Girl Rising" documentary film (needs to be purchased)
- "The Harvest" documentary film (on Netflix)

COMMON ASSIGNMENT STUDY

Children Have the Right to …
Unit Overview

Assessment Tasks	
	Pre-Assessment "Pro/Con: Are federal regulations needed for e-cigarettes?" • Students read two articles and answer multiple choice and short answer questions.
	Mid-Assessment • 90-minute on-demand writing • Prompt: Should schools monitor students' social media accounts? After reading "Cyberbullying: Shoul schools police students' social media accounts?" and "California School District Hires Firm to Monitor Students' Social Media" write an essay in which you address the question and argue your position on the topic. Support your position with evidence from the text. Be sure to acknowledge competing views. **Articles** • "Cyberbullying: Should Schools Police Students' Social Media Accounts?" • "California School District Hires Firm to Monitor Students' Social Media" **Scoring** LDC Argumentation Rubric (focus, development, organization, conventions)
	Summative/Unit Assessment LDC argumentation template task collection II, template 1 After researching informational texts on topics related to the Children's Bill of Rights, write an essay in which you argue your position on one of the articles from the Children's Bill of Rights. Be sure to support your position with evidence from your research. (D1) Be sure to acknowledge competing views. (D8) Include a works cited page and text citations using MLA format. See the "Children Have the Right to …" module ↗. **Scoring** LDC Argumentation Rubric (focus, development, organization, conventions)

Learning Tasks	Suggested activities and more detailed lesson plans for each learning target can be found at www.LiveBinders.com ↗.
	Username: casmiddleela
	Password: caselarocks

Introducing Argumentation (two weeks)

See lesson plans from Melissa Henderson and Roselind Koop at www.LiveBinders.com ↗.

1. Pre-assessment (one day)
   a. Teacher Version
   b. Student Version

2. Hook activity: Modified "gum" activity from George Hillocks, page 70 (one day)

3. Content vocabulary front loading (note-taking, foldable, and card sort) (two days)

4. Taking a stance activity/four corner debate (with in vitro meat article)

5. More practice with identifying a claim, analyzing evidence, purpose, tone, audience: "Three Circle" activity and "A Veto on Video Games" from Holt Language book (two days)

6. Arguing both sides activity: Harvey Daniels' "Texts and Lessons" resource

7. Revisit pre-assessment, add new learning, reflection on learning

8. Students will analyze data from gum activity and create a claim, warrant, backing, and counterargument.

9. Short constructed response assessment: *Should schools monitor student' social media accounts?*

Articles
- "Cyberbullying: Should Schools Police Students' Social Media Accounts?"
- "California School District Hires Firm to Monitor Students' Social Media"

LDC Module (four to five weeks)

See Module Creator for details: Module Creator: All Children Have the Right to … ↗

Task: After researching informational texts on topics related to Children's Bill of Rights, write an essay in which you argue your position on one of the articles from the Children's Bill of Rights. Be sure to support your position with evidence from your research.

(D1) Be sure to acknowledge competing views.

(D8) Include a works cited page and text citations using MLA format.

1. Children's Bill of Rights (introduce, close reading, annotation, vocabulary, group discussion, etc.) (two days)

2. Read texts related to the Children's Bill of Rights (close read, discuss, respond in writing). (three to five days)

3. Introducing the task/deconstructing the rubric (two days)

4. Choosing a topic—see writer's notebook (www.LiveBinders.com ↗)

5. Developing questions to guide research (looking at both sides of the issue)—see writer's notebook (one day)

6. Choosing reliable sources (two days)

7. Taking research notes—paraphrasing vs. plagiarism (Holt teacher guide) (one day)

8. Researching—see three-column research guide for taking notes (three days)

9. Choosing a side—developing a claim/thesis (one day)

10. Writing an engaging introduction (hook, background, thesis) (one day)

11. Organizing/mini-lesson on transitions (outline or graphic organizer) (two or three days)

12. Drafting (two days)

13. Integrating citations in your own writing and creating a works cited page (one day)

14. Peer editing/parent feedback/writing groups (Holt teacher guide)

15. Revising (one or two days)

16. Publishing, self-evaluating, turn-in, reflection

17. Extension activities (speech, mock UN, etc.)

Pre-Module Unit Activities

Table of Contents

Common Assignment 1

Pre-Assessment: Multiple Choice/Short Answer Assessment

Table of Contents

Pro/Con Answer Key/Scoring Guide

1. Which statement would both the **PRO and CON** authors most likely agree with?
   (1 point)
   A. E-cigarettes are an effective support for people quitting smoking.
   B. E-cigarettes pose a danger to the public, especially children.
   C. E-cigarettes should be regulated by the U.S. government.
   D. E-cigarettes may pose long-term health risks similar to regular cigarettes.

2. Which statement from the **PRO** text best captures the writer's **claim?** (1 point)
   A. E-cigarettes have unproven health claims.
   B. E-cigarettes should be regulated, not banned.
   C. The devices vaporize a flavored nicotine solution that users then inhale and exhale.
   D. Rather than helping people quit smoking, e-cigs may actually make it harder for smokers to quit.

3. Which statement would only the **CON** author agree with? (1 point)
   A. E-cigarettes do not seem to be effective at helping people to quit smoking cigarettes.
   B. E-cigarettes should be regulated, even if they are not regulated like regular cigarettes.
   C. Even though e-cigarettes are dangerous, they are much less dangerous than regular cigarettes.
   D. E-cigarettes likely do not have long-term health consequences.

4. Are the authors of the two articles **credible sources**? How do you know? (2 points)

   Students may choose either credible or non-credible based on their reasoning. Possible responses may include:

   Credible: The PRO author, Sarah Milov, is currently writing a book about tobacco in the 20th century; she is an assistant professor of history at the University of Virginia; the author has provided her contact information.

   Non-Credible: The author is not a medical or public health expert.

   Credible: The CON author, Amy Ridenour, is chairman of the National Center for Public Policy Research in Washington, DC; the author has provided her contact information.

   Non-Credible: She is a member of a conservative think-tank.

5. Choose **two details** from the texts that show how this topic **relates to the lives of teens.** (2 points)

   Possible answers include:

   A. Yet, the other part of that growth is the growth in the number of high school students using them. The variety of e-cig flavors, including cotton candy, gummy bear and root beer float, attract young people.

   B. "Juice" sounds harmless, but it's misleading. It is, in fact, a flavored nicotine mixture. The liquid nicotine is heated through a battery-powered cylinder, which can look like a cigarette, a pen or a kazoo.

   C. Right now, more than 16 million children can legally buy e-cigarettes and give themselves as much nicotine as they want — and nicotine is not harmless. Accidentally drinking liquid nicotine has caused a huge increase in the number of cases reported to local poison control centers — including the death of a toddler in upstate New York two months ago.

6. Match the **types of evidence** with the examples from the text. (3 points)
   A. Facts and Statistics
   B. Anecdote
   C. Expert Opinion

   A Researchers at the University of California-San Francisco found that 95 percent of e-cig websites either made outright claims that they had health benefits, or hinted there were some. Sixty-four percent made claims directly related to helping users quit smoking.

   C The director of the Food and Drug Administration's Center for Tobacco Products, Mitch Zeller, made the key point clear: "People are smoking for the nicotine, but dying from the tar."

   B Lives could be saved. People could replace their tobacco cigarettes with e-cigarettes and switch out smoke and carcinogens with water vapor. And that horrible smell would be replaced with no smell at all — or the light scent of a flavor like mint or strawberry.

7. In looking at the **PRO** article, identify which piece of evidence could best serve as a **counterclaim** to the **CON** article? (1 point)
   A. **They have likewise found that rather than helping people quit smoking, e-cigs may actually make it harder for smokers to quit.**
   B. The FDA should make both of these facts clear by requiring warning labels on e-cigarette devices and bottles of e-juices.
   C. And herein lies the possible merit of the e-cigarette: it could be a powerful tool for saving millions of lives if smokers switched from puffing to vaping to, ideally, nothing.
   D. "Juice" sounds harmless, but it's misleading.

8. In looking at the **PRO** article, what reasons does the author give to support her **claim?** How does she develop those reasons with **evidence?** Complete the chart. Cite the text.

Reasons (3 pts)	Textual Evidence (3 pts)
1. E-cigarettes are dangerously popular	**1. Answers will vary; possible response may include evidence from *A Booming Industry* section:** 16 million children are can legally buy e-cigarettes; $2.5 billion industry; advertising geared toward young people
2. E-cigs are safer than cigarettes	2. The problem is that the safety and health claims of e-cigarettes have not been proven. Online, many folks claim e-cigs have helped them kick the habit. Yet these are just anecdotes. In the words of Mitch Zeller, head of the FDA's Tobacco Products Division, "FDA can't make regulatory policy on the basis of anecdotal evidence."
3. Answers will vary; possible response may include: Warning labels are needed	**3. Answers will vary; possible response may include:** false advertising; nicotine is addictive and is a poison; this is why the FDA exists

"Pro/Con: Are federal regulations needed for e-cigarettes?"
By Tribune News Service, adapted by Newsela staff
03.30.15

PRO: Treat e-cigs just like tobacco products

In 2014, the Oxford English Dictionary's word of the year was "vape." The Food and Drug Administration (FDA) should take a hint from the dictionary. It should write its own definition of e-cigarettes — a definition that will treat them as a tobacco product.

Congress created the FDA in 1906. It was a time of concern over the quality and purity of America's food and drug supply, which was awash in toxic dyes and preservatives. The agency was shaped by the outrageous claims of fake miracle cures known as "snake oil."

The agency was created to help people know whether a product is safe, reliable and healthy.

In short, the FDA was made to regulate products just like e-cigarettes.

A Booming Industry

Right now, more than 16 million children can legally buy e-cigarettes and give themselves as much nicotine as they want — and nicotine is not harmless. Accidentally drinking liquid nicotine has caused a huge increase in the number of cases reported to local poison control centers — including the death of a toddler in upstate New York two months ago.

And it is a market that is booming. Last year, analysts at Wells Fargo bank estimated the overall value of the e-cigarette industry at $2.5 billion. They predict it will grow to $10 billion annually by 2017.

The product's growth is partly due to advertising. Yet, the other part of that growth is the growth in the number of high school students using them. The variety of e-cig flavors, including cotton candy, gummy bear and root beer float, attract young people.

E-cigarettes should be regulated, not banned. The FDA is the only agency that can do that. The FDA should prohibit sales and advertising to kids and make sure that health claims made by e-cig companies are true. It should also require companies to list the ingredients in e-cig juice.

"Juice" sounds harmless, but it's misleading. It is, in fact, a flavored nicotine mixture. The liquid nicotine is heated through a battery-powered cylinder, which can look like a cigarette, a pen or a kazoo.

Inhaling Flavored Vapors

The devices vaporize a flavored nicotine solution that users then inhale and exhale. Users inhale this flavored vapor and not burning tobacco. Because burning tobacco releases toxins like tar, this means e-cigs are safer compared to cigarettes.

But, then again, cigarettes kill 6 million people per year. In the words of historian Robert Proctor, they are the deadliest invention in human history.

And herein lies the possible merit of the e-cigarette: it could be a powerful tool for saving millions of lives if smokers switched from puffing to vaping to, ideally, nothing.

The problem is that the safety and health claims of e-cigarettes have not been proven. Online, many folks claim e-cigs have helped them kick the habit. Yet these are just anecdotes. In the words of Mitch Zeller, head of the FDA's Tobacco Products Division, "FDA can't make regulatory policy on the basis of anecdotal evidence."

Initial evidence from a major new study should cause regulators to stop and think. The early findings from the Population Assessment of Tobacco and Health indicate high levels of "dual use" of tobacco products, meaning that smokers frequently use both e-cigarettes and regular cigarettes.

These findings agree with other studies. They have likewise found that rather than helping people quit smoking, e-cigs may actually make it harder for smokers to quit.

Warning Labels Needed

Nevertheless, e-cigarettes are frequently advertised as if they've been proven to be healthy. Researchers at the University of California-San Francisco found that 95 percent of e-cig websites either made outright claims that they had health benefits, or hinted there were some. Sixty-four percent made claims directly related to helping users quit smoking.

This is false advertising. Nicotine is addictive and it is a poison. The FDA should make both of these facts clear by requiring warning labels on e-cigarette devices and bottles of e-juices. Skin contact with even small quantities of liquid nicotine can cause dizziness, vomiting and seizures. Ingestion can be deadly.

A world in which a dangerous product is marketed and sold as a healthy one is exactly what the FDA exists to prevent.

E-cigarettes are not snake oil. But gummy bear, cotton candy and sour apple shouldn't make them go down any easier.

ABOUT THE WRITER: Sarah Milov is an assistant professor of history at the University of Virginia. She currently is writing a book about tobacco in the 20th century. Readers may write her at 435 Nau Hall South Lawn, Charlottesville, VA 22904.

This essay is available to Tribune News Service subscribers. Tribune did not subsidize the writing of this column; the opinions are those of the writer and do not necessarily represent the views of Tribune or Newsela.

CON: Vaping may help smokers kick the tobacco habit

In 1964, the Surgeon General's Advisory Committee on Smoking and Health released its very first report on tobacco smoking.

It looked at scientific evidence from more than 7,000 articles related to smoking and disease. Based on those studies, the report cited tobacco smoking as a major cause of lung and throat cancer and chronic bronchitis.

The report launched a "war on smoking." It soon required health warnings on cigarette packages and bans on cigarette commercials on radio and television. In recent years, it has led to bans on smoking in certain areas, like restaurants and other public places.

Over this half-century of cigarette regulation, two facts have been public knowledge: 1) smoking tobacco kills people; 2) once a person is addicted to smoking cigarettes, or to the nicotine one ingests by smoking cigarettes, it is very hard for a person to quit.

Switching From Smoking

Then an invention came along — e-cigarettes. They have nicotine just like a tobacco cigarette, but without any apparent link to cancer or lung disease. Many people cheered the new invention.

Finally there was a product that could help those who were addicted and for whom the available anti-smoking aids had not been of sufficient help.

Lives could be saved. People could replace their tobacco cigarettes with e-cigarettes and switch out smoke and carcinogens with water vapor. And that horrible smell would be replaced with no smell at all — or the light scent of a flavor like mint or strawberry.

One would expect the response of the public health community to be a near-universal "hurrah." In some parts of the community, people have been happy.

Addicted To Regulation?

But some people appear to be addicted to regulation, and not to public health. For them, e-cigarettes provide an unwelcome challenge.

How can they want to ban the use of a product that saves lives?

For many of these regulators, they are worried about "what ifs." "What if" vaping turns out to be harmful? "What if" people who vape decide to start smoking?

These "what ifs" are quite unlikely. However, it is on the basis of them that some people support bans. Some want bans on the sale of e-cigarettes, or grossly high taxes on e-cigarettes to discourage the use of e-cigs. Some even want outright bans on the use of e-cigarettes in public.

But such policies mean nicotine addicts will be less likely to use e-cigarettes. Instead, they may be more likely to keep smoking tobacco. The obvious and predictable result is relatively more tobacco smoking and thus, more illness and death.

Don't Treat E-Cigs Like Cigarettes

The director of the Food and Drug Administration's Center for Tobacco Products, Mitch Zeller, made the key point clear: "People are smoking for the nicotine, but dying from the tar."

He says e-cigarette regulation should take into account that different nicotine products "pose different levels of risk to the individual," and regulate accordingly.

Which means America should not treat e-cigarettes and vaping just like tobacco smoking and smoking. Smoking is clearly far more dangerous than vaping.

In fact, vaping can cause people to voluntarily stop smoking. Because of that, a carefully crafted regulatory policy that steers Americans from smoking toward vaping as a replacement provides "an extraordinary public health opportunity."

Zeller makes a lot of sense. By contrast, there are the regulation fanatics. These people are the enemy of public health.

Smoking kills. Vaping is a safer alternative, and our nation's regulatory policy will save lives if it reflects this fact.

ABOUT THE WRITER: Amy Ridenour is chairman of the National Center for Public Policy Research in Washington, DC. (www.nationalcenter.org ↗), a conservative think-tank on Capitol Hill. She can be reached at 501 Capitol Court NE, Washington, DC 20002 or by email at aridenour@nationalcenter.org.

This essay is available to Tribune News Service subscribers. Tribune did not subsidize the writing of this column; the opinions are those of the writer and do not necessarily represent the views of Tribune or Newsela.

https://newsela.com/articles/procon-ecigs/id/8083 ↗
(Adapted by CAS MS ELA Team)

Name: _____

Date: _____   Period: _____

Answer the following questions about the articles.

1. Which statement would both the **PRO and CON** authors most likely agree with?
   (1 point)
   A. E-cigarettes are an effective support for people quitting smoking.
   B. E-cigarettes pose a danger to the public, especially children.
   C. E-cigarettes should be regulated by the U.S. government.
   D. E-cigarettes may pose long-term health risks similar to regular cigarettes.

2. Which statement from the **PRO** text best captures the writer's **claim?** (1 point)
   A. E-cigarettes have unproven health claims.
   B. E-cigarettes should be regulated, not banned.
   C. The devices vaporize a flavored nicotine solution that users then inhale and exhale.
   D. Rather than helping people quit smoking, e-cigs may actually make it harder for
      smokers to quit.

3. Which statement would only the **CON** author agree with? (1 point)
   A. E-cigarettes do not seem to be effective at helping people to quit smoking cigarettes.
   B. E-cigarettes should be regulated, even if they are not regulated like regular
      cigarettes.
   C. Even though e-cigarettes are dangerous, they are much less dangerous than regular
      cigarettes.
   D. E-cigarettes likely do not have long-term health consequences.

4. Are the authors of the two articles **credible sources?** How do you know? (2 points)

5. Choose **two details** from the text that show how this topic **relates to the lives of teens.** (2 points)

6. Match the **types of evidence** with the examples from the text. (3 points)
   A. Facts and Statistics
   B. Anecdote
   C. Expert Opinion

   _____ Researchers at the University of California-San Francisco found that 95 percent of e-cig websites either made outright claims that they had health benefits, or hinted there were some. Sixty-four percent made claims directly related to helping users quit smoking.

   _____ The director of the Food and Drug Administration's Center for Tobacco Products, Mitch Zeller, made the key point clear: "People are smoking for the nicotine, but dying from the tar."

   _____ Lives could be saved. People could replace their tobacco cigarettes with e-cigarettes and switch out smoke and carcinogens with water vapor. And that horrible smell would be replaced with no smell at all — or the light scent of a flavor like mint or strawberry.

7. In looking at the **PRO** article, identify which piece of evidence could best serve as a **counterclaim** to the **CON** article? (1 point)
   A. They have likewise found that rather than helping people quit smoking, e-cigs may actually make it harder for smokers to quit.
   B. The FDA should make both of these facts clear by requiring warning labels on e-cigarette devices and bottles of e-juices.
   C. And herein lies the possible merit of the e-cigarette: it could be a powerful tool for saving millions of lives if smokers switched from puffing to vaping to, ideally, nothing.
   D. "Juice" sounds harmless, but it's misleading.

8. In looking at the **PRO** article, what reasons does the author give to support her **claim?** How does she develop those reasons with **evidence?** Complete the chart. Cite the text.

Reasons (3 pts)	Textual Evidence (3 pts)
1. E-cigarettes are dangerously popular	1.
2.	2. The problem is that the safety and health claims of e-cigarettes have not been proven. Online, many folks claim e-cigs have helped them kick the habit. Yet these are just anecdotes. In the words of Mitch Zeller, head of the FDA's Tobacco Products Division, "FDA can't make regulatory policy on the basis of anecdotal evidence."
3.	3.

Common Assignment 2

Mid-Assessment: On-Demand Essay

Table of Contents

Teacher Instructions: Introducing Argumentation

Ninety-minute on-demand writing

Prompt:

Should schools monitor students' social media accounts? After reading "Cyberbullying: Should schools police students' social media accounts?" and "California School District Hires Firm to Monitor Students' Social Media" write an essay in which you address the question and argue your position on the topic. Support your position with evidence from the text. Be sure to acknowledge competing views. Include a works cited page and text citations using MLA format.

Argumentation Teaching Task Rubric for Template Task Collection 2

Scoring Elements	1	2	3	4
Focus	Attempts to address prompt, but lacks focus or is off-task. D1: Be sure to acknowledge competing views… doesn't make any attempts.	Addresses prompt appropriately and establishes a position, but focus is uneven. D1: Be sure to acknowledge competing views… tries to make an attempt.	Addresses prompt appropriately and maintains a clear, steady focus. Provides a generally convincing position. D1: Be sure to acknowledge competing views… does this sufficiently.	Addresses all aspects of prompt appropriately with a consistently strong focus and convincing position. D1: Be sure to acknowledge competing views… with thoroughness and making connections to the prompt.
Development	Attempts to provide details in response to the prompt, but lacks sufficient development or relevance to the purpose of the prompt.	Presents appropriate details to support and develop the focus, controlling idea, or claim, with minor lapses in the reasoning, examples, or explanations.	Presents appropriate and sufficient details to support and develop the focus, controlling idea, or claim.	Presents thorough and detailed information to effectively support and develop the focus, controlling idea, or claim.
Organization	Attempts to organize ideas, but lacks control of structure.	Uses an appropriate organizational structure for development of reasoning and logic, with minor lapses in structure and/or coherence.	Maintains an appropriate organizational structure to address specific requirements of the prompt. Structure reveals the reasoning and logic of the argument.	Maintains an organizational structure that intentionally and effectively enhances the presentation of information as required by the specific prompt. Structure enhances development of the reasoning and logic of the argument.
Conventions	Attempts to demonstrate standard English conventions, but lacks cohesion and control of grammar, usage, and mechanics. Sources are used without citation.	Demonstrates an uneven command of standard English conventions and cohesion. Uses language and tone with some inaccurate, inappropriate, or uneven features. Inconsistently cites sources.	Demonstrates a command of standard English conventions and cohesion, with few errors. Response includes language and tone appropriate to the audience, purpose, and specific requirements of the prompt. Cites sources using appropriate format with only minor errors.	Demonstrates and maintains a well-developed command of standard English conventions and cohesion, with few errors. Response includes language and tone consistently appropriate to the audience, purpose, and specific requirements of the prompt. Consistently cites sources using appropriate format.

Cyberbullying: Should schools police students' social media accounts?

Daniel B. Wood, *The Christian Science Monitor*
September 17, 2013

The Glendale Unified School District in Glendale, Calif., finds itself under a national spotlight over its hiring of a firm to monitor its 14,000 students' social media accounts.

In the wake of the suicide of 12-year-old Rebecca Sedwick in Florida last Tuesday—reportedly after receiving taunting text messages from at least 15 girls—many cyberbullying experts are applauding the Glendale decision. But others say the Glendale Unified School District (GUSD), though well-meaning, is entering dangerous moral and legal ground. At least one online petition is out to stop it.

"We think it's been working very well," Superintendent Dick Sheehan told CNN of the policy. After two teens in the area committed suicide last year, including one in the Glendale district, the GUSD started a pilot program for 9,000 students in its three high schools. It went so well that they formally introduced it this year as school opened Sept. 12. "It's designed around student safety and making sure kids are protected," Mr. Sheehan said.

The GUSD is paying the Hermosa Beach-based firm, Geo Listening, $40,500 to track public postings, searching for such topics as possible truancy, drug use, suicide threats, bullying, and other violence. Only the postings of students aged 13 and older are monitored, because that is the legal age at which parental permission isn't required.

But in hosts of local broadcasts and newspaper articles, parents and students are being interviewed who don't think it is right.

"It's students' expression of their own thoughts and feelings to their friends," said Young Cho, a 16-year-old junior at Herbert Hoover High School, to the Los Angeles Times. "For the school to intrude in that area—I understand they can do it, but I don't think it's right."

And some cyberbullying experts also feel it is not wise.

"Should a school take on the responsibility of overseeing social media or their students? No. The liability is far greater than the school, or their attorneys, understand," said Robert Fitzgerald, a cybersecurity expert. "They run the risk of policing the Internet for these kids—a 16-year-old student dating an 18-year-old student, for example—throw in sexual activity and risque posts—could lead to charges of statutory rape. And if the school does not report it, does the youngsters family have a claim against the school?"

Some experts say they would applaud the idea only if it is tweaked slightly.

"This is a great idea but only if it's paired with an educational component; otherwise, it's just being police, which is a bad idea," says Katie LeClerk Greer, former director of Internet safety for the Massachusetts Attorney General's Office and intelligence analyst for the Massachusetts State Police.

She says the educational component would involve explaining to students how putting too much personal information online—personal pictures, travel intentions, party plans, dating

details—is a bad idea. She and others say the task for this company to sort out what is worth reporting and what is not is gargantuan and runs into a huge gray area.

"I hope they have hired and consulted a very able legal team, because even though their hearts are in the right place, they are possibly biting off more than they can chew," says Ms. Greer.

According to a recent poll from 1World Online, 59 percent of people believe that schools should not be allowed to monitor students' social media accounts to ensure safety. And research from the Cyberbullying Research Center found that about half of young people have experienced some form of cyberbullying, and 10 to 20 percent experience it regularly.

"We know this is on the increase because the devices and apps that kids use is growing exponentially," says Tom Jacobs, author of "Teen Cyberbullying Investigated."

"These kids live with these devices and they are their lifelines to everything," he adds. Because of this, a lot of the behavior goes unreported, because young people don't want to risk their parents taking away their lifelines, shutting off their cellphones or shutting their Facebook and Twitter accounts, he adds.

But while some parents have complained that this practice amounts to government spying into private lives, legal analysts say the district is well within its rights to pursue the idea.

"The US Supreme Court has ruled that there are very distinct protections of privacy under the Constitution, but it has also ruled that privacy rights have to be balanced with the school's responsibility to maintain a safe campus," says Areva Martin, founding and managing partner of Martin & Martin, LLP, a Los Angeles-based law firm. "So they are trying to address the kinds of violent speech that can lead students to suicide."

But just knowing that monitoring is taking place will change the very nature of the communications, some critics say.

"The response is understandable, but students will feel their speech chilled knowing that the school district is watching," says Anupam Chander, director of the California International Law Center, at the University of California, Davis.

Others say a growing number of cyberbullying incidents point to the need for greater involvement by both parents and schools and that perhaps a multipronged strategy might be better.

"Most parents don't have a clue about how these social media sites and apps work, so some training there would be in order," says Suzanne Bogdan, education chair for Fisher & Phillips, one of the nation's largest labor and employment firms, who advises teachers, administrators and parents how to deal with cyberbullying.

There are a growing number of apps that are not public, she notes. After Tricia Norman, Rebecca Sedwick's mother moved her daughter out of school, and changed her cell phone, Rebecca signed on to new applications—ask.fm, Kik and Voxer—which restarted the messaging and bullying she had experienced at her first school. Ms. Norman had complained to school authorities about the cyberbullying and said that the school hadn't done enough to help.

At a Sept. 12 press conference, Sheriff Grady Judd of Polk County, Fla., read a list of the taunts to Sedwick: "Why are you still alive?" "You're ugly" "Can u die please?"

California School District Hires Firm to Monitor Students' Social Media

Michael Martinez, CNN
Updated 10:40 AM EDT, Wed September 18, 2013

Los Angeles (CNN)—A suburban Los Angeles school district is now looking at the public postings on social media by middle and high school students, searching for possible violence, drug use, bullying, truancy and suicidal threats.

The district in Glendale, California, is paying $40,500 to a firm to monitor and report on 14,000 middle and high school students' posts on Twitter, Facebook and other social media for one year.

Though critics liken the monitoring to government stalking, school officials and their contractor say the purpose is student safety.

As classes began this fall, the district awarded the contract after it earlier paid the firm, Geo Listening, $5,000 last spring to conduct a pilot project monitoring 9,000 students at three high schools and a middle school. Among the results was a successful intervention with a student "who was speaking of ending his life" on his social media, said Chris Frydrych, CEO of the firm.

That intervention was significant because two students in the district committed suicide the past two years, said Superintendent Richard Sheehan. The suicides occurred at a time when California has reduced mental health services in schools, Sheehan said.

"We were able to save a life," Sheehan said, adding the two recent suicides weren't outside the norm for school districts. "It's just another avenue to open up a dialogue with parents about safety."

In another recent incident, a student posted a photo of what appeared to be a gun, and a subsequent inquiry determined the gun was fake, Sheehan said.

Still, school administrators spoke with the parents of the student, who wasn't disciplined, the superintendent said.

"We had to educate the student on the dangers" of posting such photos, Sheehan said. "He was a good kid. ... It had a good ending."

In fact, no student has yet to be disciplined under the monitoring, but it's not out of the question if analysts find a message warranting action, such as a threat of a campus shooting, Sheehan said this week.

"I can see turning it over to police. That would be a situation in which discipline would follow," he said.

Frydrych's firm scours the social media postings of Glendale students aged 13 and older—the age at which parental permission isn't required for the school's contracted monitoring—and sends a daily report to principals on which students' comments could be causes for concern, Frydrych said.

The company won't disclose its methods and practices in gathering the students' messages, but it does use key words in its searches. The firm also didn't disclose how it confirms the youths are indeed students of the district.

To do the work, Frydrych employs no more than 10 full-time staffers—as well as "a larger portion" of contract workers across the globe who labor a maximum of four hours a day because "the content they read is so dark and heavy," Frydrych said.

"It's mostly kids hanging onto a thread of life," Frydrych said, "and they're posting to people also hanging on to a thread."

He declined to disclose how many school campuses have retained his firm, founded this past January in Hermosa Beach, California. Frydrych has been providing technology services to school districts the past 10 years.

Geo Listening also monitors whether students are talking about drug use, cutting class or violence. The firm even ascertains whether pupils are using their smartphone during class time, Frydrych said.

While critics say the Glendale schools' contract is an invasion of privacy, Frydrych said his firm helps schools bridge a digital-age communications "chasm."

"Parents and school district personnel—they are not able to effectively listen to the conversation where it's happening now," Frydrych said. "The notion about talking in class is about as old-fashioned as a Studebaker, no offense to the makers of the car.

"When was the last time you sent a kid to the principal's office for talking in class too much? I just don't think it happens too much. So what we kept seeing is the chasm keeps building between how students communicate and the ability to tell adults about what's going on in their lives," he said. "I thought we could bridge that gap."

Some experts in digital media and privacy, however, take exception.

"This is the government essentially hiring a contractor to stalk the social media of the kids," said Lee Tien, senior staff attorney for the Electronic Frontier Foundation, a nonprofit that defends privacy, free speech and consumer rights.

"When the government—and public schools are part of the government—engages in any kind of line-crossing and to actually go and gather information about people away from school, that crosses a line," Tien said.

He disagreed with school officials who say they are monitoring only public postings.

"People say that's not private: It's public on Facebook. I say that's just semantics. The question is what is the school doing? It's not stumbling into students—like a teacher running across a student on the street. This is the school sending someone to watch them," Tien said.

Sandy Russell, president of the school district's PTA, said parents have many questions about the monitoring, a topic that will be addressed later this month when the superintendent makes his regular appearance at a PTA meeting.

Parents want to know how and why this is being done, Russell said.

"If it supports a child in a difficult situation—whether it's bullying or stress level—and if it helps, any parent would be thrilled to have the help. But how is that happening?" Russell said.

"When you find something you're concerned about, what are you doing? Do you approach the child, with or without the parents? What does this mean? When people don't have information, they make up scenarios," Russell said. "Some of the concerns I've heard is when kids say something nasty about a teacher, will they get in trouble? I understand that's not even remotely possible."

Superintendent Sheehan said students won't be disciplined for commonplace criticism.

"As far as anything said about teachers, as long as it's appropriate, it will be ignored," he said.

Frydrych's firm doesn't hack into private postings by students, nor their e-mail or text messages.

"I find it interesting that people keep asking if we're doing something illegal or snooping or eavesdropping, but what we're actually doing is looking at public posts," Frydrych said. "We don't see any private posts."

Students can adjust their privacy settings if they don't want the world to see their tweets or Facebook updates.

Frydrych's analysts stay abreast of the symbols, phonetic spellings, abbreviations, initials and other code-speak that youths type on social media.

Hate, for example, could be spelled "h8," and teens may refer to drugs with such words as "red," "rolling," and "blunt," Frydrych said.

In another example, Frydrych's firm learned how youths use drugs such as liquid hashish through vaporizers, or "vapes," which are devices like electronic cigarettes that allow for inhalation without creating smoke, Frydrych said.

Teachers may not be aware that students are dipping their mouths into their jacket in order to take a hit off their "vapor pen," Frydrych said.

Frydrych's team will be able to spot whether the student or a classmate posts a public message about that activity—with a message stating, for example, "can't believe a kid is getting high in geography right now, sucking on their vape," Frydrych said.

What school officials do with the daily findings of Geo Listening is up the district, Frydrych said.

"This isn't about our company questioning parents," he said. "We fully respect the challenges of being parents.

"We enforce the code of student conduct for every school we serve" by compiling a day-by-day report, he said. "It's up to the district to handle it."

His firm is about to expand schools' monitoring capacity with a new smartphone app that allows students and parents to anonymously report to and correspond with school officials about conduct violations.

"Honestly, we're not spying on kids. Can we focus back on the problem: The problem is we're not listening effectively," Frydrych said. "And we're shifting that."

http://www.cnn.com/2013/09/14/us/california-schools-monitor-social-media ↗

LDC Common Assignment 3

LDC Module: Argumentation Essay

Table of Contents

Children Have the Right to...

Literacy Design Collaborative

Children Have the Right to...

by Cinnamon C. Garner

*Adapted from **"MC IMPORT: Children Have the Right to..."** by Daniel P. Von Holten, Melissa Henderson, Jeri Thompson, Kaitlin E. Newlin, Jessica R. May, Aggie Sullinger, Rosalind Koop, Valerie K. Depew, Allyson Ellingsworth, and Cinnamon C. Garner*

Students will analyze the Children's Bill of Rights document, research information on related topics, and create an argumentative essay about the relevancy of one of the articles from the Children's Bill of Rights. This LDC module is part of a larger 6-8 week unit on argumentation and is part of the Common Assignment Project. The unit is a product of a collaborative consortium of Kentucky and Colorado teachers. This module lends itself nicely to interdisciplinary study with social studies.

Original Author(s): Kaitlin Newlin, Mary Allyson Ellingsworth, Cinnamon Garner, Jessica May, Christina Herrington, Michelle Logan, Aggie Sullinger, Valerie Depew, Melissa Henderson, Rosalind Koop

GRADES	DISCIPLINE	COURSE	PACING
7	📖 ELA	▤ Language Arts/Common Assignment Study	🕐 N/A

Section 1: What Task?

Teaching Task

Task Template 1 - Argumentation

After researching informational texts on topics related to the Children's Bill of Rights , write an essay that argues your position on one of the articles from the Children's Bill of Rights. Support your position with evidence from your research.

| D L2 | Be sure to acknowledge competing views. |
| D L3 | Give examples from past or current events or issues to illustrate and clarify your position. |

Standards

Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects

CCR.R.1
Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

CCR.R.2
Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

CCR.R.4
Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

CCR.R.6
Assess how point of view or purpose shapes the content and style of a text.

CCR.R.8
Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

CCR.R.10
Read and comprehend complex literary and informational texts independently and proficiently.

CCR.W.1
Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

CCR.W.4
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCR.W.5
Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

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

CCR.W.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 tasks, purposes, and audiences.

CCR.L.1
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Custom Standards

RI.7.1
Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI.7.2
Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

RI.7.4
Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

RI.7.6
Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.

RI.7.8
Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.

RI.7.9
Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

RI.7.10
By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band

proficiently, with scaffolding as needed at the high end of the range.

W.7.4
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.7.5
With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

W.7.9
Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.7.10
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.

Texts

- Children's Bill of Rights. http://www.newciv.org/ncn/cbor.html. (student/teacher)
  http://www.newciv.org/ncn/cbor.html

- Twisting Arms: Teaching Students How to Write to Persuade. Author: Dawn DiPrinceISBN: 978-1-877673-65-8Pages: 92Includes lesson plans and reproducibles that can be used to teach the elements of argumentation that are similar to those in persuasion. (student/teacher)
  Author: Dawn DiPrince ISBN: 978-1-877673-65-8 Pages: 92 Includes lesson plans and reproducibles that can be used to teach the elements of argumentation that are similar to those in persuasion.

- Time for Kids: Comprehension and Thinking level 6. ISBN 0-7439-3376-1Sarah Kartchner ClarkTeacher Created Materials2005Contains articles from TFK and document-based questions related to child labor, land mines, access to education, and many more. (student/teacher)
  ISBN 0-7439-3376-1Sarah Kartchner Clark Teacher Created Materials 2005. Contains articles from Time for Kids magazine and document-based questions related to child labor, land mines, and access to education.

- Lost Childhoods by Sean Price Junior Scholastic January 22, 2007 issn 00226688Child labor article. (student)
  by Sean Price Junior Scholastic January 22, 2007 issn 00226688 Child Labor article

- Choice text selections. Please see other possible text selections for student reading under the instruction tab "uploaded resources." (student)
  Please see other possible text selections for student reading under the instruction tab "uploaded resources."

- "Meet Malala". Junior Scholastic 3-4-2013. (student)
  Junior Scholastic 3-4-2013

Children Have the Right to...

◫ "A Child Slave in California." Scholastic SCOPE (9-3-2012). (student)
Scholastic SCOPE 9-3-2012

◫ "Bravest Girl on Earth." Scholastic SCOPE, September, 2013. The story of Malala, a girl who survives
Taliban shooting. (student)
Scholastic SCOPE 9-2013. Presents the story of Malala, a girl who survives a Taliban shooting and
speaks for children's right to education.

Children Have the Right to...

Argumentation Rubric for Grade 6-12 Teaching Tasks

	Not Yet	Approaches Expectations	Meets Expectations	Advanced
	1	**2**	**3**	**4**
Focus	Attempts to address prompt but lacks focus or is off task. D: Attempts to address additional demands but lacks focus or is off task.	Addresses prompt appropriately and establishes a position but focus is uneven. D: Addresses additional demands superficially.	Addresses prompt appropriately and maintains a clear, steady focus. Provides a generally convincing position. D: Addresses additional demands sufficiently.	Addresses all aspects of prompt appropriately with a consistently strong focus and convincing position. D: Addresses additional demands with thoroughness and makes a connection to claim.
Controlling Idea	Attempts to establish a claim, but lacks a clear purpose.	Establishes a claim.	Establishes a credible claim.	Establishes and maintains a substantive and credible claim or proposal.
Reading/Research (when applicable)	Attempts to reference reading materials to develop response, but lacks connections or relevance to the purpose of the prompt.	Presents information from reading materials relevant to the purpose of the prompt with minor lapses in accuracy or completeness.	Accurately presents details from reading materials relevant to the purpose of the prompt to develop argument or claim.	Accurately and effectively presents important details from reading materials to develop argument or claim.
Development	Attempts to provide details in response to the prompt, but lacks sufficient development or relevance to the purpose of the prompt.	Presents appropriate details to support and develop the focus, controlling idea, or claim, with minor lapses in the reasoning, examples, or explanations.	Presents appropriate and sufficient details to support and develop the focus, controlling idea, or claim.	Presents thorough and detailed information to effectively support and develop the focus, controlling idea, or claim.
Organization	Attempts to organize ideas, but lacks control of structure.	Uses an appropriate organizational structure for development of reasoning and logic, with minor lapses in structure and/or coherence.	Maintains an appropriate organizational structure to address specific requirements of the prompt. Structure reveals the reasoning and logic of the argument.	Maintains an organizational structure that intentionally and effectively enhances the presentation of information as required by the specific prompt. Structure enhances development of the reasoning and logic of the argument.
Conventions	Attempts to demonstrate standard English conventions, but lacks cohesion and control of grammar, usage, mechanics, language and tone. Sources are used without citation.	Demonstrates an uneven command of standard English conventions and cohesion. Uses language and tone with some inaccurate, inappropriate, or uneven features. Inconsistently cites sources.	Demonstrates a command of standard English conventions and cohesion, with few errors. Response includes language and tone appropriate to the audience, purpose, and specific requirements of the prompt. Cites sources using appropriate format with only minor errors.	Demonstrates and maintains a well-developed command of standard English conventions and cohesion, with few errors. Response includes language and tone consistently appropriate to the audience, purpose, and specific requirements of the prompt. Consistently cites sources using appropriate format.
Content Understanding	Attempts to include disciplinary content in argument, but understanding of content is weak; content is irrelevant, inappropriate, or inaccurate.	Briefly notes disciplinary content relevant to the prompt; shows basic or uneven understanding of content; minor errors in explanation.	Accurately presents disciplinary content relevant to the prompt with sufficient explanations that demonstrate understanding.	Integrates relevant and accurate disciplinary content with thorough explanations that demonstrate in-depth understanding.

Background for Students

Americans are afforded personal rights through the Bill of Rights included in the Constitution. In 1996, children from several countries around the world decided that children, being a special group of people, deserved specific rights as well, and should be afforded extra protections. They came together to form a Children's United Nations and created the Children's Bill of Rights. In this module, you will examine the children's claims, look at others' perspectives, and argue for or against one of the selected articles. During this module, you will learn the elements and vocabulary associated with argumentation while engaging in researching content related to social studies and your personal civil liberties.

Extension

Students may use their research and essays as preparation for debates or speeches given to classmates in a mock United Nations simulation. With these extensions, additional speaking and listening standards would need to be included.

Section 2: What Skills?

Reading and Research

TASK ANALYSIS: Students will deconstruct the task and the rubric in order to understand the assignment and expectations.

TASK ENGAGEMENT: Students will become familiar with possible topic choices and demonstrate the ability to choose a topic/issue related to the Children's Bill of Rights to research.

ACTIVE READING: Students will demonstrate the ability to analyze the Children's Bill of Rights and other related texts through close reading, annotation, and discussion.

TEXT SELECTION USING ACADEMIC INTEGRITY: Students will demonstrate the ability to practice identifying reliable sources and citing them appropriately.

RESEARCH: Students will demonstrate the ability to locate, paraphrase, and cite information from reliable sources to understand their chosen topic related to the Children's Bill of Rights.

Vocabulary Development

USING CONTEXT CLUES: Students will demonstrate the ability to discern the meanings of new and multiple-meaning words in context.

CONTENT SPECIFIC VOCABULARY: Students will demonstrate the ability to apply content-specific vocabulary related to argument writing.

Transition to Writing

BRIDGING: Students will demonstrate the ability to link their reading and research results to the writing task.

Writing Process

CONTROLLING IDEA: Students will demonstrate the ability to develop a clear thesis statement that declares their position regarding a particular right from the Children's Bill of Rights.

PLANNING: Students will demonstrate the ability to complete a planning outline in order to organize and synthesize their thoughts and research.

DEVELOPMENT: Students will demonstrate the ability to use relevant and sufficient text evidence in their writing.

EDITING AND REVISING TO IMPROVE CONVENTIONS: Students will demonstrate the ability to use feedback from others in order to improve their work through revision and editing.

COMPLETION: Students will demonstrate the ability to submit a final draft of their essay that meets expectations.

Section 3: What Instruction?

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
Reading and Research				
30 mins	**TASK ANALYSIS**: Students will deconstruct the task and the rubric in order to understand the assignment and expectations.	**WHAT IS THE PRODUCT? WHAT IS THE PROCESS?** What is this task asking us to do? In order to complete this task, what steps will we need to take? What skills do we need to complete these steps?	Student meets expectations if he/she does the following: • Students can re-write the task in their own words or explain orally.	• Introduce the task and prompt. Deconstruct the writing task using RAFTS method or something comparable. • With the students, create a list (or T-chart) of steps in the process to complete the task and the skills necessary to complete the steps.
	Additional Attachments: 📄 **RAFTs.docx**			
1 hr	**TASK ANALYSIS**: Students will deconstruct the task and the rubric in order to understand the assignment and expectations.	**RUBRIC ANALYSIS** In your group, read the definition for your part of the rubric. Use the poster paper to write in your own words what it means. Add a graphic to help remember this part.	**Meets expectations if:** **Small group:** • All students participating. • Students work as a team to design a poster and graphics. **Poster:** • Students rephrasing rubric accurately using kid-friendly language. • Goals show understanding of prompt and rubric expectations. **Presentation:** • During presentation, student has eyes on speaker and only one speaker talking at a time. • Students elaborate or ask clarifying questions of each other to show engagement. • Listeners, during presentations, engage with comments and	• Teacher will display prompt daily, reminding students of the end goal. • Teacher will display rubric and hand out a copy of the rubric to each student. • Teacher will use a poster for the area of "focus" and model how to read the rubric and then deconstruct, using kid-friendly language. • Next, teacher will assign small groups an area of the rubric to deconstruct beginning with elements of "focus", "controlling idea," "organization," and "conventions." • Students will read in groups and teacher will guide them to use kid-friendly language to paraphrase, adding a unique graphic to help remember each element of the rubric. • Next each table group will create a poster for their assigned rubric element. • Students will then present their rubric element posters to the class. Each time, teacher will ask one student from each table group to paraphrase the speaker. • Students will take notes on their own rubric/organizer as the groups present. • Posters will be displayed in classroom throughout module.

Children Have the Right to...

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	clarifying questions. SCORING GUIDE	INSTRUCTIONAL STRATEGIES
	Standards: **CCR.SL.1** : Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.			
40 mins	**TASK ENGAGEMENT**: Students will become familiar with possible topic choices and demonstrate the ability to choose a topic/issue related to the Children's Bill of Rights to research.	**CULTUREGRAMS RESEARCH** Do children in other countries really have the same rights as privileges we enjoy in America? Using CultureGrams or other comparable websites, research how children in other countries live. What rights and privileges do they enjoy? What are some things they lack? How does this compare to American children?	● Students will complete the research guide. ● Students will be able to explain to classmates what they have discovered through their research about children living in their assigned country.	● Model how students will access CultureGrams or other websites. CultureGrams is a site that requires subscription for full access. (Please note: the program is available in several editions.) ● Students can use Kids Edition or World Edition as needed. Sometimes, information on Kids Edition is limited when it comes to topics/issues. ● Assign countries with clear issues regarding children's rights (Africa, Somalia, India, China, Afghanistan, etc) as opposed to countries similar to the U.S. like Canada and France.
	Additional Attachments: 📄 **Exploring Other Children's Cultures.docx**			
1 hr	**ACTIVE READING**: Students will demonstrate the ability to analyze the Children's Bill of Rights and other related texts through close reading, annotation, and discussion.	**CLOSE READING OF CBOR** Brainstorm: What right should all children have? Create a list as a class. Then using the document, answer these questions: What is the history of this document? According to the document, what right should all children have? How does this compare or contrast to our list? Why would the USA refuse to sign this document? Do you agree with all of these? Would your parents have problem with any of these?	Student meets expectations if he/she does the following: ● Annotates text thoughtfully and contributes to discussion. ● Paraphrase the articles of the BIll of Rights in his/her own words.	● Close reading of text ● Class discussion on the history, purpose, and composition of the Children's Bill of Rights utilizing text features and vocabulary to further students' understanding of the text and its organization.
1 hr	**ACTIVE READING**: Students will demonstrate the ability to analyze the Children's Bill of Rights and other related texts through close reading, annotation, and discussion.	**ARTICLES RELATED TO CHILDREN'S RIGHTS/ RESPONSE GUIDES** Let's take a deeper look at some of the topics related to the Children's Bill of Rights. Why might these topics be controversial? Can you identify author's claim, evidence and reasoning? What might the opposing viewpoint be? What is your opinion?	Student meets expectations if he/she does the following: ● Students can complete article response guides and contribute to class or small group discussions.	● Teachers select articles (3-4) appropriate to student reading levels and maturity to share with the class regarding children's rights. Some possible tops could include: child labor, child marriage, RFID chipping, access to education, etc. ● Using article response guides, students will identify problems or violations of rights as well as pieces of argumentation in articles of choice. ● Students will participate in discussion groups relating article topics back to the Children's Bill of Rights.

Children Have the Right to...

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
				• Invite students to write and discuss their responses. After the discussion, allow them to add to their entries or to return and develop or change their opinions with further evidence.
	Additional Attachments: 📄 **Article Response Guide.pdf**			
1 hr	**TEXT SELECTION USING ACADEMIC INTEGRITY**: Students will demonstrate the ability to practice identifying reliable sources and citing them appropriately.	**DETERMINING CREDIBILITY OF SOURCES** Which sources are reliable? What makes a source reliable? Using the CARS strategy, determine whether sources are reliable enough for academic use.	Student meets expectations if he/she does the following: • Identify author, title, publisher, date of texts to determine use and to include in works cited. • Give reasonable evidence that work is credible or not.	• Familiarize students with how inaccurate some information on the Internet can be by giving some false information from Internet (examples provided on the Faulkner ppt.). • Introduce determining credible sources (i.e., com,.edu,.net, etc.) by locating features of the website to determine whether it is valuable, timely information. • CARS (Credibility, Accuracy, Reliability, Support) acronym mini-lesson, PPT, and worksheet by Julie Faulkner available on Teacherspayteachers.com.
40 mins	**TEXT SELECTION USING ACADEMIC INTEGRITY**: Students will demonstrate the ability to practice identifying reliable sources and citing them appropriately.	**ACADEMIC INTEGRITY** After discussing plagiarism, practice quoting evidence using the appropriate conventions.	• Provides an accurate defintiion of plagiarism. • List several appropirte strategies for avoiding plagiarism. • Quotes evidence using the correct conventions.	• Define "plagiarism" and list ways to avoid it. Use the True/False Plagiarism Quiz in "Twisting Arms" by Cotton Wood Press to dispel myths about what dies and does not constitute plagiarism. The key to this activity explains possible consequences for plagiarism as well. • Have students talk in pairs and discuss respect for others' work to assemble evidence and create texts. Share out as a whole class. • Discuss academic penalties for stealing others' thoughts and words. (Covered in the Quiz if you choose that.) • How do we give proper credit? What are some ways we might give our sources credit? Show students the citations that are provided at the end of a sample text. Explain that students are responsible for citing texts properly both in text and with a work cited page at the end of their work. • Give students handouts/cheat sheets that will assist them in being diligent about citing sources such as the MLA citations cheat sheet (available from Tracee Ormann on Teacherspayteachers.com). • Set sample sources under the document camera or as stations around the room. Have students practice finding the pertinent information to include in a works cited page.
	Standards:			

Children Have the Right to...

PACING	CCR SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES

CCR.R.1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

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

CCR.W.8 : Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

PACING	CCR SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
1 hr	**RESEARCH**: Students will demonstrate the ability to locate, paraphrase, and cite information from reliable sources to understand their chosen topic related to the Children's Bill of Rights.	**SETTING OUT IN THE RIGHT DIRECTION (CHOOSING A TOPIC AND GENERATING QUESTIONS)** How can you be sure you have chosen the best topic for you? After brainstorming and discussing a variety of topics related to Children's Rights, choose a topic that most interests you.	• Students are able to complete appropriate sections of their writer's notebook. • Students will be confident in their topic choice.	• Students will use the "Writer's Notebook" document to facilitate their brainstorming of a topic for their argument. • Students will generate questions about the issue or topic that will drive their research. • Students will consider what they would like to know as well as what their audience would care to know. • Teacher models all steps of this work with "think aloud" and the writer's notebook. It is suggested that the teacher choose a sample topic for modeling for the remainder of the module. • It is also strongly recommended that teachers choose topics ahead of time and gather informational articles for their students to at least begin research with. We offer this suggestion because some of the articles related to the topics are either too difficult for students to read or go into detail that may not be appropriate for students. See list of possible topics and article titles.
	Additional Attachments: 📄 **Childrens rights Writer's Notebook.pdf** 📄 **Research Notes Guide.docx**			
1 hr and 30 mins	**RESEARCH**: Students will demonstrate the ability to locate, paraphrase, and cite information from reliable sources to understand their chosen topic related to the Children's Bill of Rights.	**RESEARCH NOTES** Using the reliable sources your teacher has provided, and those you have found and evaluated, read to collect information that answers the questions you have generated. Take notes on your research guide, or use another method that works for you. Be sure to quote or paraphrase information accurately and note the source each time.	• Research guides are complete and sources have been noted. • Texts have meaningful annotations when possible.	• Model the use of the research guide with the model topic. Demonstrate how to quote information directly and how to paraphrase in your own words. • Remind students to use close reading strategies they shave learned previously to read and record important information.
	Additional Attachments: 📄 **Research Notes Guide.docx**			
	Vocabulary Development			
Not provided	**USING CONTEXT CLUES**: Students will demonstrate the	**USING CONTEXT CLUES** As you come across unknown words on your reading/research,	• Students are able to recognize words that are new to	• Write words on the board from "Types of Context Clues" (predators, imperative, tarantula, etc.), or other words that would be

PACING	SKILLS AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
	ability and the meaning of multiple-meaning words in context.	use context clues to discern meaning. Keep a record of the new words you come across that are important to your topic.	them. • Students are familiar with the types of clues to look for in the context surrounding the unknown words. When provided or needed, students can use footnotes, glossaries, or dictionaries to determine word meanings.	difficult for your students. Have students rate their understanding using the smiley face system. • Get a general sense from the class regarding their ratings. Ask what they do when they do not know a word. • Read sentences aloud to the students and have them predict the meaning of the words. Discuss how they are figuring the meanings of the words. What clues lead them to that definition. • Discuss how hearing the words in context gives clues as to what the word means. Give students the handout of "Types of Context Clues". • Have students continue to practice using context clues using task cards or other activities. Task cards for practicing the skill of context clues can be purchased at www.teacherpayteachers.com from several vendors. • Students can use the template on the bottom half of the "Types of Context Clues" pages to collect their own words as they read their research articles.

Additional Attachments:

📄 **Types of context clues**

| Not provided | **CONTENT SPECIFIC VOCABULARY**: Students will demonstrate the ability to apply content-specific vocabulary related to argument writing. | **ACADEMIC VOCABULARY -- ARGUMENT/INFORMATIONAL VOCABULARY** Given the list of words related to our argument unit, rate your knowledge of each word. Use the "Smiley face system."

:)= I know and can use this word.

:/= I have heard of this word, but I am unsure of meaning or usage.

:(= I have no idea what this words means or how to use it. | • Students are familiar with the academic vocabulary for the unit and use it appropriately in discussion.

• Students demonstrate an understanding of academic vocabulary through formative assessment techniques. | • Have students self-rate the vocabulary words for the unit.

• Get a general sense of where the class rated each word.

• Use the sample sentence to allow for students to infer definitions by using context clues, ask students to define the words by using a glossary or dictionary, or have them take notes on definitions you provide.

• Discuss particular words that may have other meanings in other content areas or contexts.

• Engage students in several activities to familiarize them with the vocabulary (Quizlet, crossword, word sort, I have ...Who has...).

• Use the content vocabulary as often as possible and expect students to, as well.

For a complete list of academic vocabulary for Argument and Informational writing, go to www.teacherspayteachers.com, shop "The Daring English Teacher" store and purchase "Academic Vocabulary 1." |

Transition to Writing

Children Have the Right to...

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
provided	students will demonstrate the ability to link their reading and research results to the writing task.	Complete the T-chart in the "Writer's Notebook" listing evidence and reasons for both sides of your issue.	T-chart will be complete with at least 3 reasons for each side of the issue.	Model completion of T-chart with the sample issue. After considering evidence for both sides, students will choose the side they want to defend in their essay and write the claim in their notebook (continue to follow instructions in "Writer's Notebook"). Students will annotate the most compelling points/reasons to support their claim and at least one point from the opposing side they can refute.
30 mins	**BRIDGING**: Students will demonstrate the ability to link their reading and research results to the writing task.	**PARTNER CONVERSATIONS** Meet with another student who has chosen a different issue than you have. Partner A: Explain your issue and the points for each side of the argument. Verbalize your stance on the issue and what evidence you have chosen on your t-chart to support your side. Select 3 pieces of text evidence or passages from your articles to read aloud to your partner. Partner B: Listen and ask questions and comment on the points your partner might want to include. As the reader, what will you want to know more about? What do you think about the excerpts your partner read to you? How do they make you feel? Partner A: Note the questions and comments so that you will remember to answer them in your essay as you begin to plan. Switch roles.	Students are able to verbalize and explain their claim to someone else. They can summarize the main points they would like to discuss in their essay. Students can listen and ask questions about their partner's topics.	If your students are unsure of how this conversation should go, you could use a "fish bowl" or pre-recorded conversation to model what this looks like and sounds like. Observe and listen in on groups, prompt with deeper questioning when needed.

Writing Process

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
1 hr	**CONTROLLING IDEA**: Students will demonstrate the ability to develop a clear thesis statement that declares their position regarding a particular right from the Children's Bill of Rights.	**ESTABLISHING A THESIS/PROJECTED PLAN** Write an opening paragraph that includes a controlling idea and sequences the key points you plan to make in your composition. Use your outline to plan this paragraph.	Student meets expectations if he/she does the following: Uses a hook to attract the readers attention. Summarizes the argument and provides background the reader will need to	Offer several examples of opening paragraphs from texts students have been researching. Analyze the way professionals introduce their essay topics. Then chunk the instruction for the rest of the introduction paragraph. Give instruction on "hooks" using interesting quotes, shocking facts, or anecdotes. Ask students, "What was the one fascinating thing you came across in your research?" Let them experiment with a couple different ways to hook their audience.

COMMON ASSIGNMENT STUDY

Children Have the Right to...

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
			understand the ...	● Have students use their summaries from the partner research round and for their introduction.
			● States their claim explicitly in a thesis statement.	● Mini-lesson on 4 ways to write a thesis or topic sentence (*Step Up to Writing* - Occasion/Position Statements, Power Statements, And/But/Or Statements, However Statements). Students can add the "projected plan", an additional sentence after the thesis, or as part of the thesis, that lists the main points the argument will explore.
			● States the key points for further ellaboration (projected plan).	○ The following is an Occasion/Positions statement with a projected plan. E.g., Although arranged marriages are customary in many countries, they are clearly a violation of the right not to marry mentioned in the *Children's Bill of Rights*. Marrying young is especially detrimental to young girls' health, education, and safety.
1 hr	**PLANNING**: Students will demonstrate the ability to complete a planning outline in order to organize and synthesize their thoughts and research.	**OUTLINE** Create an outline based on your notes and reading in which you state your claim, sequence your points, and note your supporting evidence.	Student meets expectations if he/she does the following: ● Creates an outline or organizer or completes an organizer provided. ● Supports controlling idea. ● Uses evidence from texts. ● Color coding sometimes helps students who need to "see" the different parts of their essay more clearly. See Step Up to Writing, Sopris West for more information.	● Provide outline from "Writer's Notebook" for students to plan their essay. ● Model appropriate planning strategies with a sample topic.

Additional Attachments:

📄 **Children's Rights Outline .docx**

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
40 mins	**PLANNING**: Students will demonstrate the ability to complete a planning outline in order to organize and synthesize their thoughts and research.	**CRAFTING THE INTRODUCTION AND CONCLUSION** Using the outline template, create an effective plan for introduction and conclusion for your essay.	Not Provided	1. Select mentor texts/articles that have the types of introductions and conclusions you might be looking for. Consider using articles from the student research packets as examples. 2. Discuss the purpose of the introduction and brainstorm or list things that students may already know about an effective introduction. 3. Read the introductions and examine authors' craft? What is it about the introduction that gets

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
				your attention? What else does the author do in the introduction to hold interest, what makes some better than others? What patterns or techniques are you noticing? On a sticky note or side page, write what you would consider the "recipe" for a good introduction Share. 4. Bring their attention to the outline. Our introductions have 3 parts: hook, background knowledge/context, and thesis. Briefly explain each part. What sort of things did we see as hooks? (quotes, shocking facts/statistics,
	Additional Attachments: 📄 writing_conclusion.pdf 📄 Methods for Writing a Topic Sentence.pdf			
1 hr and 30 mins	**DEVELOPMENT**: Students will demonstrate the ability to use relevant and sufficient text evidence in their writing.	**ROUGH DRAFT** Write an initial draft of your essay using your outline as a guide. Refer back to your texts and notes often to be sure you are using evidence from text.	Student meets expectations if he/she does the following: ● Provides complete draft with all parts. ● Supports the opening in the later sections with evidence and citations.	● Encourage students to re-read prompt regularly while writing to check that they are on track.
1 hr	**DEVELOPMENT**: Students will demonstrate the ability to use relevant and sufficient text evidence in their writing.	**INTEGRATING TEXT EVIDENCE** Using the OREO method, integrate evidence from text smoothly in to your essay. Make sure that you have cited text properly with introductory phrases or with parenthetical documentation.	● Text evidence and student thinking/explanation are balanced in the essay. Text evidence matches student's point he/she is trying to make. ● Text evidence is not just "stuck in", it is clear where it comes from and is "sandwiched" in between student's own words.	Teachers may also consider the following instructional strategies: ● Using the OREO method ppt lesson and student practice handouts can be purchased from Julie Faulkner on www.teacherspayteachers.com. ● Analyzing student examples using task cards also from www.teacherspayteachers.com. ● Giving students transition "stems" for introducing quotes or text evidence, such as "According to the author of 'Article'..." or "On page 4 of the article we read...". Handouts for reference are available online at www.teacherspayteachers.com.
Not provided	**DEVELOPMENT**: Students will demonstrate the ability to use relevant and sufficient text evidence in their writing.	**ADDRESSING ADDITIONAL DEMANDS** Am I addressing additional demands? Have I provided enough evidence from the researched texts? Have I acknowledged the opposing view? Have I given examples? Using color coding or annotation, find out if you have met the additional demands of the task.	The teacher can assess quickly by scanning student essays for color and notations. ● Teachers should see an adequate amount of writing through multiple paragraphs. ● The two colors	● Ask students to color code anything they may have borrowed from text in **one** color. Highlight all of their own thinking, explanation or examples in **second** color. Is there a balance? ● For the highlighted portions from text, have they given credit to the source? ● Put a **box** around the place(s) where you acknowledge the opposing view. Do you reposed with your own thinking or counter point?

Children Have the Right to...

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
			should be nearly equal. Text evidence and student's own thinking should be balanced. • Student should draw a box around the opposing view.	
20 mins	**EDITING AND REVISING TO IMPROVE CONVENTIONS**: Students will demonstrate the ability to use feedback from others in order to improve their work through revision and editing.	**WORKS CITED** How do I create a works cited page to list my sources? Using an MLA guide sheet or on-line tool such as Bibme, create a list of the sources you have cited in your essay.	Students use an accepted format for documenting their sources. The list in in alphabetical order, includes pertinent information, and has attempted to format appropriately.	• Review importance of including a list of sources (refer to plagiarism lesson). • Model creating a citation the "old fashioned" way using citation guide. A nice "cheat sheet" can be purchased on www.teacherspayteachers.com from Tracee Ormann; many others can be found online. Then model utilizing online citation creators such as citationmachine and bibme to create a works cited page showing students where to find particular information they might need on their articles. Be sure to point out some specifics of formatting like alphabetical order, line spacing and indenting. • You might like students to practice using some different types of sources in stations or by placing them under the document camera. Can they find the information they need form a book, magazine, newspaper, internet article? • Students may utilize the third column on the "Research Guide" or the actual articles in their research packets to complete their own works cited pages.
1 hr	**EDITING AND REVISING TO IMPROVE CONVENTIONS**: Students will demonstrate the ability to use feedback from others in order to improve their work through revision and editing.	**PEER REVISING AND EDITING** Revise draft to have accurate spelling, capitalization, punctuation, and grammar. Adjust formatting as needed to provide clear, appealing text. Exchange your paper with a partner. Use the interactive guide to annotate your partners draft.	Student meets expectations if he/she does the following: • Provides draft free from distracting surface errors. • Uses format that supports purpose. • Gives other critical support to improve their drafts in the form on questions, comments, and editing.	• Briefly review selected skills that many students need to improve. • Teach a short list of proofreading marks, if needed. • Discuss the purpose and importance of giving and getting feedback on drafts. • May consider collecting papers and redistributing them randomly, so students will be more critical with their editing. • May consider passing the papers several times within a group in order to look for different aspects of editing each time, that way, each paper receives several reads. • Model or "Fishbowl" what a critical friend conversation might look and sound like. • May edit an essay or portion of one together as a class to demonstrate the types of feedback to give or how to use the checklist.

Children Have the Right to...

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
	Additional Attachments: 📄 Argumentation_Revising_checklist20150112-2-kydr2q.docx			
20 mins	**COMPLETION:** Students will demonstrate the ability to submit a final draft of their essay that meets expectations.	**FINAL DRAFTS** • Turn in your complete set of drafts, plus the final version of your piece. • Self-assess using the rubric and a pencil.	Student meets expectations if he/she does the following: • Fits the "Meets Expectations" category in the rubric for the teaching task. • Writing process is evidenced through research guide, outline, rough draft, editing page, etc.	• Give clear directions or model how to self-assess using the rubric. Be sure to explain reasoning for their score. • If time allows, let student share their final drafts with a critical friend highlighting some of the changes they made in the process.
45 mins	**COMPLETION:** Students will demonstrate the ability to submit a final draft of their essay that meets expectations.	**REFLECTION** Using the guide provided, reflect on your scored work, teachers comments, and the process you used to complete this essay. Revise **one** paragraph from your essay according to the score or teacher comments.	• Completion of reflection guide and revised paragraph. • Students can evaluate and articulate their thoughts about their final products, teacher's comments and learning in the process. • Students have a specific goal in mind for next writing assignment.	• Explain the importance of reflection in the teaching and learning cycles. • Explain general trends you saw while scoring the essays and set a new instructional goal for the class. Complete the reflection sheet for trends to thoughts you had while viewing the class work (the parts that are applicable). Tell students they will be reflecting today on their own work and setting personal goals. • Direct students to the essay reflection guide and their scored work.
	Additional Attachments: 📄 **CBOR Essay Reflection**			

Instructional Resources

No resources specified

Section 4: What Results?

Student Work Samples

Approaches Expectations

　📄 **CBOR Student Sample 2-3 Range.pdf**
　📄 **CBOR Student Sample 2-3 Range Scoring Rubric.pdf**

Meets Expectations

　📄 **CBOR Studnet Sample Solid 3 Essay.pdf**
　📄 **CBOR Studnet Sample--Solid 3 Scoring Rubric.pdf**

Advanced

　📄 **CBOE Student Sample 3-4 Range Essay.pdf**
　📄 **CBOR Student Sample 3-4 Range Rubric Scoring.pdf**

Teacher Reflection

Not provided

All Attachments

📄 **CBOR Student Sample 2-3 Range.pdf : https://s.ldc.org/u/dlotpal0l2lwcgc69zsyyi5z6**

📄 **CBOR Student Sample 2-3 Range Scoring Rubric.pdf :**
https://s.ldc.org/u/5c8udy1w48xlqixfkddeu76d5

📄 **CBOR Studnet Sample Solid 3 Essay.pdf : https://s.ldc.org/u/979veskb6cjmuyckc9r44fk6i**

📄 **CBOR Studnet Sample--Solid 3 Scoring Rubric.pdf :**
https://s.ldc.org/u/1dxx7pthq9v3rdxgblhodkgn4

📄 **CBOE Student Sample 3-4 Range Essay.pdf : https://s.ldc.org/u/7hoh46zcsvx6ng3q9au9uxsvj**

📄 **CBOR Student Sample 3-4 Range Rubric Scoring.pdf :**
https://s.ldc.org/u/aysv5wk320a3gixj4v96c61m

COMMON
ASSIGNMENT
STUDY

Name _____

Period _____ Date_____

Writer's Notebook

Step 1: After reading and discussing the Children's Bill of Rights, what issues are related to those *articles*? **Brainstorm** them below.
E.g., child marriage, child labor laws, education

Step 2: Choose 2 issues you feel are important from the box above. Why are they important to you? Which are you more interested in?

#1

#2

Step 3: NOW CHOOSE JUST ONE! This will be your topic for your argumentation. Write your argument topic in the form of a **question** here. E.g., "Should children have unlimited access to the internet?" **Do not choose your side yet!**

Step 4: Generate 10 questions you or your audience might have about that issue or topic. These questions will drive your research. Please note your questions on the **3-column guide** your teacher provides.

Step 5: Research credible sources to find the answers to your questions. Take notes on your 3-column guide. Remember to collect evidence in the form of **facts, expert opinions, and anecdotes.**

Be sure to LIST any resources you use, so you can create a **works cited page. Use the Research Guide at the end of this packet to help you know what to write down.**

Step 6: After researching your topic, use your research notes to complete the T-chart below.
List reasons/evidence for both sides of the issue.

Copy your question from Step 3 here:

People who say "yes" give these reasons and evidence:	People who say "no" give these reasons and evidence:

Step 7: Okay, now is the moment you have been waiting for … Consider the evidence you have found in research and choose the side you want to argue in your essay. Write your **claim** here.

Step 8: Go back to your T-chart in Step 6 and identify the three best reasons/evidence for your side. **Circle them.** These will become your evidence for your body paragraphs. **Choose one reason/evidence from the opposing side** that you may be able to acknowledge. Circle it. Keep this point in mind to acknowledge the opposing view in your essay.

Step 9: Now we are going to put it all together! Use the **outline** provided to organize your thoughts and create **a plan** for your essay.

Step 10: Write a complete rough draft of your essay.

Step 11: Check your draft for **text citations**. Add more if needed and make sure those citations you have are in the correct format. Create your **works cited page** to go at the end of your essay.

Step 12: Using the **revising sheet** provided and the task rubric, reflect on your work and identify the required components of your essay. Share your essay with at least one classmate and an adult as well. **Collect their signature below.**

We have read _____'s essay and have assisted in giving feedback.

X_____

X_____

X_____

Step 13: Take the feedback from your peers and make revisions to your work. You may need to write a "second draft." Once again, use your **revising guide and your task rubric** to improve your work. Be sure to check your work at this time for proper conventions.

Step 14: Publish a final copy of your work. (Teachers will describe the expectations for your final draft here.)

Name_____   Period_____

Research Guide

Questions about my topic *Topic:*	Information that answers my questions (facts, anecdotes, expert opinions)	Source of the information (Web: URL and date visited, author if available; Text: Title, ISBN, author, publisher, date)
1.		
2.		
3.		
4.		
5.		

6.		
7.		
8.		
9.		
10.		

Argumentation Essay

Name_____

Date_____ Period_____

Introduction
Attention Getter (interesting quote, definition, description, anecdote related to the issue or topic)
Background Information (What is the issue? Briefly present a summary of both sides.)
CLAIM/Thesis statement (What do you plan to prove or explain in your essay?)

Conclusion
Concluding transition and restate thesis
Summarize main ideas
What do you want your readers to continue to think about or do?

Body 1
Transition and Reason 1
Explain, example, elaboration
Explain, example, elaboration

Body 2
Transition and Reason 2
Explain, example, elaboration
Explain, example, elaboration

Body 3
Transition and acknowledge opposing view
Explain, example, elaboration
Explain, example, elaboration

Body 4
Transition and Reason 3
Explain, example, elaboration
Explain, example, elaboration

Additional Instructional Resources

Table of Contents

Teacher Resources

- www.procon.org

- Suggested activities and more detailed lesson plans for each learning target can be found at www.LiveBinders.com.

  Username: casmiddleela
  Password: caselarocks

- *Teaching Argument Writing*, George Hillocks

- *Scholastic*, *New York Times Upfront*, and *Scope* magazines (subscription needed)

- https://todaysmeet.com

- *Twisting Arms*, Cottonwood Press (purchase needed)

- *Texts and Lessons For Content Area Reading*, Harvey Daniels (purchase needed)

- www.Proquest.com and www.EBSCO.com article databases

- www.newsela.com

Student Resource Possibilities

- "PETA's Latest Tactic: $1 Million for Fake Meat," http://www.nytimes.com/2008/04/21/us/21meat.html?_r=0

- "Marriage—or Else," *New York Times Upfront* article on childhood marriage in *Junior Scholastic*, http://teacher.scholastic.com/scholasticnews/indepth/upfront/features/index.asp?article=f013111_brides

- "Micro-Chipping," Harvey Daniels

- "Child Labor," Harvey Daniels

- Time for Kids Comprehension and Critical Thinking—teacher-created materials (child labor, access to education)

- "Eye Scan Technology Comes to Schools," Harvey Daniels, http://abcnews.go.com/GMA/story?id=1539275

- "A Child Slave in California," *Scholastic SCOPE* article, http://www.ps119amersfort.com/chocolate/SCOPE-090312-Nonfiction.pdf

- "A Veto on Video Games," *Newsweek* article in Holt Language book, http://www.rocklin.k12.ca.us/staff/svictor/Adobe%20pages/PDF%20Files/Veto%20on%20Video%20Games.pdf

- Spring Boards—Lessons on Credibility

- "Meet Malala," *Junior Scholastic,* March 4, 2013

- "Girl Rising" documentary film (needs to be purchased)

- "The Harvest" documentary film (on Netflix)