



**Literacy Design
Collaborative**

Was the P.A.T.R.I.O.T Act necessary?

★ TASK

by Mary Humphreys

Civil rights is a recurring theme throughout American history. It can be explored from different time periods and with various events and documents. The focus of this module happens to be the P.A.T.R.I.O.T Act passed in 2001. From its passage it has been controversial because of limits imposed on American civil liberties and its constitutionality. This a two-fold module. The purpose is not only the exploration of the P.A.T.R.I.O.T Act but to also teach students to think critically and use those thoughts to produce an editorial.

GRADES

11 - 12

DISCIPLINE

 **Social
Studies**

COURSE

 **U.S.
History**

PACING

 **10hr**

Section 1: What Task?

Teaching Task

Task Template A9 - Argumentation

After reading informational text on the P.A.T.R.I.O.T Act, write an editorial in which you discuss this act and evaluate the constitutionality of it. Support your position with evidence from the text/s. What conclusions can you draw about the delicate balance between constitutional rights and the defense of the nation?

Standards

Next Generation Content Standards and Objectives for Social Studies in West Virginia

SS.11.H.CL9.2

Focus

outline provisions of the P.A.T.R.I.O.T. Act (Providing Appropriate Tools Required (to) Intercept (and) Obstruct Terrorism Act of 2001) and assess the necessity of such infringements on American civil rights.

SS.11-12.L.13

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

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

RH.11-12.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

Texts

- 🔗 [The USA PATRIOT Act: Preserving Life and Liberty](#)
- 🔗 [Civil Liberties/Patriot Act in Wartime ...](#)
- 🔗 [The Patriot Act What is the proper balance?](#)
- 🔗 [The PATRIOT Act and the Constitution](#)

Student Work Rubric - Argumentation Task - Grades 9-12

	Emerging	Approaches Expectations	Meets Expectations	Advanced
	1	2	3	4
Controlling Idea	Makes a general claim with an unclear focus.	Establishes a clear claim that addresses the prompt , with an uneven focus .	Establishes and maintains a clear, specific, and credible claim that addresses all aspects of the prompt.	Establishes and maintains a precise, substantive claim that addresses all aspects of the prompt. Acknowledges limitations and/or the complexity of the issue or topic .
Selection & Citation of Evidence	Includes minimal details from sources. Sources are used without citation.	Includes details, examples, and/or quotations from sources that are relevant to the claim . Inconsistently cites sources.	Includes details, examples, and/or quotations from sources that support the claim and supporting ideas . Consistently cites sources with minor formatting errors .	Includes well-chosen details, examples, and/or quotations from sources that fully support the claim and supporting ideas. Consistently cites sources using appropriate format .
Development / Explanation of Sources	Explanation of ideas and source material is irrelevant, incomplete, or inaccurate.	Explains ideas and source material to support the argument , with some incomplete reasoning or explanations .	Accurately explains ideas and source material and how they support the argument.	Thoroughly and accurately explains ideas and source material, using logical reasoning to support and develop the argument.
Organization	Lacks an evident structure. Makes unclear connections among claims, reasons, and/or evidence.	Groups ideas and uses transitions to develop the argument, with some lapses in coherence or organization .	Groups and sequences ideas to develop a cohesive argument . Uses transitions to clarify the relationships among claim(s), reasons, and evidence .	Groups and sequences ideas in a logical progression in which ideas build to create a unified whole . Uses varied transitions to clarify the precise relationships among claim(s), reasons, and evidence.
Conventions	Major errors in standard English conventions interfere with the clarity of the writing. Language or tone is inappropriate.	Errors in standard English conventions sometimes interfere with the clarity of the writing. Uses language and tone that are sometimes inappropriate for the audience and purpose.	Consistently applies standard English conventions; minor errors , while noticeable, do not interfere with the clarity of the writing. Uses language and tone appropriate to the audience and purpose .	Consistently applies standard English conventions, with few errors . Demonstrates varied syntax and precise word choice . Consistently uses language and tone appropriate to the audience and purpose.
Content Understanding (Generic)	Attempts to include disciplinary content in explanation or argument but understanding of content is weak; content is irrelevant, inappropriate, or inaccurate.	Briefly notes disciplinary content relevant to the prompt; shows basic or uneven understanding of content; minor errors in explanation.	Accurately presents disciplinary content relevant to the prompt with sufficient explanations that demonstrate understanding.	Integrates relevant and accurate disciplinary content with thorough explanations that demonstrate in-depth understanding.

Background for Students

In October 2001, President George W. Bush signed the Patriot Act, an anti-terrorism law drawn up in response to the attacks on the Pentagon and World Trade Center on September 11, 2001. President Bush hoped the law would empower law enforcement and intelligence agencies to prevent future terrorist attacks on American soil. The act increased intelligence agencies' ability to share information and lifted restrictions on communications surveillance. The Patriot Act's expanded definition of terrorism also gave the FBI increased powers to access personal information. The Patriot Act superseded all state laws. The law faced a number of criticism. Civil rights activists worried that the Patriot Act would reduce civil liberties and would give the government too much power to investigate Americans under a wall of secrecy. Ultimately, the question becomes the balance between rights guaranteed by the Constitution and the defense of the nation.

Extension

Explore other laws or circumstances in which civil liberties have been limited. Use this information to stage a classroom debate on the necessity of infringement of civil liberties in America.

Section 2: What Skills?

Preparing for the Task

TASK ENGAGEMENT: Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns.

TASK ANALYSIS: Ability to understand and explain the task's prompt and rubric.

Reading Process

ESSENTIAL VOCABULARY: Ability to identify and master terms essential to understanding a text.

NOTE-TAKING: Ability to select important facts and passages for use in one's own writing.

ENHANCING COMPREHENSION: Ability to identify the central point and main supporting elements of a text.

Transition to Writing

IDENTIFYING SIGNIFICANT ELEMENTS: Ability to begin linking reading results to writing task.

Writing Process

PLANNING THE WRITING: Ability to develop a line of thought and text structure appropriate to the task.

INTRODUCTORY PARAGRAPH: Ability to establish a claim and consolidate information relevant to task.



BODY PARAGRAPHS: Ability to construct an initial draft with an emerging line of thought and structure.

REVISION: Ability to refine text, including line of thought, language usage, and tone as appropriate to audience and purpose.



EDITING: Ability to proofread and format a piece to make it more effective.

FINAL DRAFT: Ability to submit final piece that meets expectations.


Section 3: What Instruction?

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
Preparing for the Task				
15 mins	<p>TASK ENGAGEMENT: Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns.</p>	<p>TAP Students look at the prompt to determine what the topic of the editorial is (topic), to whom they are writing (audience) and the main idea/thesis (purpose).</p>	All students will complete the TAP handout.	<ol style="list-style-type: none"> Using handout, students will identify the topic and answer the following questions: What am I writing about? What do I know about this topic? Students will identify the audience with answers to the following questions: Who will read what I write? How will the intended audience influence what I write and the way I write it? Students will identify the purpose by answering the following questions: What do I want this piece of writing to accomplish? Discussion will take place to ensure that students understand the task.
Additional Attachments:				
				
1 hr	<p>TASK ANALYSIS: Ability to understand and explain the task's prompt and rubric.</p>	<p>BUMPER STICKER RUBRICS</p> <ul style="list-style-type: none"> With your partner(s) look carefully at the section of the Argumentation Rubric assigned to you. Determine what that description says and what it really means. Paraphrase the description in a "bumper sticker" and write your paraphrase on chart paper. Post your bumper sticker and be ready to explain it to the class. 	Completion of the "Bumper Sticker" with an appropriate paraphrase	<ul style="list-style-type: none"> Give students a copy of the Argumentation Rubric and explain its construction. Point out the Meets Expectations column and assign a section of that column to each pair or group of students. Ask students to put their assigned section of the rubric in their own words and turn it into a "bumper sticker" for future reference. Provide assistance as needed. Facilitate as students share their work.
Additional Attachments:				
				
50 mins	<p>TASK ANALYSIS: Ability to understand and explain the task's prompt and rubric.</p>	<p>EDITORIAL WRITING List the characteristics necessary to write an editorial.</p>	Student will list the characteristics to writing an editorial and be able to briefly explain those characteristics to a partner.	<p>Teacher will display on an interactive board this website: http://grammar.yourdictionary.com/grammar-rules-and-tips/tips-on-writing-newspaper-editorial-format.html</p>

Was the P.A.T.R.I.O.T Act necessary?

				<p>The teacher will model examples of each characteristic.</p> <p>Working in pairs the students will create examples of each characteristic to demonstrate understanding.</p>
<p>Standards:</p> <p>WHST.11-12.4 : Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>				
<p>Additional Attachments:</p> <p> Tips on Writing Newspaper Editorial Format</p>				
<p>Reading Process</p>				
40 mins	<p>ESSENTIAL VOCABULARY: Ability to identify and master terms essential to understanding a text.</p>	<p>ESSENTIAL VOCABULARY WORKSHEETS</p> <p>For all texts you will write vocabulary definitions and explain concepts in your own words. Vocabulary words will be chosen by you as you read the text. Vocabulary words should be words you do not understand/recognize.</p>	<ul style="list-style-type: none"> • Minimum of ten words. • Chosen vocabulary is defined in student's own words 	<ol style="list-style-type: none"> 1) Teacher models for students how to interact with essential vocabulary in one reading using the first page of the student handout 2) Teacher models how to identify essential vocabulary and define in own words; teacher has other students model 3) Individually or with partners, students complete vocabulary handout for all readings 4) Students share out their vocabulary, definitions, and other work; other students add essential vocabulary to their own worksheets 5) Teacher checks all worksheets and returns to students so they can use as notes going forward
<p>Standards:</p> <p>RH.11-12.4 : Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).</p>				
<p>Additional Attachments:</p> <p> Essential_Vocabulary.doc</p>				
45 mins	<p>NOTE-TAKING: Ability to select important facts and passages for use in one's own writing.</p>	<p>A CLOSE READ</p> <p>For each text in the module you will engage in a close read activity to gain insight and understanding of each text.</p> <p>First, as you read highlight any words, phrases, or thoughts you do not understand.</p> <p>Next, make comments in the margins about what you are reading. For</p>	<p>Completion of the close read activity or student handout.</p>	<p>As the students read each text of the module they should make with a colored pen or highlighter any word, phrase, or thought which is confusing or they do not understand. Along the sides students should make comments about what is confusing to them or why they do not understand.</p> <p>They should also make comments in the margins of any thoughts they have as they read. For example, do they agree or disagree with something the author has said.</p> <p>Or, a more structured close read organizer can be used such as the one attached which is from Read Write Think.</p>

Was the P.A.T.R.I.O.T Act necessary?

		<p>example, do you agree or disagree with a statement and why.</p> <p>Then, discover the meaning to any words, phrases, or thoughts you marked for understanding.</p> <p>Lastly, read the text again.</p>		
<p>Additional Attachments:</p> <p></p>				
50 mins	<p>ENHANCING COMPREHENSION: Ability to identify the central point and main supporting elements of a text.</p>	<p>SHORT REFLECTIVE ENTRY FOR EACH TEXT (LDC PROTOTYPE)</p> <p>What is the author trying to accomplish? Which parts of the text show you that?</p>	<ul style="list-style-type: none"> Answers questions with credible response. 	<ul style="list-style-type: none"> Invite students to brainstorm ways to figure out any author's intent. Invite students to share and discuss their answers for each text. After the discussion, allow them to add to their entries.
<p>Standards:</p> <p>CCR.R.10 : Read and comprehend complex literary and informational texts independently and proficiently.</p> <p>CCR.R.2 : Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p>				
<p>Transition to Writing</p>				
45 mins	<p>IDENTIFYING SIGNIFICANT ELEMENTS: Ability to begin linking reading results to writing task.</p>	<p>GIVE ONE, GET ONE</p> <p>Using the Give One, Get One handout, share evidence (that you have collected while reading) with your peers in order to expand understanding and prepare for future writing on a specific topic.</p>	<p>Students complete the Give One, Get One graphic organizer with 3 pieces of information and add at least two additional pieces of information from a classmate.</p>	<p>This activity is appropriate after students have read a text with a particular purpose in mind. It could also be used to collect background information on a particular topic.</p> <ol style="list-style-type: none"> Explain the expectations/purpose for the activity: you can build your knowledge around a topic by discussing it with others and building on each other's knowledge. Have students fold a piece of paper lengthwise to form two columns and write "Give One" (What I Know) at the top of the left column and "Get One" (Something New) at the top of the right column. Explain that the Give One column is a list of information that they already know or have found while reading. The Get One column is information that is something new pointed out by a classmate. Ask students to individually brainstorm a list Give One column all the information they have found in the text. If you are using this to build background information, you can have them write everything they know about a particular topic. Next, have students take their graphic organizer and move around the classroom

				<p>to share information one-on-one with a classmate. Instruct students to take turns with a classmate where one person shares pieces of information from their Give One column while the other student listens. Remind students that when they are listening, they should write any new information they hear in their Get One column. This may need to be modeled by a pair of students before the students do it.</p> <ol style="list-style-type: none"> 6. Once everyone has had opportunity to Give and Get information from at least two classmates, have the whole class discuss the information listed. 7. Remind students to add new information they hear during the class discussion to their Get One column. You can model this activity by generating your own Give One list and display it during the class discussion and then add something new to your own Get One column as students are sharing information. 8. Encourage students to ask clarifying questions. <p>Reference: Schoenbach, R., Greenleaf, C., & Murphy, L. (2012). <i>Reading for Understanding: How Reading Apprenticeship Improves Disciplinary Learning in Secondary and College Classrooms. The Jossey-Bass Education Series.</i> Jossey-Bass Inc, Publishers, 350 Sansome St., San Francisco, CA 94104-1342.</p>
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Additional Attachments:

 [Give One Take One template](#)

Writing Process				
50 mins	<p>PLANNING THE WRITING: Ability to develop a line of thought and text structure appropriate to the task.</p>	<p>OUTLINE/ORGANIZER (LDC PROTOTYPE) Create an outline based on your notes and reading in which you state your controlling idea, sequence your points, and note your supporting evidence.</p>	<ul style="list-style-type: none"> ● Creates an outline or organizer. ● Supports controlling idea. ● Uses evidence from texts read earlier. 	<ul style="list-style-type: none"> ● Provide and teach one or more examples of outlines or organizers. ● Invite students to generate questions in pairs about how the format works, and then take and answer questions.
50 mins	<p>INTRODUCTORY PARAGRAPH: Ability to establish a claim and consolidate information relevant to task.</p>	<p>DRAFTING THE HOOK Through observing and discussing a presentation, you will develop an understanding of a hook and how it grabs a readers attention. You will use this information to produce a hook for your introduction.</p>	<p>Meets expectations if student:</p> <ul style="list-style-type: none"> ● Clearly and thoroughly identifies audience. ● Composes a hook that is appropriate for the audience. ● Composes a hook that is relevant and appropriate for the writing task. 	<p>Modeling:</p> <ol style="list-style-type: none"> 1. Give students the "Writing Your Hook Statement" handout. 2. Read through the questions on the handout and help clarify each. 3. Present PowerPoint with examples of hooks to the students. <ul style="list-style-type: none"> ● As students view the example hooks from the internet, talk students through the questions on the worksheet. ● Discuss whether the hooks are effective. ● As you progress through the PowerPoint,

				<p>allow students to take more of a lead.</p> <ul style="list-style-type: none"> You may also allow time for students to discuss the slides in the PowerPoint with elbow partners and share with class. Help students understand that they will be doing the same thing but on a more formal scale with their writing. <p>Practice:</p> <ol style="list-style-type: none"> Independently have students complete the worksheet with the information for their paper. Have students share this with their elbow partner and use feedback to rework the hook if necessary. When the student and their partner agree they have a good hook, they should bring the worksheet to the teacher for feedback. If hook is appropriate, they will begin working on their introduction paragraph. If it still needs work, they will rework the hook and meet with the teacher again.
<p>Additional Attachments:</p> <ul style="list-style-type: none"> Writing Your Hook Statement.docx How to Write Good Hook Statements Writing your Hook Statement.pptx 				
1 hr	<p>BODY PARAGRAPHS: Ability to construct an initial draft with an emerging line of thought and structure.</p>	<p>INITIAL DRAFT (LDC PROTOTYPE) Write an initial draft complete with opening (hook), development (support), and closing; insert and cite textual evidence.</p>	<ul style="list-style-type: none"> Provides complete draft with all parts. Supports the opening in the later sections with evidence and citations. 	<ul style="list-style-type: none"> Encourage students to re-read prompt partway through writing, to check that they are on track.
50 mins	<p>REVISION: Ability to refine text, including line of thought, language usage, and tone as appropriate to audience and purpose.</p>	<p>USING ARMS TO REVISE You will use the ARMS strategy to systematically revise your writing and give feedback to others about their writing.</p>	<p>Complete:</p> <ul style="list-style-type: none"> Evidence of feedback: <ul style="list-style-type: none"> Added words or sentences Removed words or sentences Moved words or sentences Substituted words or sentences <p>Not Complete</p> <ul style="list-style-type: none"> Missing or incomplete feedback 	<ul style="list-style-type: none"> Explain: When we revise our writing, we are looking at the ideas and progression of the writing. To help you revise your writing, we are going to use the ARMS strategy. Display ARMS strategy: <ul style="list-style-type: none"> Add words or sentences where information is missing or lacking development Remove words or sentences that do not fit or are repetitive Move words or sentences around to help the flow of the essay Substitute weak words and/or sentences with more specific vocabulary Briefly review the ARMS strategy with the students (if it has been taught before). For students unfamiliar with this strategy, more time will be needed for modeling: <ul style="list-style-type: none"> Model how (any why) to add, remove, move, and substitute words/sentences with an example text (suggestion: use a

				<p>piece of your own writing as an example to revise)</p> <ul style="list-style-type: none"> ● Assign students partners. Instruct students to use this strategy on their partner's writing. ● Monitor and assist as needed ● Invite students to conference when revisions are complete, encouraging them to explain the changes they made to their partner. <p>Note: "Additional Peer Revision" and "Peer Checklist for Revision" below offer different revision strategies.</p>
<p>Additional Attachments:</p> <ul style="list-style-type: none"> 📄 Use ARMS to Revise 📄 Additional Peer Revision Resource 📄 Peer Checklist for Revising with a little Editing 				
<p>50 mins</p>	<p>EDITING: Ability to proofread and format a piece to make it more effective.</p>	<p>USING CUPS TO EDIT You will use CUPS editing strategy to edit writing and help give systematic feedback to others to improve their writing.</p>	<p>Assess self editing and/or peer editing as complete or not complete.</p> <p>Complete:</p> <ul style="list-style-type: none"> ● Evidence of student feedback from self and/or peer(s) <ul style="list-style-type: none"> ○ comments/suggestions ○ proofreading marks ● Completed Checklist <p>Not Complete:</p> <ul style="list-style-type: none"> ● No evidence of student feedback from self and/or peer(s) ● No Checklist 	<ul style="list-style-type: none"> ● Explain: Once you've revised your writing, it's time to edit. When editing, use the CUPS strategy. ● Display the CUPS strategy <ul style="list-style-type: none"> ○ Check the following in your writing and when peer editing: <ul style="list-style-type: none"> ■ Capitalization ■ Usage ■ Punctuation ■ Spelling ● Briefly review the CUPS strategy with the students who have used it before. ● For students unfamiliar with this strategy, model how to edit for capitalization, usage, punctuation, and spelling with a example text (suggestion: use a piece of your own writing to edit) ● assign students to partners to employ the CUPS strategy with a piece of their writing <ul style="list-style-type: none"> ○ walk around and give feedback to students where needed ● Invite students to conference with their partner, outlining and explaining the edits made. <p>Note: "NCTE Edit Checklist" and "Peer Checklist" included below in teacher resources outline alternative editing strategies</p>
<p>Additional Attachments:</p> <ul style="list-style-type: none"> 📄 CUPS Editing Checklist 📄 CUPS Editing Checklist 📄 CUPS Editing Strategy 🔗 NCTE Edit Checklist 📄 Peer Checklist (Revision and Edit) 				

Was the P.A.T.R.I.O.T Act necessary?

10 mins	FINAL DRAFT: Ability to submit final piece that meets expectations.	FINAL PIECE (LDC PROTOTYPE) Turn in your complete set of drafts, plus the final version of your piece.	<ul style="list-style-type: none">• Fits the "Meets Expectations" category in the rubric for the teaching task.	None
<p>Standards:</p> <p>CCR.W.10 : Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>				

Instructional Resources

No resources specified

Section 4: What Results?

Student Work Samples

No resources specified

Teacher Reflection

Not provided