PROTECTION OR PRIVACY: SHOULD THE GOVERNMENT BE INVOLVED IN THE PROTECTION OF ITS CITIZENS IN THEIR USE OF TECHNOLOGY, OR IS CITIZEN TECHNOLOGY USE A TOTALLY PRIVATE AND PERSONAL MATTER?

An LDC (Literacy Design Collaborative) Argumentation Module by:
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Module title:	Protection or Privacy: Should the government be involved in the protection of its citizens in their use of technology, or is citizen technology use a totally private and personal matter?
Module description (overview):	Given the intended age range for this module's classroom implementation, this module will provide awareness of key privacy and protection issues affecting consumers and our government's stance on both. Included in the module will be reference to selected Bill of Rights amendments and the controversy surrounding their implementation in present day contexts. Students will examine the Patriot Act and how the Elastic Clause allows for interpretation/revision of amendments.
Template task (include number, type, level):	**Task 2 (Argumentation/Analysis L1, 2)** (Insert essential question) After reading (literature or informational texts) _____, write _____(essay or substitute) that addresses the question and support your position with evidence from the text(s). **L2** Be sure to acknowledge competing views.
Teaching task:	Protection or Privacy: Should the government be involved in the protection of its citizens in their use of technology, or is citizen technology use a totally private and personal matter? After reading selected informational texts, write a commentary that addresses the question and supports your position with evidence from the text (s). L2 Be sure to acknowledge competing views.
Grade(s)/Level:	6-8
Discipline: (e.g., ELA, science, history, other?)	Social Studies
Course:	Reading in the Content Area, Social Studies Emphasis
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Section 1: What Task?

Teaching task:	Protection or Privacy: Should the government be involved in the protection of its citizens in their use of technology, or is citizen technology use a totally private and personal matter?
Reading texts:	"Coppa Article" (http://www.coppa.org/comply.htm) "Should Companies collect Information About You" (http://learning.blogs.nytimes.com/2012/02/21/should-companies-collect-information-about-you/) "Do You Worry About the Lack of Anonymity in the Digital Age" (http://learning.blogs.nytimes.com/2011/06/22/do-you-worry-about-the-lack-of-anonymity-in-the-digital-age/) "The Patriot Act: Pros and Cons" (http://www.opposingviews.com/i/the-patriot-act-pros-and-cons) "What is the Importance of the Elastic Clause of the Constitution" (http://wiki.answers.com/Q/What_is_the_importance_of_the_elastic_clause_of_the_constitution) "What is Privacy Anyway" (http://lmk.girlscouts.org/Online-Safety-Topics/Privacy/What-is-Privacy-Anyway-.aspx) "Check the Privacy Policy" (http://cybersmartcurriculum.org/assets/files/activitysheets/6-8/Check_The_Privacy_Policy.pdf) "What they Know – Kids" (http://blogs.wsj.com/wtk-kids/) "Everything You Always Wanted to Know About Web Tracking" (http://www.pcworld.com/printable/article/id,243414/printable.html) "Sites Feed Personal Details to New Tracking Industry" (http://online.wsj.com/article/SB10001424052748703977004575393173432219064.html#articleTabs%3Darticle) "New Patriot Act Controversy: Is Washington Collecting Your Cell Phone Data" (http://www.time.com/time/printout/0,8816,2079666,00.html) "Protecting Our Kids' Privacy in a Digital World" (http://cdn2-www.ec.commonsensemedia.org/sites/default/files/privacy_whitepaper_dec2010.pdf) "On the Web, Children Face Intensive Tracking" (http://online.wsj.com/article/SB10001424052748703904304575497903523187146.html) "Sneaky Ways Advertisers Target Kids" (http://www.commonsensemedia.org/new/sneaky-ways-advertisers-target-kids)

"How Facebook Tracks You Across the Web"
(http://www.usatoday.com/tech/news/story/2011-11-15/facebook-privacy-tracking-data/51225112/1)
"Consumer Groups: Online Tracking at Alarming Levels"
(http://news.cnet.com/8301-1009_3-20004071-83.html)
"Your Computer Is WATCHING You." *Scholastic Scope* 25 Oct. 2010: 22-23.
"Who's Watching You Online: FTC Pushes do not Track Plan"
(http://www.msnbc.msn.com/id/42239031/ns/business-consumer_news/t/whos-watching-you-online-ftc-pushes-do-not-track-plan/#.Tw8YV8392Kz)
"Consumers in the Middle of Google Facebook Battle"
(http://www.usatoday.com/tech/news/story/2012-01-25/google-facebook-competition/52796502/1#mainstory)
"Protect our Kids from Online Tracking"
(http://www.commonsensemedia.org/privacy)
"Internet Security: What Not to Post on Facebook"
(http://latimesblogs.latimes.com/technology/2010/05/internet-security-what-not-to-post-on-facebook.html)
"A Vital Weapon" from NYT Room for Debate
(http://www.nytimes.com/roomfordebate/2011/09/07/do-we-still-need-the-patriot-act/the-patriot-act-is-a-vital-weapon-in-fighting-terrorism)
"How the Patriot Act Works"
(http://people.howstuffworks.com/patriot-act.htm)
"There's Still a Need for the Patriot Act"
(http://www.nytimes.com/roomfordebate/2011/09/07/do-we-still-need-the-patriot-act/theres-still-a-need-for-the-patriot-act)
"U.S. Internet Spying Foiled Plot to Attack NY Subways"
(http://in.reuters.com/article/2013/06/07/usa-internet-subway-plot-idINDEE9560EW20130607)
"The Patriot Act: Does it Actually Work"
(http://articles.latimes.com/2009/oct/21/opinion/la-oew-mcneil-sanchez21-2009oct21)
"2 Messages Intercepted on Eve of 9/11 Probed"
(http://articles.chicagotribune.com/2002-06-20/news/0206200299_1_arabic-language-messages-house-senate-intelligence-committee-intercepts)
"Wiretapping Law Protections"
(https://ssd.eff.org/wire/govt/wiretapping-protections)
" Foreign Intelligence and Terrorism Investigations"
(https://ssd.eff.org/foreign)
"The Patriot Act is Your Friend"
(http://www.wired.com/politics/law/news/2004/02/62388)
Explanation of Patriot Act provided by Dept. of Justice
(http://www.justice.gov/archive/ll/what_is_the_patriot_act.pdf)

Background to share with students:	Given that our world is globally-connected, how is our government able to protect us from terrorism? How can we know about a potential threat in time to prevent it? Can government agencies collect information about people in the United States; if so, what constitutional legislation governs this? Are you being watched? Are your movements being monitored, either virtually or in real-life? Each day companies compile vast databases of information about consumers, including you. That information is sometimes shared with third parties for a profit, potentially posing breach of privacy issues. While the government provides some protections, particularly for teens, privacy advocates feel the government should take a stronger stance to preserve our online anonymity. What do you think?
Extension (optional):	Students could examine privacy policies of the internet sites they frequent. Additionally, students could think about their privacy settings and postings on Facebook. A useful article is "What Not to Post on Facebook": (http://latimesblogs.latimes.com/technology/2010/05/internet-security-what-not-to-post-on-facebook.html)

CONTENT STANDARDS FROM STATE OR DISTRICT

Standards source:	Kentucky Core Content Standards, Version 4.1 (http://www.education.ky.gov/KDE/Instructional+Resources/Curriculum+Documents+and+Resources/Core+Content+for+Assessment/Core+Content+for+Assessment+4.1/)

NUMBER	CONTENT STANDARDS
SS-08-1.3.1	Students will explain and give examples of how significant United States documents (Declaration of Independence, Constitution, Bill of Rights) established democratic principles and guaranteed certain rights for all citizens.
SS-06-1.1.2	Students will describe and give examples to support how present day democratic governments function to preserve and protect the rights, liberty and property of their citizens by making, enacting and enforcing appropriate rules and laws.

COMMON CORE STATE STANDARDS

READING STANDARDS FOR ARGUMENTATION	
"Built-in" Reading Standards	**"When Appropriate" Reading Standards**
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 test.	3- Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
2- Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	5- Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., section, chapter, scene, or stanza) relate to each other and the whole.
4- Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and	6- Assess how point of view or purpose shapes the content and style of a text.

analyze how specific word choices shape meaning or tone.	
10- Read and comprehend complex literary and informational texts independently and proficiently.	7- Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
	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.
	9- Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

WRITING STANDARDS FOR ARGUMENTATION	
"Built-in" Writing Standards	**"When Appropriate" Writing Standards**
1- Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	2- Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
4- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	3- Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
5- Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	6- Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
9- Draw evidence from literary or informational texts to support analysis, reflection, and research.	7- Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
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 audience.	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.

This module also addresses the following Common Core State Standards for Literacy in History/Social Studies and Speaking and Listening Standards:

- Reading Standards for Literacy in History/Social Studies 6-8: 1,2,4,6,7, and 8

- Writing Standards for Literacy in History/Social Studies 6-8: 1,4,5,6,7,8,9, and 10

- Speaking and Listening Standards 6-8: 1,2, and 6

The module also addresses a few technology standards, including:

1. Creativity and Innovation
    • Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.
2. Communication and Collaboration
    • Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
4. Critical Thinking, Problem Solving, and Decision Making
    • Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources
5. Digital Citizenship
    • Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior
6. Technology Operations and Concepts
    • Students demonstrate a sound understanding of technology concepts, systems, and operations.

Source for technology standards: NETS-T (National Educational Technology Standards for Teachers)
   http://www.iste.org/docs/pdfs/nets-s-standards.pdf?sfvrsn=2

SCORING RUBRIC FOR ARGUMENTATION TEMPLATE TASKS

Scoring Elements	Not Yet		Approaches Expectations		Meets Expectations		Advanced
	1	1.5	2	2.5	3	3.5	4
Focus	Attempts to address prompt, but lacks focus or is off-task.		Addresses prompt appropriately and establishes a position, but focus is uneven.		Addresses prompt appropriately and maintains a clear, steady focus. Provides a generally convincing position.		Addresses all aspects of prompt appropriately with a consistently strong focus and convincing position.
Controlling Idea	Attempts to establish a claim, but lacks a clear purpose. (L2) Makes no mention of counter claims.		Establishes a claim. (L2) Makes note of counter claims.		Establishes a credible claim. (L2) Develops claim and counter claims fairly.		Establishes and maintains a substantive and credible claim or proposal. (L2) Develops claims and counter claims fairly and thoroughly.
Reading/ Research	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. (L3) Makes no connections or a connection that is irrelevant to argument or claim.		Presents appropriate details to support and develop the focus, controlling idea, or claim, with minor lapses in the reasoning, examples, or explanations. (L3) Makes a connection with a weak or unclear relationship to argument or claim.		Presents appropriate and sufficient details to support and develop the focus, controlling idea, or claim. (L3) Makes a relevant connection to clarify argument or claim.		Presents thorough and detailed information to effectively support and develop the focus, controlling idea, or claim. (L3) Makes a clarifying connection(s) that illuminates argument and adds depth to reasoning.
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.
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.

Section 2: What Skills?

SKILL	DEFINITION
SKILLS CLUSTER 1 **ENGAGEMENT WITH TASK**	
1. Building Schema	*The ability to integrate new information with known information by accessing existing connections and forming new understandings.*
2. Acquiring Vocabulary	*The ability to acquire and utilize content vocabulary with automaticity.*
3. Examining Task and Rubric	*The ability to examine and explain the writing task and rubric.*
SKILLS CLUSTER 2 **READING PROCESS**	
1. Reading Actively	*The ability to identify the central point and main supporting elements of a text.*
2. Close Reading of Argumentative Text	*The ability to analyze a text to determine claims, warrants, source, evidence, and possible bias.*
3. Using Critical Stance	*The ability to examine a text objectively to evaluate the accuracy of information and ideas.*
SKILLS CLUSTER 3 **TRANSITION TO WRITING**	
1. Analyzing Task and Rubric	*The ability to analyze the task and rubric to examine the components of each and to understand the relationship of the task to rubric.*
2. Organizing and Evaluating Notes	*The ability to evaluate, categorize, organize, and prioritize notes for their usefulness to the upcoming writing task.*

SKILLS CLUSTER 4 WRITING PROCESS	
1. Inviting Writing	*The ability to engage with upcoming writing task by determining claim and completing a pre-writing organizer.*
2. Selecting Evidence	*The ability to select and use relevant evidence that supports and develops the argument as well as refutes the counterclaim.*
3. Drafting an Introduction	*The ability to establish a claim and sequence key points to begin construction of a logical, effective argument.*
4. Reading Like a Writer	*The ability to examine and emulate mentor texts, noting how authors use evidence to support/refute claims.*
5. Completing a Draft	*The ability to express ideas concisely, connecting main points through use of an appropriate organizational pattern.*
6. Constructing a Conclusion	*The ability to draft a conclusion that reiterates argument and provides a call to action.*
7. Eliciting and Responding to Feedback	*The ability to utilize specific criteria to evaluate and improve the writing of self and others, and to use selected feedback to revise a draft.*
8. Publishing and Sharing	*The ability to share a final draft with an audience, celebrating the culmination of the writing process.*
9. Reflecting and Self-Assessing	*The ability to use metacognition for self-assessment, especially: strategies used to complete the writing task, steps used in the writing process, and one's growth as a writer.*

Section 3: What Instruction?

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING (PRODUCT "MEETS EXPECTATIONS" IF IT…)	INSTRUCTIONAL STRATEGIES

SKILLS CLUSTER 1: PREPARING FOR THE TASK				
Day 1	**Building Schema** The ability to integrate new information with known information by accessing existing connections and forming new understandings.	<u>Think, Write, Pair, Share</u> To prepare for today's activity, we will begin by brainstorming as individuals. On a sheet of paper, list everything you know about online privacy. (After a few minutes, teacher prompts students to pair up and discuss their lists, as well as their responses to the following questions :) What is online privacy? Who knows your name and age? Who knows your phone number or cell phone number? Who knows your home address? Your parent's address or employer? Who knows your e-mail address? Who knows which school you attend? <u>Slice the Pie</u> Now, I want for us to work as a group to brainstorm any questions or concerns we have about online privacy. Together, we will generate questions, and I will note them on the whiteboard. You will copy these questions and comments onto your own graphic organizer.	<u>Students "meet expectations" via teacher monitoring of the listed behaviors:</u> • Students generate lists, posing questions, making insights, accessing connections, etc. • Students participate in accountable talk, using active listening skills to discuss lists with peers. • Students complete graphic organizer, forming questions from previous individual lists generated, and including questions posed by peers. • Students use accountable talk during Think, Write, Pair, Share perhaps utilizing the stems of: • Could you clarify what you said? • Could you tell me more about…. • I would like to tie into what_____just said... • I want to respectfully disagree with_____.... • I agree with_____....	• Today's activities transition from Think, Write, Pair, Share to a whole class Slice the Pie. A handout for Slice the Pie is included in the appendix. • Remind students that listening actively means making eye contact and showing interest in what others are saying. • Discuss ways in which students feel the companies that are collecting data might use their personal information. Generate predictions from students. • Brainstorm the potential harm from sharing personal information online. • Students are provided with a graphic organizer for the Slice the Pie strategy and are expected to complete the organizer as the group responds during whole class sharing. • Teacher "Slices the Pie" on the whiteboard as students respond with questions they still have about online privacy. The intent of the strategy is to guide students into forming their own inquiry questions for the module.

| Day 2 | Acquiring Vocabulary

The ability to acquire and utilize content vocabulary with automaticity. | Knowledge Rating Scale (Stop and Go Vocabulary)

Please complete the knowledge rating scale indicating your degree of understanding about the terms and concepts we will need to know before we draft our writing for this module. | Students "meet expectations" via teacher monitoring of the listed behaviors:

• Students complete graphic organizer, indicating level of familiarity with content terms.
• Students participate in response card activity, promoting self-awareness of specific strengths and weakness with regards to vocabulary for the module. | • Provide each student with a copy of the terms and concepts utilized in the module. Ask them to indicate level of understanding by color-coding with red, green, or yellow, and direct students to define any word he/she has designated green. This handout, Stop and Go Vocabulary, is included in the appendix.

• After students finish, provide students with red, yellow and green response cards. As teacher reads aloud the terms/concepts, students hold up the card indicating their level of understanding.

• Colored response cards provide teacher with immediate feedback. Two-step process of completing individual sheet then indicating responses with cards might alleviate the potential of some students to simply choose the colors their friends choose.   It also allows each student to gauge his/her level of understanding against that of peers.

• At the conclusion of the activity, explain the relevance of terminology to upcoming task and selected readings by sharing background information with students. |
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| Days 3 & 4 | Acquiring Vocabulary

The ability to acquire and utilize content vocabulary with automaticity. | Vocabulary Sketch with Definitions

Today we will be going to the computer lab to access the websites listed on the JogtheWeb about privacy. These sites contain definitions or explanations in context for some of the terms we will need to know for our upcoming writing task. You will complete your Stop and Go Vocabulary sheet today by including the definitions and providing a sketch that will help you understand and remember the terms. | Students "meet expectations" via teacher monitoring of the listed behaviors:

• Lists appropriate terms and phrases.

• Includes definitions.

• Provides descriptive sketch of the word in context. | • The lab part of the activity should take about forty minutes. Collect vocabulary sheets as students finish. Divide sheets into three stacks: understanding, developing understanding, needs further instruction. Provide direct instruction to the lowest-performing groups or to individuals. |
|---|---|---|---|---|
| | | Vocabulary Mix-n-Match

(Admit Slip activity) As you enter the room, take one index card. Some cards have a term listed; other cards have a definition listed. Mix and mingle with others until you find the person who has the term or definition that matches the card you have. | • Participates in activity, locating peer who has corresponding card. | • For mix-n-match, teacher will need to prepare vocabulary cards in advance. Terms or concepts are listed on index cards. Definitions are listed on separate index cards. Prepare enough cards so that each student will have either a term or a definition card upon entering the room.

• De-brief activity when it concludes.

• With the whole class, discuss any misconceptions noted in Stop and Go Vocabulary activity and/or Vocabulary Mix-n-Match activity. |

Day 5 (forty-five minutes)	Examining Task and Rubric The ability to examine and explain the writing task and rubric.	Think, Write, Pair, Share Examine the task and rubric, using your pencil to write comments or questions about both. Use a highlighter to note the important words and phrases. Next, pair with a partner to develop a student version of the task and rubric. We will share these by posting them in the room.	Students "meet expectations" via teacher monitoring of the listed behaviors: • Students highlight, annotate, circle, make connections, etc., on the writing task and rubric. • Students practice active listening and turn-taking during the partner activity.	• Code text to demonstrate interaction with the task and rubric. • Encourage students to use active listening during partner work. • Have students chose one person from each dyad to be the recorder. The other student shares the group's ideas. • After the first group shares during whole class time, successive groups contribute any differing ideas/comments. Master task and rubric anchor chart is then posted in the classroom. • At the conclusion of this activity, teachers could begin the next day's reading activity.

SKILLS CLUSTER 2: READING PROCESS			
Days 5 & 6	**Reading Actively** The ability to identify the central point and main supporting elements of a text. Text for today's reading: "Your Computer Is WATCHING You." *Scholastic* *Scope* 25 Oct. 2010: 22-23.	**Pair reading** You and a partner will be reading a text about the privacy issue. I am providing you with only one copy of the article because I want you to work with one another to develop a shared understanding of the important points in the reading. Here is what you need to do: 1. Determine who is Partner A and who is Partner B. 2. Preview the text, noting that it has been divided it into four sections. 3. Partner A will read the first section aloud while Partner B listens. It is okay for Partner B to take brief notes during this time. 4. Both partners will stop and take turns discussing what each feel is important to note from the reading. If a quote is referenced, be sure to paraphrase and interpret it (put it in your own words and tell why it is significant). 5. Partner B summarizes their discussion of the excerpt on the provided note-taking sheet, 6. The pairs switch roles until the reading is finished.	**Proficient** Responds with relevant discussion to the reading, identifying and interpreting central points and supporting elements in the text. **Developing** Responds with content-specific discussion to the reading, identifying central points but struggling with interpretation and/or providing supporting elements in the text. **Attempting** Responds with general discussion to the reading, identifying points that are not central to the text. No attempt is given to interpretation or support of the points.	• Model active listening and turn-taking by using a fishbowl activity before beginning to read. • Teachers should provide students with a copy of the reading that indicates how much each person reads. This will direct them through each section and provide time for identification and interpretation of central points and support. • Make a copy of each pair's notes so that each student will have his/her own copy for future reference. Alternatively, have students scan their work and upload to the wiki site.

| Day 7 | Reading Actively
The ability to identify the central point and main supporting elements of a text.

Text for today's reading: "Member or Not, Visit Facebook, and it Tracks you"

(http://www.usatoday.com/tech/news/story/2011-11-15/facebook-privacy-tracking-data/51225112/1) | Save the Last Word for Me
As we read today, we are going to use an activity called "Save the Last Word for Me" to help us comprehend the article. Here is what you need to do:

1. Read the article a page at a time. Before you go to the next page, underline a couple pieces of information that you find surprising, interesting, or important.

2. After underlining, write a sentence or two in the margin explaining your thoughts about what you have underlined. Go beyond just interpreting the information to having a conversation with the author.

3. Continue reading, a page at a time, being sure to indicate sentences that are thought provoking. You will share these sentences with your group.

4. When you finish, go back and skim the sentences you have indicated, so you are ready for group discussion. | Proficient
Responds with relevant discussion to the reading, identifying and interpreting central points and supporting elements in the text.

Developing
Responds with content-specific discussion to the reading, identifying central points but struggling with interpretation and/or providing supporting elements in the text.

Attempting
Responds with general discussion to the reading, identifying points that are not central to the text. No attempt is given to interpretation or support of the points. | • After students read, number them in groups of three. Number ones share what they underlined from the first page. Numbers two and three provide feedback for the shared comment. Number one students acknowledge the responses of others, respond to comments, or ask for clarification. The procedure is repeated with remaining students, with number two students sharing something from page two before completing the feedback cycle, and number three students sharing something from page three before completing the feedback cycle. The process begins again with number one students, and continues during allotted time or until discussion is exhausted.

• De-brief at the conclusion of the activity.

• Note: The article for this activity is three pages. I chose to group students in trio formation to cycle them through all three pages of the reading. In past when I have done this strategy with other texts, some groups never finish discussing all pages of the reading. When groups finish the first cycle, students are free to reference any of the pages in the reading. |

| Days 8 and 9 | Close Reading of Argumentative Text

The ability to analyze a text to determine claims, warrants, source, evidence, possible bias.

Multiple texts for this 2 day activity:

(http://www.coppa.org/comply.htm)

(http://online.wsj.com/article/SB10001424052748703977004575393173432219064.html#articleTabs%3Darticle)

(http://learning.blogs.nytimes.com/2012/02/21/should-companies-collect-information-about-you/)
(http://learning.blogs.nytimes.com/2011/06/22/do-you-worry-about-the-lack-of-anonymity-in-the-digital-age/)
(http://www.nytimes.com/2010/07/04/weekinreview/04markoff.html)

(http://cdn2-www.ec.commonsensemedia.org/sites/default/files/privacy_whitepaper_dec2010.pdf) | Text-on-Text Carousel

Today we will be working in groups of three, reading and making comments about excerpts of text I have enlarged and glued to chart paper. Each group has a different text to read, and we will begin by silently reading the text in our group. After reading, here is what you will do:

1. This step is a silent process. Each person in your group takes a different colored pencil and writes one question and one connection in the margin near the indicated text. Be sure to take turns. Wait until I call time to go to the next step.

2. This step is also a silent process. Each person takes 2 sticky notes to respond to what someone else in your group has written. Be sure to use your uniquely colored pen so we will know who has said what. Wait until I call time to go to step three.

3. The next step provides talk time. One person in your group should quickly draw a small key at the bottom of your chart, indicating by color who said what. Next, you | Proficient

Responds with relevant discussion to the reading, identifying and interpreting claims, warrants, evidence, and possible bias in the texts.

Developing

Responds with content-specific discussion to the reading, identifying claims but struggling with interpretation and/or other elements, such as: warrants, source, evidence, bias.

Attempting

Responds with general discussion to the reading. May be able to identify the claim, but is unable to identify any other argumentative elements of the texts. | Note: This is a rich activity that requires significant advance preparation of materials.

1) Copy and enlarge enough text excerpts to provide for 3 person groups in your classroom. Paste these to chart paper or bulletin board paper.

2) Provide sticky notes, colored pencils and duct tape (or similar) for groups to affix charts to the wall. Provide clipboards for day 2.

3) Use a SmartBoard timer or other visible timer to keep groups on task and facilitate movement.

4) After day one, type each group's summary paragraph and provide copies of same for scribes to note comparisons/contrasts.

5) Provide copies of each group's responses from day 2 for each student's notebook. Alternatively, scan same and upload to wiki.

6) De-brief activity upon closure.

Note: A useful handout, Student Help Sheet for Text on Text Activity, is included in the appendix. |

| Days 8 & 9 cont. | (http://www.commonsensem edia.org/privacy)

(http://online.wsj.c om/article/SB1000 142405274870390 430457549790352 3187146.html)

(http://www.msnbc.msn.com/ id/42239031/ns/business-consumer_news/t/whos-watching-you-online-ftc-pushes-do-not-track-)

(http://www.usatoday.com/te ch/news/story/2012-01-25/google-facebook-competition/52796502/1#mai nstory)

(http://wiki.answers.com/Q/W hat_is_the_importance_of_th e_elastic_clause_of_the_con stitution)

(http://www.opposingviews.c om/i/the-patriot-act-pros-and-cons) | will work as a group to create a paragraph summary of the information from the text. Be sure to indicate why this information is important to the privacy issue. When you have finished, tape your group's chart to a blank area on the wall.

Day 2

Today we are going to do a carousel response to the charts we completed yesterday. You will remain in your same group, but you will rotate around the room to respond to each group's chart. Here is what you will do:

1. Each group designates a text reader, a comment reader, and a scribe. The text reader goes first, reading the enlarged text on each chart. The comment reader goes next, reading the comments, sticky notes, and summary. Next, the group will discuss the information presented, focusing on a comparison or contrast to their reading from the previous day. The scribe records these comments on a sheet provided by the teacher.

2. We will continue rotating groups until every group has examined all charts. | | |

Days 10 & 11	Close Reading of Argumentative Text	Two Column Notes	Proficient	As you facilitate this note-taking activity, circulate among students to monitor their observations and note-taking skills.
	The ability to analyze a text to determine claims, warrants, source, evidence, bias.

Multiple texts for this 2 day activity:

"A Vital Weapon" from NYT Room for Debate (http://www.nytimes.com/roomfordebate/2011/09/07/do-we-still-need-the-patriot-act/the-patriot-act-is-a-vital-weapon-in-fighting-terrorism)
"How the Patriot Act Works" (http://people.howstuffworks.com/patriot-act.htm)
"There's Still a Need for the Patriot Act" (http://www.nytimes.com/roomfordebate/2011/09/07/do-we-still-need-the-patriot-act/theres-still-a-need-for-the-patriot-act)
"U.S. Internet Spying Foiled Plot to Attack NY Subways" (http://in.reuters.com/article/2013/06/07/usa-internet-subway-plot-idINDEE9560EW20130607) | Today we will begin reading another series of articles about the privacy vs. protection topic. Everyone in class has the same set of articles, and we will begin this 2-day activity by reading those articles silently. As we read, we will individually jot down a few ideas we have about the readings. Tomorrow, we will pair share our responses to the reading. Here is what you need to do for today:

1. Take out a sheet of notebook paper and fold it in half vertically (hot dog style). Unfold the sheet so you have two columns. Label your sheet at the top "Privacy vs. Protection Two Column Notes." Next, label the left column "Quotes" and the right column "My Response."

2. As you read the articles in your packet, write interesting or important facts or information from the reading in the left column. Across from each note you make in the left column, write a sentence or two about your reaction or opinion to this information. You might want to think about why the information you noted is important to the article. | Responds with relevant discussion to the reading, identifying and interpreting claims, warrants, evidence, and possible bias in the texts.

Developing

Responds with content-specific discussion to the reading, identifying claims but struggling with interpretation and/or other elements, such as: warrants, source, evidence, bias.

Attempting

Responds with general discussion to the reading. May be able to identify the claim, but is unable to identify any other argumentative elements of the texts. | If students appear to be encountering difficulty, teacher modeling may be necessary.

If a student finishes early on day one, invite him/her to go back and add additional insights in the right hand column. Provide prompts such as: What connections did you make to the quote? Do you have any questions about the information you just read? How does this information relate to what we have already learned about this issue?

The conclusion of this 2-day activity can be a brief, whole-class discussion about which quotes or information was most intriguing or provided the most interesting conversations during the paired activity phase. |

Days 10 & 11 cont.	"The Patriot Act: Does it Actually Work" (http://articles.latimes.com/2009/oct/21/opinion/la-oew-mcneil-sanchez21-2009oct21) "2 Messages Intercepted on Eve of 9/11 Probed" (http://articles.chicagotribune.com/2002-06-20/news/0206200299_1_arabic-language-messages-house-senate-intelligence-committee-intercepts) "Wiretapping Law Protections" (https://ssd.eff.org/wire/govt/wiretapping-protections) " Foreign Intelligence and Terrorism Investigations" (https://ssd.eff.org/foreign) "The Patriot Act is Your Friend" (http://www.wired.com/politics/law/news/2004/02/62388) Explanation of Patriot Act provided by Dept. of Justice (http://www.justice.gov/archive/ll/what_is_the_patriot_act.pdf)	3. Try to find at least a couple notations or quotes from each page you read. 4. As you move from one reading to the next, draw a horizontal line across your paper to indicate you have moved to a different reading. Do this with each reading until you have finished. Day 2 Today we will share our responses to yesterday's readings with a partner. I would like for you to take turns reading one quote at a time, sharing your response to the quote, and inviting your partner to provide his/her thoughts about the quote. We will continue sharing quotes and reactions until I call time or until everyone has shared his/her quotes with a partner.		

Days 11 & 12	Using Critical Stance The ability to examine a text objectively to evaluate the accuracy of information and ideas.	Three Way Tie Today we are going to begin with an individual activity before moving into three-person groups. Here is what to do:	Students "meet expectations" via teacher monitoring of the listed behaviors:	• Provide copies of all previous readings. I had assembled all readings in a notebook that students kept.

		Each person will adopt a reading perspective/lens that you will use to re-examine all our readings. Number ones will collect evidence about the government's role in the privacy issue. Number twos collect evidence reflecting the consumer's perspective about privacy. Number threes will collect evidence about business' perspective on the privacy issue. Be sure to credit the source for each quote and provide textual evidence of your lens on the sheet I will give you. Lastly, you will summarize the evidence in paragraph form. You will have this class period to look through our readings to find and interpret quotes that support or refute your reading lens. (Next Day) We will begin today with our numbers meeting in groups to compare notes from yesterday. For this activity, you will do a Three-Way-Tie, looking for connections and disconnects between the three reading lenses/stances.	• Students collect evidence, writing in readable prose. • Information collected supports the student's reading role and is paraphrased/interpreted with explanation. • Students credit sources of information. • Summaries contain "who, what, where, when and why" • Students list a few comparisons and a few contrasts on the graphic organizer for day 2.	• Model use of the graphic organizer by using a simpler topic to look for connections and disconnects first. • Monitor group activity to facilitate discussion in any group that prematurely concludes. • To allow room for writing detailed responses to each reading, enlarge this graphic organizer, also found in appendix, onto chart paper. Alternatively, draw the organizer free hand onto bulletin board paper. • Students list connections (comparisons) on the top of each line. Contrasts/disconnects are listed on the underside of each line. • Students should list 2 or 3 of each between each category.

| Day 13 | Using Critical Stance
The ability to examine a text objectively to evaluate the accuracy of information and ideas, | Agree, Disagree, Undecided
Today we are going to make individual decisions about our writing task. The task asks you to decide if our government should do more to protect us, or more to guard our privacy online. Some of you may feel public safety is more important than online privacy. Others of you might think privacy is most important. Some of you may still be undecided. Whichever side you choose, you will still need to acknowledge opposing views in your counterclaim. I will be dividing you into three groups, an agree group, a disagree group, and an undecided group. On the board is the statement, "The government should do more to protect my privacy online." Each group will work separately to:
1) Brainstorm a list of evidence for their side of the argument.
2) Group Undecided will list 5 questions they will ask the other two groups.
3) Group A presents first.
4) Group D presents next.
5) Group U asks questions.
6) Group A & D respond to questions.
7) At the end of the activity, students chose their actual stance to prepare for the writing task. | Students "meet expectations" via teacher monitoring of the listed behaviors:

• Students participate in group work by: generating lists, exhibiting on-task behavior, turn-taking, supplying evidence, searching text, supplying questions, participating in discussion, etc.

• Students act responsibly, bringing their own ideas to the work, settling problems within their group and showing initiative in getting the task done.

• Students use active listening by making eye contact, showing affirmation, avoiding distractions.

• Students show collaborative spirit by encouraging all members to contribute, connecting ideas or respectfully contrasting ideas with those of others.

• Students show respect by using neutral language, being open to other ideas and contributing their own ideas in a way that does not seek to dominate. | • For purposes of this activity, I chose to assign roles to my students. I explained to them that part of constructing an effective argument was to use strong evidence to refute counterclaims. To do this, they had to be objective, and needed to really analyze what evidence the "other side" would use to refute their claim.

• This strategy encourages students to analyze the strength of evidence. Moreover, the ensuing discussion provides students with additional idea development prior to drafting.

• Students are permitted use of any handouts and notes to help generate their lists. |

SKILLS CLUSTER 3: TRANSITION TO WRITING			
Day 14	Analyzing Task and Rubric The ability to analyze the task and rubric to examine the components of each and to understand the relationship of the task to rubric.	Re-examine Task and Rubric Today we are going to briefly re-examine our writing task and rubric. We have researched and gained a tremendous amount of information about the privacy issue. Now we will begin thinking about how what we have learned can help us make a claim about the government's role in privacy and protection issues.	Students "meet expectations" via teacher monitoring of the listed behaviors: • Students participate in a call and respond session conducted by the teacher, iterating important information about the task and rubric. Additionally, students may be asked to generate one question they still have about the writing task or rubric.	• This activity should take ½ hour or less. Time remaining can be used to begin putting additional information from the Three Way Tie activity on days 10 and 11 into 3 wiki pages: Government's Stance, Consumer's Stance, Business' Stance. Also, any new information gleaned from yesterday's Agree, Disagree, Undecided can be added to the wiki. Alternatively, this information could be noted in students' journals.
Day 14, cont.	Organizing and Evaluating Notes The ability to evaluate, categorize, organize, and prioritize notes for their usefulness to the upcoming writing task.	Wiki / Journal Entries For the rest of today's class period, we will continue putting new information into our wiki/journal. Each of you will be responsible for compiling notes, comments, insights, etc. from the readings we have done and the websites we have visited. Some of this information has already been uploaded.	• Creates an organized system of categorized notes, prioritized for the writing task. • Places information on the correct wiki page or writes legibly.	• For Wiki-based entries, teacher can chose to list topics, articles, websites, etc. and assign same to students. Alternatively, these can be listed on separate index cards and randomly drawn. • Be sure to reiterate that students are to input information that can be used to create a draft. • Students should include information that will support accurate citation of sources (for example, page numbers for a longer example, clear indication when quoting directly, etc.) • Assign "tech experts" for use as resources to resolve technology issues. • If needed, re-visit guidelines for avoiding plagiarism, suggestions for paraphrasing, etc.

SKILLS CLUSTER 4: WRITING PROCESS			
Day 15	**Inviting Writing** The ability to engage with upcoming writing task by determining claim and beginning a pre-writing organizer. **Selecting Evidence** The ability to select and use relevant evidence that supports and develops the argument as well as refutes the counterclaim.	**Focus Statement and Graphic Organizer** By now, you likely have an idea of your argument about privacy. Today we will write a focus statement that clearly indicates our position and complete a pre-writing organizer to help us plan for drafting. As you complete your pre-writing organizer, think about organization of your piece and select evidence that best supports the points you will establish.	Students "meet expectations" via teacher monitoring of the listed behaviors: • Student completes focus statement, "As a _____, I am writing a commentary to _____ that _____." • Student completes graphic organizer completely and correctly. • Students who use the 5 paragraph essay as a starting point make attempts to leave the structure and offer counterclaims.	• Provide students with copies of the focus statement for them to complete. The focus statement includes their claim. • Students can choose a pre-writing strategy that fits their needs as a writer. I will suggest clustering, listing, or pro/con charting. If teacher desires, struggling writers may use a standard 5 paragraph essay to structure their writing. This is a controlling structure that can limit student writing, so teachers should eventually transition students from this rudimentary method, as counterclaims do not fit well within the structure. Also, students need practice with controlling a writing structure rather than being controlled by the structure. • As students complete this activity, it is a good idea to monitor the work in progress and conference with students who select points/ideas that cannot be meaningfully developed.

Day 16	Drafting an Introduction The ability to establish a claim and sequence key points to begin constructing a logical, effective argument.	Crafting Leads We will begin today's class by examining the various ways a writer can construct a lead. Writers try to craft leads that will not only establish their position and preview their points, but also try to craft leads that will pique the interest of readers. After looking at leads, we are going to use the example sheet to help us individually craft a few different leads. Before the end of class, we will pair with someone and see which lead they prefer and why. This will help you decide which lead to choose for your initial draft.	Students "meet expectations" via teacher monitoring of the listed behaviors: • Student completes the practice writing assignment, constructing various leads. • Students draft an introduction that establishes an appropriate context for the claim. • Intro establishes a controlling idea. • Intro identifies key points that support development of the argument.	• Provide students with lead sample sheet. Read this aloud, discussing ways in which the example uses anecdote, fact or statistic, quote, or question to hook the reader. • Teacher may choose to craft a few examples with the group before moving to individual activity. • As students craft leads, teacher should circulate to offer support.

| Day 17 | Reading Like a Writer
The ability to examine mentor texts to note ways in which authors use evidence to support claims and how authors articulate competing views. | Exit Slip or Admit Slip

We are almost ready to begin drafting the body paragraphs of our pieces. We have indicated our claim, completed some pre-writing, and created sample leads that illustrate our position and the points we will use to support that position. Today, we are going to read a few excerpts to pay particular attention to how authors support and develop claims in the body paragraphs of their writings. Also, we are going to examine ways that we can describe competing views. The examples we will analyze use structures that we can mimic/copy to develop our drafts. We will practice what we learn with an exit slip before we leave or an admit slip to be submitted at the beginning of the next class session. | Students "meet expectations" via teacher monitoring of the listed behaviors:

• Students participate when called upon, including verbal responses, or sharing with a peer, or by indicating/highlighting on copies of the mentor texts.

• Students create an admit or exit slip that develops ideas by utilizing a strategy we have discussed. | • Provide copies of drafts, as well as a sheet with sentence stems to illustrate how authors develop claims.

• Use Think Aloud to note points you would like students to consider.

• Before class ends, use Guided Practice to co-develop a paragraph that exemplifies one or two strategies.

• If time permits, have students craft an exit slip paragraph using one of the strategies noted today with their argument. Alternatively, students can be asked to prepare an admit slip for the next class session.

• Encourage students throughout the writing process to re-read the prompt and rubric, and to re-examine any other supports previously used. |

| Days 18-19 | Completing a Draft
The ability to express ideas concisely, connecting main points through use of an appropriate organizational pattern. | Drafting Body Paragraphs

Today we will use our wiki site and/or our notebooks to begin drafting our pieces. We have discussed the importance of selecting and using the best evidence, now we are going to select the evidence we will use and draft our body paragraphs. | Students "meet expectations" via teacher monitoring of the listed behaviors:

• Provides a draft of body paragraphs that supports the claim established in the introduction.

• Uses evidence from texts read earlier.

• Acknowledges competing views within the draft.

• Supports the introduction's main points with evidence and correct citations. | • Support students in constructing their body paragraphs by teacher conferencing with individual students as needed during the drafting process.

• If needed/desired, select one or two drafts in progress to read aloud, asking students to note what they think the author is doing well. This Think Aloud process helps students who are struggling in the drafting stage. |

| Day 19, cont. | Constructing a Conclusion
The ability to draft a conclusion that reiterates argument and provides a call to action. | Writing Conclusion

Today you will work individually to finish your drafts and write a conclusion. We will begin by looking at a few sample conclusions, noting what works about the structure that we might also use craft our conclusion. We will stop periodically and read aloud conclusions of volunteers to elicit feedback. Your complete first draft must be finished before class begins tomorrow. | Students "meet expectations" via teacher monitoring of the listed behaviors:

• Student uses an effective structure for his/her conclusion, such as:

  Providing a call to action, posing a question to the reader, establishing the "so what" of the claim, looking to the future, etc.

• Student drafts a synthesis of the information, not merely a summary. | • Monitor and mini-conference as needed.

• Have students peer conference for additional feedback on their conclusions.

• Share in-class models of well-developed conclusions. |

Day 20	Eliciting and Responding to Feedback	Peer Review	Students "meet expectations" via teacher monitoring of the listed behaviors:	• Provide students with copies of peer review form. If need be, read through and explain the form.
	The ability to utilize specific criteria to evaluate and improve the writing of self and others, and to use selected feedback to revise a draft.	Congratulations on finishing your rough draft! Today you will be in groups of three to do peer review. Specifically, you will be gathered in a circle and pass your drafts to each other in a counter-clockwise fashion. This way everyone will have a draft to silently read and complete the peer review form. This means your draft will be read twice, and receive feedback from two peers. You will use this feedback in class tomorrow to revise your 1st draft. As you read each other's drafts, think about the information on the peer review form (same as referenced below):	• Students exhibit on-task behaviors. • Students offer appropriate comments. • Students respond to each other's writing with effective feedback that offers substantive/worthwhile suggestions for revision.	• Have a group "fishbowl" effective conferencing. Reiterate the importance of: 1) Being responsible to your group by being prepared to participate. 2) Building upon and learning from the ideas of others. 3) Being respectful of the sharing process by offering appropriate comments and being open to other's suggestions. • Facilitate group work and monitor discussions. Remind students to provide thoughtful and complete written responses to drafts using the language of the numbered criteria referenced in the product and prompt column (1-6 on this page).
		1) Has the author logically organized the argument? 2) Has the author left gaps in his/her argument? 3) Has the author chosen evidence that proves the claim? 4) What are the sources of evidence? 5) Has the author interpreted the evidence or simply pieced together a bunch of facts? 6) Did the author acknowledge and refute counterclaims?		• Teacher could also have students re-visit their drafts and check/revise source citations. • If time permits, have students think about a stylistic choice they admired from the other drafts they read today. *Why did they like the choice the student author made? Could they try something similar, not the same, to make their writing more effective?*

| Day 21 | Eliciting and Responding to Feedback
The ability to utilize specific criteria to evaluate and improve the writing of others, and to use selected feedback to revise a draft. | Revising Draft
Today you will use the feedback you gained from your peers to revise your drafts. First, I want you to re-read your draft. Next, I want you to read each peer review sheet. Finally, I want you to re-write your draft in consideration of the feedback you have received. As you finish, staple your 2nd draft to the top of your peer review forms and 1st draft. | Students "meet expectations" via teacher monitoring of the listed behaviors:

• Students attend to the comments of peer partners, using comments to revise/edit as appropriate.

• Students provide a final draft free from distracting surface errors. | • Model what you want students to do.

• List instructions in order on the board for students to reference.

• Encourage students to re-examine citations and sources for accuracy.

• Encourage students to revisit the prompt to be sure they have answered all parts.

• Students should reference the rubric anchor chart they developed for additional revision suggestions. |

Day 22	Publishing and Sharing The ability to share a final draft with an audience, celebrating the culmination of the writing process.	Peer Share To celebrate the completion of our argumentative pieces, we are going to read them aloud in small groups. We will assemble our completed, typed drafts in a book that will be available in our school's library.	Students "meet expectations" via teacher monitoring of the listed behaviors: • Students participate in group sharing, demonstrating active listening skills and offering respectful, specific commentary to peers.	• As appropriate for your teaching context, find other venues for publication. • Emphasize the fact that writing is a process; re-visit the learning process and the knowledge gained with students.
	Reflecting and Self-Assessing The ability to use metacognition for self-assessment, especially: strategies used to complete the writing task, steps used in the writing process, and one's growth as a writer.	Reflection: Before class tomorrow, I would like for you to use the rubric we developed to score your piece. Then, respond in your journal to the following questions: 1) How did you feel about writing this piece? 2) What was difficult about writing this piece? Why? 3) What would you do differently the next time you craft an argument piece? 4) What was easy about writing this piece, or what did you enjoy the most? 5) What did you learn about yourself as a writer?	• Students respond thoroughly to the reflective questions, writing several sentences in response to each.	• Model the reflective process by sharing your own response to the questions, especially if you drafted the piece with students. • Provide students with a typed copy and/or post a picture of the rubric on your website/wiki for students to access at home. • Provide students with a copy of the reflection questions; alternatively post same for students to access electronically.

MATERIALS, REFERENCES, AND SUPPORTS

FOR TEACHERS	FOR STUDENTS
Booth, David. *It's Critical!: Classroom Strategies for Deepening and Extending Comprehension.* Pembroke Publishers: 2008. Fisher, Douglas and Nancy Frey. *Teaching Students to Read Like Detectives: Comprehending, Analyzing and Discussing Text.* Solution Tree: 2011. Graff, Gerald and Cathy Birkenstein. *They Say, I Say: The Moves That Matter in Academic Writing.* W. W. Norton and Company: 2006. *Hillocks, Jr. George. Teaching Argument Writing: Grades 6-12—Supporting Claims with Relevant Evidence and Clear Reasoning. Heinemann: 2011.*	Various handouts, including: "Slice the Pie" "Stop and Go Vocabulary" referenced below as "Vocab Stoplight" "Three Way Tie" "Student Help Sheet for Text on Text Carousel" Slice the Pie Graphic Organizer.docx VOCAB STOPLIGHT.docx Three Way Tie Graphic Organizer.do STUDENT HELP SHEET FOR TEXT on ⁻ Note: If your computer will not open these embedded documents, I have also included them separately in the appendix section.

Student Sample A, Level One

Stop Stalking Us

The U.S. constution should garuntee about the Bill of Rights. The bill protects searches without warrents. They should not search our personal info on the web with cookies on the computers.

A study from the wall St. Jernal websites for children and teens were more over 50 websites had over 4,337 cookies.

So how are children tracked online? They click on ad's and it makes cookies why do they asks us all those questions and as for the privacy policy people don't read that. The privacy policy can be changed.

A senator created a bill called Children Online Privcy act and do not track kids 2011. They went against information collect from kids.

Scoring Elements	Not Yet		Approaches Expectations		Meets Expectations		Advanced
	1	1.5	2	2.5	3	3.5	4
Focus	Attempts to address prompt, but lacks focus or is off-task.		Addresses prompt appropriately and establishes a position, but focus is uneven.		Addresses prompt appropriately and maintains a clear, steady focus. Provides a generally convincing position.		Addresses all aspects of prompt appropriately with a consistently strong focus and convincing position.
Controlling Idea	Attempts to establish a claim, but lacks a clear purpose. (L2) Makes no mention of counter claims.		Establishes a claim. (L2) Makes note of counter claims.		Establishes a credible claim. (L2) Develops claim and counter claims fairly.		Establishes and maintains a substantive and credible claim or proposal. (L2) Develops claims and counter claims fairly and thoroughly.
Reading/ Research	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. (L3) Makes no connections or a connection that is irrelevant to argument or claim.		Presents appropriate details to support and develop the focus, controlling idea, or claim, with minor lapses in the reasoning, examples, or explanations. (L3) Makes a connection with a weak or unclear relationship to argument or claim.		Presents appropriate and sufficient details to support and develop the focus, controlling idea, or claim. (L3) Makes a relevant connection to clarify argument or claim.		Presents thorough and detailed information to effectively support and develop the focus, controlling idea, or claim. (L3) Makes a clarifying connection(s) that illuminates argument and adds depth to reasoning.
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.
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.

Priviecy Please

  I learned the US Constution in fifth grade. I also learned about the Bill of Rights, and the ten andments. These andments help with the internet, viurses, and cookies.

Cookies are memory that holds on websites. Cookies also track Adults, Teens, and even kids alike. The Wallstreet Journal did lots of research on cookies. Is a cookie good or bad?

A cookie gathers pearsonal information. How will info be sold online? Is it right to track kids? Our government should put a stop to this.

Scoring Elements	Not Yet		Approaches Expectations		Meets Expectations		Advanced
	1	1.5	2	2.5	3	3.5	4
Focus	Attempts to address prompt, but lacks focus or is off-task.		Addresses prompt appropriately and establishes a position, but focus is uneven.		Addresses prompt appropriately and maintains a clear, steady focus. Provides a generally convincing position.		Addresses all aspects of prompt appropriately with a consistently strong focus and convincing position.
Controlling Idea	Attempts to establish a claim, but lacks a clear purpose. (L2) Makes no mention of counter claims.		Establishes a claim. (L2) Makes note of counter claims.		Establishes a credible claim. (L2) Develops claim and counter claims fairly.		Establishes and maintains a substantive and credible claim or proposal. (L2) Develops claims and counter claims fairly and thoroughly.
Reading/ Research	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. (L3) Makes no connections or a connection that is irrelevant to argument or claim.		Presents appropriate details to support and develop the focus, controlling idea, or claim, with minor lapses in the reasoning, examples, or explanations. (L3) Makes a connection with a weak or unclear relationship to argument or claim.		Presents appropriate and sufficient details to support and develop the focus, controlling idea, or claim. (L3) Makes a relevant connection to clarify argument or claim.		Presents thorough and detailed information to effectively support and develop the focus, controlling idea, or claim. (L3) Makes a clarifying connection(s) that illuminates argument and adds depth to reasoning.
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.
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.

My Internet? Not!

When I get home I get on Facebook and the other day my mom got online to buy shoes. Ads popped up all over the page when I got on Facebook saying get a discount on these shoes if you click here now. How did this happen? Cookies.

I think cookies shouldn't be aloud so if someone gets on a website like an adult website and then a kid gets on Facebook and nasty things start popping up. This is one reason that cookies need band. I never knew Facebook tracked until we read about it in class. Everybody was like this is unreal. I can't believe the want to follow a little kid.

What about those things called privacy policy? Do you ever read all that or I bet you just click accept. What about if you are giving them the right to sell your information to others.   Who knows if they are going to leave you alone? What if your computer gets a virus?

I rember in my old school we learned about the Constitution. The Constitution should protect us, but it doesn't. The Constitution has an elastic clause that gives freedom to change the laws. When the Constituion was written a long time ago, those people didn't know something like an internet would exist. This means we need to change the Constuition.

So. What do you think about this? I like to get on the internet but right now I don't feel safe. My Internet? Not! This needs to change immediately.

Scoring Elements	Not Yet		Approaches Expectations		Meets Expectations		Advanced
	1	1.5	2	2.5	3	3.5	4
Focus	Attempts to address prompt, but lacks focus or is off-task.		Addresses prompt appropriately and establishes a position, but focus is uneven.		Addresses prompt appropriately and maintains a clear, steady focus. Provides a generally convincing position.		Addresses all aspects of prompt appropriately with a consistently strong focus and convincing position.
Controlling Idea	Attempts to establish a claim, but lacks a clear purpose. (L2) Makes no mention of counter claims.		Establishes a claim. (L2) Makes note of counter claims.		Establishes a credible claim. (L2) Develops claim and counter claims fairly.		Establishes and maintains a substantive and credible claim or proposal. (L2) Develops claims and counter claims fairly and thoroughly.
Reading/ Research	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.
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Student Sample D, Level 2

Stop Stalking Online!

Do you know that you have rights from the constution. To protect and guarrentee protection for all citizens. The Fourth Amendment protects aginst searches without a warrant. Back when the constution was written, the internet did not exist. Now it does. Now we need some new amendments to block people getting your private info online.

What if people get on to your p.c., you get on a website about zit cream and the next time you get on Facebook, and pages of creams show up. That how businesses hack into your computer. They are trying to sell you something. They want to get money from you. I hate pop up ads. If I want to go buy something, I will. I don't need some cookie on my computer telling me what I should buy.

Cookies on the computer started for the right reason. And, some cookies are good, like the ones that remember your last searches and put in the information for you the next time you google it. Cookies start by when you get on a website to buy a pair of shoes and a dress. They remember what you got or looked at. All of these cookies watch every move you make. These stalkers don't know right away if the person on the computer is a kid or an adult. So they really have no idea who or what they are talking to. According to the Wall Street Journal in 2010, that kids and teens are more likely to use tools that get cookies than adults. Both kids and adults need online privacy.

So what are some ways children get asked to share personal information? Have you ever been asked to share your e-mail address, age or if you are under 13 years of age. These companies are seeking information. If you get on Facebook, Poptropica, and many other sites, they all have to have your age, e-mail address and where you live. How will my personal information be used?

Privacy policies need changed. A Massachusetts senator wants to revise it by "Do Not Track Kids Act of 2011." He wants to change the COPPA policy so they can't collect information from kids. How will this change the internet for the future? I think we should not track personal information online. This means kids and adults should be protected from online stalkers.

Scoring Elements	Not Yet		Approaches Expectations		Meets Expectations		Advanced
	1	1.5	2	2.5	3	3.5	4
Focus	Attempts to address prompt, but lacks focus or is off-task.		Addresses prompt appropriately and establishes a position, but focus is uneven.		Addresses prompt appropriately and maintains a clear, steady focus. Provides a generally convincing position.		Addresses all aspects of prompt appropriately with a consistently strong focus and convincing position.
Controlling Idea	Attempts to establish a claim, but lacks a clear purpose. (L2) Makes no mention of counter claims.		Establishes a claim. (L2) Makes note of counter claims.		Establishes a credible claim. (L2) Develops claim and counter claims fairly.		Establishes and maintains a substantive and credible claim or proposal. (L2) Develops claims and counter claims fairly and thoroughly.
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Student Sample E, Level 3

Cookies are to Eat, Not to Track

Are you sick of pop-up ads? Well, I sure am. I'm pretty sure when you get on the computer all you want is some peace and enjoyment. But, how are you supposed to enjoy being on the computer knowing that someone is stalking your every move? What's worse is that it is legal for them to stalk you. The same technology you love with your Google maps allows companies to track you with cookies you don't even know are on your computer. This needs to be stopped. This is illegal in real life why do they let it slide on the internet? Our Congress needs to use the Elastic Clause to pass some legislation that will put an end to this online tracking.

What makes it even worse is that companies are 30 times more likely to track children online rather than adults. We found this information from Common Sense Media. Children should not be stalked. What children do on the internet is only the business of them and their parents. Just because companies can get information about what kids do online does not mean they should sell your information to others.

Ever heard of something called a privacy policy? You know, the thing that pops up when you try to update your software or create a new account on some website? Did you ever read one of those all the way through? I thought so. Who has time to read all 20+ pages of it. I always just click accept. I have no idea what is being done with my personal information. This is scary and it is very widespread. We learned in one of our readings about google that the company actually looks for words in your e-mail that will later result in you getting a pop-up about it. For example, if you mention in an e-mail that you are looking for a new car then you just better prepare for car ads to bomb your computer!

I know that the government created something called the Patriot Act to protect us from terrorists. This law does allow some of your online information to be accessed. This law did not take into account that kids use the internet. Kids use cell phones. Can't I be protected from terrorists without all my information being given away? Think companies can't figure out a lot about you? Think again. They can usually determine if you are a boy or a girl, your approximate age, and even where you live. They can even use this information to give you a credit score that might not be right. This is just wrong.

If you are like me and you think cookies should be to eat, not to track, you need to contact your congressman or congresswoman. They are capable of stopping this. Children and adults should not be tracked. If someone stalks you in real life, you get arrested. Why is the internet any different?

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Student Sample F, Level 3

Cookies, Bad or Good?

   Imagine this….you are online shopping for that all-important dance. You want to look just right, and you want your shoes and purse to match. You visit several websites looking for everything you want to wear. Then you check your Facebook again and spend some time posting on other people's walls. You go back to shopping and all at once you start getting tons of ads and coupons for shoes from websites you never even visited. What has happened? Something called a cookie has been secretly placed on your computer. Cookies are tracking devices that are placed on your computer without you knowing or even agreeing to it. This is wrong on many levels. Our government should do more to prevent cookies from being placed on computers. I want my privacy online!

   A device called cookie can watch your every move all day, every hour, minute, and every second of it watching what you do online. Cookies started out for good reasons when companies needed a way to keep up with what was in somebody's online shopping cart. Cookies might have started out to help us, but now they are evil little things that track you, and when you search for something, they send you an advertisement related to your search.

   So why do websites want your personal information? Why do some of them even want your info, like your age, name, number, and the like? It is because they can make tons of money selling your likes and dislikes. That's right. When you click on the like button, Facebook makes money. Facebook places cookies on your computer. Why does a big company like Facebook need to know about what a little girl does online? Yes, I know you are supposed to be 13 to have an account, but everyone I know has one and they aren't even teenagers yet.

   How can our government protect us? I studied the Constitution in 5th grade. I also learned about the first 10 amendments. The First Amendment protects our right for free speech. The Fourth Amendment protects against searches without a warrant. There are several amendments. The amendments and something called the Elastic Clause could be used to pass laws that would prevent tracking. If not for everyone, then at least for innocent kids. Congress knows this. In fact, a Massachusetts senator wanted to pass the "No Tracking Kids Act of 2011." Well, it is 2012, and this important law has not passed. Kids and adults still aren't safe from these online stalkers.

   Now, you might be thinking a little privacy is a good thing, but it is more important for me to be protected. You make a good point. With the Patriot Act the government has the right to track what you do because of what terrorist could do. This law needs changed too. It gives way too much freedom for my private information to be stored. Who knows who might get that information in future?

   If you think this doesn't impact you, you're wrong, unless you never use a computer. Chances are everyone reading this has been on a computer and probably every day. Each time you log on you are taking a risk. Adults, teens, and especially children need protected. Contact Congress today and tell them you want the right to opt out of tracking.

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STOP STALKING TEENS!

As citizens, we have rights that are listed in the Constitution. The First Amendment protects the right for free speech. As citizens, we have the right to speak up and say what we feel. This amendment is very important to the internet today. Many businesses and programs now have the right to put cookies on people's computers and track the websites they get on and what they research. This means whatever you type online can be tracked right back to you. Is this free speech? I think not. The government's role should be to protect our privacy. I have the right to free speech and the fourth amendment protects me from searches without a warrant. Whatever happened to my rights? Did they disappear when the internet was invented? Congress needs to update our Constitution. My private information should not be followed and collected everytime I get on the internet.

All these problems started with something that was supposed to help us and make our lives easier. Cookies, or little information collectors, are placed on your computer for several different reasons. Some of the reasons are to remember what is in our shopping cart when we get online and to remember what we have typed in the google search box and predict what we are looking for without us ever typing it all. A bad use of cookies is when companies like Facebook sell your likes and dislikes, even tracking the pages you visit to sell that information online. I think we should have a button on each website that we can click to prevent cookies from being downloaded. That way all your personal details can't be sold to strangers and pop-up after pop-up for coupons and free i-pads won't jam your computer up.

Sometimes when you sign up for a product or to join a free website there is usually a long, multi-page document you have to sign called a privacy policy. This policy tells you how the information the site collects will be used. Do you ever read all of it? Do you know what is done with your information like your address, your e-mail, how old you are? Even if some sites make this document very obvious, others do not. I bet you did not know that Facebook even tracks you if you visit someone's wall. If my granny who does not have a Facebook tries to look at my pictures then she gets tracking cookies on her computer that watch her every move. This is not right. Privacy Policies should be available for you to check them any time.

So, by now you are wondering what can be done with your information. Companies like Facebook can sell it, and although they say it is completely anonymous, they can still figure out way too much information. According to the Wall Street Journal, a woman in Tennessee was tracked and the trackers were able to predict her age, close to where she lived, her favorite types of movies, and other piece of information. If this woman decided to apply for a credit card, she could even get a card that charges more interest because the companies know more than they should about her personal life.

Did you know that children are 30% more likely to be tracked then adults? This information comes from Common Sense Media. How many schools want kids to get on line to do research? I know teachers try to send kids to safe websites, but even Dictionary.com tracks kids. Tracking has to stop!

I know people might say the government should be able to collect information on you, just in case you might be a terrorist. These people just want us to be safe against future terrorist attacks. I wonder if they have even considered what might happen if information is taken about them. Do they think it would be safe forever? The government makes mistakes. What if their information is leaked online?

Adults and teens need their privacy. Teens especially don't want all their personal business up for sale on the internet. No one asked my permission to collect my personal information and if they did, I wouldn't grant it. I don't even like my mom to stand over my shoulder when I am on the internet, so why would a stranger think they have the right to do this. I am contacting my senator immediately. This teen does not want stalked, either in person or online.

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PRIVACY PLEASE: STOP FOLLOWING ME!

Click. Click. Click. Text. Text. Text. Teens today do these things about as much as they breathe. Most of us live most of our lives on line, chatting, posting pics, looking at YouTube videos, and playing games. We love to do this. Nearly everyone I know has a Facebook account and has uploaded a YouTube video. The internet makes our lives much better, but many teens are unaware that the activity they love has consequences. Every click they make, every site they visit is being recorded. A profile is being collected about them, and I am not talking about a Facebook profile. The profile I am talking about is their personal information. Who would want this information? Not even someone who knows you personally. Companies want this information and they are willing to pay big bucks for it. I don't want my information collected by anyone at any time. Congress needs to enact legislation to stop online tracking immediately.

So, how are companies able to follow your every move? In some cases, you have given them your permission. If you have ever clicked accept on a privacy policy without at least skimming it to see what it says, you could fall victim to online tracking. Many websites today have privacy policies. You usually see them when you sign up for something or join the site. Sometimes you are asked to provide details about your life such as your name and e-mail address. I know when I signed up for Facebook they wanted to know if I was 13. I clicked yes. Companies have no way of verifying if your information is true. This makes them think it is okay to track you online.

Companies place tracking devices called cookies on your computer without your knowledge. This is not part of the privacy policy. Cookies can follow you everywhere you go on the internet. Sav for example you look at motorcycles; when you log on Facebook the next time you will see ads for motorcycles. It is not right that companies can put cookies on your computer without you knowing. Some of the research we read said Facebook does this, and the Wall Street Journal even has a graphic you can click on to see which kids sites place the most of these cookies on your computer.

So how can we be protected from these online stalkers? The Constitution provides for our freedom and protection, so this is where we need to start. The fourth amendment says I am protected against search and seizure, but did our founding fathers ever think someone would be searching my information online? Of course not. The internet was invented until many years later. Still, the Constitution is a document that can be changed to fit modern times. The Elastic Clause gives Congress the right to change amendments. Why isn't Congress using this to protect me. Senator Markey of Massachussetts wants the existing COPPA (Children's Online Privacy and Protection Act) changed. He wants people to have the choice if they want to share their information. I think he has the right idea.

I know that since the terrorists attacked us more than ten years ago that many citizens have been willing to give up some of their private information in exchange for protection. The government uses the Patriot Act to collect information about possible terrorists. I am not a terrorist. I am 12 years old. Just because the government needs to be able to track people does not mean companies should get away with tracking me.

Online tracking has to stop. Not only should teens be protected, adults should also. Your computer in your home should not give away all your information. Congress should prevent companies from tracking and selling information.

Scoring Elements	Not Yet		Approaches Expectations		Meets Expectations		Advanced
	1	1.5	2	2.5	3	3.5	4
Focus	Attempts to address prompt, but lacks focus or is off-task.		Addresses prompt appropriately and establishes a position, but focus is uneven.		Addresses prompt appropriately and maintains a clear, steady focus. Provides a generally convincing position.		Addresses all aspects of prompt appropriately with a consistently strong focus and convincing position.
Controlling Idea	Attempts to establish a claim, but lacks a clear purpose. (L2) Makes no mention of counter claims.		Establishes a claim. (L2) Makes note of counter claims.		Establishes a credible claim. (L2) Develops claim and counter claims fairly.		Establishes and maintains a substantive and credible claim or proposal. (L2) Develops claims and counter claims fairly and thoroughly.
Reading/ Research	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. (L3) Makes no connections or a connection that is irrelevant to argument or claim.		Presents appropriate details to support and develop the focus, controlling idea, or claim, with minor lapses in the reasoning, examples, or explanations. (L3) Makes a connection with a weak or unclear relationship to argument or claim.		Presents appropriate and sufficient details to support and develop the focus, controlling idea, or claim. (L3) Makes a relevant connection to clarify argument or claim.		Presents thorough and detailed information to effectively support and develop the focus, controlling idea, or claim. (L3) Makes a clarifying connection(s) that illuminates argument and adds depth to reasoning.
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.
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.

Classroom assessment task	No classroom assessment task for this module.
Background to share with students (optional):	Given that our world is globally-connected, how is our government able to protect us from terrorism? How can we know about a potential threat in time to prevent it? Can government agencies collect information about people in the United States; if so, what constitutional legislation governs this? Are you being watched? Are your movements being monitored, either virtually or in real-life? Each day companies compile vast databases of information about consumers, including you. That information is sometimes shared with third parties for a profit, potentially posing breach of privacy issues. While the government provides some protections, particularly for teens, privacy advocates feel the government should take a stronger stance to preserve our online anonymity. What do you think?
Reading texts:	"Coppa Article" (http://www.coppa.org/comply.htm) "Should Companies collect Information About You" (http://learning.blogs.nytimes.com/2012/02/21/should-companies-collect-information-about-you/) "Do You Worry About the Lack of Anonymity in the Digital Age" (http://learning.blogs.nytimes.com/2011/06/22/do-you-worry-about-the-lack-of-anonymity-in-the-digital-age/) "The Patriot Act: Pros and Cons" (http://www.opposingviews.com/i/the-patriot-act-pros-and-cons) "What is the Importance of the Elastic Clause of the Constitution" (http://wiki.answers.com/Q/What_is_the_importance_of_the_elastic_clause_of_the_constitution) "What is Privacy Anyway" (http://lmk.girlscouts.org/Online-Safety-Topics/Privacy/What-is-Privacy-Anyway-.aspx) "Check the Privacy Policy" (http://cybersmartcurriculum.org/assets/files/activitysheets/6-8/Check_The_Privacy_Policy.pdf) "What they Know – Kids" (http://blogs.wsj.com/wtk-kids/) "Everything You Always Wanted to Know About Web Tracking" (http://www.pcworld.com/printable/article/id,243414/printable.html) "Sites Feed Personal Details to New Tracking Industry" (http://online.wsj.com/article/SB10001424052748703977004575393173432219064.html#articleTabs%3Darticle) "New Patriot Act Controversy: Is Washington Collecting Your Cell Phone Data" (http://www.time.com/time/printout/0,8816,2079666,00.html) "Protecting Our Kids' Privacy in a Digital World" (http://cdn2-www.ec.commonsensemedia.org/sites/default/files/privacy_whitepaper_dec2010.pdf) "On the Web, Children Face Intensive Tracking"

(http://online.wsj.com/article/SB10001424052748703904304575497903523187146.html)

 "Sneaky Ways Advertisers Target Kids"
(http://www.commonsensemedia.org/new/sneaky-ways-advertisers-target-kids)
"How Facebook Tracks You Across the Web"
(http://www.usatoday.com/tech/news/story/2011-11-15/facebook-privacy-tracking-data/51225112/1)
"Consumer Groups: Online Tracking at Alarming Levels"
(http://news.cnet.com/8301-1009_3-20004071-83.html)
"Your Computer Is WATCHING You." *Scholastic Scope* 25 Oct. 2010: 22-23.
"Who's Watching You Online: FTC Pushes do not Track Plan"
(http://www.msnbc.msn.com/id/42239031/ns/business-consumer_news/t/whos-watching-you-online-ftc-pushes-do-not-track-plan/#.Tw8YV8392Kz)
"Consumers in the Middle of Google Facebook Battle"
(http://www.usatoday.com/tech/news/story/2012-01-25/google-facebook-competition/52796502/1#mainstory)
"Protect our Kids from Online Tracking"
(http://www.commonsensemedia.org/privacy)
"Internet Security: What Not to Post on Facebook"
(http://latimesblogs.latimes.com/technology/2010/05/internet-security-what-not-to-post-on-facebook.html)
"A Vital Weapon" from NYT Room for Debate
(http://www.nytimes.com/roomfordebate/2011/09/07/do-we-still-need-the-patriot-act/the-patriot-act-is-a-vital-weapon-in-fighting-terrorism)
"How the Patriot Act Works"
(http://people.howstuffworks.com/patriot-act.htm)
"There's Still a Need for the Patriot Act"
(http://www.nytimes.com/roomfordebate/2011/09/07/do-we-still-need-the-patriot-act/theres-still-a-need-for-the-patriot-act)
"U.S. Internet Spying Foiled Plot to Attack NY Subways"
(http://in.reuters.com/article/2013/06/07/usa-internet-subway-plot-idINDEE9560EW20130607)
"The Patriot Act: Does it Actually Work"
(http://articles.latimes.com/2009/oct/21/opinion/la-oew-mcneil-sanchez21-2009oct21)
"2 Messages Intercepted on Eve of 9/11 Probed"
(http://articles.chicagotribune.com/2002-06-20/news/0206200299_1_arabic-language-messages-house-senate-intelligence-committee-intercepts)
"Wiretapping Law Protections"
(https://ssd.eff.org/wire/govt/wiretapping-protections)
" Foreign Intelligence and Terrorism Investigations"
(https://ssd.eff.org/foreign)

	"The Patriot Act is Your Friend" (http://www.wired.com/politics/law/news/2004/02/62388) Explanation of Patriot Act provided by Dept. of Justice (http://www.justice.gov/archive/ll/what_is_the_patriot_act.pdf)

Teacher Work Section
Here are added thoughts about teaching this module.

Context:

I am a middle school language arts teacher in a small rural school in Kentucky. Demographics include: greater than 80% receiving F/R lunch and 99%+ Caucasian population with no ELL students. One class period a day, I teach a Reading in the Content Area, Social Studies emphasis course. This course changes student population each 9 weeks, and can vary between 6th and 8th graders. Class sizes range from between 15-30 students, with frequent interruptions to the class schedule occurring due to its placement during the last hour of the instructional day. As my school is attempting to improve its social studies test scores at the eighth grade level, I have designed instructional resources that focus on American Government, which is the primary content for this grade level. As is, the module was designed for students at an eighth grade level, and if using the readings I have referenced, full text can be utilized. When I taught the module to a sixth grade group, I had to adapt some of the activities, as well as use excerpts of some of the readings or read them aloud before students collaborated. The student samples contained in the module are all from 6th grade students.

What worked in each Skills Cluster and why it worked:

In Skills Cluster One, I felt it was important to not only access student's prior knowledge and connections to the topic, but also to gauge their level of vocabulary understanding with the terms and concepts of the module. This module features some vocabulary that most students have never heard, in particular some of the computer terms. It also features some concepts that require students to critically think about the role of government. For example, how the elastic clause functions and how the Patriot Act applies to their online identities. I wanted students to have a fairly solid foundation in the vocabulary and concepts before the reading process, so each could successfully access the texts they would be reading. Equally important was letting students know what their final product would be and how the product would be assessed. Asking students to examine the task and rubric kept them mindful of the ultimate goal for this module.

In Skills Cluster Two, the readings ranged from simpler texts that approached the topic of privacy to more complex texts reflecting opposing viewpoints. I feel the first two texts are critical to help students make connections to the topic; the first text, "Your Computer is Watching You," makes students aware of cookies and what they are used for, the second text is about Facebook using tracking technology. Both texts allow students to make connections to the more abstract concept of privacy vs. protection; moreover, the Facebook piece from *USA Today* is personally relevant to students' lives. Most of them use Facebook daily. The texts chosen for the next activity, Text-on-Text Carousel, allow students to access the pieces of information/evidence they will need to form an argument about the issue of privacy. So, sequencing from a basic informational text to a personally relevant piece to multiple texts with snippets of information provides many supports to students. Also important was asking students to re-visit the readings and collect and examine information from multiple perspectives. The privacy issue has divergent interests rooted in government, the business sector, and consumers. Students need to objectively analyze those perspectives

before they transition to writing. This can be challenging for sixth graders, as some of them are still concrete thinkers.

In Skills Cluster Three, as students transition to writing they need to re-visit the task and the rubric so that when they draft, the particulars of the task and rubric are uppermost in their minds. Equally important in this stage is examining and collating notes, categorizing them and prioritizing them so that students have an idea what support is available as they begin crafting their arguments.

In Skills Cluster Four, I wanted to prepare students for successful first draft attempts by helping them focus and find a pre-writing structure that suited individual needs. For a few students, the initial draft might resemble a 5-paragraph structure. Although this is not the ideal structure for argumentative writing, for struggling students it provides the foundation for completing an initial draft. In subsequent drafts, students can add additional points, re-order them, and develop counterclaims. Additionally, students benefit from drafting over a period of time, as this encourages them to re-examine their ideas and hone their revising skills. When I first started teaching, I made the mistake of completely teaching a form, then turning kids loose. This often ended in failure and frustration. Gradual release of responsibility through examining mentor excerpts before drafting each paragraph, segments and scaffolds the skills students need to transfer to their own work. I typically provide 2-3 days of in-class time to complete a rough draft. Peer feedback is a critical step at this juncture. This provides them with a reader's opinion about what works well and what needs improvement. Teachers need to model effective and respectful feedback several times before asking students to do this step. After revision is made, students always enjoy publishing and sharing their work with a wider audience. This cluster concludes with student self-assessment, giving them time to reflect on their growth as writers.

What I would change/keep in mind next time I teach this module:

The next time I teach this module, I should remain aware of the shift in standards between fifth and seventh grade, and adjust my instruction accordingly. Fifth graders are asked to write opinion pieces. In sixth grade, students are asked to write arguments to support claims. In seventh grade, the standard extends, asking students to acknowledge alternate or opposing claims.   At the beginning of sixth grade, students will need more awareness of the differences between opinion pieces and argumentative pieces. By the end of sixth grade, students should be able to construct arguments and have awareness of effective counterclaims in preparation for the seventh grade standard.

To provide a working structure for them to collect and organize information, next time I will provide a formatted sheet they will use throughout the reading process with all texts. This would likely take the form of a double entry journal, with students being asked to list evidence from each article from both a pro and con standpoint. It isn't always possible to visit the computer lab to upload information into a wiki. Sometimes we had to wait a few days for an opening in the lab. This results in downtime when students could be processing content or accessing new content. Also, providing a formatted sheet would have all the information available to all students throughout the module, providing an easily accessed reference during the drafting and revising stages.

What the student work tells me:

The student work tells me most of my students were able to access the content referenced in my teaching task.   Nearly all students were able to complete a draft to at least the "approaching expectations" or "meeting expectations" benchmarks. In the students who were not able to complete a draft to at least a level two, one issue was behavioral in nature. Other students who scored in the "not yet" level were developmentally different. The student work also tells me that my students need more practice in thoroughly developing counterclaims. Next time I teach this module I intend to use mentor texts with clear counterclaims and to provide sentence stems students can use to develop their
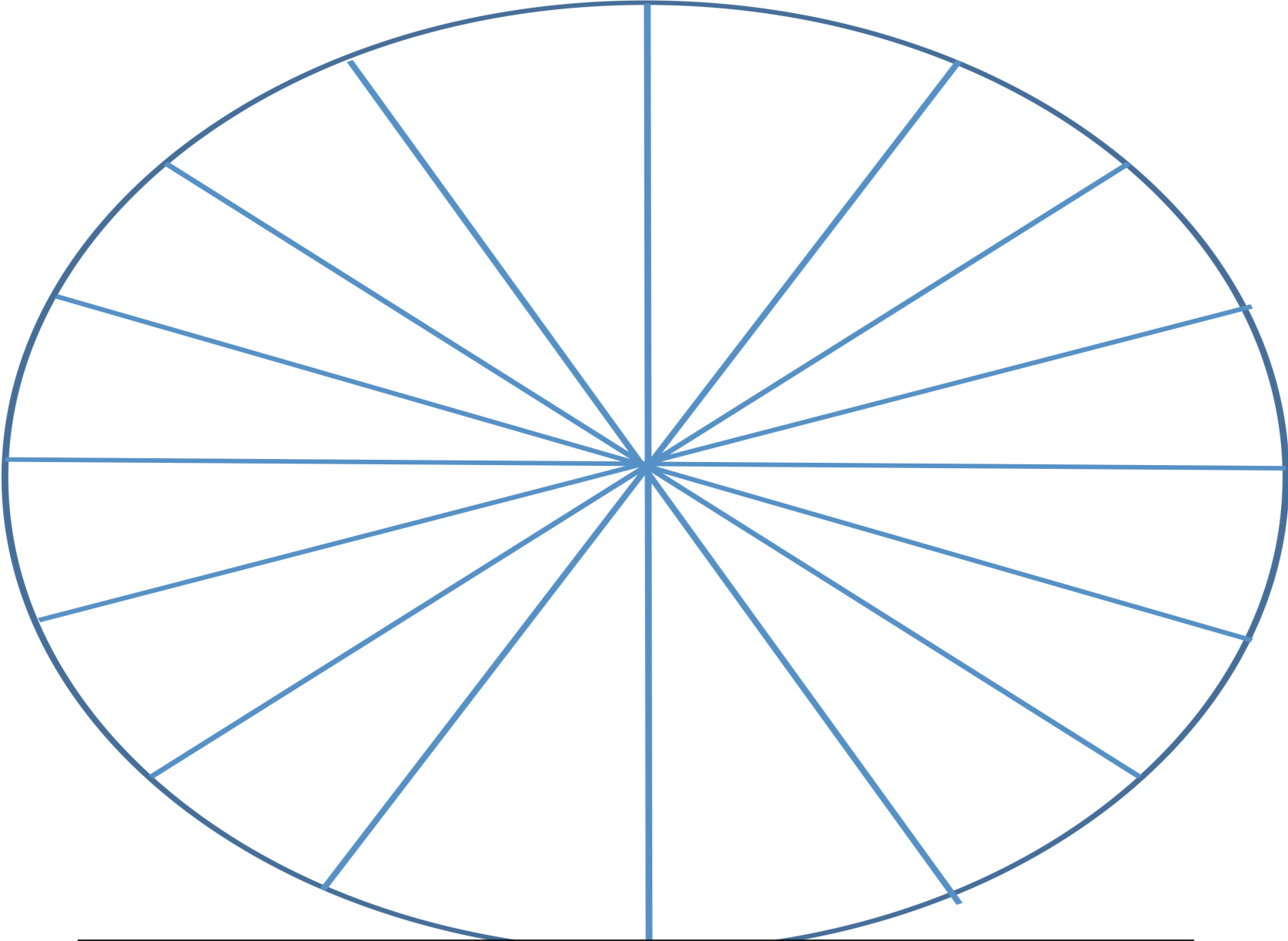
counterclaims during the drafting stage.

Appendix
The attached materials support teaching this module.

See student resources on page 29 of this module. Alternatively, see attached student materials starting on the next page.
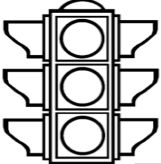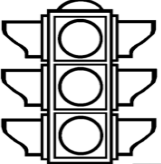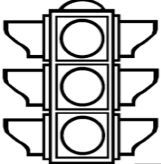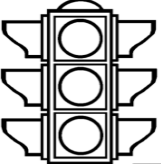
TOPIC FOR "SLICE THE PIE" _____
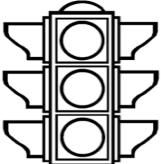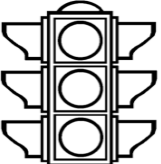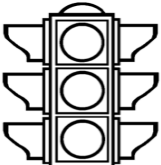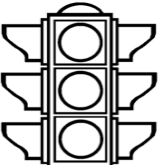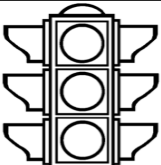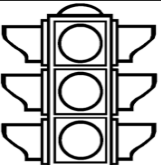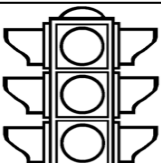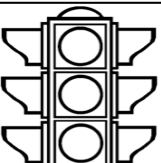
Name _____ Date _____ Class _____

Strategy referenced comes from Dr. Charles Whitaker, former Director of Eastern Kentucky Writing Project and Mountain Writing Project in Kentucky.

Name _____ Class_____ Date_____

STOP AND GO VOCABULARY

Before	List of terms:	After
	WORD and MEANING:	
	SKETCH:	
	WORD and MEANING:	
	SKETCH:	
	WORD and MEANING:	
	SKETCH:	
	WORD and MEANING:	
	SKETCH:	
	WORD and MEANING:	
	SKETCH:	
	WORD and MEANING:	
	SKETCH:	

Graphic Organizer designed by Sabrina Back, NBCT, Co-Director of Mountain Writing Project,

STUDENT HELP SHEET FOR TEXT-ON-TEXT ACTIVITY

Please complete each step in order before moving to the next step! ☺

Day 1

1. Assemble in your assigned 3 person group.
2. Obtain a colored pencil. Your pencil should be a different color than others in your group.
3. Everyone finishes reading the text silently before going on to step 4.
4. Take turns writing on the chart. Each person writes one question and one connection in the margin.
5. Read the comments each person has written.
6. Each person takes 2 sticky notes. Use your sticky note to respond to something someone else has written. Make sure you are still using your specifically- colored pencil.
7. One person makes a key at the bottom of the chart showing whose comments are in which color.
8. Obtain a blank sheet of copy paper. Work with your group to develop a summary that lists who, what, why, where, when, why, how, and why important. Be sure you focus on why the information in your chart is important to the privacy issue. Write your summary neatly on the copy paper and tape it to the bottom of your chart.

Day 2

9. You will remain in the same group as yesterday, but today we will be rotating around the room to respond to the charts I have posted.
10. Everyone has a job to do:
    A) one person will read aloud the text I enlarged for the charts,
    B) another person reads aloud everything else,
    C) the third person is a scribe who records the group's comments on a sheet provided by the teacher.
11. When I signal time, we will rotate counterclockwise until everyone has reviewed every chart.
12. We will finish with a whole class discussion.

Sabrina Back, NBCT, Co-Director of Mountain Writing Project, Hazard, KY

Name _____ Date_____ Class_____

THREE WAY TIE

GOVERNMENT

BUSINESS	CONSUMERS
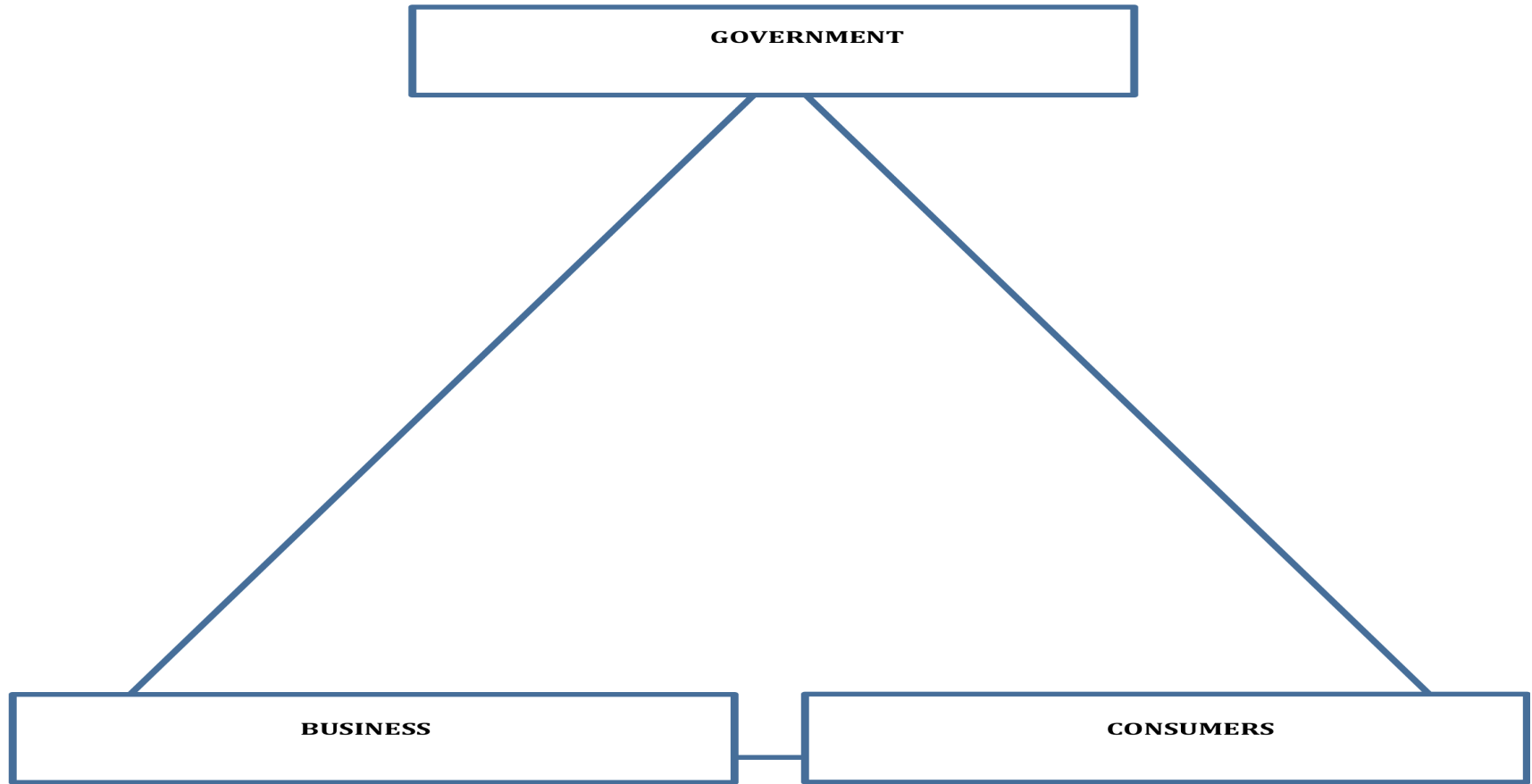
SUMMARY:

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Graphic Organizer designed by Sabrina Back, NBCT, Co-Director of Mountain Writing Project,