Los Angeles Unified School District
Secondary/Literacy English Language Arts

Interim Assessment Overview: Grade 8

The Interim Assessments for grades 6 through 8 are designed as extended constructed response tasks that have been embedded in units of instruction. These units and tasks address the four strands of the Common Core State Standards (CCSS), and focus on Argument writing. Units have been designed using the CCSS and the Expository Reading and Writing Course (ERWC) materials for middle school, designed by California State University faculty and secondary school teachers. The decision to provide units attached to the assessments was made in response to teacher feedback from the first periodic assessment this year, requesting more instructional support and more time. Existing ERWC middle school units were modified to provide more options for scaffolding, address vocabulary more directly, and in some cases, provide more authenticity and variety in texts. The units have been heavily scaffolded to address the needs of all learners. Teachers are encouraged to use the instructional tools provided, as well as any other tools at their disposal to differentiate instruction to best suit the needs of their students.

A key process in the delivery of these units and assessments is the *Plan-Deliver-Reflect-Refine/Revise* cycle. Prior to beginning the unit, teachers should meet during professional development banked time or grade-level meeting time to analyze the units/assessments in grade-level teams in order to *plan* for instruction. Planning should include conversations about whether to incorporate part or all of these Argument units into existing instructional units on Persuasion, or simply to replace the Persuasion units; which activities should be included, omitted or modified; pacing of the unit and its activities; and so on. It is important that teachers download the teacher directions in order to become familiar with the entire unit. It is also recommended that teachers read and annotate their copies of the texts before teaching the unit in order to anticipate difficult sections, plan instruction, and bolster student discussion. When considering pacing, remember that **the assessment window will close February 13, 2015**. Students should have completed the assessment by this date. After *delivery* of instruction and assessment, teachers should meet again to *reflect* on the student work produced, and also on the instruction and assessment processes, and to determine next steps for *refining/revising* instruction. Although the assessment must be completed by May 2, if further instruction is necessary, and/or if teachers wish to have students continue developing their essays into more polished pieces after the assessment, the units may be extended beyond the **February 13th assessment window**. Post-assessment activities are included in the units to help with further drafting and revision.

Every effort has been made to limit the amount of copying needed by schools. Unit documents are divided into three groups: "Teacher Directions," "Student Packet," and "Activities and Templates." The student packet, which should be reproduced for students, includes the texts, writing prompt, and scoring rubrics. Other useful materials that teachers may or may not wish to copy for students may be found under "Activities and Templates."

The Smarter Balanced rubrics have been adapted for each grade by the LAUSD Secondary Literacy team. The Smarter Balanced Assessment Consortium (SBAC) has not released revised rubrics for each secondary grade; however, we believe that teachers and students need a rubric that is more specific to the expectations at each grade level.

Lexile levels for the texts included in the unit have been provided. However, it is important to remember that lexile, a quantitative measure of text difficulty, is not the only determiner of text complexity. The CCSS approach to text complexity involves a three part model that incorporates: qualitative dimensions (levels of meaning or purpose, structure, language conventionality and clarity, knowledge demands); quantitative demands (word length or frequency, sentence length, and text cohesion); and, reader and task considerations (motivation, knowledge, experiences, complexity of task or questions posed). For further information on text complexity, please see Appendix A of the ELA/Literacy Common Core State Standards. You may also find helpful information, including the stretch bands for lexiles under the CCSS, on lexile.com. The middle school lexile range under the CCSS is 925L-1185L.

A Note on Argumentative Writing

This assessment is designed to be an instructional experience that uses writing an argumentative text as an assessment for learning. In other words, the assessment experience is not an end of instruction while assessment occurs. It is an instructional experience that contains a culminating writing task in which students demonstrate their levels of mastery of written argumentation. Their work will be based on reading, textual analysis and annotation, discussion, and writing with a purpose to create a logical argument

According to Glass (2013), on whose work much of the ongoing and developing LAUSD ELA Curriculum Maps is based, "Many of you are familiar with persuasive writing, which is akin to - but not to be confused with-argumentation. Argument writing is predicated on clear reasons and relevant evidence and not on emotional appeal" (p. 12).

In addition, the purpose of argumentative writing is clearly stated in Appendix A of the ELA Common Core Standards' discussion, which compares persuasion with argument:

> A logical argument…convinces the audience because of the perceived merit and reasonableness of the claims and proofs offered rather than either the emotions the writing evokes in the audience or the character or credentials of the writer. The Standards place special emphasis on writing logical arguments as a particularly important form of college- and career-ready writing (p. 24).

The authors of the Common Core also cite Fulkerson (1996):

> …The proper context for thinking about argument is one 'in which the goal is not victory but a good decision, one in which all arguers are at risk of needing to alter their views, one in which a participant takes seriously and fairly the views different from his or her own' (pp. 16–17). Such capacities are broadly important for the literate, educated person living in the diverse, information-rich environment of the twenty- first century (p. 25).

References

National Governors Association Center for Best Practices & Council of Chief State School Officers. (2010). *Common Core State Standards for English language arts and literacy in history/social studies, science, and technical subjects*. Retrieved from http://www.corestandards.org/assets/Appendix_A.pdf

Glass, K. T. (2013). *Mapping comprehensive units to the ELA Common Core Standards 6-12.* Thousand Oaks, CA: Corwin.

Los Angeles Unified School District
Secondary Literacy/English Language Arts

Content Area	English Language Arts
Unit	Argument – *When is Lying Okay?*
Grade Level	Grade 8
Target Area	Extended Constructed Response - Argument
ELA Common Core State Standards (Assessed standards are indicated in bold)	**RI 8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.** **RI 8.2 Determine a central idea of a text and analyze its development over the course for the text, including its relationship to supporting ideas; provide an objective summary of the text.** **RI 8.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.** **RI 8.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.** RI 8.9 Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation. RI 8.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently. **W 8.1 Write arguments to support claims with clear reasons and relevant evidence.** **W 8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.** **W 8.9 Draw evidence from literary or informational texts to support analysis, reflection,** and research**.** ***SL 8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 8 topics, texts, and issues,* building on others' ideas and expressing their own clearly.** ***SL 8.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.** **L 8.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.** **L 8.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.** L 8.4 Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. L 8.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
SBAC Assessment Claims	**Claim 1**: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts. **Claim 2**: Students can produce effective and well-grounded writing for a range of purposes and audiences. **Claim 3**: Students can employ effective speaking and listening skills for a range of purposes and audiences.
Assessment Overview	This assessment task will be completed in two parts over three days. The prewriting/planning in part one will involve reading, plus note-taking and speaking and listening in response to evidence-based questions. In part two, students will be asked to draft an informative/explanatory text.

*Standard addressed but not explicitly assessed.

8th Grade Argument Unit and Assessment

Adapted from "When is Lying OK?"
ERWC Grade 8 Middle School Module developed by Mary Adler

Reading Selections:

Bok, Sissela. "Rejecting All Lies: Immanuel Kant." *Lying: Moral Choice in Public and Private Life.* New York: Vintage Books, 1999. 38-39. Print. (Lexile: 1140L)

Ballinger, Barbara. "Brad Blanton: Honestly, Tell the Truth." *RealtorMag.* National Association of Realtors, April 2010. Web. 15 Aug. 2011. <http://realtormag.realtor.org/news-and-commentary/last-word/article/2010/05/brad-blanton-honestly-tell-truth>. (Lexile: 820L)

Gray, Paul. "The U.S. Political Campaign: Lies, Lies, Lies." *Time Magazine.* Time Incorporated, 5 Oct. 1992. Web. 5 Sept. 2011. <http://www.time.com/time/magazine/article/0,9171,976641,00.htm>. (Lexile: 1040L)

"It's the Truth: Americans Conflicted About Lying." Life on NBCNEWS.com. NBC News Digital, 11 July 2006. Web. 10 July 2011. <http:// www.msnbc.msn.com/id/13819740/ns/ us_news-life/t/its-truth-americans-conflicted-about-lying/#.UNF2xW9jq8A>. (Lexile: 990L)

Ragsdell, Loretta. "Teens Do their Share of Lying." *Austin Weekly News.* Wednesday Journal, 25 Mar. 2009. Web. 14 Aug. 2011. <http://www.austinweeklynews.com/News/ Articles/3-25-2009/Teens-do-their-share-of- lying/>. (Lexile: 1030L)

Other works cited:

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

Unit Description:

This unit is designed as an addendum to or replacement for the LAUSD Persuasion Unit in the Instructional Guide. The Persuasion Unit has generally been taught as the fourth component of the Instructional Sequence, but in this year of transition to the Common Core, Persuasion has been moved to the third component of the Instructional Sequence, and this focus on Argument has been added. This unit leads directly to a writing task that is intended to be the second periodic assessment for grade 8, which is an Argumentative Essay in response to the question, "When is lying OK: Always, sometimes, or never?"

The **Module Description** in the ERWC materials is as follows:

…The module focuses on providing different perspectives on the consequences of lying. In so doing, it poses moral and ethical dilemmas for students as they consider when lying is justifiable. …A discussion of when lying is justified is useful at any age, but perhaps particularly in middle school. This topic was chosen for eighth grade because early adolescence is a time of internal and moral conflict between what

parents, teachers, and society say is right and what a developing individual may feel is needed or wanted. Readings were selected for readability and substance, with an eye toward providing enough detail to support rereading and annotation without overwhelming an eighth grader with new language. Sources include "Time Magazine," "NBC News/Associated Press," and "Austin Weekly News…"

Through the layering of contrasting texts in this unit, students are entering into a larger conversation about ethics and morality…. The module also has a primary goal of emphasizing multiple perspectives and asking students to become comfortable discussing a complex subject that is not easily defined.

- CSU Reading and Writing Modules

Key Understanding(s):
- Although lying is generally considered negative behavior, people tell lies for positive and negative reasons.
- Lies can have both ill and good effects.

Unit Objectives:
- Transition students from Persuasion to Argument
- Practice good literacy skills before and during reading
- Gain new vocabulary and apply new knowledge to the reading to help with comprehension
- Identify authors' purposes, theses, and key examples used in readings
- Analyze an author's writing for style and discuss the effect that style has on the reader
- Compare, contrast, and evaluate the evidence that authors use to support their points
- Select key information from a text by constructing summaries
- Examine texts for rhetorical appeals and distinguish between the types of appeals
- Take a stand on a position and support one's position with evidence while acknowledging other points of view
- Write arguments to support claims with clear reasons and relevant evidence

Culminating Task:

When is lying acceptable: Always, sometimes, or never? Write an argument based on your evaluation of the claims and evidence presented in the articles you have read. Compare and weigh each article's claim and its supporting evidence. Take a stand on when you believe it is acceptable to lie, always, sometimes, or never. Provide clear reasons and relevant evidence to support your argument. Be certain to address at least one counterclaim from an article that disagrees with your point of view, taking into consideration both its strengths and weaknesses.

READING RHETORICALLY
Prereading

Introducing the Unit and Getting Ready to Read

Before introducing students to the work ahead and to the texts, engage them in the following activities to prepare them to think about the concepts involved in this unit.

Anticipation Guide

Tell the students that in this unit, they are going to consider what it means to lie: the different types of lies, different reasons for lying, and whether or not it is ever okay to lie. At the end of the unit, they will write an argumentative essay in which they take a stance on the acceptability of lying. To help you and the students get a sense of where everyone stands on the topic of when it is acceptable to lie, have students complete the anticipation guide. Emphasize that there are no right or wrong answers. Their personal feelings should guide their responses. After reading and studying the articles in the unit and thinking more critically about the topic of lying, students will have an opportunity to revisit their anticipation guides to see whether their feelings on the issue have changed.

Anticipation Guide

	Pre	**Post**	
1.	_____	_____	You should always be honest.
2.	_____	_____	Lying to protect someone from harm is a good thing to do.
3.	_____	_____	Friends should lie to each other when it is to avoid hurt feelings.
4.	_____	_____	Nobody tells the truth all the time.
5.	_____	_____	People who lie have good reasons for telling lies.
6.	_____	_____	It's okay to lie as long as you don't get caught.
7.	_____	_____	Being honest makes your life harder.
8.	_____	_____	It's okay to lie to help your friends.

Activity 1 – Anticipation Guide
Read each statement. Then, in the "Pre" column, write an **A** if you agree with the statement, or a **D** if you disagree with the statement. There are no right or wrong answers. After studying the texts in this unit, you will revisit the anticipation guide to see if your opinions have changed, using the "Post" column to indicate your thinking at that time.

Once students have completed the guide, have them share some of their responses. Briefly discuss why students felt a particular way for each statement. [As an alternative to simply sharing, you may wish to engage students in TPR (Total Physical Response) by having them participate in a "Take a Stand" activity. To do this, designate one side of the room as Agree and the other side of the room as Disagree. Read each statement from the guide and have students move to the side of the room that corresponds to their response to that statement. Call on one or two students from each side of the room to explain why they made that choice.]

Activity 2a: Truth and Lie Quickwrite
In your Reader's/Writer's Notebook (or on a clean sheet of paper), make an entry entitled "Truth and Lie." Briefly describe a time when you told a lie. What were the circumstances that caused you to lie? How did you justify the lie to yourself?

Have students take a few moments to think about a time they lied. Ask them to describe the lie in their Reader's/Writer's Notebook, including describing the circumstances that caused them to lie, and how they justified telling the lie to themselves. Take some time to do the same yourself. After students have finished writing, have them share with a partner. Ask them to note similarities and differences in their circumstances and reasons for lying. Share your entry with the class. Take a few volunteers to share their entries and their conversations about similarities and differences with the class.

Next, have students continue their entries, writing about a time they told the truth and either regretted it or were especially glad that they told the truth in spite of any consequences. Again, take some time to do the same yourself.

Activity 2b: Truth and Lie Quickwrite Continued
Continue your "Truth and Lie" entry. Now write about a time you told the truth when you could have lied. What were the circumstances surrounding your having to choose between a lie and the truth? Did you regret telling the truth afterward, or were you glad that you told the truth? Why were you sorry or glad you told the truth?

After students have written the second entry, have them again share with a partner, noting similarities and differences in their experiences. Take a few moments to let partners share their conversations with the class. The goal of this activity is to have students consider not only their own experiences with lying and telling the truth, but also to begin discussing whether lies can be justified, a major issue in the article they are about to read. As you facilitate the discussion, be sure to use the term "justify," making sure that students grasp the meaning.

- *"What are some good reasons – justifications- for telling a lie?"*
- *"How do you defend – justify – telling a lie?"*

Document the conversation by creating a chart of student justifications for lying.

Exploring Key Concepts

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

Provide students with the "When Is Lying Justified?" Chart.

Activity 3: Exploring Key Concepts—When Is Lying Justified? Chart

In the table below, read the real-life situation, and decide whether you believe the action is justified. Today you will just be filling in Column A. Later, you will return to the chart and add in the viewpoints of the authors of the articles. You may also want to jot down notes on the back of the page, in your Reader's/Writer's Notebook, or on a separate piece of paper so you can remember your thinking and keep track of evidence to support your ideas. Try to avoid using too many "unsure" answers; only use "unsure" as a last resort. Use the number that best fits your decision:
5= fully justified / 4=mostly justified / 3=unsure / 2=mostly unjustified / 1= wholly unjustified

Situation	**My Viewpoint (A)**	**Article #1 Viewpoint: DePaulo &Cohen (B)**	**Article #2 Viewpoint: Kant (C)**	**Article #3 Viewpoint: Blanton (D)**	**Article #4 Viewpoint: Austin Weekly News(E)**
1. Maria's friend tried on a new dress at the store. "I love it. What do you think?" she asked anxiously. "It's nice," Maria said, even though she thought it was awful. Her friend bought the dress.					
2. Matt's teacher was absent on Friday, and his friend Simon blew spit wads at the substitute. On Monday the teacher asked the class who was responsible for the spit wads. Nobody said anything, including Matt. As a result, the whole class had to stay after school.					
3. Jim was angry at Evan for beating him in basketball. He					

started this rumor: “Evan is such a cheater; he kept fouling me when the coach wasn’t looking.”					
4. Your lie.					
5. Your partner’s lie.					

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

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

Read each of the first three statements, and ask students to share whether they think the lie is justified or not and their reason. You might take a poll in the room and mark the totals down so that students can visually see the responses. (Alternatively, you can put the numbers up around the room and ask students to stand by the number that represents their answer). After students' speak, encourage them to share different perspectives on the decision or on the justification. Prompt students to take notes on the rationales they are offering.

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

(Optional activity: If you did have students stand beside the number they have selected for each scenario, offer them the opportunity to change positions after hearing the rationales from someone at each station.)

Types of Lies

To support students with key vocabulary, the following Vocabulary Quadrant from Student Achievement Partners is a resource for teachers. It identifies vocabulary to support instruction for close reading and analysis. Teachers may wish to add to or change the vocabulary in this table to suit the particular needs of their students.

Vocabulary Quadrant:

Article: "The U.S. Political Campaign – Lies, Lies, Lies" excerpt	**These words require less time to learn.** (They are concrete, or describe something that is familiar to students.)	**These words require more time to learn.** (They are abstract, have multiple meanings, are a part of a word family, or are likely to appear again in future texts.)
Meaning can be learned from Context	well-intentioned reprimand ruinous	motive context spectrum searing domains prompts
Meaning needs to be provided	ledger	

After reviewing the vocabulary, engage in a vocabulary study activity (sample activities follow, but are not an exhaustive list) to support vocabulary development. Students will need dictionaries or online access to be able to look up/verify the meanings of words.

Option 1: Vocabulary Compare and Contrast

Have students fold a sheet of notebook paper in half lengthwise. At the top of the left side, write "Compare"; at the top of the right side, write "Contrast." On each side, number 1-8, skipping three lines after each number. On the compare side, write one of the vocabulary words after each number. Don't write the definition.

1. rueful/ruefully: showing that you wish something had not happened but you accept it.
2. moral/morality: standards of good behavior.
3. credible/credibility: able to be believed or trusted.
4. currency: (1) money, (2) acceptance or use by people (e.g., to gain or lose currency).
5. inherent: a natural part of something that cannot be separated.
6. exile: to be banished or sent away from your home country.
7. pervasive: existing or spreading everywhere.
8. emulate: to copy someone's behavior.

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

Option 2: Concept Sort

A concept sort is a vocabulary and comprehension strategy used to familiarize students with the vocabulary of a new topic. Students place words into different categories based

on each word's meaning. Categories can be defined by the teacher or by the students. When used before reading, concept sorts provide an opportunity for teachers to see what students already know about the given content. When used after reading, a concept sort helps teachers assess their students' understanding of the concepts presented. Sample categories for this text:

- Reasons for lying
- Effects of lying
- Kinds of lies

Option 3: Vocabulary Knowledge Rating Sheet

The Vocabulary Knowledge Rating Sheet is a way for students to self-assess their familiarity with a concept or word from a reading both before and after reading. It allows students to monitor their progress in the acquisition of new vocabulary. Teachers may select words for the chart, or students may self-select from the vocabulary quadrant above. Before reading, students should define the word if they can (and/or draw a picture to represent its meaning), and mark whether they know it (K), have an idea about it (I), or don't know it (D). After reading, they should reassess to their knowledge of the words in the table. Further instruction may be provided at that time.

		Before Reading			**After Reading**
Word	**Definition/Image**	**Know it well (K)**	**Have an idea (I)**	**Don't know it (D)**	**K, I, or D**
ruinous					
spectrum					

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

Activity 4: Exploring Key Concepts—Reading for Information

The authors of the article "Lies, Lies, Lies" have come up with three types of lies based on the reason (motive) and the situation (context) for the lie. Before you read, preview to find the place in the article where the three types of lies are listed. As you read, be prepared to retell what the types of lies are and to give an example of each.

Emphasize that even if students do not understand a word here or there, they should read through to get the gist of the section. This is a brief activity and should not take up more than a few minutes.

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

1. Lies to protect others (to avoid hurting someone's feelings—"I love your dress"; or lying to the authorities to protect someone from arrest)
2. Lies in the interest of the liar (to keep from getting in trouble—"my sister did it"; or to sound better in stories—"I caught a 21-pound fish")
3. Lies to hurt others (spreading mean gossip or framing someone else for a crime)

Identifying Types of Lies (Optional scaffold if further discussion of types of lies and justifications is needed)

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

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

1. Maria—lying to protect others
2. Matt—lying to protect others
3. Jim—lying to hurt others
4. Their own lie — ?
5. Their partner's lie—?

This activity will help students distinguish between the examples, generate a vocabulary for discussing the concept, and consider the viewpoint they are developing. Note that they may also identify other

ways to classify lies, like "lying by omission." You may wish to include these types of lies in the list as well.

Activity 5: Exploring Key Concepts—Identifying Types of Lies

Go back to each of the "When Is Lying Justified?" Chart examples.
Reread each example, and decide which of the three kinds of lies each one is.
Write the type of lie underneath each example.

Surveying the Text (Additional scaffold for students who may need support before reading the articles to prepare them for the content of the texts)

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

1. Article 1: "It's the Truth: Americans Conflicted about Lying"
2. Article 2: "Rejecting All Lies: Immanuel Kant"
3. Article 3: "Brad Blanton: Honestly, Tell the Truth"
4. Article 4: "Teens Do Their Share of Lying"

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

Activity 6: Surveying the Text—First Impressions
We are going to be reading several articles about lying:

1. Article 1: "It's the Truth: Americans Conflicted about Lying"
2. Article 2: "Rejecting All Lies: Immanuel Kant"
3. Article 3: "Brad Blanton: Honestly, Tell the Truth"
4. Article 4: "Teens Do Their Share of Lying"

These articles will not always agree with each other or with your ideas. It can be very helpful before you read to look over an article and see what you notice about the topic. Look especially for titles and anything in bold print or italics. Work with a partner to look over the articles very quickly and see what you think the answers are to the following questions:

1. What are the titles for the articles? Based on the titles, what do you predict each article is about?
2. Article 1 has a second title called a subtitle. What does this subtitle tell you about the topic?
3. Article 2 is called "Rejecting All Lies: Immanuel Kant." What does that tell you? Take a look at the first sentence to give you some information about the topic, and then read the sentence in italics in paragraph 4. What does Kant seem to believe? Why are those words in italics?
4. Article 3 is written in a different way (format) than the others. Look carefully at the bold print. Why are some lines in bold? Why is BLANTON all in capitals in every other paragraph?
5. Article 4 has a smaller title just before the first paragraph. This is called a subheading. What does this subheading tell you about the topic of what follows?

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

Making Predictions and Asking Questions – K-W-L Chart

For the next activity, students will need to create a K-W-L Chart, and you'll need a copy to collect class ideas using a computer, overhead, or chart paper. Ask students to read the title of the first article to each other. In the **K** column of the chart, have them write down what they **know** (or can deduce) about the article from the title. Next, have them read the first five lines of the article to their partner. Have students summarize the information that they get from the first 5 lines in the **W (what** they get) column, to see if they can predict the author's point and can identify where they see it in the text. Students may highlight or annotate the text to help them identify important points. In the **L** column, students will note what they **learned** from each piece.

Address the following questions as a whole class while you jot their ideas down on your copy of the K-W-L chart:

1. What do you predict is the point of Article 1?
2. Why do you think so?
3. What do you predict is the point of Article 2? Why do you think so?
4. Why is the phrase, "*truthfulness is a duty, which no circumstances can put aside,"* in italics?
5. What do you predict is the point of Article 3?
6. In Article 4 is says teenagers lie whenever they need to. How does the author feel about this?

Activity 7 – K-W-L Chart
Example Chart (filled in):

Article # and Title	K	W	L
1. "It's the Truth: Americans Conflicted about Lying"	*This article is going to talk about how Americans have differing views on lying.*	*The author wants to talk about how we tell lies, but feel guilty, so "we don't like calling them lies."*	
2. "Rejecting All Lies: Immanuel Kant"	*This piece is going to talk about how someone named Immanuel Kant believes all lies are bad.*	*The author wants us to understand that Kant thought all lies, even when you lie to protect someone, are bad. It's our "duty" to be honest.*	
3. "Brad Blanton: Honestly, Tell the Truth"	*This piece will talk about how we should always be honest.*	*The author wants us to understand Blanton's perspective, that lies make life more complicated and difficult.*	
4. "Teens Do Their Share of Lying"	*This article will talk about the fact that teenagers tell lies just like everybody else.*	*The author wants to make a point about why teenagers lie. She doesn't think it's a good thing, but says they lie "when they need to" and "just because they can."*	

It will be helpful to keep this list for later reference to help students keep the articles straight.
Before you move on, ask students if they have any questions about any of the articles as they look at the K-W-L Chart.

Activity 7 K-W-L Chart
With your teacher, fill in this K-W-L Chart as you discuss the questions below.

Article # and Title	K	W	L

1. What do you predict is the point of Article 1?
2. Why do you think so?
3. What do you predict is the point of Article 2? Why do you think so?
4. Why is the phrase, "*truthfulness is a duty, which no circumstances can put aside,"* in italics?
5. What do you predict is the point of Article 3?
6. In Article 4 is says teenagers lie whenever they need to. How does the author feel about this?

READING

Reading for Understanding

The first reading of the articles will help students to test their predictions and also help identify main ideas as well as gather evidence that may support their developing opinions. As a way to support students' reading comprehension as they navigate through the texts, they will engage in a variety of reading strategies. You will need to model each new strategy with the first paragraph of each article.

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

Article 1: "It's the Truth: Americans Conflicted about Lying"

Vocabulary Quadrant:

Article: "It's the Truth: Americans Conflicted about Lying"	**These words require less time to learn. (They are concrete, or describe something that is familiar to students.)**	**These words require more time to learn. (They are abstract, have multiple meanings, are a part of a word family, or are likely to appear again in future texts.)**
Meaning can be learned from Context	extra-marital exaggerate traumatized	conflicted credibility anxiety harmony justified abstract compromising
Meaning needs to be provided	ruefully phenomenon	warranted ethics currency

After reviewing the vocabulary, engage in a vocabulary study activity to support vocabulary development. In addition to the vocabulary activities mentioned earlier, teachers may wish to consider the following activities:

Option 4

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

Noticing Language—Vocabulary Self-Collection Strategy

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

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

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

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

Students should copy this list down on their own papers, skipping three lines. Once the class list is made, go through each nominated word and ask the group that nominated it to read the original sentence it came from. Ask students to guess the meaning of the word based upon the context. If they are correct, you can write the meaning down on the board, and they can transfer it onto their papers.

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

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

Noticing Language—Vocabulary Analysis

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

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

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

Clarifying Difficult Text

Write the word "clarify" on the board. Ask students to explain what clarify means. If needed, say that it means to make something easier to understand by explaining it. Tell students that they will be using the "clarify" strategy as they read Article 1 because clarifying will help them to make sense of difficult places in the text.

Read the first paragraph of Article 1 aloud. Ask students to mark any places in the text they feel are difficult. Point out that "difficult" can be a confusing section, unfamiliar vocabulary, something they aren't sure about, etc. After you have read and students have marked their texts, model the process with a student partner. Share a difficult section for you with your partner. For example: *I found this part in the second paragraph difficult. How can half say it's never okay to lie, but 2/3 say it's okay to lie in certain situations? Are these the same people changing their minds?* Together address your confusion. Take notes and summarize aloud how this has become clearer for you, or if it hasn't, what you intend to do as you read further to make better sense of it. Invite your partner to share his or her difficult piece, and talk through it together in the same way.

Activity 8: Clarifying Difficult Text

You will be using the "clarify" strategy as you read Article 1 because clarifying can help you stop and fix any confusion while you are reading.

When your teacher asks you to do so, pair up to read the rest of Article 1 with your partner, stopping every paragraph or two to clarify. If you can't clarify it together, you should write a question mark (?) in the margin or put a sticky note at the place and keep going.

When you have finished the article, discuss the following questions as a class:

1. What and how did you clarify?
2. What question marks did you write down to discuss?
3. Look again at our K-W-L Chart. Were your predictions right? What else do we know now about Article 1?
4. Let's look closely at Randy Cohen's views (para. 9-12). What does he believe about lying? Can you give an example of his rationale?
5. Let's look at Bella DePaulo's views (para. 16-18). What does she believe about lying? Can you give an example of her rationale?

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

1. Who can tell me which items they clarified? How did you clarify?
2. Who has a question mark written down for us to discuss?
3. Look again at our K-W-L Chart. Were your predictions right? What else do we know now about Article 1?
4. Let's look closely at Randy Cohen (para. 9-12). What does he believe about lying? Can you give an example of a rationale he provides to explain his view? (Write down notes about this item on the board for use in Activity 9).
5. Let's look at Bella DePaulo (para. 16-18). What does she believe about lying? Can you give an example of a rationale she provides to explain her vies? (Write down notes about this item on the board for use in Activity 9).
6. Add new understandings to the L column of the K-W-L chart.

When Is Lying Justified? Chart (Column B)

When you have finished updating the K-W-L chart, ask students to return to their "When Is Lying Justified?" Chart and complete Column B. They are to consider how Cohen and DePaulo would rate the real-life situations.
Complete the first item together as a class, using it as a formative assessment tool to see how ready students are to complete this chart on their own. Depending on your students, you may wish to do the rest of the chart together as a class, stopping after each situation to discuss. As students identify evidence from the article to support their thinking, remind them to write it down in note format (i.e., not in complete sentences). If students were able to complete the chart independently, review it together as a class and discuss their ideas and evidence when you are finished.

Activity 9: When Is Lying Justified? Chart (Column B)

When you have finished your discussions, return to your "When Is Lying Justified?" Chart, and complete Column B. Consider how Cohen and DePaulo would rate the real-life situations.
As you identify evidence from the article that supports your thinking, remember to write down some notes on the back of the page or in your Reader's/Writer's Notebook.

Article 2: "Rejecting All Lies: Immanuel Kant"

Vocabulary Quadrant:

Article 2: "Rejecting All Lies: Immanuel Kant"	**These words require less time to learn. (They are concrete, or describe something that is familiar to students.)**	**These words require more time to learn. (They are abstract, have multiple meanings, are a part of a word family, or are likely to appear again in future texts.)**
Meaning can be learned from Context		dignity declaration duty
Meaning needs to be provided	prohibiting duel distinguish absolutist	self-exile vitiate mortal

After reviewing the vocabulary, engage in a vocabulary study activity to support vocabulary development.

Clarifying and Summarizing Difficult Text

Write the word "summarize" on the board. Ask students to explain what summarizing is. Remind them that with Article 1 they practiced clarifying difficult places in the text to understand them better by explaining them. With summarizing, students will capture the most important ideas in the text, to help them understand it better. Tell students that they will use both clarifying and summarizing as they read Article 2 to help them to make sense of the text.

Work through the first paragraph with the class. Read the whole sentence aloud for the gist, and ask students what they think this might mean. This sentence has a somewhat complex structure, so it is worth taking the time to help students dissect it, e.g., *"It says, 'Kant takes issue…' Let's clarify what that means. (He has a problem with something.) So if taking issue with something means to have a problem with it, what does Kant have a problem with? ('…the idea that any generous motive, any threat to life, could excuse a lie.') So is it saying he has a problem with lying, even if it is to help or benefit others?...")* Check this summary of the first sentence against students' initial understanding of what it said. Clarify any confusion with them. Continue working to clarify the quote that follows (either do this with the students or have them do it in pairs): *"Truthfulness in statements which cannot be avoided is the formal duty of an individual to everyone, however great may be the disadvantage." (It may be helpful to have students paraphrase the quote in segments, in order to clarify: "Truthfulness in statements" = honesty in things you say; "which cannot be avoided" = refers back to statements, so, things you can't avoid saying, or things you have to talk about; "is the formal duty of an individual to everyone" = duty means something that you have to do, so honesty is something each person owes to*

everybody else; "however great may be the disadvantage" = no matter how bad the impact is.)
Summarize the quote, e.g., *"You have to be honest if you can't avoid talking about something, even if bad things result from that honesty."* (Chart the summary of paragraph 1.)

Have students work in small groups to clarify and summarize paragraph 2. Check in with students to discuss what they needed to clarify, how they summarized, and to clear up any confusion. Together, come up with a summary for paragraph 2 and add it to the chart.

Continue with paragraph 3. Allow students to grapple with the language in the quote from Kant. Check in again after they have had time to work on the paragraph, to share what they needed to clarify, how they summarized and address any confusion. At this time, you may want to walk them through the language of the quote as a class, to clarify the meaning. Chart a summary of paragraph 3.

Have students work in pairs on the final paragraph. Check in with students again and summarize the paragraph, adding the summary to the chart. Point out to students that this excerpt reflects Sissela Bok's perspective on Kant's arguments about lying. It does not necessarily tell us what Bok herself thinks about lying. Ask them to locate (and mark) in the text where we see Bok's perspective on Kant's arguments. What does she think of his position? How is he different than other people?

Activity 10a, b, c – Clarifying and Summarizing Text

10a. Work in a team of three to four to clarify and summarize paragraph 2. Mark places in the paragraph that are difficult for you and try to clarify using your notes and each other to talk through the difficult pieces. Come up with a summary of the paragraph together and be prepared to share what you were able to clarify (and how you clarified it), what is still unclear, and the summary you wrote.

10b. After you have shared your thinking and summaries with your classmates and teacher, continue working with your group to clarify and summarize paragraph 3. Again, be prepared to share.

10c. For the final paragraph, work with an elbow partner to clarify and summarize. Be prepared to share your thinking with the class.

Once they have finished their summaries, have students go back to the K-W-L chart, to check the accuracy of their predictions based on the first 5 lines. Have them add any new understandings to the L column.

When Is Lying Justified? Chart (Column C)
When you have finished updating the K-W-L chart, ask students to return to their "When Is Lying Justified?" Chart and complete Column C. They are to consider how Kant would rate the real-life situations.

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

Activity 11: When s Lying Justified? Chart (Column C)

Return to your "When Is Lying Justified?" Chart, and complete Column C. Consider how Kant would rate the real-life situations.

As you identify evidence from the article that supports your thinking, remember to write down some notes on the back of the page or in your Reader's/Writer's Notebook.

Article 3: "Brad Blanton: Honestly, Tell the Truth"

Vocabulary Quadrant:

Article 3: "Brad Blanton: Honestly, Tell the Truth"	**These words require less time to learn. (They are concrete, or describe something that is familiar to students.)**	**These words require more time to learn. (They are abstract, have multiple meanings, are a part of a word family, or are likely to appear again in future texts.)**
Meaning can be learned from Context	holler shade image	radical identity begrudge
Meaning needs to be provided	psychotherapist pervasive soft-pedal	manipulating

After reviewing the vocabulary, engage in a vocabulary study activity to support vocabulary development.

Clarifying, Summarizing, and Addressing Evidence-Based Questions

Write the word "question" on the board. Remind students that in the previous texts, they practiced clarifying and summarizing to make sense of difficult places in the text and capture the main ideas. As they engaged in these two activities, they were asking themselves questions about the text and its

meaning. Tell students that with this third article, in addition to clarifying and summarizing the text, they will engage with evidence-based questions that are designed to help them think more deeply about the text. Explain that evidence-based questions are called that because they can only be answered using evidence that is pulled directly from the text itself. This evidence can help us draw conclusions or figure out meaning that is not necessarily stated outright by the author.

Begin by reading the text aloud to students while they annotate the text. You may wish to model with the first paragraph or two. Once you have finished reading and students have finished marking their texts, have them work with a partner to clarify their difficult places and to summarize the main ideas in the text. As a quick comprehension check, have students share what they clarified, what they thought was important, and where they are still confused.

Activity 12a, b Annotating the Text

12a. While your teacher reads the text aloud to you, annotate your copy of the text as you listen. Jot down notes and mark the text:

! or ★ important ideas
? confusing or difficult places in the text
___ or ⬭ important words, phrases and sentences
✓ confirms what you thought
X contradicts what you thought

12b. When your teacher has finished reading and you have finished marking the text, work with a partner to clarify any questions or confusion you had, and to write a summary of the main ideas from the text. Be prepared to share.

Text Dependent Questions for article 3:

Once partners have worked through the text and shared out, have them continue to work with a partner to address the following questions. (They will need Article 2 for the last question):

1. Why is being honest all the time "radical" or extreme, according to Blanton? Cite evidence from the text to support your response.
   Blanton says that being honest all the time is radical because everyone is dishonest in some way. Even if they think they tell the truth, "…they don't because they withhold information" (paragraph 5). Leaving things out is the same as lying. People are scared to deal with the complete truth when confronting issues.

2. Why does Blanton feel lying is harmful? Cite evidence from the text to support your response.

Blanton feels that lying "unnecessarily complicates your life" (paragraph 1); it "is stressful and hurts relationships" (paragraph 3); it keeps people from dealing with reality, from being who they really are, "…But that isn't our real identity. We're playing a game" (paragraph 9).

3. Why does Blanton feel honesty is beneficial? Cite evidence from the text to support your response.
   Blanton believes honesty is beneficial because, he says, "Delivering the truth is easier, takes less time, and is less stressful" than trying to keep your stories straight when you lie to people, or trying to "manipulate information to control the outcome" (paragraph 7). All you have to worry about is what is true and real.

4. How does Blanton feel about the possible negative effects of practicing radical honesty? Cite evidence from the text to support your response.
   Blanton feels that if people can't handle the truth from you, you may lose their friendship, but "you'll end up losing people whom you don't want around you anyway" (paragraph 15). Radical honesty might get people mad at each other, but that anger should pass.

5. What does Blanton mean when he says that lying "keeps you locked in the jail of your own mind" (paragraph7)?
   Blanton means that lying limits what you can do and say with people you have lied to. By lying, you create a situation where "You have to remember what you told each person. You have to think about what the person's reaction might be" (paragraph 7). You also start to live your life by what you think you should do or be (paragraph 9), so you can never just be yourself.

6. In Article 2, you read that Immanuel Kant believed it is never okay to tell a lie, even "for the best of purposes." What are the similarities and differences between Blanton's and Kant's perspectives on lying? Cite evidence from both texts to support your response.
   Both Kant and Blanton believe you should always tell the truth, but Blanton disagrees with the idea that you should not tell a lie "for the best of purposes." In paragraph 11, he states, "…we shouldn't manipulate the truth except for rare times – if you're hiding Anne Frank in your attic because her life is in danger." According to Bok, Kant would not allow for lying, even "to avoid the most horrible of fates" (paragraph 2). Both Kant and Blanton believe that lying hurts the liar, but according to Kant, it destroys your "human dignity…making [you] even less than a small thing" (paragraph 3). Blanton just says that lying makes your life harder, causes stress, and "keeps you locked in the jail of your own mind" (paragraph 7). He does not say that lying is worth dying over, or something so shameful that it "could lead to self-exile" (paragraph 2), as Kant believed. Blanton also does not claim that a lie hurts "mankind individually," as does Kant. Blanton's opinion is that lying "hurts relationships," involving the liar and the lied to person. Kant's opinion is that lying destroys "the source of law" itself, hurting everyone.

Activity 13 Evidence-Based Questions

Work with a partner to answer the following questions. Be sure to cite specific evidence from the text to support your answers. For question 6, you will also need to refer to Article 2, "Rejecting All Lies: Immanuel Kant" by Sissela Bok. Be prepared to share your responses.

1. Why is being honest all the time "radical" or extreme, according to Blanton? Cite evidence from the text to support your response.

2. Why does Blanton feel lying is harmful? Cite evidence from the text to support your response.

3. Why does Blanton feel honesty is beneficial? Cite evidence from the text to support your response.

4. How does Blanton feel about the possible negative effects of practicing radical honesty? Cite evidence from the text to support your response.

5. What does Blanton mean when he says that lying "keeps you locked in the jail of your own mind" (paragraph7)?

6. In Article 2, you read that Immanuel Kant believed it is never okay to tell a lie, even "for the best of purposes." What are the similarities and differences between Blanton's and Kant's perspectives on lying? Cite evidence from both texts to support your response.

After students have had time to work through the questions, have partners share their responses. Ask students: 1) What textual evidence did you find to support your response? 2) Why did you feel that evidence was the best evidence to choose?

Once you have finished reviewing the responses to the evidence-based questions, have students go back to the K-W-L chart, to check the accuracy of their predictions based on the first 5 lines. Have them add any new understandings to the L column.

When Is Lying Justified? Chart (Column D)

When the class has finished updating the K-W-L chart, ask students to return to their "When Is Lying Justified?" Chart and complete Column D. They are to consider how Brad Blanton would rate the real-life situations.
Complete the first item together as a class, using it as a formative assessment tool to see how ready students are to complete this chart on their own. Depending on your students, you may wish to do the

rest of the chart together as a class, stopping after each situation to discuss. As students identify evidence from the article to support their thinking, remind them to write it down in note format (i.e., not in complete sentences) on the back of the page or in their Reader's/Writer's Notebooks. If students were able to complete the chart independently, review it together as a class and discuss their ideas and evidence when you finish.

Activity 14: When Is Lying Justified? Chart (Column D)

Return to your "When Is Lying Justified?" Chart, and complete Column D.
Consider how Brad Blanton would rate the real-life situations.
Remember to use the back of the page or your Reader's/Writer's Notebook for notes about the article.

Article 4: "Teens Do Their Share of Lying"

Vocabulary Quadrant:

Article 4: "Teens Do Their Share of Lying"	**These words require less time to learn. (They are concrete, or describe something that is familiar to students.)**	**These words require more time to learn. (They are abstract, have multiple meanings, are a part of a word family, or are likely to appear again in future texts.)**
Meaning can be learned from Context	curfew	unsettling outlandish flamboyant prone
Meaning needs to be provided	emulate	

After reviewing the vocabulary, engage in a vocabulary study activity to support vocabulary development.

Clarifying, Summarizing, and Making Inferences

Write the word "inference" on the board. Remind students that in the previous texts, they practiced clarifying and summarizing to make sense of difficult places in the text and capture the main ideas. In addition, they engaged with evidence-based questions to help them understand the text more deeply. As they engaged in these activities, they were asking themselves questions about the text and its meaning, and drawing conclusions about what they were reading. Tell students that with the fourth article, in

addition to clarifying and summarizing the text, they will practice making inferences from information provided in the text to draw conclusions that are not explicitly stated by the author. Making inferences is like being a detective when you read: you put clues together to figure out something the author doesn't tell you.

> *Inferring*—making inferences—is often described as making a logical guess or "reading between the lines." Making an inference is a lot like the chemical process of forming a chemical compound—when two elements combine and form a new substance. Readers make inferences when they are able to take their own experiences and combine them with information they gather from what they read. The result is that they create new meaning or draw a conclusion that isn't explicitly stated in the reading (Zweirs, 2005).

Begin by reading the text aloud to students while they annotate the text. Once you have finished reading and students have finished marking their texts, have them work with a partner to clarify their difficult places and to summarize the main ideas in the text. As a quick comprehension check, have students share what they clarified, what they thought was important, and where they are still confused.

Activity 15a, b Annotating the Text

15a. While your teacher reads the text aloud to you, annotate your copy of the text as you listen. Jot down notes and mark the text:

! or ★ important ideas
? confusing or difficult places in the text
___ or ⬭ important words, phrases and sentences
✓ confirms what you thought
X contradicts what you thought

15b. When your teacher has finished reading and you have finished marking the text, work with a partner to clarify any questions or confusion you had, and to write a summary of the main ideas from the text. Be prepared to share.

Questions for article 4:

Once partners have worked through the text and shared out, tell them that they are going to practice making inferences. Working individually, they should answer the questions below, making sure to reference the clues in the text that led them to their conclusions. Students may have differing opinions on the answers to these questions, which is fine, as long as they have evidence to back up their claims.

1. Why do teenagers lie?
   Teens lie because they feel like they need to sometimes, in order to do the things they want, to keep from getting in trouble, or to keep a level of privacy.
   Clues: The author says her conversations with teens show that they lie "…on an as needed basis" (paragraph 2); Tena says, if a lie "fits your situation, you use it," in paragraph 5; In paragraph 7, Debra says, "Now, the truth is I've been over to my boyfriend's house, or somewhere else I should not have been, so I lie"; in paragraph 10, Tim says boys will lie about anything to "keep your business to yourself"; Sabrina, who is in college, says she doesn't need to lie so much anymore, "because she has more freedom" (paragraph 14); and in the last paragraph, Tim says, "Sometimes, it's the only thing between you and a guaranteed beat down from your parents."

2. How do teens feel about lying?
   Teens seem to feel lying isn't all that serious or harmful, but they also seem to realize it isn't the best thing to do.
   Clues: The author indicates that although people think, "Teenagers lie because they can," teenagers really only lie, "on an as needed basis" (paragraphs 1 and 2); some of the teens talk about their "best lies" or "favorite lies" (Debra, paragraph 7; Marianna, paragraph 18; Shontea, paragraph 20)… They also agree there are some things they will always lie about, like "doing badly in school or getting in trouble" (paragraph 11). However, the teens know that lying is wrong because they don't want to get caught at it: "If you get caught in a lie…tell another one…to cover it up" (Tim, paragraph 9), "The worst thing I could do now is to have her [my mom] find out about lies I told when I was a kid; she would never trust me again" (Sabrina, paragraph 14). Tim states that "becoming a good liar is a necessary life survival skill," in paragraph 23. He doesn't suggest that people lie just for fun, but only when necessary to protect themselves.

3. How does the author, Loretta Ragsdell, feel about lying?
   Ragsdell feels that lying is wrong, especially if teenagers do it.
   Clues: She calls the reasons for teenagers lying an "unsettling mystery" (paragraph 1), and teenagers lying "on an as needed basis" is "unfortunate" (paragraph 2). Ragsdell states in paragraph 6, that "many teens have excellent adult role models in their lives who have mastered the art of lying. It is widely accepted that children emulate behavior modeled before them and have a tendency to repeat what is said around them." Since she has already indicated that she finds teenagers lying to be "unsettling" and "unfortunate," it is clear she disapproves of adults doing the same, especially in front of their kids, who learn from them.

4. What is the author's tone in this piece?
   Ragsdell's tone is kind of sarcastic and not serious.
   Clues: She asks the teens questions that are either sarcastic or designed to make them look bad, like "if there was some type of liars' club or workshop teenagers attend to learn [to lie with ease]" (paragraph 4). She mentions this again in paragraphs 6 and 7,

and says, "Based on my conversation with other teens…there is no Liars' Club," but this is a lie itself. She knows very well no such club exists. She asks questions about "the best lies" they've ever told, and whether there are things they will lie about, "no matter what" (paragraphs 8, 11, and 18). She never asks them when they would tell the truth about something. The language she uses to describe teens and their lies is dramatic. She uses words/phrases like: "unsettling," "extraordinary ease in lying," "flamboyant, outlandish and outrageous," "ambushed and caught in a lie," "no shortage of examples [of 'best lies']."

Activity 16 Making Inferences

- You make an inference when you use clues from the text to figure out something that the author *doesn't* tell you.
- When you make an inference, you must be able to identify the clues that you used.

Use clues in the text to make inferences as you answer the following questions. Be sure to include the clues that you used in your response.

1) Why do teenagers lie?
2) How do teens feel about lying?
3) How does the author, Loretta Rasgdell, feel about lying?
4) What is the author's tone in this piece?

After students have had time to work through the questions, have them share their responses with a partner. Ask students take notes on the following: 1) Did you and your partner have similar or different answers to the questions? 2) What clues did you use to support your responses? What clues did your partner use? 3) After discussing with your partner, do you still feel the same about your responses? Why or why not? Have partners share their discussions with the class.

Once you have finished discussing the questions and the conversations that partners shared on their thinking, have students go back to the K-W-L chart, to check the accuracy of their predictions based on the first 5 lines. Have them add any new understandings to the L column.

When Is Lying Justified? Chart (Column E)
When you have finished adding to the K-W-L chart, ask students to return to their "When Is Lying Justified?" Chart and complete Column E. They are to consider how the teens in this article would rate the real-life situations. They can use a general view of all of the teens or choose a particular teen (like Tim or Sabrina). Complete the first item together as a class, using it as a formative assessment tool to see how ready students are to complete this chart on their own. Depending on your students, you may wish to do the rest of the chart together as a class, stopping after each situation to discuss. As students identify evidence from the article to support their thinking, remind them to write it down in note format

(i.e., not in complete sentences) on the back of the page or in their Reader's/Writer's Notebooks. If students were able to complete the chart independently, review it together as a class and discuss their ideas and evidence when you finish.

Activity 17: When Is Lying Justified? Chart (Column E)

Return to your "When Is Lying Justified?" Chart, and complete Column E. Consider how the teens in this article would rate the real-life situations. You can use a general view of all of the teens or choose a particular teen (like Tim or Sabrina).

Annotating and Questioning the Text

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

Activity 18: Annotating and Questioning the Text

In groups, you will be working with one article. You will need to reread the article with your group—you can go around and each student can read a paragraph at a time. But first, be sure to look for the following:
1. Figure out the author's purpose (why was the article written?), and write it at the top of the page.

2. Highlight the sentence(s) that you think includes the main argument or thesis.

3. Highlight and number any examples or evidence of the main argument.

4. Underline any ideas that you think are debatable (that is, someone could disagree with them).

When you are finished, you will need to "teach the class" about the article by writing your sentence for author's purpose on the board. Tell the class what you highlighted in the article and what you felt was debatable.

First, ask everyone to look at Article 1 while you model the process for the whole class. Project the article for the students. Ask them to reread the first few paragraphs silently and then to tell you what

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

Give them time to find which sentence(s) they think sums up the main argument. *Apparently white lies are an acceptable, even necessary, part of many live —even though we dislike the idea of lying.* If more than one sentence is suggested, this is an excellent opportunity for discussion. You can use follow up questions like the following:
1. Why do you think so?
2. What examples can you find that support that idea?
3. Does anyone disagree?
4. Can anyone add to that idea?

Ask students to reread the rest of the article (or reread it with them) to find examples of either white lies being acceptable/necessary or of Americans disliking the idea of lying. Show how to highlight and number these examples or evidence of the main argument. Once the examples have been found, ask students if there is anything in the article that they disagree with or that they think someone else could disagree with… something that is debatable. Underline this. If you have time, ask students to write about why they disagree with it and how they might use this information in their own writing.

For example, a student might disagree with Cohen's statement that "Not only is lying justified, it is sometimes a moral duty." Students may even point out that Article 2 disagrees with this. When you finish modeling the rereading process, ask students to reflect in a Quickwrite in their Reader's/Writer's Notebooks, what they learned about the article that they didn't see the first time or how they might use information from this article in their own writing.

Activity 19: Quickwrite

In your Reader's/Writer's Notebook, please write down one thing you learned about in the article that you did not see the first time and any ideas you have about how you may use information from the article for your own writing.

If class ended with Activity 19, the following day, you can share some of these responses to reinforce the value of rereading and for students to think in more complex ways about the relation between the readings and their own developing ideas about lying. Then revisit Activity 18 that you modeled the day before (questions 1-4) and ask students to get into groups of three or four so that they can do the same activity on the remaining articles. Assign each group an article.

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

Repeat with Articles 3 and 4.

Considering the Structure of the Text

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

Activity 20: Considering the Structure of the Text—Chunking

Look at your notes on Article 4. At the top of the page, you wrote down Loretta Ragsdell's purpose. In this activity, we are going to look at the article itself to figure out how she organized it and what the different parts do for you, the reader. The steps for Chunking are as follows:
1. You already highlighted the author's argument, or thesis. Reread up to that point and a little beyond it. Find the end of the introduction section. Draw a line underneath it, all the way across the page. Write "introducing topic" or "introduction."
2. Keep reading, looking for the next "chunk" of ideas. (Hint: Most sections begin with "I asked the teens…" and end just before the next "I asked.") When you find the next chunk of ideas, draw a line separating them.
3. Give the chunk a title for that section (For example, "liars' clubs"). Number it so you can talk about it easily.
4. Repeat steps 2 and 3 until you get to the end of the article. You should end up with four or five "chunks" of text that are labeled.
5. Look back at the beginning and end of each chunk. Highlight any repetitions that you see.

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

1. What is Ragsdell talking about in each chunk?
One way to chunk the topics is (1) Liars clubs; (2). Boys lying differently from girls; (3) Things teens especially lie about; (4) Ways teens get out of a lie when caught; (5). Best lies ever told; (6).Conclusion.

2. What evidence does Ragsdell provide for each chunk?
Quotes from 1-3 teens who admit to lying

3. What questions does Ragsdell not ask that might be important to this story?
Consequences for lies, how lies make the teens feel inside, when teens do not lie

4. What patterns do you see in the way this is organized?
Question/answer.

5. Which chunk persuades you the most? The least? Why?
Answers vary. Ideally, students will notice that grand claims about lying are made with only a handful of individual teens quoted as evidence.

Comparing Evidence

Now that students have analyzed Article 4, it's a good time for them to compare the kinds of evidence used in that article with what is used in Article 1. Provide students with the following T-chart (Activity 21, or have them fold a piece of paper lengthwise and label the top of each side). The completed T-chart should look something like this:

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

It is preferable to have students reread the articles looking for evidence to put into the chart. However, if you are short on class time, you could provide students with a completed chart like the one above and go on to Activity 21 to discuss the effects of the evidence on the credibility of the text.

Activity 21: Comparing Evidence

Go back to Articles 1 and 4. This time you are a detective looking for evidence.
Just how did the authors prove their argument?
1. Go to Article 1.
2. Start at the highlighted main idea. After that, stop every time a new source is mentioned, and add it to the list on the left side of your paper.
3. Be sure to list any details about the source (like age, where they live, if they are an expert, if they have a job title, and so on).
4. Then, turn your detective eye onto Article 4. How did Ragsdell prove her argument? Repeat 2 and 3, listing sources on the right side this time.

Comparing Evidence Chart

Evidence sources used in *NBC/AP News Article*	**Evidence sources used in *Austin Daily News Article* (Ragsdell)**
1. Rebecca Campbell, 25 year old mom from Quincy, IL	1. Margo, 16 year old
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

When students are finished with the chart, ask them (via discussion, writing or both) to consider the question in Activity 22:

Activity 22: Which Evidence Is More Persuasive?

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

Postreading

Summarizing and Responding
In Activity 18, students identified the author's purpose, the main argument, and examples for each article. Now they are going to use that information to construct a summary for each text.

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

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

Summaries	
Article 1	Article 2
Article 3	Article 4

Modeling

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

1. Ask students to give you a first sentence that tells about the main idea. Write down what they tell you, as in the following sentence: *Blanton thinks lying is bad for relationships and causes stress.*

2. Ask students to check if this first sentence includes TAG (title, author, and genre). It probably doesn't. Working with their suggestions, modify the first sentence to include TAG at the beginning: *In "Honestly, Tell the Truth," an interview with Barbara Ballinger, Brad Blanton thinks lying is bad for relationships and causes stress.*

3. Ask students to help you choose an attributive tag to use in the sentence: argues, states, questions, believes, or reports. Change the sentence to include this: *In "Honestly, Tell the Truth," an interview with Barbara Ballinger, Brad Blanton argues that lying is bad for relationships and causes stress.*

4. Now, ask students to provide what kind of important evidence or information that they marked in the article, and add it in a sentence or two. *Blanton says that lying is stressful because it forces you to manipulate people, and information; and it can cause you to lose relationships. It's easier to just tell the truth, even if you lose a friend.*

5. Finally, ask students to tell you about the purpose behind Blanton's article— the sentence they wrote earlier at the top of the article. This becomes the last sentence. *Blanton wants to persuade people to take the difficult step of being "radically honest" with each other and giving up lying completely.*

6. Reread the summary aloud, and ask students to evaluate it for you:
   - Does it include the main idea and most important details?
   - Does it use our own words except for perhaps a quotation?
   - Does it avoid small, superficial details?
   - Does it avoid giving our opinion of the article or taking a position on it?

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

Activity 23: Two Ways to Write Summaries
In Activity 18 you identified the author's purpose, the main argument, and examples for each article. Now you are going to use that information to construct a summary for each text.

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

Summaries	
Article 1	Article 2
Article 3	Article 4

Use one of the two processes below to write your summaries. (Your teacher will advise you):
Process 1: Take out your copies of Articles 1, 2, and 4. Look over the notes you wrote and highlighting in your articles to remind yourself of the author's purpose, argument, and evidence. Begin with whichever article you remember the best. Here are the steps we practiced in class—you can use the following for each summary:
1. Write down a first sentence that tells about the main idea. Make sure it includes TAG (title, author, and genre). (If there's no author listed, you can always write "the author" instead of a name). Look at the one you wrote for Article 3 if you need an example.
2. Use a word like argues, states, questions, believes, or reports in your first sentence to show what the author is doing.
3. Add a sentence or two to tell about the important evidence or information that the author uses to convince us of the main point. Look at your highlights to help you.
4. In your last sentence, tell about the author's purpose. Look at your notes from the top of the article.
5. When you finish, read it over, and evaluate it by asking the following questions:
• Does it include the main idea and most important details?
• Does it use your own words except for perhaps a quotation?
• Does it avoid small, superficial details?
• Does it avoid giving your position or opinion of the article?
Process 2: Fill in the following sentences on your own paper, working from your notes on the articles. You can use this frame for each summary if it helps you.
In _____ (*title of the article*), an article by _____ , (*author's name or use "the author" if no author is known*) _____ (*author's last name or "the author"*) _____ (*argues, states, questions, believes, or reports*) that _____ (*what the main point is*). _____ (*author's last name or "the author"*) supports his or her idea by _____ , _____, and _____ (*tell what kind of important information is given and what kind of evidence is used*). _____ (*author's last name or "the author"*) wants to _____ (*author's purpose*).

When students are finished writing summaries, tell them that when they are drafting their essays, they will be able to return to these summaries to use them in their writing.

Thinking Critically

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

Getting inside the Reader's Head

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

Explain that Activity 24 is something called an Open Mind. Students will receive a handout that has a head on it. But they should not draw a face on it because we are going to look *inside* the head at what the writer is doing to make us feel, think, and trust him or her.

Hand out Activity 24. Ask students to divide the head into three sections and label one of the three sections with "Pathos," one with "Logos," and one with "Ethos."

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

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

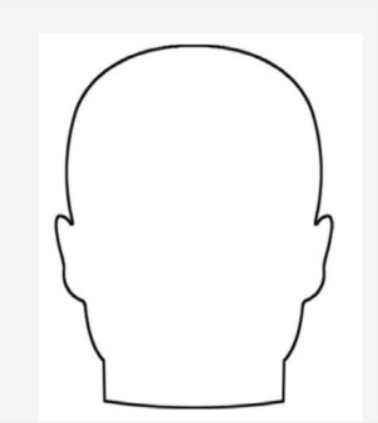
Continue to read excerpts from Article 1 as follows:
1. *para. 13 evokes pathos*
2. *para. 14 evokes logos*
3. *para. 16 evokes ethos*
4. *para. 17 evokes logos*

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

Activity 24: Thinking Critically—Getting Inside the Reader's Head

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

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



When you finish, discuss the following questions with your class:
1. Which appeal did the article seem to use more? Why?
This article seems to appeal to logos because it uses statistics throughout.

2. Why are there other appeals mixed in as well?
Some people might not respond well to numbers so they use stories to catch your emotions and important people to make you believe the stories and numbers.

3. What images and words did you use to show these appeals?

When you finish, ask them which area of their head is more filled in. If time permits, students may complete another Open Mind for a different article, such as Article 4, and discuss its appeals.

Reflecting on Your Reading Process

Have students compose a reflective Quickwrite in their Reader's/Writer's Notebooks. Have them write down their answers to the questions for Activity 25.

Activity 25: Reflecting on Your Reading Process

In your Reader's/Writer's Notebook, answer the following questions:

1. What did you learn from this article that you didn't know before?
2. What will you look for next time you read a new article?
3. What kind of appeals do you think you might use in your own writing?

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

Connecting Reading to Writing
Discovering What You Think

Revisiting the Anticipation Guide

At this point, in preparation for the writing task, have students revisit the Anticipation Guide they completed at the beginning of the unit. Tell students that since completing the Anticipation Guide, they have read several articles on lying and the effects of lying. Now they will be able to review what they thought before reading the articles and decide whether their opinions have changed at all as a result of what they have read and discussed. Once they have completed the "Post" column, have students turn the page over or make an entry in their Reader's/Writer's Notebooks. Ask them to consider whether their opinion changed from their original entries and to note what in the reading influenced their current thinking (either supporting what they already thought, or causing them to change their minds).

Activity 26 – Anticipation Guide Revisited

Read each statement. In the "Post" column, write an **A** if you agree with the statement, or a **D** if you disagree with the statement. There are no right or wrong answers. Your feelings may have changed since you originally completed this guide, or they may not have changed.

On the back of the page, or in your Reader's/Writer's Notebook, for each statement consider whether your answer changed. Briefly note whether you changed your thinking, and what in the readings supported either your earlier or new opinion.

Considering the Writing Task

The writing assignment for this module is an essay that asks the students to take a position on whether lying is ever acceptable. It is introduced at this point so that students can begin to think about the readings from the perspective of using them to support the position they will take.
Many students have trouble with writing assignments because they do not read the assignment carefully. Together with your students, read over the assignment below:

Activity 27: Considering the Writing Task

You have read and discussed four articles that take different points of view on lying. You have also stated your own point of view and argued it in class. Now it is time to write your argument.

Writing Assignment - When is lying acceptable: Always, sometimes, or never?

When is lying acceptable: Always, sometimes, or never? Write an argument based on your evaluation of the claims and evidence presented in the articles you have read. Compare and weigh each article's claim and its supporting evidence. Take a stand on when you believe it is acceptable to lie, always, sometimes, or never. Provide clear reasons and relevant evidence to support your argument. Be certain to address at least one counterclaim from an article that disagrees with your point of view, taking into consideration both its strengths and weaknesses.

Provide your students with the "Rubric for When Is Lying OK?"

Tell students that a rubric describes the both the elements that should be included in a successful piece of writing, as well as the quality of each element for a given score. The rubric will be used to score their papers. A criteria chart simply lists the elements that each paper must contain, without going in depth into the quality of those elements. Together, you will examine the rubric in order to create a criteria chart that students can use during writing to help them remember all of the elements their writing should include.

Activity 28: Examining the Rubric and Creating a Criteria Chart

This assignment comes with a scoring rubric for the teacher to use in scoring the essays. Examine the rubric for information about how your essay will be scored.
In pairs, discuss the following questions, then share with the class:
1. What will you be graded on in this assignment?
2. Describe a high scoring (4) paper. What does it do well?
3. Describe a lower scoring (2) paper. What does it look like? What would it need to do to get to be a 3 or 4?

Using the rubric as a guide, work with your teacher to create a Criteria Chart listing the elements that should be included in your essay.

Once the Criteria Chart has been created, keep a copy posted in the room for students to refer to as they write.

Taking a Stance—Trying on Words, Perspectives, and Ideas (Optional Scaffold)

Ask students to take out the "When Is Lying Justified" Chart that they completed in Activity 3. Explain that you are going to carry around a bag with some strips of paper inside of it. The strip that each student will pull out will say one of the following:

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

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

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

Alternatives:

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

Activity 29: Trying on Words, Perspectives, and Ideas

Take out the "When Is Lying Justified" Chart that you completed in Activity 3.
Your teacher will have you choose a strip of paper that has an author or speaker on it. Then get into groups by common strips (for example, all of the "Kant" people get into a group together).
Together with your group, review the "real life situations" on the chart, and look again at your notes on the backside of your paper. Your task will be to take on the perspective of the person on the strip of paper you pulled—trying on his or her words and ideas—to convince the class that your viewpoint is correct.

At the end of the role-play, give your students time to do Activity 30, a Quickwrite that will give them a chance to synthesize what others have said with ideas of their own.

Activity 30: Capturing Persuasive Arguments

Take five to ten minutes to write down in your Reader's/Writer's Notebook which arguments were most persuasive to you personally. If it's not your argument, write it down anyway, and put the source in parentheses afterward so you can remember it wasn't your original idea.

Write without stopping to correct or fix anything. You may come up with new ideas at this stage of the unit. That is OK; new ideas lead to more complex and thoughtful responses, one of the major goals for your own writing. The main point here is to use this writing as a way to organize your general thoughts about what others have said about this topic and what you think about what they say.

Gathering Evidence to Support Your Claims

Students should now know what position they will take on "When is lying OK?"
Review the writing prompt with them again: be sure that everyone understands what they will have to do in the essay.
Now they can review the readings along with their notes, charts, underlining, highlighting and other annotations looking for evidence to support their position.

Activity 31: Gathering Evidence to Support Your Claims

After the role-playing in Activity 29 and the list you made in Activity 30, you should have a good idea what position you will take in your essay on "When is lying OK?" Now you are going to begin to find evidence to support your position. Take a few minutes to go through your copies of the articles and your notes, charts, highlighting, underlining, and other annotations. Put checkmarks next to any information or ideas that you think you might be able to use in your essay. For each checkmark, think about the following questions:
1. Is this piece of evidence a fact or an opinion? Is it an example?
2. If it is an opinion, what makes the opinion credible?
3. What do you want to say in response?
Share the parts you have check-marked with a partner. Discuss why you want to use each part.

Getting Ready to Write (Optional Scaffold)

Your students have been preparing to write this paper since they completed the "When Is Lying Justified?" Chart at the beginning of the unit. Recently, in Activity 30, students had a chance to write down the most persuasive arguments they heard on the subject of lying. In Activity 31, they reread their packet of materials to collect potential evidence for their position on "When is lying OK?" Now they are ready to begin work on their essays.

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

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

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

After a few minutes, invite pairs to share their possible thesis statements and record these on the board so they are easily visible.
• Lying is never acceptable because it is morally wrong.
• Lying is only acceptable when it can be used to protect and care for others.
• Lying can be justified when it creates more positive results than negative ones.

• Lying is always allowable because it is up to each individual to choose what to believe.

Where necessary, remind students that thesis statements need to be arguable; help them tweak their ideas so that the resulting thesis is arguable and generalizable to extend to an entire essay.
Once you have six potential thesis statements on the board, provide students with a note card to write down their own thesis ideas. They might use one from the board or change it to fit their thinking. They should write their thesis at the top of the note card along with their name. Underneath it, they should quickly list all of the evidence they think they could provide for their thesis.

Before they hand you the card, have them exchange it with a partner. The partner should read the thesis statement with the evidence and think of a "but what about this?" question to write on the back. Here are some examples:
• *Thesis statement: Lying is only acceptable when it can be used to protect and care for others.*
• *Question: But who gets to decide if the lying is protecting others?*

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

Activity 32: Formulating a Working Thesis

Recently, in Activity 30, you had a chance to write down the most persuasive arguments you heard on the subject of lying. In Activity 31, you reread your packet of materials to collect potential evidence for your position on "When is lying OK?" With these activities in mind,

A. Work with a partner to come up with two or three possible arguments you think could be made in response to the prompt. You'll share these with the class. Use the following structure: Lying is _____ (always, sometimes, never, can be) (acceptable, wrong, allowable, justified) (because/when) _____ (overall reason).

B. Decide what your thesis will be. You might use one from the board or change it to fit your thinking. You should write this thesis at the top of the note card your teacher gives you, along with your name. Underneath it, quickly list all of the evidence that you could provide for this thesis.

C. Exchange the card with a partner. Your partner should read the thesis statement and evidence and think of a "but what about this?" kind of question to write on the back. For example:

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

Consider the question your partner wrote; then turn your note cards in to your teacher.

If you are satisfied that your students have a good sense of their arguments after Activity 32, move ahead to have them begin writing.

Drafting the Essay

Assessment

Students are to work on the rest of the essay independently. The assessment is designed to be a first draft, composed by students after extensive study of the topic and readings. Once the assessment is complete, and has been scored, you may wish to have students continue working to polish their writing. The follow activities allow for revision of the essays, and include mini-lessons on how to construct conclusions, use the words of others in writing, and engage in the revision and editing process together.

To help them organize their thinking, they should start by completing an informal outline or graphic organizer of their ideas (provided). Because some students will adjust more easily to the linear outline format and some to the graphic layout, students can choose the one that feels like the best fit. (Alternatively, an interactive online graphic organizer for persuasive essays is available at <http://www.readwritethink.org/files/resources/interactives/persuasion_map/>

Make sure that you indicate to students that the number of paragraphs may change, depending upon their argument. Students should refer to their unit materials, annotated articles, and note-card from Activity 32 as needed.

Before you have students write their drafts, briefly discuss the relationship between the graphic organizer/outline to the draft. Although it seems like common sense, often students do not understand that the outline or organizer is meant to be used as a support during the writing and they set it aside. They may also be unclear about how to transition from notes on the outline to a fully composed essay. Depending upon your students, you may want to model a piece of this, showing how you would take a line from the outline or organizer and extend it into a full sentence and paragraph format.

Culminating Task:

When is lying acceptable: Always, sometimes, or never? Write an argument based on your evaluation of the claims and evidence presented in the articles you have read. Compare and weigh each article's claim and its supporting evidence. Take a stand on when you believe it is acceptable to lie, always, sometimes, or never. Provide clear reasons and relevant evidence to support your argument. Be certain to address at least one counterclaim from an article that disagrees with your point of view, taking into consideration both its strengths and weaknesses.

Revision and Reteaching – After the Assessment

Considering Structure - Hooks

To help students decide how to better open their essays, take a few minutes to have them review the opening two to three sentences for the five articles they read ("Lies, Lies, Lies" plus Articles 1-4). Have students read these sentences aloud. Ask the questions in Activity 33.

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

Activity 33: Hooking the Reader

As a class, review the opening two to three sentences for the five articles you read.
Answer and discuss the following questions:
1. What do you notice about how these articles begin?
They have an interesting, funny, or unusual opening. Some of them speak directly to the reader or ask a question.
2. What do we call an opening that gets the reader's attention?
A hook.
3. What other ways can you think of to hook the reader?
Use statistics, tell a personal story, ask a question, exaggerate, or say something they don't expect.
Try to generate two to three possible hooks that you might use to open your essay. You can put a star by the one you think is the best.

At the end of the activity, give students time to finish revising their introductions, using their notes from Activity 33 to help them.

Considering Structure—Conclusions

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

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

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

Ask students the following questions about this conclusion:
1. What is Tisdale saying here? Can you say it in your own words?
2. What ideas or questions does she leave you thinking about?
3. What is Tisdale's answer to the "So what?" question? Why does she think it matters?

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

Activity 34: Considering Structure—Conclusions

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

At the end of the activity, give students time to finish revising their conclusions, using their notes from Activity 34 to help them.

Using the Words of Others (and Avoiding Plagiarism)

The drafts that students have produced should contain a mixture of
• The student's own words and ideas
• Information from sources (often paraphrased in their own words)
• Direct quotations from specific authors

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

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

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

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

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

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

The pages given above are from the original published texts of the articles, except for the Ballinger citation, which is a web document and has no page numbers. You may decide that because all the students are using the same small set of sources, for the purposes of this essay it is not necessary to include the page numbers, though students should understand that in an actual research project page numbers would be essential. However, it is very important for students to indicate the sources of their ideas by including the name of the author or authors and putting direct quotations in quotation marks.

Have your students check their citations as follows:

1. Students highlight their use of words and ideas of others in their draft.

2. Students annotate next to the highlight as to whether they have quoted or paraphrased or referred to an idea with or without documenting.

3. Students look at how many highlights they have (how much color is on the page) and whether they need to reduce the number of direct quotes (because they've lost their own voice) or add a direct quote or two (for credibility or specificity).

Activity 35: Using the Words of Others

Before you move on to revising your draft, it is a good idea to check to see if you have used your sources accurately and cited them appropriately. Take out your draft and do the following:
• Using a highlighter or a pencil, mark the places where you have used information or ideas from your sources.
• In the margins, note whether the sentence is a direct quotation (author's words in quotation marks) or a paraphrase (in your own words).
• Note where the ideas or words came from. Did you say in the text what the source was?
• Note whether your paper is mostly your own words, or mostly quotations. Do you have too many quotations? Should you put some in your own words?
• Share your paper with a partner. Discuss why you are using each source.

Revising and Editing

Revising Rhetorically

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

Preparing for Helpful Feedback

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

With middle school students, it is helpful to review norms for group feedback. Just before the activity, put a simple four square chart (see Activity 36) on the board, and ask students for their feedback to complete it.

Activity 36: Revising Rhetorically—Preparing for Helpful Feedback

It's time to get feedback from others to help you revise your first draft.
Listen, and participate with your class in creating the following chart:

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

Responding to Feedback

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

Step 1: Peer Feedback Group

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

Step 2: Paired Revision Planning

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

Step 3 Individual Work

At this point, students have some information in hand to revise their drafts.
Activity 37 will help them identify their plans and consider them in light of their audience and prompt.

Activity 37: Peer Feedback for Revision

Step 1: Peer Feedback Group
Working in groups of four, read your essay aloud to other members of the group. They will then a) tell you what is working and write a note about why the text is working; and b) look at the rubric and suggest one area that needs more or different development.

Keeping the rubric in mind while you listen to the other members of your group share their essays, give helpful feedback about what is working and about which area of the rubric needs to be explored.

Step 2: Paired Revision Planning

Your peer feedback group will divide into two pairs. Exchange papers with your partner, read his or her paper again and compare it to the rubric. Then talk to your partner and help him/her decide how he/she wants to revise the problems that have been identified.

In Activity 38, students will decide on what their plans will be for revision.
The questions in the activity help them to think about their draft and give them the authority to decide what they will change, rather than responding to every (often contradictory) comment they received.

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

Activity 38: Plans for Revision

Now that you have received feedback from your peers and perhaps the teacher, it is time for you to decide what changes you think will be effective in your next draft. You need to decide rather than taking every suggestion—because taking every suggestion may make your paper more confusing than when you started! How will you know what to change?

Read each of the following questions, and think about your answers. As you answer, make a list of changes you want to make on one or two sticky notes.

1. What is the most useful feedback I have received for this audience (peers and teacher) and prompt?

2. What parts of my essay did my readers like? What did I do in those parts that worked? Can I do more of that in my essay?

3. What does the rubric mean by "The response achieves substantial depth that is specific and relevant "? Where can I be more thoughtful? Where can I say more about my idea?

Editing the Draft

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

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

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

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

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

Individual Work

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

Activity 39: Individual Work

You will now edit your draft based on the information you have received from the teacher and your group. Also consider the following suggestions:
• If possible, put your essay away for at least a day before rereading it to find errors.
• If possible, read your essay aloud so you can hear errors and problems.
• At this point, focus on words and sentences rather than on the bigger meaning. Take a sheet of paper, and cover everything except the line you are reading. Then, touch your pencil to each word as you read.
• Focus on only one error at a time—first, read the whole essay for the one major error your teacher has identified for you. Then, look again for any past errors that you know how to correct but may have missed while you were writing your drafts.

Reflecting on Your Writing Process

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

Activity 40 is a Quickwrite. (You could also create something more formal, such as a cover letter for the final essay or a brief letter about what they have learned.) Use students' responses to guide subsequent units.

Activity 40: Reflecting on Your Writing Process

In your Reader's/Writer's Notebook, take a few minutes to think about all of the work we have done in this unit and reflect on at least two of these questions:
• What were the activities in which you remember learning the most?
• What ideas will you take with you to think about in the future?
• What questions are still on your mind about the topic, the readings, the writing, or the comments you received?

The U.S. Political Campaign: Lies, Lies, Lies
Excerpt

By Paul Gray, Michael Duffy, Priscilla Painton, and Elizabeth Rudulph
Time Magazine, October 5, 1992

St. Augustine identified eight kinds of lies, not all of them equally serious but all sins nonetheless. The number Mark Twain came up with, not too seriously, was 869. In practice, there are probably as many lies as there are liars, but lying can be roughly classified according to motive and context. No hard boundaries exist between these categories, since some lies are told for more than one purpose. But most of them fall within a spectrum of three broad categories.

1. **Lies to protect others, or "I love your dress."** Most "little white lies" belong here, well-intentioned deceptions designed to grease the gears of society. In this context, people want to be fooled. No one expects, and few would welcome, searing honesty at a dinner party. And the couple who leave early, saying the baby-sitter has a curfew, would not be thanked by the hostess if the truth were told: "Frankly, we're both bored to tears."

   On rare occasions, lying to protect others can literally be a matter of life or death. Anne Frank survived as long as she did because those sheltering her and her family lied to the Nazis. The French Resistance during World War II could not have operated without deception. Military and intelligence officials will as a matter of routine lie to protect secret plans or agents at risk.

2. **Lies in the interest of the liar, or "The dog ate my homework."** Here rest the domains, familiar to everyone, of being on the spot, of feeling guilty, of fearing reprimand, failure or disgrace, and on the other side of the ledger, of wishing to seem more impressive to others than the bald facts will allow. The liar wants to get away with something.

3. **Lies to cause harm, or "Trust me on this one."** These are the lies people fear and resent the most, statements that will not only deceive them but also trick them into foolish or ruinous courses of behavior. Curiously, though, lying to hurt people just for the hell or the fun of it is probably quite rare. Some perceived advantage prompts most lies. If there is no benefit in telling a lie, most people won't bother to make one up.

It's the Truth: Americans Conflicted About Lying – ARTICLE 1

Polls: Half Say It's Never Warranted, Two-Thirds Say It's Sometimes Justified

Life on NBCNEWS.com, July 11, 2006

1 It can be hard to get people to face the truth sometimes. Especially about lying. You don't want your kids to eat too much, so you say all the cookies are gone. You don't feel like going out, so you tell your date something important came up. You're overloaded with errands, so you call in sick.

2 Lies, all of them—but we don't really like calling them that. In a new Associated Press-Ipsos poll, over half of respondents said lying was never justified. Yet in the same poll, up to two-thirds said it was OK to lie in certain situations, like protecting someone's feelings.

3 Apparently white lies are an acceptable, even necessary, part of many lives—even though we dislike the idea of lying.

4 Rebecca Campbell knew exactly what she was doing when she recently told her 4-year-old son that there were no more cartoons on TV. And she didn't like it. "One day, he'll probably figure it out," she says. "There are cartoons on all the time!"

5 But, says the 25-year-old mother from Quincy, Ill., "We couldn't have the TV on all day." Deep in her heart, she knew that telling him the truth would have been better, though more time-consuming, as discipline often is. "It's the easy trap of a lie," she says ruefully. "It's easier than telling the truth."

6 Which is, of course, why new haircuts receive so many compliments, notes Teresa Velin, a mother in Palm Desert, Calif. Velin says it was just too darned hot and she didn't feel up to getting dressed and leaving home for a recent movie date. So she told a friend she was busy. "I'm not always as busy as I appear to be," says Velin, 27. "But I don't want to ruin a friendship over a broken movie date."

7 Nearly two-thirds of Americans agree. In the AP-Ipsos poll, 65 percent of those questioned said it was sometimes OK to lie to avoid hurting someone's feelings, even though 52 percent said lying, overall, was never justified.

8 Among those 52 percent, if he'd been alive and reachable, would have been the 18th century German philosopher Immanuel Kant, who believed all lying was bad—every single lie, even one that could save someone's life.

9 But most moral philosophers would disagree, assures noted ethics columnist Randy Cohen, who himself is so far from the Kantian view as to proudly proclaim: "I'm a big fan of lying."

10 "Not only is lying justified, it is sometimes a moral duty," says Cohen. An obvious example is when you're lying to protect someone from serious harm. But much less extreme cases often call for lies, Cohen says.

11 An example he likes: Your fictional spouse, about to accept a Nobel prize, asks if they look fat. "If you're on the way to the award ceremony, you say, 'You look fabulous,'" Cohen instructs. "Anything else would be cruel." If you're still in the hotel room, a suggestion of a different outfit might be appropriate.

12 Still, every lie has its cost, Cohen says, and that's just another factor you need to consider. One key cost is credibility: Once a person finds out you lied, you lose currency in their eyes.

13 For Harold Smith, it was worth the risk when he lied to his adult daughter about his health when undergoing treatment for a kidney tumor. "Why get her all traumatized?" says Smith, 64, of Pioneer, Calif. "I tried to protect her. It slowed down the anxiety. Later, I told her what really happened."

14 In the poll of 1,000 adults taken June 23-27, four in 10 people said it was OK sometimes to exaggerate a story to make it more interesting, and about a third said it was OK to lie about your age.

15 A third also said it was OK to sometimes lie about being sick to take a day off work. Very few would admit to thinking it was OK to lie on a resume, cheat on taxes or lie to a spouse about an extramarital affair.

Who says?

16 Among the groups more likely to say lying was sometimes OK: people aged 18-29, college graduates and those with higher household incomes. "People have this idea that lying is bad," says Bella DePaulo, a visiting professor at UC Santa Barbara who's studied the phenomenon of lying. "But when you really start going through it, it's not that simple."

17 In a study in the late '90s, DePaulo asked 77 college students and later, 70 people in the Charlottesville, Va. community to track every lie, however small, in a journal for a week. Of the 77 students, only one reported having told no lie. Of the other 70 people, six made that claim.

18 "People who say lying is wrong are often thinking in the abstract," DePaulo says. "In our real lives, we can't always pick honesty without compromising some other value that might be as important"—like maintaining a happy relationship. If you're at a party and your partner is saying something you disagree with, for example, you might stay quiet, in the name of marital harmony.

19 Of course, there are inherent problems with any study that asks people to be honest about, well, being dishonest.

20 In the AP-Ipsos poll, for example, four in 10 people answered that they'd never had to lie or cheat. But one in 10 of THOSE people said in the very next answer that yes, they might have told a lie in the past week.

21 Which means they might have misunderstood the question—or, ahem, they may have lied.

Rejecting All Lies: Immanuel Kant – ARTICLE 2
Excerpt

Immanuel Kant was a German philosopher who lived in the 18th Century.

By Sissela Bok

1 Kant takes issue, first, with the idea that any generous motive, any threat to life, could excuse a lie. He argues that:

> Truthfulness in statements which cannot be avoided is the formal duty of an individual to everyone, however great may be the disadvantage.

2 This is an absolutist[1] position, prohibiting all lies, even those told for the best of purposes or to avoid the most horrible of fates. For someone holding such a position, to be called a liar was a mortal[2] insult—perhaps cause even for legal action or duel; to be *proved* a liar could lead to self-exile out of shame.

3 Kant's view, if correct, would remove any effort to distinguish among lies, since he rejects them all. He takes the duty of truthfulness to be a "duty which holds in *all* circumstances." A lie, even if it does not wrong any particular individual, always harms mankind individually, "for it vitiates[3] the source of law." Even worse, it harms the liar himself, by destroying his human dignity and making him more worthless even than a small thing.

4 Kant defines a lie as "an intentional untruthful declaration to another person" and dismisses the idea that we owe the duty of speaking the truth only to those who have a right to the truth. In his view, *truthfulness is a duty which no circumstances can put aside.* Whatever else may be said about Kant's position, it seems to have the benefit of being clear and simple. Others may argue about when to lie, but he makes a clean sweep.

[1] Not dependent on situations or changeable
[2] Severe, even deadly
[3] Weakens, harms, or spoils

Brad Blanton: Honestly, Tell the Truth – ARTICLE 3

Excerpt

By Barbara Ballinger
RealtorMag, May 2010

1 Think it's OK to shade the facts, tell a white lie, or withhold information? You may consider it harmless, but author Brad Blanton says you're unnecessarily complicating your life.

2 **How did you decide to write a book about lying?**

3 **BLANTON:** Through my work as a psychotherapist in the Washington, D.C., area, I found that lying was pervasive in people's personal and professional lives. But lying is stressful and hurts relationships.

4 **You've developed a technique called Radical Honesty. How is this different from plain, normal honesty?**

5 **BLANTON:** Being honest all the time is what's radical—and rare. Many people think they tell the truth, but they don't because they withhold information. Have the courage to be honest and have a relationship with others based on reality. Don't avoid the issues.

6 **Why is it so terrible to withhold information, especially if it means not hurting someone's feelings?**

7 **BLANTON:** Because it keeps you locked in the jail of your own mind. You have to remember what you told each person. You have to think about what the person's reaction might be, and you start manipulating information to control the outcome. Delivering the truth is easier, takes less time, and is less stressful.

8 **But if it's so stressful to lie, why do "we all lie like hell," as you say in your book?**

9 **BLANTON:** Because all our lives we've been taught to lie. We live our lives by what we think we should do. In many cases, we lie to maintain an image. But that isn't our real identity. We're playing a game.

10 **Aren't certain lies worse than others?**

11 **BLANTON:** Yes, but we shouldn't manipulate the truth except for rare times—if you're hiding Anne Frank in your attic because her life is in danger.

12 **Sounds great, but how realistic is it to practice radical honesty?**

13 **BLANTON:** Start by finding a friend. Agree to be radically honest with each other for two weeks. See how you like it.

14 **If we don't soft-pedal the truth at times, aren't we likely to offend people?**

15 **BLANTON:** Possibly, but it's just as likely that you'll end up losing people whom you don't want around you anyway. You should be able to get mad—even holler—but after a while be able to laugh and let things pass. Get away from those people who begrudge you, even if it means losing business or friendship.

16 **You're a funny guy. Do you find that humor makes being honest easier?**

17 **BLANTON:** Absolutely. I have Republican friends who I play golf with, and I'm not afraid to tell them when I think they're being idiots. If they don't like that, they can play golf with someone else.

Teens Do their Share of Lying – ARTICLE 4

By Loretta Ragsdell
Austin Weekly News, March 25, 2009

Talking to teens

1 Finally, the answer has arrived to the age-old question and unsettling mystery of why teenagers lie. I know many of you—especially parents of teenagers—think you know the answer to that question, and have known for years: "Teenagers lie because they can!"

2 Well, unfortunately, according to the teens I engaged in stimulating conversation as to why, when and how teenagers lie, "It's on an as needed basis."

3 "The key to lying," said 16-year old Margo, "is not to tell a whole lie, or a whole truth. That way you can always say you were confused or didn't remember the facts as they really were."

4 Curious as to how teenagers seem to develop their extraordinary ease in lying, I asked if there was some type of liars' club or workshop teenagers attend to learn such a skill.

5 "No, there's not a club that I know of," 18-year-old Tena said. "If you hear an especially good lie from one of your friends, and it fits your situation, you use it."

6 Based on my conversation with other teens, Tena's answer is correct, there is no Liars' Club; it seems lying is a trait children develop as toddlers and master with the onset of puberty. Also, many teens have excellent adult role models in their lives who have mastered the art of lying. It is widely accepted that children emulate behavior modeled before them and have a tendency to repeat what is said around them.

7 As a parent of two teenagers, I know when I hear some of those flamboyant, outlandish and outrageous lies. I am absolutely sure they had to have made them up in some laboratory or liars' club, but according to 14-year-old Debra of Austin Poly Tech, "most lies are made up on the spot. Some of my best lies have been off the top of my head," Debra said. "Like when I come in late and my mom asks where have you been? Now, the truth is I've been over to my boyfriend's house, or somewhere else, I should not have been, so I lie," she added. "I usually say I was with my best friend Alisha, knowing Alisha will back me up no matter what."

8 Curious as to if teenage boys lie differently than teenage girls, I asked the teens if there are certain situations in which they simply will not tell the truth, no matter what. After much laughter, many gave pretty much the same answer, "Yes."

9 Tim, 18, said the key to being good at lying is to keep it simple. "If you get caught in a lie," he said, "tell another one, and then tell another one to cover that one up, but keep it simple. You keep it simple so you can recap it in your head and keep your story straight."

10 Tim also said boys lie about different things than girls lie about. "Boys lie about their friends, taking the parents cars for joy rides, drinking beer and boosting stolen merchandise, where as girls lie about being at the mall or over at some dude's house. A girl will lie about where she has been, but a boy will lie about what time of day it is. It doesn't matter; the key is to keep your business to yourself, and never admit to anything."

11 I asked the teens if there are certain things in their life they are especially prone to lie about. Most agreed you should never admit to doing badly in school or getting in trouble.

12 "You never tell your mother about a bad grade," Alisha said. "You let her find out on her own. Then, when they call your home or have your mother come up to the school, or when it comes in the mail, you make like you forgot to tell her."

13 Marianna, 17, says she lies about her attendance all the time. "When my school calls home about me missing class, I say I was there and that the teacher didn't take attendance," she said. "That works unless I really cut school a lot, and then I have to come up with a better line like I was sitting in the back with my head down reading."

14 Sabrina, an 18-year-old Harold Washington College freshmen said now that she is in college she doesn't have to lie as much because she has more freedom. "When I was in high school," she said, "I used to blame things on my friends. Like when I would cut school, I would say I was in the car with my friend and she didn't want to go to school, so I was stuck not going to school. "I have almost stopped lying altogether," Sabrina added. "But now I have to remember the lies I told when I was in high school because sometimes my mom asks about a person or thing I said I did back then. I really have to rack my brain to remember. The worst thing I could do now is to have her find out about lies I told when I was a kid; she would never trust me again."

15 I asked the teens how they get out of a situation when they are ambushed and caught in a lie.

16 "You lie again," Tim said.

17 "You use guilt," Sabrina said. "You say things like; I thought you were going to hit me, so I lied."

18 I asked the teens what were some of the best lies they have ever told. There was no shortage of examples. Marianna said her favorite lies always involved her friends and coming home late or some curfew violation.

19 "We would take turns calling each others' homes and pretend to be the teacher. We would say we had to stay after school to complete a project. Then, depending on what the weather was like, we would go to the mall or the park," Marianna said.

20 "The best lie I ever told was when I had taken the car and didn't get a chance to put it back before my mother knew it was gone," said 16-year old Shontea. "I told her I had taken it to get it washed for her as a birthday surprise, but the carwash was closed. She thought that was so thoughtful, she didn't even holler about me driving without a license."

21 "I lie about my outfits all the time," Yolanda, 15, said. "My mom is really strict, so I wear my real clothes underneath a baggy sweat shirt and pants and change once I get to school.

22 Sometimes I hide the outfit in my book bag. One time I forgot to change back and walked in with this short skirt and low cut blouse and my mom screamed for an hour. Now she searches my book bag before I leave for school, so I keep my real outfits over at my girlfriend's house."

23 It seems many teens learn from their friends who readily share examples of lies and techniques as to which lies work best in certain situations. The older the teenager, the more skillful the delivery of the lie usually is. The lies are more colorful and complex. "Becoming a good liar is a necessary life-survival skill," said Tim. "Sometimes, it's the only thing between you and a guaranteed beat down from your parents."

Smarter Balanced Argumentative Writing Rubric (Grade 8)

Sample Generic 4-point Argumentative Writing Rubric (Grade 8)					
Score	**Statement of Purpose/Focus and Organization**		**Development: Language and Elaboration of Evidence**		**Conventions**
	Statement of Purpose/Focus	**Organization**	**Elaboration of Evidence**	**Language and Vocabulary**	
4	The response demonstrates intention and focus in the inclusion of information • Extraneous information is omitted • Claim is clearly stated • Cohesion from start to finish • A claim and counter claim on either side of an issue is introduced and weighed, and a stance is established	The response has a clear and effective organizational structure creating unity and completeness: • Logical progression of ideas from beginning to end • Strong connections among ideas, with syntactic variety • Distinguishes between fact and interpretation	The response provides thorough and convincing support/evidence for the writer's claim that includes the effective use of sources, facts, and details. The response achieves substantial depth that is specific and relevant: • Textual evidence strongly supports analysis • Absent of irrelevant evidence • Significance of analysis is reliable, unambiguous, and pertinent • The response effectively presents evidence from multiple sources	The response clearly and effectively expresses ideas, using precise language; • Articulates how diction influences the reader to accept an author's perspective on an issue, providing specific examples • Effectively employs academic and domain specific vocabulary • Effectively establishes a formal, authoritative tone	The response demonstrates a strong command of conventions: • Few if any errors in conventions, spelling, and grammar

Adapted by LAUSD Secondary ELA

Smarter Balanced Argumentative Writing Rubric (Grade 8)

Sample Generic 4-point Argumentative Writing Rubric (Grade 8)					
Score	**Statement of Purpose/Focus and Organization**		**Development: Language and Elaboration of Evidence**		**Conventions**
	Statement of Purpose/Focus	**Organization**	**Elaboration of Evidence**	**Language and Vocabulary**	
3	The response demonstrates focus in the inclusion of information • Extraneous information is mostly omitted • Claim is clearly stated • Response is mostly cohesive from start to finish • A claim and counter claim on either side of an issue is introduced and a stance is established	The response has a clear organizational structure creating unity and completeness: • Logical progression of ideas from beginning to end • Most connections among ideas are strong, with some syntactic variety • Distinguishes between fact and interpretation	The response provides mostly thorough and convincing support/evidence for the writer's claim that includes the effective use of sources, facts, and details. The response achieves depth that is specific and relevant: • Textual evidence mostly supports analysis • Mostly absent of irrelevant evidence • Analysis is reliable, unambiguous, and pertinent • The response effectively presents evidence from multiple sources	The response clearly and effectively expresses ideas, using precise language; • Articulates how diction influences the reader to accept an author's perspective on an issue, providing specific examples • Employs academic and domain specific vocabulary • Establishes a formal, authoritative tone	The response demonstrates a strong command of conventions: • May contain some errors in conventions, spelling, and grammar. Errors do not interfere with the reader's ability to follow the argument.

Adapted by LAUSD Secondary ELA

Smarter Balanced Argumentative Writing Rubric (Grade 8)

Sample Generic 4-point Argumentative Writing Rubric (Grade 8)					
Score	**Statement of Purpose/Focus and Organization**		**Development: Language and Elaboration of Evidence**		**Conventions**
	Statement of Purpose/Focus	**Organization**	**Elaboration of Evidence**	**Language and Vocabulary**	
2	The response may lose some focus in the inclusion of information • May contain some extraneous information • Claim may be vaguely stated or implied • Response may lack cohesion • A claim on an issue is introduced and a stance is established. A counterclaim is acknowledged.	The response has some organizational structure: • Inconsistent progression of ideas from beginning to end • Ideas may be loosely connected, and there is little syntactic variety • Distinguishes between fact and interpretation	The response attempts to provide convincing support/evidence for the writer's claim that includes the use of at least one source, facts, and details. The response may lack depth: • Textual evidence may be provided, but does not support analysis, or analysis is lacking • Introduces some irrelevant evidence • Analysis is limited, vague, or illogical • The response presents evidence from a single source	The response expresses ideas using mostly clear language; • Does not articulate how diction influences the reader to accept an author's perspective on an issue, or fails to provide specific examples • Attempts to employ academic and domain specific vocabulary, but may have some errors in use • Attempts to establish a formal or authoritative tone	The response may demonstrate a lack of command of conventions: • May contain many errors in conventions, spelling, and grammar, however, errors do not interfere with the reader's ability to follow the argument.

Adapted by LAUSD Secondary ELA

Smarter Balanced Argumentative Writing Rubric (Grade 8)

Sample Generic 4-point Argumentative Writing Rubric (Grade 8)					
Score	**Statement of Purpose/Focus and Organization**		**Development: Language and Elaboration of Evidence**		**Conventions**
	Statement of Purpose/Focus	**Organization**	**Elaboration of Evidence**	**Language and Vocabulary**	
1	The response lacks focus • May contain extraneous information • Claim is unrelated to the prompt or is lacking altogether • Response rambles • If a claim on an issue is introduced, no counterclaim is acknowledged.	The response lacks organizational structure: • Inconsistent progression of ideas • Ideas may be loosely connected, and there is little or no syntactic variety • Does not distinguish between fact and interpretation	The response fails to provide support/evidence for the writer's claim, and/or does not include the use of at least one source, facts, and details. The response lacks depth: • Little or no textual evidence is provided • Analysis is lacking • Evidence, if provided, lacks relevance • Response lacks analysis • The response fails to present evidence from at least one source	The response expresses ideas using mostly vague or confusing language; • Does not articulate how diction influences the reader to accept an author's perspective on an issue, or fails to provide specific examples • Does not attempt to employ academic and domain specific vocabulary, or has many errors in use • Does not establish a formal, authoritative tone	The response demonstrates a lack of command of conventions: • Contains many errors in conventions, spelling, and grammar; errors interfere with the reader's ability to follow the argument.

Adapted by LAUSD Secondary ELA