



**Literacy Design
Collaborative**

The National Security Agency's (NSA) Role

★ TASK ★ LADDER

by Carol Franks

This module fits within a unit on rights and liberties following an introduction to the core ideas in the unit. This module gets students thinking critically about the role of the government in protecting the safety and rights of its citizens. Students will read a variety of texts, hear a short video debate, and discuss two sides of a current debate in our news: Does the NSA protect our rights or infringe upon them? In the process of reading, discussing, and interacting with variety of text, students will select a side to argue, then write an editorial for their school newspaper that answers this compelling question.

GRADES

9 - 10

DISCIPLINE

 **Social
Studies**

COURSE

 **American
Government**

PACING

 **20hr**

Section 1: What Task?

Teaching Task

Task Template A4 - Argumentation

Does the National Security Agency (NSA) infringe upon our rights or protect them? After a reading variety of informational texts on the role of government in protecting the safety and rights of its citizens, write an editorial for your school newspaper in which you argue whether the NSA protects our rights or infringes upon them. Support your position with evidence from the text/s. Be sure to acknowledge competing views.

Standards

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

RH.9-10.1

Focus

Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

RH.9-10.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

RH.9-10.4

Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.

RH.9-10.9

Focus

Compare and contrast treatments of the same topic in several primary and secondary sources.

WHST.9-10.1

Focus

Write arguments focused on discipline-specific content.

WHST.9-10.5

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

WHST.9-10.4

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

WHST.9-10.9

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

SL.9-10.1

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9—10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Core Content for Social Studies Assessment

SS-HS-1.1.2

Students will explain and give examples of how democratic governments preserve and protect the rights and liberties of their constituents through different sources (e.g., U.N. Charter, Declaration of the Rights of Man, U.N. Declaration of Human

Rights, U.S. Constitution).

SS-HS-1.3.2

Students will explain how the rights of an individual (e.g., Freedom of information Act, privacy) may, at times, be in conflict with the responsibility of the government to protect the "common good" (e.g., homeland security issues, environmental regulations, censorship, search and seizure).

Custom Standards

HS2.CM.2

Focus

Analyze the civic responsibilities, democratic principles and constitutional rights that guide individuals and societies when addressing governmental and societal issues.

HS3.CM.2

Focus

Analyze how human rights and global responsibility influence individual perspectives and societies when addressing governmental and societal issues.

Texts

- 🔗 **Obama defends secret NSA surveillance programs - as it happened**
- 🔗 **As U.S. Weighs Spying Changes, Officials Say Data Sweeps Must Continue**
- 🔗 **U.S. loses phone-spying power as Congress debates renewal of law**
- 🔗 **The NSA Debate: We've Been Here Before**
- 🔗 **Cheney Defends NSA: We Need to Protect This Nation**

📖 Chapters 5, 7, 18 Government Alive! Power, Politics and You

Textbook, Government Alive! Power, Politics and You, Teachers Curriculum Institute (History Alive), Palo Alto, CA

Chapters listed as they support particular standards

HS2.CM.2 – Analyze the civic responsibilities, democratic principles and constitutional rights that guide individuals and societies when addressing governmental and societal issues.

-Chapter 5 The Bill of Rights and Civil Liberties, how are your rights defined and protected under the Constitution. p. 82-99

H32.CM.2 – Analyze how human rights and global responsibility influence individual perspectives and societies when addressing governmental and societal issues.

-Chapter 18 Confronting Global Issues, how effectively do international organizations respond to global issues? p. 340-358

SS-HS-1.1.2 – Students will explain and give examples of how democratic governments preserve and protect the rights and liberties of their constituents through different sources.

-Chapter 5 The Bill of Rights and Civil Liberties, how are your rights defined and protected under the Constitution. p. 82-99

-Chapter 7 Citizen Participation in Democracy, how can you make a difference in a democracy? P. 120-139

SS-HS-1.3.2 – Students will explain how the rights of an individual (e.g., Freedom of information Act, privacy) may, at times, be in conflict with the responsibility of the government to protect the “common good” (e.g., homeland security issues, environmental regulations, censorship, search and seizure).

-Chapter 5 The Bill of Rights and Civil Liberties, how are your rights defined and protected under the Constitution. p. 82-99

- 🔗 **Editorial - Republications Uphold NSA Snooping, Washington Times**
- 🔗 **Editorial - The Criminal NSA, New York Times**
- 🔗 **Article - What It Takes: In Defense of the NSA, World Affairs**

 **Editorial - Unjustified Hysteria over the NSA Surveillance Program, Seattle Times**

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

The government has a hard job of protecting our safety while also protecting our rights as citizens. This is even harder to do when even our legislators do not agree on the role of government in doing this. We will spend the next couple of weeks reading, discussing, debating, and writing about this issue. We'll focus on one government agency that is in the news a lot currently, the NSA.

Extension

Students will extend upon and share their learning with a student-led event for parents and community. Students will perform a debate for an audience on the module topic: Does the NSA protect our rights or infringe upon them? Students will plan the event details, but the expectation is that students will engage the audience by collecting their initial thoughts (charting, etc.). The event will include a formal debate where student teams will support a speaker for their side of the debate and may take turns in these roles. Students will again solicit thoughts from participants perhaps through a form to record good arguments they hear and an overall decide and why.

Preparation will occur during class as will the presentation. Students, with help, will design a rubric for the debate that includes: presentation of evidence, evidence based arguments, rebuttal targeted to opposing viewpoints, and preparation.

Section 2: What Skills?

Preparing for the Task

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

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

Reading Process

NOTE-TAKING: Ability to select relevant information for note-taking that supports the teaching task.

ESSENTIAL VOCABULARY: Ability to recognize content-related vocabulary in text and use in discussion and writing.

ENHANCING COMPREHENSION: Ability to identify the central point and main supporting elements of primary and secondary sources; ability to identify textual evidence that supports an author's claim and to support own claims.

ACADEMIC INTEGRITY: Ability to use and credit sources appropriately; ability to avoid plagiarism.

Transition to Writing

COLLABORATIVE CONVERSATION: Ability to discuss and debate textual evidence in order to support claims in response to the teaching task

TEXT ANALYSIS: Ability to analyze text and identify essential characteristics of the genre

Writing Process

PLANNING THE WRITING: Ability to use a graphic organizer to plan a writing product; ability to identify the thesis statement for the written product.

DEVELOPMENT OF WRITTEN PRODUCT: Ability to organize an initial draft (including introduction, body, and conclusion) using the graphic organizer or other planning document.

REVISION: Ability to self-assess written draft using the LDC rubric; ability to give and get feedback on draft; ability to consider feedback and make revisions to draft.

EDITING: Ability to proofread own and others' written products for correctness; ability to make editing corrections.




REVISION, EDITING, AND COMPLETION > 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				
30 mins	BRIDGING CONVERSATION > TASK ENGAGEMENT: Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns.	INITIAL RESPONSE TO QUESTION Watch the televised debate, listening for the issues the speakers bring to the discussion. After watching, write and share your own initial response to the question, "Does the NSA protect our rights or infringe upon them?" Include your reasoning.	<ul style="list-style-type: none"> Student's written response is focused to the question posed and explains initial reasoning. 	<p>1. After student background is shared, post and share the essential question for the teaching task: Does the NSA protect our rights or infringe upon them?</p> <p>Share: This continues to be a current debate in our country and we will be watching a short video debate that highlights the discussion. This debate discusses the actions of Edward Snowden and his sharing of top secret NSA processes and documents. As you will see there are opposing viewpoints about his actions, the rights of citizens, and the responsibilities of our government. Point out that although the debate is deciding how to label Edward Snowden as hero or traitor, it also provides us some thinking about if the NSA is protecting our rights or infringing upon them. After we watch, I'll ask you to write an initial response.</p> <p>2. Watch the video debate: <i>Hero VS Traitor Debate Erupts Over NSA Leaker Edward Snowden</i></p> <p>Found here: https://www.youtube.com/watch?v=ECmHEMbCPBM</p> <p>3. In a timed write (1 minute think time, 2 minutes to write), have students write an initial response to the question on an index card. Be sure to include your reasons.</p> <p>4. Identify one side of the room as "protect" and the other as "infringe." Ask students to take their cards with their initial responses and move to the appropriate side of the room. Ask if there is a right or wrong answer here? Why not? Have students walk to meet in the middle and form a group of 4 (as possible) to share their viewpoints and hear opposing views.</p> <p>5. To close, tell students that over the next 2 weeks or so we will read to learn more about the role of our government, in particular the NSA, in protecting our safety and rights as citizens.</p>
Standards: SL.11-12.1 : Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11—12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. SL.11-12.2 : Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.				
35 mins	TASK AND RUBRIC ANALYSIS > TASK ANALYSIS: Ability to understand and explain the task's prompt and rubric.	PROMPT ANALYSIS Identify characteristics of a good response to the prompt. List actions needed to ensure quality of a response.	Descriptions reflect actions students will need to take in order to write a quality response to the prompt.	<p>With students, read the full prompt, then break it into sections. Possible sections are: 1) Does the NSA infringe upon our rights or protect them? 2) After reading a variety of information texts on the role of government in protecting the safety and rights of its citizens, 3) write an editorial for your school newspaper in which you agree whether the NSA protects our rights or infringes upon them. 4) Support your position with evidence the texts. 5) Be sure to acknowledge competing views.</p> <p>Divide the class to assign sections to teams. Create 10 teams so 2 different teams address each section.</p> <p>Each group discusses their assigned section and what it</p>

The National Security Agency's (NSA) Role

				<p>will take for students to have an effective response. As a team, create a list or response. Allow 15 minutes team time.</p> <p>Next, pair like teams to compare their thoughts and combine responses. Ask teams to identify one person from the combined team to share with the class.</p> <p>Use a document camera to have students share. Ask the class if they have any questions or suggestions. Ask questions of the class to facilitate noticing any missing criteria.</p> <p>Combine students responses into a single reference to post in the classroom. Label "Criteria Checklist." Revisit this criteria checklist to compare texts read and for written work, specifically when drafting, self-assessing and reviewing peers' work.</p>
	Additional Attachments:			
	 NSA task for students.pptx			
35 mins	TASK AND RUBRIC ANALYSIS > TASK ANALYSIS: Ability to understand and explain the task's prompt and rubric.	RUBRIC TRANSLATION NOTES Rewrite the rubric into student-friendly language within context of the prompt.	<ul style="list-style-type: none">Rubric translation notes describe each rubric criteria in clear, student-friendly language.Rubric translation notes include all aspects of quality.	<ol style="list-style-type: none">1. Divide the class into 6 groups. Assign each group an element from the rubric, except the element "focus" which will be used to model with the class.2. Use the PowerPoint slide to share directions with the class and model how translating the rubric with the element "focus." (An example is provided on the slide.)3. Allow time for students to work in their groups to translate the other elements. Ask them to chart and post their translations.4. After each group has posted their charts, have the class do a Gallery Walk and take notes on expectations of each element on the handout.5. Students keep handout for future reference.
	Additional Attachments:			
	 NSA Rubric Translation handout for students.doc  Translate the Rubric Slides.pptx			
Reading Process				
15 mins	NOTE-TAKING: Ability to select relevant information for note-taking that supports the teaching task.	FLIP BOOK NOTES Take notes in a flip-book organizer after each reading/discussion.	Notes are complete and relevant for each section of the flip-book. Notes reflect understanding and reflection on reading and class discussion.	<ol style="list-style-type: none">1. Students create and label a foldable organizer to be used for note-taking. Label as follows: Does the NSA infringe upon our rights or protect them?; What I Wonder; NSA Protects our Rights; NSA Infringes Upon our Rights; New Vocabulary; My Resources. (See PowerPoint slide in teacher resources.)2. After introduction and reading of any text, provide time for students to add their thoughts and notes to the appropriate section. <p>Note: This note-taking activity will repeat throughout the module following reading or class discussion.</p>
	Standards:			
	WHST.9-10.8 : Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. RH.9-10.9 : Compare and contrast treatments of the same topic in several primary and secondary sources.			
	Additional Attachments:			

Flip Chart for note-taking.pptx

35 mins

ESSENTIAL

VOCABULARY: Ability to recognize content-related vocabulary in text and use in discussion and writing.

VOCABULARY

CATEGORIZATION (PROBABLE PASSAGE)

Classify vocabulary into categories to discuss and discover possible meanings.

Vocabulary words are organized into appropriate categories. Connections listed are reasonable and explained.

Note: This activity pairs with close reading the text, U. S. Weighs Spying Changes and should take place before the close reading activity.

Before Reading

Introduce students to the topic with class discussion, questioning, having students make inferences or connections about the topic.

Say to students: Before reading, we want to identify some of the key vocabulary that we will come across in our text. We are going to use a strategy called Probable Passage where you will take a list of words from the text and will organize the words into categories. Some words may be familiar to you and some may not. You may want to begin with the words familiar to you, then try to decide how to categorize the other words. Use what you know about root words to help you. If you simply don't know which category a word may fit, make a guess.

Students follow directions on the handout by classifying the words/phrases into the categories provided. Review/Clarify the categories before students begin working. You may have students work individually or with partners.

After ample time for students to work, review the handout, showing students the correct placement of words/phrases into each category.

Discuss the concepts for each category as you review. Students may disagree with the category you chose. Allow them to share their reasons for fitting words into other categories. If the reason is valid and fits with the overall concept of the passage, you may allow them to keep the word in that category as well, but tell them to also write it in the category you chose. Explain your reasoning. If their reason is not valid, explain to them why the word will not fit into the category they have chosen.

Ask students to write their responses to the questions at the bottom of the page.

During Reading

As students read the passage, return to the vocabulary words/phrases or key concepts shared in the previous activity to clarify understanding.

After Reading

Return to what students wanted to discover as they read the passage. Discuss. Also ask students how doing this activity before they read helped them understand the passage better.

Standards:

RH.9-10.4 : Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.

Additional Attachments:



New York Times article NSA US Weighs Spying Changes.docx

Probable Passage Vocabulary Activity-US Weighs Spying Changes.doc



Probable Passage Template.doc

Probable Passage.doc



The National Security Agency's (NSA) Role

 Probable Passage Vocabulary Activity Samples.doc				
30 mins	ENHANCING COMPREHENSION: Ability to identify the central point and main supporting elements of primary and secondary sources; ability to identify textual evidence that supports an author's claim and to support own claims.	VIDEO CLOSE READING HANDOUT Watch the video a second time to identify specific words and phrases that support the speakers' argument.	Responses on handout include evidence from the video. Refinements to thinking section reflects thoughtful discussion with peers.	Note: This activity should follow watching the video and occur before reading other related texts. This activity provides a way to scaffold close reading of a text which occurs in subsequent mini-tasks. Close Read of a Video: Hero VS Traitor Debate Erupts Over NSA Leaker Edward Snowden 1. Divide the class into groups and assign each to a person who is debating the issue in the video, Edward Snowden, Hero or Traitor? 2. Tell the class: We will watch the video again (and again). This time you will listen for specific details to answer questions. This time you will focus on specific words and phrases to analyze the arguments of speakers. We will first work individually, then you will have time to share your notes with a small group to refine your notes and thinking. Remember, that when we put our heads together we learn more. Together, we are less likely to miss details. 3. Share the handout and directions for students. Tell them we will begin with just question 1 as we re-watch the video. 4. Watch the video. Allow a few minutes after watching for students to complete their individual notes. 5. Provide time for question 2 (individually). 6. Have students look at question 3, then re-watch the video. Allow time for students to complete their individual notes on question 3, then to work on question 4. 7. Tell students: Now that you have had time to consider and respond to the questions individually, I want you to have time to learn from others and refine your thinking and notes. Notice the columns on your handout provide space for you to add more details or refine your notes. I know you will learn from your classmates since individually we can miss details someone else notices so you should have some notes in these columns. 8. Form groups of 4 students to share their individual notes and complete the last column of the chart. 9. Ask each group to collectively write a summary statement to share with the class. 10. Have each group share their summaries. 11. Return to the task question. Ask students to pair to share their current thinking. 12. Closure: Ask how did re-watching the video with a specific purpose enhance our understanding of it? Help students see the power of returning to text (in broad context: video, written, digital, visual, etc.) to deepen our understand of its meaning and the author's intent.
Standards: RH.9-10.2 : Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.				
Additional Attachments:  Close Read of Video.docx				
1 hr and 30 mins	ENHANCING COMPREHENSION: Ability to identify the central point and main supporting elements of primary and secondary	CLOSE READ WITH TEXT DEPENDENT QUESTIONS HANDOUT Reread the article and respond to the text dependent questions on your	Meets expectations <ul style="list-style-type: none"> Responses to all questions reflect text-based evidence Adjustments to 	1. Introduce the article, <i>As U. S. Weighs Spying Changes, Officials Say Data Sweeps Must Continue</i> , to the class. Refer back to the essential question in our teaching task (Does the NSA infringe upon our rights or protect them?) to provide a purpose for reading.

The National Security Agency's (NSA) Role

	sources; ability to identify textual evidence that supports an author's claim and to support own claims.	handout. After working independently, work with a partner to check your understanding.	<p>thinking reflect partner discussion and building on ideas</p> <p>Approaching</p> <ul style="list-style-type: none"> Some responses do not reflect text-based evidence but most do Few adjustments to thinking or do not reflect partner discussion or building on ideas <p>Not yet</p> <ul style="list-style-type: none"> Few individual responses or very little text-based evidence reflected No building upon discussion with partner or building on ideas. 	<p>Have table groups read through the article together. Allow a few minutes for students to share their questions, wonderings, connections, with their group.</p> <p>2. Introduce close reading handout. Tell students: You will return to this same article to dig a little deeper into it with a close read. Notice that the article's paragraphs are numbered. This is so you know where to return in the article to reread. I want you to first try your best to answer the questions on your own. In a little while, you will have the opportunity to check your answers with a partner to refine your thinking. Look at the column in your handout titled "adjustments to your thinking." This column is there to build on our own ideas as we learn from our classmates. Let's look at the first question together. (Do this just to show how the questions provide where to look in the article.) As always, feel free to annotate, add notes on your article.</p> <p>3. Allow individual work time. Stress that is important for students to work on their own so they each will have good thinking to share when they get with a partner later. Monitor and support students who have questions as they work independently.</p> <p>4. Next, organize students in pairs or triads to share there thinking. Point out that the last column is for any addition to their answers or even revised answers if needed. Continue to monitor.</p> <p>5. To review, have students volunteer to share. Advise students that they can continue to add to the "adjustments column."</p> <p>Closure: Discuss the close reading strategy. Ask students to share how the experience helped them understand the text more clearly.</p>
<p>Standards:</p> <p>RI.9-10.1 : Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RI.9-10.2 : Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>RI.9-10.4 : Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</p> <p>Additional Attachments:</p> <p> New York Times article NSA US Weighs Spying Changes.docx</p> <p> Close Reading US Weighs Spying Changes.docx</p>				
1 hr	<p>ENHANCING COMPREHENSION:</p> <p>Ability to identify the central point and main supporting elements of primary and secondary sources; ability to identify textual evidence that supports an author's claim and to support own claims.</p>	<p>TEXT RESPONSES (CAROUSEL READING)</p> <p>Read and respond to the article with a team a section at a time, moving with your team until all sections are read and responded to.</p>	<p>Group annotations added to text reflect appropriate and relevant questions, connections, and responses.</p>	<p>Materials: markers for each student; article excerpts on large paper and on chart paper, number each except that makes up the article: Typically you'll divide an article into 3 or 4 sections. Repeat excerpts so you have 3 to 4 students working at a chart. Students will move clockwise through the excerpts. See PowerPoint in teacher resources for directions.</p> <p>For this activity, I used the NEWSELA article on Phone Surveillance and posted the 4 different sections around the room. We read the introduction together to set the stage.</p> <p>Preparation: Post excerpts post on walls or around the room. Assign students to small teams of 3 or 4. Create (or use PowerPoint slides of ways to respond to text: Reminds me of . . , I wonder . . , I think . . , I don't agree with . . , This is really interesting because . . , I don't understand why . . ,</p>

The National Security Agency's (NSA) Role

				<p>Why did . . . This is a great idea because . . . (You can add to this list as students respond in different ways.)</p> <p>1. Introduce the article to students and read the introduction together. Share the purpose for reading and connect to the essential question of the teaching task.</p> <p>Say: "You will continue reading through the article with your team. As you read, record your thinking on the chart. You may write directly on the excerpt or on the surrounding chart paper. There are lots of ways you may respond. (Refer to list of ways to respond.) Can you think of other ways you might respond to what you read?" You can model this with the introduction.</p> <p>Say: "When you get to your first chart, decide as a team how you will read the excerpt (silently, taking turns, etc.). I'll give you a few minutes to read and respond to the first excerpt, then you'll move to the next one when I give you the signal."</p> <p>2. Move student teams to charts to get started. After enough time for students at the first chart, ask them to move clockwise to the next excerpt. Students read the excerpt and the previous students responses. This time they respond not only to text, but also to the prior students' responses.</p> <p>3. After students have moved through all excerpts, pull everyone together for a class discussion: What surprised you? What did you find interesting? What do you still want to know? (Be sure to address the purpose for reading or essential question.)</p> <p><i>Variation:</i> post excerpts from different articles on a related topic. You can post questions that spark discussion or rely on student responses.</p>
<p>Standards:</p> <p>RH.9-10.10 : By the end of grade 10, read and comprehend history/social studies texts in the grades 9—10 text complexity band independently and proficiently.</p> <p>RH.9-10.2 : Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.</p> <p>Additional Attachments:</p> <p> Carousel Reading activity.pptx</p> <p> Carousel Reading Sample.JPG</p>				
30 mins	<p>ENHANCING COMPREHENSION:</p> <p>Ability to identify the central point and main supporting elements of primary and secondary sources; ability to identify textual evidence that supports an author's claim and to support own claims.</p>	<p>ANNOTATED TEXT</p> <p>Annotate articles read, applying responding to text strategy.</p>	<p>Meets expectations:</p> <ul style="list-style-type: none"> Student annotates a variety of specific responses (wonderings, questions, connections, etc.) relative to text and topic throughout the article. <p>Approaches expectations:</p> <ul style="list-style-type: none"> Student provides specific responses relative to text and topic but for only part 	<p>Students initially will work with partners or small groups to share ideas for annotating text. As other articles are provided to students, or as they select articles in their own research, continue to use the strategy for responding to text students used in the carousel reading activity.</p> <p>Display the Responding to Text slide (from the carousel activity) or post in the classroom as a starting list. Continue to solicit other ways to respond to text from students and add to the list.</p> <p>Each time, bring attention to the essential question to provide the purpose for reading.</p> <p>To close, have students share with a partner or group of three to share their ideas.</p> <p>Additionally, provide time to revisit their flip chart to add notes.</p>

The National Security Agency's (NSA) Role

			<p>of the article OR uses little variety in types of responses.</p> <p>Does not meet expectations:</p> <ul style="list-style-type: none"> Student provides little evidence that he/she understands how to respond to text. 	
	<p>Standards:</p> <p>RH.9-10.10 : By the end of grade 10, read and comprehend history/social studies texts in the grades 9—10 text complexity band independently and proficiently.</p> <p>RH.9-10.2 : Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.</p>			
30 mins	<p>ACADEMIC INTEGRITY:</p> <p>Ability to use and credit sources appropriately; ability to avoid plagiarism.</p>	<p>SUMMARY: HOW TO AVOID PLAGIARISM</p> <p>Identify what plagiarism is and ways to avoid it in our writing.</p>	<p>Student's work reflects strategies to avoid plagiarism. (This assessment will continue throughout the module and beyond.)</p>	<p>Preparation: Select an encyclopedia entry or excerpt to share with students on a selected topic. Then create a short paragraph that uses some of the exact wording but in a different order. Have the paragraph on a slide or display with a document camera.</p> <ol style="list-style-type: none"> Share slide "Using someone else's work as your own is like ____ because ____" with students. Allow them time to respond and share out. Tell them this is what plagiarism is copying or using someone else's work as your own. Have students read the encyclopedia excerpt. Then share the paragraph. Ask students: Is this plagiarism? (yes) Ask why? Discuss phrases, sentences that were copied from the original text. No words were replaced.. Ask what strategies can we use to be sure we do not plagiarize? Create a list with students' help. <ul style="list-style-type: none"> use bullets say it in your own words after reading add your own thoughts and/or perspectives omit information that is not needed for your angle or thesis use synonyms cite resources use quotes when you need to use others' words Have students return to the original excerpt and re-read it. Ask students to suggest phrases we could list that do not simply repeat the original. Have students notice that sometimes they can use some of the same words and sometimes they substitute their own words. Include all important information on the topic. With students help, craft a paragraph using the phrases. Read it, then read the original. Ask again, Is this plagiarism? (no) Share Guarding Against Plagiarism handout with students. Quick write: Write a short summary to identify the strategies you will use to avoid plagiarism. <p>Tell them, we will return to this topic during some of our bell-ringer activities to learn about and practice different examples of ways to guard against plagiarism.</p>
	<p>Standards:</p> <p>WHST.9-10.8 : Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the</p>			

The National Security Agency's (NSA) Role

usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

Additional Attachments:

 **What is Plagiarism.pptx**

 **Guarding against plagiarism handout.doc**

Transition to Writing

1 hr and
30 mins

COLLABORATIVE CONVERSATION: Ability to discuss and debate textual evidence in order to support claims in response to the teaching task

RAFT DEBATE PRESENTATION

Work with your assigned group to complete the RAFT assignment. Include at least three reasons to support your stance and support your reasoning with textual evidence. Present to the class. Evaluate other responses for validity of evidence supporting their stance.

group presentation scoring guide

4 - role and audience is clear, stance is clear, reasons support assigned topic and use convincing word choice, reasons are supported with details and strong textual evidence

3 - role and audience is clear, stance is clear, reasons support assigned topic, reasons are supported with details and textual evidence

2 - role, audience and stance is fairly clear, reasons may be confusing, lack enough detail to support topic or have little textual evidence

1 - role or audience or stance is not clearly communicated, reasons are not supported with details or textual evidence

Divide the class. Assign 1/2 the class RAFT 1 and the other half RAFT 2. Then form groups of 3. Students use the RAFT strategy that directs students to take on the role of the NSA or Eric Snowden. Request or protest must include at least 3 reasons and reference evidence from texts.

Say to students: You will work with your assigned group to complete the RAFT assignment that provides your role, audience, format, and topic/stance. Include at least three reasons to support your stance and support your reasoning with textual evidence. Present to the class. Evaluate other responses for validity of evidence supporting their stance.

This is not meant to be a polished written product, but the focus is on valid reasoning supported with textual evidence. After time to work in groups, students will present their requests and protests to the class. Other groups will evaluate the validity of the reasons.

RAFT strategy

R - role of writer

A - audience

F - format

T - topic

RAFT 1

R - United States National Security Agency (NSA)

A - Country Leader

F - Request

T - "Send Eric Snowden to the United States"

RAFT 2

R - Eric Snowden

A - US Government

F - Protest

T - "Return my passport"

As groups share, students will individually respond to the following questions to evaluate others. Note: provide enough time after each presentation for a quick debrief based on students' responses.

What reasons does the group identify to support their stance?

What textual evidence does the group identify to support their reasons?

What words used by the group help them be convincing to the audience?

What fallacies do you notice in the groups reasoning, if any?

The National Security Agency's (NSA) Role

				<p>After groups share out, return to the module essential question, "Does the National Security Agency infringe upon our rights or protect them?" Quickly have students divide themselves and stand on either side of the room or in the middle of the room if undecided based on what they currently believe. Ask, "Based on what was shared today, who is willing to share why you are standing where you are standing and connect to texts that support your decision-making."</p>
	<p>Standards:</p> <p>SS-HS-1.3.2 : Students will explain how the rights of an individual (e.g., Freedom of information Act, privacy) may, at times, be in conflict with the responsibility of the government to protect the "common good" (e.g., homeland security issues, environmental regulations, censorship, search and seizure).</p> <p>SL.11-12.4 : Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> <p>SL.11-12.3 : Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p>			
1 hr	<p>COLLABORATIVE CONVERSATION: Ability to discuss and debate textual evidence in order to support claims in response to the teaching task</p>	<p>SOCRATIC SEMINAR DISCUSSION</p> <p>Prepare for and participate in Socratic Seminar on our question, Does the National Security Agency infringe upon our rights or protect them?</p>	<p>See Socratic Scoring Guide attachment.</p> <p>Socratic Scoring Guide</p>	<p>Steps for Socratic Seminars</p> <p>Preparation:</p> <ul style="list-style-type: none"> Teacher selects an appropriately complex text, rich in ideas that promote thinking and discussion All students will read the text prior to the discussion. Teacher develops the essential question (and follow-up questions) for the discussion. Text-based; open-ended; discussion promoting questions Prior to the seminar, students will record the essential question, develop their answer, and identify evidence for the answer <p>Pre-Conference:</p> <ul style="list-style-type: none"> Teacher will determine students' roles Consideration of students' thinking, listening, speaking, and reading skills Just before the seminar, each participant and his/her coach will meet for a pre-conference to discuss the participant's goals for the discussion. <p>Seminar:</p> <ul style="list-style-type: none"> Students sit in one of two circles (inner circle for participants, outer circle for coaches). Teacher/leader poses the essential or opening question. The teacher/leader may need to ask follow up questions to lead the participants to greater understanding of the text. Students respond to the question orally or in writing. Teacher/leader facilitates the seminar discussion by guiding students to a deeper and clarified consideration of the ideas of the text, a respect for varying points of view, and adherence to and respect for the seminar process. Students cite evidence from the text, ask questions, speak, listen, make connections, and add insight or new knowledge to discuss their point of view in regards to the opening question. Teacher/leader takes notes for evaluative purposes but provides no verbal or nonverbal feedback that either

- affirms or challenges what the students say. The teacher/leader may ask follow-up questions; however, teacher questions are used sparingly and deliberately.
- When satisfied that the opening question has been thoroughly explored, the teacher/leader asks one or more additional questions to examine central points of the text.
 - Students may pose new questions when the discussion is exhausted. New questions posed must relate to students' ideas and contributions in response to the initial essential question.
 - Once the text has been explored thoroughly the teacher/leader may ask a closing question.
 - The teacher/leader will thank students for their participation and summarize the main ideas and concepts examined during the discussion.
 - After the discussion, the coaches/leaders provide feedback

Rules and Roles for Socratic Seminars

The Participants:

- May only participate in the discussion if they have read the selection
- Must support their arguments with evidence from the text
- May speak at any time during the seminar with respect for the other participants
- May refer to other works the class has read
- May write notes to themselves during the discussion
- May ask relevant questions of other participants

The Coaches:





- Must evaluate the participant's performance during the seminar
- Must provide oral and written feedback to the participant after the seminar
- May not speak to their participants during the seminar
- May not speak to other participants or coaches at any time

The Teacher/Leader:

- Must provide adequate "think time" for students to respond appropriately
- Can only ask questions; cannot state his or her opinions or interpretations
- Must require participants to support their arguments with evidence from the text
- Must encourage participants to agree and disagree for substantial reasons
- May record the number and quality of participant responses

Management Tips for Socratic Seminars


- First seminar plan about 30 minutes; subsequent seminars might be 45-50 minutes
- Share rules, expectations, and criteria for evaluation with students prior to the seminar
- Select students for inner and outer circles carefully to

				<p>prevent off-task behaviors</p> <ul style="list-style-type: none"> • Distribute an equal number of tokens or "talking chips" to all participants; require participants to use all their tokens or chips prior to the end of the discussion • Eliminate the outer circle when using Socratic Seminars in classes of fifteen students or less • Roles might include: speaker, coach, general evaluator, timekeeper, evidence counter, transition keeper, quote tracker, comment counter, big board note-taker <p>From Reach Associates' "How to Create and Use Socratic Seminar"</p>
<p>Standards:</p> <p>SL.9-10.4 : Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p> <p>SL.9-10.3 : Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p> <p>SL.9-10.2 : Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p> <p>SL.9-10.1 : Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9—10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>Additional Attachments:</p> <p> Socratic Seminar (Roles)</p> <p> Socratic Seminar--Teacher's Notes</p> <p> Socratic Seminar Numbers</p> <p> Socratic Roles</p>				
30 mins	<p>TEXT ANALYSIS: Ability to analyze text and identify essential characteristics of the genre</p>	<p>CHARACTERISTICS OF AN EDITORIAL LIST</p> <p>Identify characteristics of quality editorials.</p>	<p>Class "Characteristics of Editorials" list includes essential components of an effective editorial (see suggested list in instructional strategies)</p>	<p>Note: This lesson falls best in the instructional sequence after students have read 1-2 articles and 1-2 editorials. You will have students to return to the editorials, looking for characteristics specific to editorials. You also want them to begin to notice the differences between articles and editorials.</p> <p>Say to students: Look back to the editorials read thus far. Take just a few minutes to read over the editorials and look for what it is that makes them different from other genres (a textbook entry or an article, for example). What makes them unique? Work independently first to review the editorials and use your journal to start a list of "Characteristics of an Editorial." Shortly, you will share your list with your table group, then we will talk whole class.</p> <p>Provide about 6-7 minutes for students to independently begin their lists of characteristics of editorials in their journals.</p> <p>Next, have student share their lists with their table groups (group of 4) and add to their lists as needed.</p> <p>Have groups take turns sharing to construct a class chart titled Characteristics of Editorials.</p> <p>If students miss any essential characteristic, using questioning to guide them back to the editorials. Below is a list of suggested characteristics that should be included in the class list.</p> <p>Post the completed chart in the classroom for reference. Refer to chart as students continue to read articles or editorials. For editorials, ask students to identify the characteristics within them. For articles, ask students to compare and contrast to make visible the differences between editorials and articles.</p>

The National Security Agency's (NSA) Role

				<u>Characteristics of Quality Opinions/Editorials</u> <ul style="list-style-type: none">• Broad audience (newspaper, magazine)• can be digital or paper• definite and clear claim supported by reasons• about an issue with multiple sides (at least two)• includes an introduction, body, and conclusion• claim is usually in the introduction• conclusion generally re-emphasizes the claim• sometimes there is a call to action• often addresses counter arguments (opposing viewpoints)
Standards: RH.9-10.5 : Analyze how a text uses structure to emphasize key points or advance an explanation or analysis				
Writing Process				
25 mins	PLANNING THE WRITING: Ability to use a graphic organizer to plan a writing product; ability to identify the thesis statement for the written product.	THESIS STATEMENT Complete a journal entry on decided thesis.	Thesis statement is clear and answers the teaching task question. Journal entry includes short discussion of reasons, textual evidence, possible counterclaims to address.	Show a couple examples of thesis statements which are clear and concise before students complete the following journal entry. Journal entry: What is your thesis? What reasons and textual evidence will you use to support your thesis? Which counterclaims do you think are best? How will you address them?
Standards: WHST.9-10.1 : Write arguments focused on discipline-specific content. WHST.9-10.4 : Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.				
50 mins	PLANNING THE WRITING: Ability to use a graphic organizer to plan a writing product; ability to identify the thesis statement for the written product.	GRAPHIC ORGANIZER FOR PLANNING Complete the graphic organizer to organize your thinking and plan your editorial.	The following scoring can apply to whatever graphic organizer students chose to use. 4 Student completes all sections of the graphic organizer to organize their writing with an appropriate claim, arguments and text-based evidence are included, opposing viewpoints are noted. Teacher can easily follow line of reasoning. 3 Student completes all or most sections of the graphic organizer, but some details may be missing. Teacher may see some gaps in reasoning. 2 Incomplete thinking is reflected but student attempts to complete organizer. Teacher cannot follow line of reasoning.	Introduce graphic organizer to students. Students spend some time individually completing the graphic organizer to organize their thoughts, the arguments they wish to make, and the evidence from texts they will use. Students may modify the organizer in such a way that works best for them (outline, etc.) Note: Completed graphic organizers can be used as a "quality control" check since students should use these organizers to write their initial drafts. Collect the organizers and check for line of reasoning, claim, focus, textual evidence, and opposing viewpoints. Consult with students or provide guiding questions to guide students.

The National Security Agency's (NSA) Role

			1 Incomplete organizer suggests little planning for writing.	
	Standards: WHST.9-10.4 : Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.			
	Additional Attachments:  writing graphic organizer.doc			
20 mins	PLANNING THE WRITING: Ability to use a graphic organizer to plan a writing product; ability to identify the thesis statement for the written product.	JOURNAL REFLECTION Reflect on how planning with the graphic organizer will help you meet the criteria for a good response.	Journal reflection describes how planning supports the criteria for a quality response.	Draw students attention to the charts we created as a class that tells us what a good response to this task would include. Journal: Review your completed graphic organizer. Does/How does what you included in your organizer help you meet the criteria for a good response we decided upon earlier?
	Standards: WHST.9-10.4 : Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.			
1 hr and 30 mins	DEVELOPMENT OF WRITTEN PRODUCT: Ability to organize an initial draft (including introduction, body, and conclusion) using the graphic organizer or other planning document.	DRAFT INTRODUCTION Using models, identify strategies authors use to write effective introductions, then draft your own.	Meets expectations: <ul style="list-style-type: none"> • Student drafts an introduction that includes a thesis statement. • Student's introduction includes at least one of the strategies for effective introductions. • Student provides feedback to a partner to identify their thesis statement and strategies used. 	Part 1: Analyzing Introductions in Models Return to texts used in the reading process.* All examples should be from the same genre you are asking students to write as the product in the module. Display one introduction for all students to see. Tell students you are going to read it out loud and ask them to listen for how the author introduced the topic and tried to hook the reader. Tell them "we are looking for strategies the author used to capture his/her audiences' attention." Read the introduction out loud. With students' help, underline in the text specific language that introduced the topic and/or engaged the audience. Then, again with students help, create a list of what the author did to introduce the topic and to capture the audiences' attention. Label the list "Strategies for Effective Introductions" or something similar. Repeat with a second introduction, adding to the list. For a third example, ask students to work with a partner to identify what may be added to the list of characteristics of effective introductions. Share with the class, adding to the class list. Provide 3-4 other examples of just introductions on a handout. Ask students to work with a small group to read each and identify other characteristics they wish to add to the list. Example strategy list: <u>Strategies Author's Use to Writing Engaging Introductions</u> <ul style="list-style-type: none"> • An engaging question about the topic • A troubling or shocking statistic or statement • The problem or concern • A clear thesis statement • A descriptive snapshot that helps the audience visualize the situation, problem or concern

				<ul style="list-style-type: none"> • A short personal story • A quote that reflects the concern or problem <p>*Note: You may decide to include other examples of introductions if the texts used in the module do not model particular characteristics you wish students to notice. There is no need to read the entire piece; you can simply share the introduction as a module.</p> <p>Post the list/chart for students to reference.</p> <p>Part 2: Drafting an Introduction</p> <p>Tell students "Now that you have seen several examples of introductions, I'd like you try one of these strategies to draft an introduction for your paper." Ask, "What do you need to make sure is included in your introduction?" (Students should note that they must include a clear thesis statement.)</p> <p>Allow time for students to draft, then ask them to share with a partner. Provide the following directions:</p> <ul style="list-style-type: none"> • Author reads introduction to his/her partner. • Partner listens to recognize the thesis statement and strategies from our list used to build the introduction. • Partner tells the author what they think is the thesis of the paper and points out the language in the introduction that makes him/her draw that conclusion. • Author confirms or clarifies and makes notes of any needed revision. • Partner identifies any strategies used from our class list. • Author confirms or clarifies. • Authors makes notes of any needed revisions. <p>Switch roles and repeat.</p>
	<p>Standards:</p> <p>W.11-12.4 : Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W.11-12.5 : Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>W.4.4 : Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p>W.4.5 : With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>			
1 hr and 30 mins	<p>DEVELOPMENT OF WRITTEN PRODUCT:</p> <p>Ability to organize an initial draft (including introduction, body, and conclusion) using the graphic organizer or other planning document.</p>	<p>DRAFT CONCLUSION</p> <p>Using models, identify strategies authors use to write effective conclusions, then draft your own.</p>	<p>Meets expectations:</p> <ul style="list-style-type: none"> • Student's conclusion includes a recap of the thesis. • Student's conclusion includes at least one of the strategies for effective conclusions. • Student provides feedback to a partner to identify if their thesis is recapped and any strategies used. 	<p>Part 1: Analyzing Conclusions in Models</p> <p>Return to texts used in the reading process.* All examples should be from the same genre you are asking students to write as the product in the module.</p> <p>Display one conclusion for all students to see.</p> <p>Tell students you are going to read it out loud and ask them to listen for how the author concludes his/her message to the reader. Tell them "we are looking for strategies the author used in concluding thoughts."</p> <p>Read the conclusion out loud. With students' help, underline in the text specific language that portray concluding thoughts communicated to the audience. Then, again with students help, create a list of what the author did to sum up the writing. Label the list "Strategies for Effective Conclusions" or something similar.</p> <p>Repeat with a second introduction, adding to the list.</p> <p>For a third example, ask students to work with a partner to</p>

identify what may be added to the list of characteristics of effective introductions. Share with the class, adding to the class list.

Provide 3-4 other examples of just introductions on a handout. Ask students to work with a small group to read each and identify other characteristics they wish to add to the list.

Example strategy list:

Strategies Author's Use to Writing Conclusions

- a short summary of the topic
- repeat of the thesis
- a call to action
- restatement of why the topic is so important or why the reader should be concerned
- A quote that reflects the big picture
- a thought provoking question to leave the reader to think about
- a short personal story or scenario reflecting the topic

*Note: You may decide to include other examples of conclusion if the texts used in the module do not model particular characteristics you wish students to notice. There is no need to read the entire piece; you can simply share the conclusion as a model.

Post the chart for students to reference.

Part 2: Drafting an Conclusion

Tell students "Now that you have seen several examples of conclusions, I'd like you try one of these strategies to draft an conclusion for your paper." Ask, "What do you need to make sure is included in your conclusion?" (Students should note that they must include clear emphasis of their thesis statement.)

Allow time for students to draft, then ask them to share with a partner. Have partners listen to recognize the thesis statement and strategies from our list used to build the conclusion.

Allow time for students to draft, then ask them to share with a partner. Provide the following directions:

- Author reads conclusion to his/her partner.
- Partner listens to recognize the thesis and strategies from our list used to build the conclusion.
- Partner tells the author what they think is the thesis and what they think the author wants to leave the reader thinking, pointing out the language in the conclusion that makes him/her draw that conclusion.
- Author confirms or clarifies and makes notes of any needed revision.
- Partner identifies any strategies used from our class list.
- Author confirms or clarifies.
- Authors makes notes of any needed revisions.

Switch roles and repeat.

Standards:

W.4.5 : With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

W.4.4 : Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.



W.11-12.5 : Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

W.11-12.4 : Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.


The National Security Agency's (NSA) Role

1 hr and 30 mins	<p>DEVELOPMENT OF WRITTEN PRODUCT: Ability to organize an initial draft (including introduction, body, and conclusion) using the graphic organizer or other planning document.</p>	<p>INITIAL DRAFT Write initial draft to respond to the teaching task.</p>	<p>Meets expectations:</p> <ul style="list-style-type: none"> Draft is based on planning in graphic organizer. Draft includes an introduction with a hook. Draft includes body paragraphs with details from organizer. Draft includes a conclusion that restates the claim. Citations are included in text or at the end. 	<p>Return graphic organizers to students. Consult with students as needed with any feedback on organizers before they begin drafting. Discuss with students how the graphic organizer can help them organize their writing product - share an example. Students use their graphic organizer to begin drafting their writing product.</p>
<p>Standards:</p> <p>WHST.9-10.4 : Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>				
2 hrs	<p>REVISION: Ability to self-assess written draft using the LDC rubric; ability to give and get feedback on draft; ability to consider feedback and make revisions to draft.</p>	<p>PEER FEEDBACK Provide feedback to peers on their writing during peer response groups.</p>	<p>Observed behavior during peer response time:</p> <ul style="list-style-type: none"> Students listen to peers as they read. Feedback is specific to peer's editorial. Feedback is connected to success criteria. <p>Peer Feedback Recording Sheet</p> <ul style="list-style-type: none"> Student lists appropriate positive feedback (stars), questions from students (wonders), and their suggestions (wishes). Student describes their current thinking/considerations for next steps for revision. 	<p>For this mini-task, you will model peer response groups by allowing students to respond to an example of your own writing (in this case an editorial). Using a piece of writing, the model how to look for specific criteria from the class "Criteria Checklist" and the rubric and then provide feedback based on that criteria.</p> <p>Give students the handout (Stars, Wonders, Wishes). Say: As I read my editorial to you, you will listen carefully. After I finish reading, you will share stars - something you enjoyed or were interested in as you listened. Next, you will share wonders - questions that popped in your head or what you wondered about as you listened. Finally, you will share wishes with me - what you wished I had included or done. But we must keep in mind our purpose and criteria to assess the writing. Refer to the criteria checklist and rubric posted in the classroom. This is our success criteria.</p> <p>Review the criteria checklist (posted in the classroom from previous lesson) and the student friendly rubric (also posted from previous lesson). Tell students that your editorial has a different purpose and context than what they are working on now, but can be used to model how to provide effective feedback to each other. We will just have to think more broadly than our current teaching task.</p> <p>Read editorial.</p> <p>As students provide stars, wonders, and wishes, record on document camera or other display to model how to record feedback. Continue to connect back to the criteria checklist and criteria. Help students understand that although they are providing feedback, it is in context of the criteria established. Our goal is to be able to assess our own and our peers' work and to give helpful feedback based on this criteria.</p> <p>Next, do a think aloud to consider next steps you will take to improve your editorial based on their feedback. Begin my thanking the students for their feedback. Help students understand that you are the owner of the writing and you will make the decisions about the best direction to take - always keeping in mind the success criteria. You can also model what you might consider and are still thinking about regarding your revisions.</p>

The National Security Agency's (NSA) Role

				<p>After modeling, assign students to groups of 3 to repeat the process with their peers and their own draft editorials.</p> <p>This lesson will likely take 2 class periods (one for teacher modeling and another for students to provide peer feedback). This can provide students a process to use throughout the school year.</p> <p>Note: A later mini-lesson will include sharing the before and after editorial reflecting revisions you made based on students' feedback.</p>
<p>Standards:</p> <p>SL.9-10.3 : Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p> <p>RH.9-10.5 : Analyze how a text uses structure to emphasize key points or advance an explanation or analysis</p> <p>Additional Attachments:</p> <p> RESPONSE GROUPS FEEDBACK.docx</p>				
35 mins	<p>REVISION: Ability to self-assess written draft using the LDC rubric; ability to give and get feedback on draft; ability to consider feedback and make revisions to draft.</p>	<p>SELF-ASSESSMENT ANNOTATION</p> <p>Self-assess your draft using the criteria check list and rubric and consider possible revisions.</p>	<p>Annotations on draft reflect connections to criteria checklist and rubric.</p> <p>Considerations for next steps are listed.</p>	<p>Using your own editorial, think aloud to model how to annotate on your draft to assess using the class criteria checklist and rubric. Model using just a couple of criteria from each (the rubric and the criteria checklist). Tell students you would continue through all the success criteria.</p> <p>Continue your think aloud to model how might consider next steps in revision and note it on your paper.</p> <p>Next, ask students to follow this same process to reflect on their own editorial. They may ask questions of their peers or the teacher as they work through the criteria.</p>
<p>Standards:</p> <p>WHST.9-10.5 : Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p>				
20 mins	<p>EDITING: Ability to proofread own and others' written products for correctness; ability to make editing corrections.</p>	<p>EDIT WRITTEN WORK</p> <p>Use edit checklist to self-edit and make corrections.</p>	<p>Editing marks or corrections demonstrate understanding of correctness.</p>	<p>Students will use editing checklist (from Read Write Think) to edit their own papers and make corrections.</p>
<p>Standards:</p> <p>WHST.9-10.5 : Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>Additional Attachments:</p> <p> Editing Checklist.pdf</p>				
40 mins	<p>EDITING: Ability to proofread own and others' written products for correctness; ability to make editing corrections.</p>	<p>PEER EDIT</p> <p>Work with a partners to use the editing checklist to peer edit 2 other students' drafts.</p>	<p>Students provide peers appropriate editing feedback using editing checklist.</p>	<p>Students will role play school newspaper editors. Using the Read, Write, Think editing checklist, students will work with a partner to edit two other students' drafts.</p> <p>Return drafts to students and provide time for review and corrections.</p>
<p>Standards:</p> <p>WHST.9-10.5 : Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing</p>				

The National Security Agency's (NSA) Role

	what is most significant for a specific purpose and audience.			
	Additional Attachments:  Editing Checklist.pdf			
30 mins	REVISION, EDITING, AND COMPLETION > FINAL DRAFT: Ability to submit final piece that meets expectations.	WRITE & SUBMIT FINAL DRAFT Make final revisions and edits. Submit.	LDC Argumentative Scoring Rubric	Students complete final draft to include final revisions and editing. Submit.
	Standards: WHST.9-10.4 : Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. WHST.9-10.1 : Write arguments focused on discipline-specific content.			

Instructional Resources

No resources specified

Section 4: What Results?

Student Work Samples

No resources specified

Teacher Reflection

Not provided