

ELA Unit Plan Template

Title of Unit: Sense and Sociability

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Grade Level: 10

Source: 2012–2013 Instructional Resources Project

Unit Overview:

Most students are consumers of online social media. Much of our nation's youth spend endless hours on social networking websites, but few ever stop to consider the positive and negative impacts online interaction has on their communities and real-world friendships. Through the exploration of informative texts (print, audio, and visual resources) and a fictional literary text, the students will be exposed to multiple perspectives, uses, and effects of online social media in order to gain a deeper understanding of how it affects them and their community.

Throughout the unit, the students are also taught the art of argumentation and argumentative writing. The culminating projects of the Sense and Sociability unit are especially focused on quality formal argumentative writing, online essay posting and defending/refutation, and a real-world publishing and presenting of essays to contrast the online posting.

Important Note: The positives and negatives of social media are constantly being updated in the world newsfeed. Teachers who choose to use this unit have full freedom to replace any text, program, or video with a more current or more favored resource and adapt the Sense and Sociability unit materials to their preference.

*The [Annotation Checklist](#), the [Blog Posting Rubric](#), and the [Journal Entry Rubric](#) may not be altered or adapted. Those resources are in PDF form and were developed by Dr. Vaughn Rhudy, Executive Director, Office of Assessment. They appear in this unit with written permission from Dr. Rhudy.

A [10th Grade Best Practices Document](#) has been prepared for your use.

Unit Introduction/Entry Event:

Using discussion, a questionnaire, a video clip, text-dependent questions, and a short nonfiction text, the teacher will introduce the topics of online social networking and argumentation.

The teacher will pose two questions at the beginning of the lesson to highlight the distinction between the numbers of young adults who belong to online social networks to those who belong to real-world social communities. Students will answer the [Social Networking Questionnaire](#) to activate prior knowledge, and continue by viewing the Commercial for Social Networking Awareness and collaborating in small groups to form written responses to the related [Social Networking Awareness Video TDQs](#) (text-dependent questions). Students will also read and listen to the teacher's read aloud of excerpts from "[Social Networking Sites: An Overview](#)," all while annotating the text for confusion and interest. The teacher will end class with a discussion of the informative text's highpoints and student questions, a wrap-up of all information and events during the class, and a brief monologue to detail the scope and goals of the Sense and Sociability Argumentative Writing Unit.

WV CCRS:

Objectives Directly Taught or Learned Through Inquiry/Discovery	Evidence of Student Mastery of Content
<p>ELA.10.1 cite strong and thorough textual evidence to support analysis of what the literary text says explicitly as well as inferences drawn from the text, recognizing when the text leaves matters uncertain.</p>	<p>Students will individually complete written responses to The Pedestrian Extended Response Prompt.</p>
<p>ELA.10.11 analyze and defend in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs or larger portions of an informational text (e.g., a section or chapter).</p>	<p>Students will publish and defend their argumentative essays on an online educational blog website following the Rules and Directions for the Online Blog Assignment.</p>
<p>ELA.10.12 determine an author’s point of view or purpose in an informational text and evaluate how an author uses rhetoric to advance that point of view or purpose.</p>	<p>Students will compose written responses to the Facebook Friends Article TDQs (text-dependent questions) and publish and defend their argumentative essays on an online educational blog website following the Rules and Directions for the Online Blog Assignment.</p>
<p>ELA.10.16 delineate and evaluate the argument and specific claims and counterclaims in an informational text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.</p>	<p>Students will compose written responses to the Facebook Friends Article TDQs (text-dependent questions) and publish and defend their argumentative essays on an online educational blog website following the Rules and Directions for the Online Blog Assignment.</p>
<p>ELA.10.20 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <ul style="list-style-type: none"> • Introduce precise, knowledgeable claim(s), distinguish the claim(s) from alternate or opposing claims and create an organization that establishes clear relationships among claim(s), counterclaims, reasons and evidence. • Develop claim(s) and counterclaims fairly, supplying relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns. • Use a variety of words, phrases and clauses to link the major sections of the text, create cohesion and clarify the relationships between claim(s) and reasons, between reasons and evidence and between claim(s) and counterclaims. • Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which 	<p>Students will individually complete written responses to The Pedestrian Extended Response Prompt, and engage in the writing process while completing a composition based on the Sense and Sociability Argumentative Essay Prompt.</p>

<p>they are writing.</p> <ul style="list-style-type: none"> • Provide a concluding statement or section that follows from and supports the argument presented. 	
<p>ELA.10.25</p> <p>use technology, including the Internet, to produce, publish and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically in response to ongoing feedback.</p>	<p>Students will publish and defend their argumentative essays on an online educational blog website following the Rules and Directions for the Online Blog Assignment.</p>
<p>ELA.10.31</p> <p>integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source in order to make decisions and solve problems.</p>	<p>Students will complete a variety of text-dependent activities for the Social Networking Awareness Video TDQs, and the Facebook's Uses activities.</p>
<p>ELA.10.32</p> <p>evaluate a speaker's point of view, reasoning and use of evidence and rhetoric, assessing any fallacious reasoning or exaggerated or distorted evidence.</p>	<p>Students will complete a text-dependent activity for the Social Networking Awareness Video TDQs. Students will also complete activities structured by the Rules and Directions for the Online Blog Assignment and the Gallery Walk Guidelines for the related Gallery Walk activity.</p>
<p>ELA.10.33</p> <p>present information, findings and supporting evidence, conveying clear and distinct perspective such that listeners can follow the line of reasoning and the organization, development, substance and style are appropriate to purpose, audience and task.</p>	<p>Students will complete activities structured by the Gallery Walk Guidelines for the related Gallery Walk activity.</p>
<p>ELA.10.35</p> <p>adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 10 Language objectives for specific expectations.)</p>	<p>Students will complete activities structured by the Gallery Walk Guidelines for the related Gallery Walk activity.</p>
<p>ELA.10.41</p> <p>acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>Students will individually complete written responses to the Facebook Article Journal Response prompt, the Possible Parent Argument Script activity, the Point/Counterpoint Sentence-Phrase-Word Activity, and while completing a composition based on the Sense and Sociability Argumentative Essay Prompt.</p>

Performance Objectives:**Know:**

How to engage in structured pre-writing activities
How to compose a thesis statement
How to compose an argumentative essay
How to collaborate with others
How to brainstorm
How to share information with classmates
How to synthesize
How to evaluate
How to incorporate outside information in compositions
How to understand and remember new and difficult vocabulary
How to peer review
How to reflect on learning
How to conduct correct online etiquette
How to respond to text-dependent questions
How to speak publically
How to connect Literature to the real world
How to connect to prior knowledge

Do:

Write an argumentative essay
Engage in the writing process
Write a paragraph
Write a thesis statement
Read, understand, evaluate and respond to 10th grade level informative texts
Read, understand, evaluate and respond to 10th grade level short fiction
Analyze writing prompts
Accurately respond to text-dependent questions
Synthesize information into their writing
Brainstorm
Collaborate and share information with peers
Evaluate others
Work in small-groups
Incorporate new and difficult vocabulary into speaking and writing
Engage in public speaking
Post a blog
Respond to peers' blogs
Compose journal entries
Reflect
Complete exit slips
Compose Comprehensive notes from information in audio and video sources
Answer a questionnaire
Create fake online social networking profiles

Focus/Driving Question:

How does online social networking affect us?

Vocabulary:

Students will use or be exposed to the [PAVE Map](#), [Own the Word](#), the [Frayer Model](#), [Think Aloud](#), and [Double Entry Journal](#) activities to assist them with new and difficult vocabulary. Students will read various nonfiction and literary texts dealing with the issue of online social networking and will often deal with terms which are new and need a context and/or graphic organizer to aid in memory and application.

Social Networks, Argumentative Writing, Social Issues

Assessment Plan:

The teacher will use various journaling activities, the [Social Networking Awareness Video TDQs](#), the [Facebook Article Journal Response](#), the [Point/Counter Sentence-Phrase-Word](#) activity, the [Facebook Friends Article TDQs](#), the [Facebook's Uses](#) activity, and [The Pedestrian Extended Response Prompt](#) writing activity to formatively assess the students throughout the unit in order to check for comprehension and the need of Support for Personalized Learning (SPL). All formatively assessed assignments are designed to allow the student to make adjustments and realign with the objectives and goals of the Sense and Sociability unit.

The final projects, the essay for the [Sense and Sociability Argumentative Writing Prompt](#), the accompanying Online Blog Posting assignment, and the Gallery Walk activity (See the [Rules and Directions for the Online Blog Assignment](#) and the [Gallery Walk Guidelines](#)), will be formally evaluated as summative assessments by the [10th Grade Argumentative Instructional Writing Rubric](#), the [Blog Posting Rubric](#), the [WVDE Presentation Rubric](#), and the guidelines set forth in each respective assignment.

Major Products: (Group) or (Individual)

Students will engage in and complete the essay for the [Sense and Sociability Argumentative Writing Prompt](#), the accompanying Online Blog Posting assignment, and the Gallery Walk activity (See the [Rules and Directions for the Online Blog Assignment](#) and the [Gallery Walk Guidelines](#)). The pre-writing stage of the essay and set up for the Gallery Walk activity are collaborative and conducted in small groups; however, the majority of the essay's composition, the Online Blog Posting Assignment, and the presentation portion of the Gallery Walk are individual student activities.

Assessment and Reflection:

Rubric(s) I will use: (Check all that apply.)	Collaboration WVDE Collaboration Rubric	x	Written Communication <input checked="" type="checkbox"/> Argumentative/Opinion <input type="checkbox"/> Informational <input type="checkbox"/> Narrative 10th Grade Argumentative Instructional Writing Rubric	x
	Critical Thinking & Problem Solving		Content Knowledge	

	<u>WVDE Thinking and Reasoning Skills Rubric</u>	x		
	Oral Communication Speaking and Listening <u>WVDE Presentation Rubric</u>	x	Other <u>Blog Posting Rubric</u> <u>Journal Entry Rubric</u> <u>Annotation Checklist</u>	x

Other classroom assessments for learning: (Check all that apply)	Quizzes/ tests		Practice presentations	x
	Self-evaluation	X	Notes	X
	Peer evaluation	x	Checklists/observations Annotation Checklist	x
	Online tests and exams	x	Concept maps	x
Reflections: (Check all that apply)	Survey	x	Focus Group	
	Discussion	x	Task Management Chart	
	Journal Writing/ Learning Log Journal Entry Rubric	x	Other	

Reflection:

The reflection on the [Facebook Article Journal Response](#) prompt and the [Possible Parent Argument Script](#) activities act as a reflective activity on what was covered that day. The student reflection for others such as [The Pedestrian Extended Response Prompt](#), the [Social Network Questionnaire](#), the [Facebook Friends Article TDQs](#) (text-dependent questions), the [Facebook’s Uses](#) activity, the [Point/Counterpoint Sentence-Phrase-Word Activity](#), and the [Double Entry Journal](#) activity will be handled by final questions for student [Quick Writes](#) already built into the lesson. Students will reflect on the work related to the [Sense and Sociability Argumentative Essay Prompt](#), the [Sense and Sociability Outline Template](#), the [Sense and Sociability Essay Pre-writing Chart](#), and the activity related to the [Rules and Directions for the Online Blog Assignment](#) by completing exit slips with questions already prepared in each lesson for those activities. The reflection on the Gallery Walk activity (see the [Gallery Walk Guidelines](#)) will occur through a specific journal prompt to take place at the conclusion of the activity.

I have had the opportunity of running an earlier version of this unit with my 10th grade students. The student engagement was high and the feedback was positive for the most part. The students enjoyed learning more about online social networks, and a small few recognized and promised to change negative behaviors they saw in the texts and resources studied throughout the unit. The accessibility, relevancy and immediacy of the Sense and Sociability unit help ease the introduction of the topic, focus question and goals. Those same three characteristics help entice student engagement in the workload and also aid in keeping students interested and engaged until the final project and reflective journal entry. Please feel free to keep what works and tailor the rest to your personal classroom rules, expectations, and rigor.

Materials/Websites:

Internet access

Webtop account (for access to Youtube): <https://wvde.state.wv.us/elgg/>

Smart Board, or some form of video projection

[Social Network Questionnaire](#)

Copies of the excerpts from “**[Social Networking Sites: An Overview](#)**,” and the **[Social Networking Awareness Video TDQs](#)**

[Annotation Checklist](#)

Copies of **[Social Networks: Point/Counterpoint](#)**

[Point/Counterpoint, Sentence-Phrase-Word](#) activity

Copies of **[Leaving Digital Footprints – Teacher Guide](#)**

Copies of **[Leaving Digital Footprints – Student Materials](#)**

Copies of the **[Facebook Friends](#)** article

Student journals

[Journal Entry Rubric](#)

[Facebook Friends Article TDQs](#)

[WVDE Thinking and Reasoning Skills Rubric](#)

[WVDE Collaboration Rubric](#)

Speakers and Video projection capability

[Facebook’s Uses](#) activity

Copies of Ray Bradbury’s “The Pedestrian” text

[“The Pedestrian” Extended Writing Prompts](#)

[Double Entry Journal](#) activity

[10th Grade Argumentative Instructional Writing Rubric](#)

[Argumentative Writing Intro](#) presentation

[Possible Parent Argument](#) script activity

[Sense and Sociability Outline Template](#)

[Sense and Sociability Essay Pre-writing Chart](#)

[Sense and Sociability Argumentative Essay Prompt](#)

Computer

MS Word (or equivalent writing program)

Secure, online educational blog website

Digital copies of the students’ essay

Instructions for student log-in procedure

[Rules and Directions for Online Blog Assignment](#)

[Blog Posting Rubric](#)

[Gallery Walk Guidelines](#)

Copies of student essays and accompanying related photo

Note cards

Various colors of construction paper

Scissors

Markers

Tape or other adhesive

[WVDE Presentation Rubric](#)

WebTop account set up - <https://wvde.state.wv.us/elgg/>

YouTube, Commercial for Social Networking Awareness –

<http://www.youtube.com/watch?v=XJ4GxJwM-9U>

West Virginia’s online archive for a variety of informative/nonfiction materials - <http://wvinfodepot.org>

Think Aloud - <http://wvde.state.wv.us/strategybank/ThinkAloud2.html>

PAVE procedure - <http://wvde.state.wv.us/strategybank/VocabularyGraphicOrganizers.html>

Read Aloud - <http://wvde.state.wv.us/strategybank/TeacherReadAloud.html>

Kelly Gallagher.org (Article Of the Week) -

http://kellygallagher.org/resources/AoW%2012_10%20Facebook%20Friends.pdf

Quick Writes - <http://wvde.state.wv.us/strategybank/QuickWrites.html>

Fray Model - <http://wvde.state.wv.us/strategybank/VocabularyGraphicOrganizers.html>

NPR, "Teen Study, FB Positive" – <http://www.npr.org/2011/11/09/142166055/teen-study-social-media-is-positive-experience>

YouTube, BBC World News, "How Facebook Changed the World, part 1" -

https://www.youtube.com/watch?v=8EnUzdkL_WU

Own the Word - <http://wvde.state.wv.us/strategybank/VocabularyGraphicOrganizers.html>

Original location of the unit –

http://wveis.k12.wv.us/Teach21/public/ng_unit_plans/UPview.cfm?action=V&tsele1=1&tsele2=11&upid=337

Career Connection:

Throughout the study of the Sense and Sociability unit students will become more aware of their online presence and activities and understand that actions taken now can affect future employment opportunities or college admission status. Other related necessary career skills learned are reflection of behavior and comprehension of informative materials, the ability to analyze information to determine the core of an issue, develop an opinion, and support it with evidence. Students also learn how to articulate a well-crafted argument because it may earn a raise, earn employment, or even help secure employment. Students also learn about the need for clear, internal communication within a business once employment has been achieved. Also, the need for students to learn to constructively criticize or civilly communicate with a difficult person online or in real life is a must for future employment successes.

Students learn the importance and role of note taking skills and college or employment. For those that are college-bound, the ability to capture the heart of a lecture/presentation/speech/etc is a necessary skill set for a successful college experience. For those who are not, the skill set is just as vital. In college, failure to grasp and apply an important topic/assignment/task/etc results in a lower grade. However, failure to grasp and apply an important topic/assignment/task/etc on the job could result in the loss of resources or employment. In some cases, this failure could result in injury or fatality.

The nature of the content and tasks of this unit relate to the following Career Clusters:

Arts and Humanities Cluster

Business and Marketing Cluster

Engineering and Technical Cluster

Health Cluster

Human Services Cluster

Science and Natural Resources Cluster

Law and Government Cluster

Lesson Plan - Lesson 1: Introduction to Social Networking
Is Number 1 of 15
In Unit Plan - Sense and Sociability

Lesson 1: Introduction to Social Networking

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Grade 10
60 Minutes

Driving Question: How does Social Networking affect us?

Lesson Overview:

Using discussion, a questionnaire, a video clip, text-dependent questions, and a short nonfiction text, the teacher will introduce the topics of online social networking and argumentation.

Teacher Facilitation of Student Acquisition of Background Knowledge:

The teacher will introduce the topic of Social Networking and allow the students to connect to prior knowledge through class discussion, a short video clip, a questionnaire, a nonfiction text, and responding to Text-Dependent Questions.

Anchor Text and Questions for Close Reading:

“[Social Networking Sites: An Overview](#)”. By: Belanger, Craig, Finley, Laura, Points of View: Social Networking Sites, 2011 (from WV Info Depot)

Vocabulary Development:

[Think Aloud](#)

[PAVE procedure](#)

Annotating the text for clarity

[Read Aloud](#)

Vocabulary:

Social Networks -(ing)

Virtual community

Virtual predators

Digital footprint

Argument

Thesis

Manage the Lesson:

Step 1: Begin the lesson by asking two questions (answer by show of hands): How many students belong to an organization outside of school (i.e. 4-H, Young Life, etc.)? And, how many belong to an online social community? These questions will help focus and raise awareness that most ‘communities’ occur online for young adults today.

Step 2: Distribute the [Social Networking Questionnaire](#) to further introduce the topic and for students to access any prior knowledge. Allow students time to complete, and hold a short whole-class discussion based on the students’ responses.

Step 3: Continue by showing a 1 minute video, “Commercial for Social Networking Awareness” – source: <http://www.youtube.com/watch?v=XJ4GxJwM-9U>.

Step 4: Afterward, students will be broken up into small groups and asked to respond in writing to the [Social Networking Awareness Video TDQs](#) (text-dependent questions) based on the video. Use the [WVDE Collaboration Rubric](#) and the [Thinking and Reasoning Skills Rubric](#) while observing the students and evaluating the written responses.

(Note: The video may need to be shown at least 3 times – twice before the questions are distributed, and once after the students have seen them.)

Step 5: Distribute an excerpt from the focus article for the day: “[Social Networking Sites: An Overview](#).” Allow students time to read the article silently, but tell them to annotate anything that needs further clarification. Distribute the [Annotation Checklist](#) to the students for guidance in the process of annotating a text.

Step 6: Once the students have read the excerpt, hold a discussion based on the following talking points: Ease of communication/access to Social Networking sites, the pervasiveness of social media, digital footprints and the internet’s ability to track you/ad agency info/potential employers/law enforcement agencies, virtual communities, Web 2.0, and the distinction on the real-life person and the online persona.

Step 7: Finish class by allowing the students to ask any unanswered questions, and end with a small lecture on the goal, focus, time span, and tasks of the Sense and Sociability Argumentative Writing Unit.

Step 8: Students are able to reflect on their own online behaviors, and question themselves about potential risks they may be unwittingly taking. This lesson is designed to aid students’ ability to access large amounts of prior knowledge of the topic and immediately bring it to the discussion.

Active Literacy:

Students are engaged in reflection of their own presence on social networking sites by viewing an informational video, reading an informational text, and responding to text-dependent questions based on those sources of information.

Post Literacy:

Students will have time to further reflect on their online activities and leave class with a strong introduction to what social networking is before they ever are introduced to the idea of forming an argument based on the topic of social networking.

Product/Performance:

Students will complete a questionnaire, view and respond to an informative video clip, and read and discuss an informative text.

Reflection:

Students are able to reflect on their own online behaviors, and question themselves about potential risks they may be unwittingly taking. This lesson is designed to aid students’ ability to access large amounts of prior knowledge of the topic and immediately bring it to the discussion.

Materials & Resources:

[Social Networking Questionnaire](#)

Internet access

Webtop account (for access to Youtube): <https://wvde.state.wv.us/elgg/>

Smart Board, or some form of video projection

Copies of the excerpts from “[Social Networking Sites: An Overview](#),” and the

[Social Networking Awareness Video TDQs](#)

[Annotation Checklist](#)

[WVDE Thinking and Reasoning Skills Rubric](#)

[WVDE Collaboration Rubric](#)

Lesson Plan - Lesson 2: Social Networking: The Issues and Implications
Is Number 2 of 15
In Unit Plan - Sense and Sociability

Lesson 2: The Issues and Implications

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Grade 10
60 Minutes

Driving Question: What are the issues? Does my online behavior really matter?

Lesson Overview:

The students will be introduced to arguments for and against social networking, and after reading will respond to the information in the nonfiction texts based on the [Point/Counterpoint Sentence-Phrase-Word](#) activity guidelines. The students will engage in fake profile creation while learning how our online activity can affect college admission and future employment opportunities.

Teacher Facilitation of Student Acquisition of Background Knowledge:

The teacher will provide assistance in the reading and analysis of a nonfiction text, and whole-class discussion to create opportunities for students to connect to what they know and to see it from a new perspective, all while gaining the necessary vocabulary to successfully navigate the text.

Anchor Text and Questions for Close Reading:

[Social Networks: Point/Counterpoint](#) - excerpts from "Point: Social Networking Websites Provide a Healthy Way to Improve Friendships," and "Counterpoint: Social Networking Websites Isolate People and Put Them at Risk of Predation," Source: WV Info Depot

Vocabulary Development:

Strategies:

[Point/Counterpoint Sentence-Phrase-Word](#)
[Read Aloud](#)

Annotation for clarity

Vocabulary:

Argument
Annotate
Counterargument
Point/counterpoint
Digital footprint

Manage the Lesson:

Step 1: Begin the class with a brief reminder of what was discussed previously: online social networks and related vocabulary, the need for awareness as a participant, online friendships, and the arguments that online communities are both a benefit and detriment to society.

Step 2: Briefly explain to the class that every issue, topic, decision, debate, etc. has at least 2 sides: people who are for the issue and people who are against it. Today's activities are designed to acquaint each student with the basic information to two sides of the Social Network argument.

Step 3: Distribute copies of the [Social Networks: Point/Counterpoint](#) excerpts and responses. Allow students to briefly peruse the document, and explain that they will engage in reading and responding to the text.

Step 4: Display the [Point/Counterpoint Sentence-Phrase-Word](#) activity for the students to review before reading about each side of the argument. Read aloud the directions, and ask if additional clarity is needed.

Step 5: Allow students time to read the “Point” excerpt. Tell them to annotate the text for anything confusing or in need of more clarity. After reading, hold a brief discussion to check for reader comprehension.

Step 6: Students will engage in the [Point/Counterpoint Sentence-Phrase-Word](#) activity in the space provided at the end of the document.

Step 7: Repeat steps 5-6 for the “Counterpoint” excerpt. Discuss if time allows.

Step 8: Inform the students there are other implications to consider when abusing your rights as a user of Social Media. Future employers or potential colleges may view your profile before hiring or admitting you into their institutions. Recent research shows social media as an additional source of information on candidates for employment or college admission.

Step 9: Read aloud the information and instructions from the [Leaving Digital Footprints – Teacher Guide](#), Tech Steps online safety materials. Distribute the handouts for the [Leaving Digital Footprints – Student Materials](#), and allow students to peruse them. Explain that our activity online is recorded and sometimes tracked or used as evidence for future behaviors. Hold a discussion on the impact/reality of the students’ current online activity affecting future opportunities.

Note: Any materials that relate to online etiquette or online behavior and future job opportunities can be substituted for the Tech Steps online safety materials. There are also a variety of fake profile templates available online, and these may be substituted as well.

Step 10: Students will create fake online profiles from the [Leaving Digital Footprints – Student Materials](#). First, they will create profiles which reflect the positive side of online behavior. Secondly, they will create negative or offensive fake profile. Tell students to think about their experiences with inappropriate online behavior. Without the use of profanity, drug or violence references, or any other inappropriate topics, the students will create a profile that a future employer or college would find offensive. Collect both created profiles at the end of class.

Step 11: The students will respond to opposing viewpoints on the topic of online activity and create fake profiles which highlight the positive and negative side of social networking behavior. Both activities provide the means for students to reflect on their individual internet knowledge and experiences.

Active Literacy:

The students are engaged in accessing prior knowledge as to their personal experiences with online social networking, and further directed to examine their online activities through the reading of the nonfiction material and creation of fake profile. Students are also actively engaged in the text with the incorporation of basic annotation activities designed to point out any unknown terms, concepts, or phrases.

Post Literacy:

Upon completion of reading the article, the students have the opportunity to ask questions about confusing or unknown portions of the text. By starting the class with a question concerning appropriate online behavior, the students are also given the chance to reflect on their own social interactions, both online and in the real world.

Product/Performance:

The students will compose short responses to a journaling prompt, annotate an informative text, and create fake online profiles (off-line activity).

Reflection:

The students will respond to opposing viewpoints on the topic of online activity and create fake profiles which highlight the positive and negative side of social networking behavior. Both activities provide the means for students to reflect on their individual internet knowledge and experiences.

Materials & Resources:

Copies of [Social Networks: Point/Counterpoint Point/Counterpoint, Sentence-Phrase-Word](#) activity

Copies of [Leaving Digital Footprints – Teacher Guide](#)

Copies of [Leaving Digital Footprints – Student Materials Annotation Checklist](#)

Lesson Plan - Lesson 3: What's a Friend? (Day 1 of 2)
Is Number 3 of 15
In Unit Plan - Sense and Sociability

Lesson 3: What's a Friend?

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Grade 10
60 Minutes

Driving Question: What constitutes real friendship? How many real friends should a person have?

Lesson Overview:

Students will access prior knowledge of friendship through targeted questions and journaling opportunities, and will further explore online friendships through reading and annotation of an informative text. A whole-class discussion will conclude the lesson and prepare the students for further analysis of the article during the next class session.

Teacher Facilitation of Student Acquisition of Background Knowledge:

The teacher will provide journaling opportunities, assistance in the reading and analysis of a nonfiction text, and whole-class discussion to create opportunities for students to connect to what they know and to see it from a new perspective, all while gaining the necessary vocabulary to successfully navigate the text.

Anchor Text and Questions for Close Reading:

"Just How Many Facebook Friends Do You Need?". Robin Marantz Henig, Samantha Henig /*Newsweek*
October 15, 2012 ([Facebook Friends](#))

Vocabulary Development:

Strategies:

[Quick Writes](#)

Annotation for Clarity

[Think Aloud](#)

[PAVE Procedure](#)

Vocabulary:

Psychologists

Byproduct

Essential

Angst

Addled

FOMO (Fear of Missing Out)

Cognitive

Manage the Lesson:

Step 1: Begin the class by asking the students to write in their journals for 5 minutes based on the following topic: What constitutes real friendship? Refer to the [Journal Entry Rubric](#) for guidance in formative assessment.

Step 2: Upon completion, briefly spend a few minutes allowing students to express their opinions based on what they have written.

Step 3: After the discussion, distribute the [Facebook Friends](#) article. Have a student read the title and the by-line and then ask all students to predict what kind of information they expect to receive from this article.

Step 4: Afterward, allow 20-25 minutes for students to read the article. Instruct students to mark any confusion they encounter with the text while they read. If a student finishes early, they may go back over it and further annotate for information they found interesting, important, controversial/questionable, or just needs more clarification. The teacher may want to read aloud certain parts of the article for emphasis and additional clarity.

Step 5: When the students have completed reading and annotating, hold a class discussion on the students' points of confusion. Display the [Facebook Article Journal Response](#) prompt. Read the directions, check the need for clarity, and allow students time to respond.

Step 6: Be sure to end the class knowing that the students have had a chance to gain the understanding they need for the article for future activities. Collect the articles from students for use in tomorrow's text-dependent questions activities.

Step 7: Students draw directly from their personal experiences to express opinions on friendship through journaling about friendship. This allows them the opportunity to go deeper into the text and reflect on their own online behaviors and interactions.

Active Literacy:

The students are engaged in accessing prior knowledge as to their personal experiences with friendship, and further directed to examine their online friendships through the reading of the nonfiction material. Students are also actively engaged in the text with the incorporation of basic annotation activities designed to point out any unknown terms, concepts, or phrases.

Post Literacy:

Upon completion of the initial reading and annotation of the article, the students have the opportunity to ask questions about confusing or unknown portions of the text. By starting the class with a question concerning real friendship, the students are also given the chance to reflect on their own social interactions, both online and in the real world.

Product/Performance:

The students will compose short responses to a journaling prompt, and begin annotation on the informative text.

Reflection:

Students draw directly from their personal experiences to express opinions on friendship through journaling about friendship. This allows them the opportunity to go deeper into the text and reflect on their own online behaviors and interactions.

Materials & Resources:

Copies of the [Facebook Friends](#) article

Student journals

[Journal Entry Rubric](#)

[Annotation Checklist](#)

Lesson Plan - Lesson 4: What's a Friend? (Day 2 of 2)
Is Number 4 of 15
In Unit Plan - Sense and Sociability

Lesson 4: What's a Friend? (Day 2 of 2)

Jonathan Pollock jpollock@k12.wv.us

Grade 10
60 Minutes

Driving Question: How does spending too much time on social media websites detract from the quality of our real-world friendships?

Lesson Overview:

As a continuation of the previous day's activities, the teacher will distribute the nonfiction text and text-dependent questions, and allow students to work in small groups to complete the assignment. The teacher will conclude the lesson with a whole-class discussion on each group's responses.

Teacher Facilitation of Student Acquisition of Background Knowledge:

The teacher will provide journaling opportunities, assistance in the reading and analysis of a nonfiction text, and whole-class discussion to create opportunities for students to connect to what they know and to see it from a new perspective, all while gaining the necessary vocabulary to successfully navigate the text.

Anchor Text and Questions for Close Reading:

"Just How Many Facebook Friends Do You Need?" Robin Marantz Henig, Samantha Henig /*Newsweek*/ October 15, 2012 ([Facebook Friends](#)).

Vocabulary Development:

Strategies:

[Think Aloud](#)

[Read Aloud](#)

[Frayer Model](#)

Vocabulary:

Annotation

Argument

Rhetoric

Evidence

Support

Manage the Lesson:

Step 1: The teacher will redistribute the [Facebook Friends](#) articles to students to continue the analysis and discussion on the text. Begin by allowing the students a few minutes to re-examine the article and to pose new or unanswered questions before moving on.

Step 2: Afterward, in a whole-class setting, ask the students to verbally respond to a section of the article they found interesting.

Step 3: Upon completion of the quick, open discussion, display on the Smart Board or distribute copies of the [Facebook Friends Article TDQs](#) (text-dependent questions) that accompany the [Facebook Friends](#) article.

Step 4: Break students up into small groups of 3-4, and allow them 20-25 minutes to complete (Group work, individual submissions). Use the [WVDE Collaboration Rubric](#) and the [WVDE Thinking and Reasoning Skills Rubric](#) while observing the students and evaluating the written responses.

Step 5: After the students have submitted their individual written responses, use the final 8-10 minutes of class to review and discuss the questions and the students' responses. Note: The teacher will remind the students to keep all materials in a folder and to create thorough and comprehensive notes when applicable, or not otherwise directly assigned.

Step 6: Students draw directly from their personal experiences and peers to express opinions and complete responses on friendship using the [Facebook Friends Article TDQs](#) as a guide. This allows them the opportunity to go deeper into the text and reflect on their own online behaviors and interactions.

Active Literacy:

Students are reintroduced to the nonfiction text, structured in a small-group work setting, and engaged in composing responses for text-based questions.

Post Literacy:

After all small-group work has been completed and submitted, the students will engage in a whole-class discussion of the material for further understanding or possible redirection of thinking.

Product/Performance:

Students will have fully annotated the informative text and responded in writing to text-dependent questions while working in collaborative small groups.

Reflection:

Students draw directly from their personal experiences and peers to express opinions and complete responses on friendship using the [Facebook Friends Article TDQs](#) as a guide. This allows them the opportunity to go deeper into the text and reflect on their own online behaviors and interactions.

Materials& Resources:

Copies of the [Facebook Friends](#) article
[Facebook Friends Article TDQs](#)
[WVDE Thinking and Reasoning Skills Rubric](#)
[WVDE Collaboration Rubric](#)

Lesson Plan - Lesson 5: Facebook: A Place for Teens and World Change?
Is Number 5 of 15
In Unit Plan - Sense and Sociability

Lesson 5: Facebook: A Place for Teens and World Change?

Jonathan Pollock jpollock@k12.wv.us

Grade 10
60 minutes

Driving Question: What's the upside of Facebook?

Lesson Overview:

The teacher will explain the importance of comprehending and remembering the heart of a lecture or conversation, and the role that dictation plays in memory. As a practice activity, the students will listen to an audio clip from an NPR interview and view a clip from a BBC news production while taking notes and preparing to use that information to complete the [Facebook's Uses](#) activity.

Teacher Facilitation of Student Acquisition of Background Knowledge:

By showing audio and video materials which present the positive uses for online social media, students are given the opportunity to better understand the varying motivations for use of social media world-wide.

Anchor Text and Questions for Close Reading:

NPR online broadcast of Morning Edition, "[Teen Study: Social Media Is Positive Experience](#)"
BBC broadcast video, "[How Facebook Changed the World, Part 1](#)"

Vocabulary Development:

Strategies:

Quick Writes

[6-word Memoir](#)

Words:

Comprehensive notes

Thoroughness

Dictation

Manage the Lesson:

Step 1: Begin class by posing the following question: Can Social Media change the world? Allow students 5 minutes to respond to the question in their journals.

Step 2: Announce to the students that they will be engaging in an activity based on developing good note taking skills.

Note: Explain to those that are college-bound that the ability to capture the heart of a lecture/presentation/speech/etc is a necessary skill set for a successful college experience. Explain to those who are not that the ability is just as vital. In college, failure to grasp and apply an important topic/assignment/task/etc results in a lower grade. However, failure to grasp and apply an important topic/assignment/task/etc on the job could result in the loss of resources or employment. In some cases this failure could result in injury or fatality.

Step 3: Once you have their attention, display the title, source and additional information for the NPR audio text on the white board. Allow students to write this information down, and hold a brief discussion to enable the students to have a foundation on the subject for which they will create notes from listening.

Step 4: The teacher will then play the NPR audio clip, as the students listen and take notes (Note: A mini lessons on effective note taking skills may be needed: phrase writing vs. exact, word for word dictation, abbreviations, phonetic spelling and 'mark for review' of unknown words, etc.)

Step 5: Repeat steps 3-4 for the video excerpt from the BBC, "[How Facebook Changed the World, Part 1](#)".

Step 6: After both materials have been played, segue into the [Facebook's Uses](#) activity by holding a brief discussion about the previous materials. Focus on sections the students found confusing or interesting, and begin to highlight the vast cultural and geographical differences between the American teens using Facebook for personal enjoyment and the young adults in Tunisia using Facebook to expose a corrupt dictator.

Step 7: Place students in small groups and distribute the [Facebook's Uses](#) activity handouts. Read the directions and assist the students in starting the activity, and allow them 10-15 minutes to complete. Use the [WVDE Collaboration Rubric](#) while observing and evaluating the students' small group behavior.

Step 8: The teacher will provide dictation opportunities to enable the student recall information from the listen and viewing activities. The teacher will also provide activities designed to enable the student to connect with and reflect on their own reasons for choosing to use social media.

Active Literacy:

Students are engaged in active listening and focused dictation activities. In order to respond to the text-dependent questions which follow the audio and visual materials, students must be capable of discerning the important while also capture the general overview of the material.

Post Literacy:

Students are exposed to information on social media which contrasts its use as a tool for personal enjoyment to that of an instrument for real-world change. The realization of social media's use as far more than a vehicle for friendship is the lasting impression to be taken away after the lesson.

Product/Performance:

Students will have ample notes from the informative materials, and will use those notes to create responses to text-dependent questions based on both informative materials.

Reflection:

The teacher will provide dictation opportunities to enable the student recall information from the listen and viewing activities. The teacher will also provide activities designed to enable the student to connect with and reflect on their own reasons for choosing to use social media.

Materials & Resources:

Internet access

Speakers and Video projection capability

Audio program: "[Teen Study: Social Media Is Positive Experience](#)," by Laura Sydell (NPR, Morning Edition), BBC news report

Video and audio program: BBC, "[How Facebook Changed the World, Part 1](#)"

[Facebook's Uses](#) activity

[WVDE Collaboration Rubric](#)

[Journal Entry Rubric](#)

Lesson Plan - Lesson 6: The Neglected and Lost
Is Number 6 of 15
In Unit Plan - Sense and Sociability

Lesson 6: The Neglected and Lost

Jonathan Pollock jpollock@k12.wv.us

Grade 10
60 minutes

Driving Question:

How much online activity is too much?

Lesson Overview:

Students will discuss possible implications of a completely digitized world, engage in a fictional literary text and compose a short essay based on an extended response, text-dependent question.

Teacher Facilitation of Student Acquisition of Background Knowledge:

The teacher will introduce and illustrate the notion that too much connectivity may be possible. By using the reading and discussion of a fictional short story, the teacher will also incorporate a [Double Entry Journal](#) activity to assist students in connecting to the text in order to accurately respond to it in writing.

Anchor Text and Questions for Close Reading:

"The Pedestrian" (1951) by Ray Bradbury

Vocabulary Development:

Strategies:

Annotation for Interest and Clarity

[Think Aloud](#)

[Read Aloud](#)

[Own the Word](#)

[PAVE](#)

Words:

Predict

Foreshadow

Thesis

Manage the Lesson:

Step 1: Begin the lesson by holding an open discussion on the following question: What are the pros and cons of a completely digitized world? Allow students to respond and pose new questions in a whole-class environment.

Step 2: Inform the students that the short story they will read was written in 1951 by Ray Bradbury (include any additional biography information you wish), and it presents an eerie view of a potential future.

Step 3: Distribute the [Double Entry Journal](#) and story handouts and allow students to read and annotate the text for point of interest and confusion as they find 4 sections/phrases/moments from the story with which to complete the [Double Entry Journal](#) activity.

Step 4: Hold a discussion on the students' points of interest and confusion. Check for comprehension before moving on.

Step 5: Distribute "[The Pedestrian](#)" [Extended Writing Prompts](#). Review the prompt with the students, and model how to analyze a prompt for key words to aid in essay focus and thesis statement composition.

Step 6: Allow students the remainder of the period to compose a response to the prompt. Instruct them to review their writing for mistakes, and to make those revisions before submitting at the end of the period. Refer to the [10th Grade Argumentative Instructional Writing Rubric](#) for assistance in evaluating the students' writings.

Step 7: Students will have the opportunity to reflect on the implications of a technologically co-dependent world, and how the quality of their lives would change if the use of technology was mandated and legally enforced.

Active Literacy:

Students are engaged in close reading of a short piece of fiction, and are responsible for formally responding to an extended writing, text-dependent prompt.

Post Literacy:

The students will have engaged in close reading and responding to a literary text that poses a question into the limit of usage of cyber life, and how this concept relates to them.

Product/Performance:

Students will annotate the fictional text for confusion, interest, evidence, etc., complete a [Double Entry Journal](#) activity, and will compose a short essay for an extended writing, text-dependent prompt.

Reflection:

Students will have the opportunity to reflect on the implications of a technologically co-dependent world, and how the quality of their lives would change if the use of technology was mandated and legally enforced.

Materials & Resources:

Copies of Ray Bradbury's "The Pedestrian" text

["The Pedestrian" Extended Writing Prompts](#)

[Double Entry Journal](#) activity

[Annotation Checklist](#)

[10th Grade Argumentative Instructional Writing Rubric](#)

Lesson Plan - Lesson 7: Introduction to Argumentative Writing
Is Number 7 of 15
In Unit Plan - Sense and Sociability

Lesson 7: Introduction to Argumentative Writing

Jonathan Pollock jpollock@k12.wv.us

Grade 10
60 Minutes

Driving Question:

What constitutes good argumentative writing?

Lesson Overview:

The teacher will begin class with a journal prompt focused on the students' prior knowledge of Argumentative writing, and will allow time for a brief discussion based on the students' writings. The teacher will also provide a lecture on the guidelines of Argumentative writing.

Teacher Facilitation of Student Acquisition of Background Knowledge:

The teacher will provide a short writing prompt focused on argumentative writing, which is intended to open up a brief discussion about argumentation. The teacher will also provide information on the guidelines and requirements (and vocabulary) of Argumentative writing.

Anchor Text and Questions for Close Reading:

[Argumentative Writing Intro](#)

Vocabulary Development:

Strategies:

[Quick Write](#)

[PAVE](#)

Words:

Attention Grabber

Thesis Statement

Counterargument

Evidence

3 Appeals: Ethos, Logos, and Pathos

Persuade

Audience

Manage the Lesson:

Step 1: Begin the class by posing a short writing prompt: What makes a person good at argumentation/arguing?

Step 2: Allow students 5 minutes to write on the topic, and hold a brief discussion based on their responses.

Step 3: When the discussion is over, the teacher will begin the [Argumentative Writing Intro](#) presentation. The students will take notes and have the opportunity to pose any necessary and related questions throughout.

Step 4: Using information from their notes, students will engage in the [Possible Parent Argument Script](#) activity. Review the directions and check for clarity before allowing students to begin. Collect at the end of class, or have students complete the script as a journal activity.

Step 5: The students will have time to review what was learned during the presentation by applying it to the [Possible Parent Argument Script](#) activity. Students will begin to see they have already been engaged in argumentation for a long time, and that argumentation is part of everyday life.

Active Literacy:

Students are engaged in the acquisition of terminology specific to argumentation and knowledge of the guidelines of argumentative writing through dictation of the key concepts presented.

Post Literacy:

Students will have composed a possible conversation between themselves and a parent in formal written language. They are beginning to the guidelines for argumentative writing for the larger essay to come.

Product/Performance:

Students will compose notes and complete the writing activities in their journals.

Reflection:

The students will have time to review what was learned during the presentation by applying it to an argument that closely relates to the majority of young adults. Students will begin to see they have already been engaged in argumentation for a long time, and that argumentation is part of everyday life.

Materials & Resources:

Student journals

[Argumentative Writing Intro](#) presentation

[Possible Parent Argument Script](#) activity

[Journal Entry Rubric](#)

Lesson Plan - Lesson 8: The Big Question: Preparation for the Argumentative Essay
Is Number 8 of 15
In Unit Plan - Sense and Sociability

Lesson 8: The Big Question: Preparation for the Argumentative Essay

Jonathan Pollock jpollock@k12.wv.us

Grade 10
60 Minutes

Driving Question:

How can I prepare for an argumentative essay?

Lesson Overview:

The teacher will distribute the [Sense and Sociability Argumentative Essay Prompt](#) and remind students to review all notes and materials studied during the course of this unit before making a decision on how to respond and begin composition of the argumentative essay. The teacher will also facilitate in the pre-writing process by analyzing the wording of the prompt and by giving the students the option of composing an essay outline or completing an argumentative 4-square chart. Today's pre-writing should extend no further than the composition of the thesis statement and introduction paragraph.

Teacher Facilitation of Student Acquisition of Background Knowledge:

The teacher will provide analysis of the essay prompt, ample pre-writing opportunities, reminder of all materials covered, and individual guidance during the first stage of the essay to ensure accurate responses and focused thesis statements.

Anchor Text and Questions for Close Reading:

[Sense and Sociability Argumentative Essay Prompt](#)

Vocabulary Development:

Strategies:

[PAVE](#)

[Own the Word](#)

Vocabulary:

Attention Getter

Thesis Statement

The 3 Rhetorical Appeals

Counterargument

Manage the Lesson:

Step 1: Distribute the [Sense and Sociability Argumentative Essay Prompt](#) and instruct students to read it and annotate it for key words and phrases.

Step 2: Hold a brief discussion on the key words of the essay prompt, and explain that we must understand what the prompt is asking before we can accurately respond.

Step 3: Allow the students the option of completing either the [Sense and Sociability Outline Template](#) or the [Sense and Sociability Essay Pre-writing Chart](#) as part of the pre-writing activities, and also remind the students to review all notes and materials covered in this unit before making a decision on which side of the argument to take.

Step 4: Distribute the [10th Grade Argumentative Instructional Writing Rubric](#) to the students. Allow time to read it, and afterward hold a brief discussion to check for clarity.

Step 5: Allow students time to review all relevant materials, to begin completion of a pre-writing aid, and to construct a working thesis. The teacher will monitor, assist, redirect, or re-inform where needed.

Step 6: Continue monitoring the students for their individual needs during the pre-writing process. Guide those who are ready to begin the composition of the introduction paragraph, complete with working thesis statement.

Step 7: When 15 minutes remain, group those students who continue to have trouble forming a thesis statement with students who have already begun the composition of the introduction paragraph. Begin a discussion with each group that focuses on the higher level student sharing their strategies and thought processes with the lower level student. The higher level student could also read the offering by the struggling student and offer advice.

Step 8: With two minutes remaining, inform the students they will continue the composition of the argumentative essay on a computer writing program next class. Any student who has not yet formed a thesis statement or started the composition of the introduction paragraph will complete it as homework and is scheduled for a conference with the teacher at the beginning of the next class period to check the progress of the essay and to receive writing advice.

Step 9: Record the names of those in need of assistance. Students will need a visible focus and organization method to focus the direction of their essays. If some part of their pre-writing shows weakness or need for redirection, it will be important to catch it in the beginning.

Active Literacy:

Students engage in the pre-writing stage of the writing process and will begin to form a clear stance on one side of the argument, and further develop their initial plan for the first draft of the essay.

Post Literacy:

Students will draw from all materials and activities they have studied throughout the Social Networking unit to determine what side of the issue they stand. The pre-writing activities are designed for students to quickly organize their opinion and recall and report all information which supports or challenges their positions. By the end of class, the students will have enough information to consider continuing, strengthening or redirecting their arguments.

Product/Performance:

Completion of one of two pre-writing resources, with composition of working thesis statement.

Reflection:

Students will have a visible focus and organization method to focus the direction of their essays. If some part of their pre-writing shows weakness or need for redirection, it will be important to catch it in the beginning.

Materials & Resources:

Notes from journals

[Sense and Sociability Outline Template](#) or the [Sense and Sociability Essay Pre-writing Chart](#)
[Sense and Sociability Argumentative Essay Prompt](#)
[10th Grade Argumentative Instructional Writing Rubric](#)

Lesson Plan - Lesson 9: The Big Answer: Argumentative Essay 1st Draft (Day 1 of 2)
Is Number 9 Of 15
In Unit Plan - Sense and Sociability

Lesson 9: The Big Answer: Argumentative Essay 1st Draft (Day 1 of 2)

Jonathan Pollock jpollock@k12.wv.us

Grade 10
60 Minutes

Driving Question:

How can I improve my writing?

Lesson Overview:

The teacher will allow students computer time to begin the first draft of the typed version of the argumentative essay. The teacher will have a conference with the identified struggling students to check on their progress and offer advice. By the end of class, all students should have been formatively assessed by the teacher to ensure good writing.

Teacher Facilitation of Student Acquisition of Background Knowledge:

The teacher will provide instant feedback, reinforcement and advice to all students by holding mini-conferences on the beginning stage of the argumentative essay.

Anchor Text and Questions for Close Reading:

[Sense and Sociability Argumentative Essay Prompt](#)

Vocabulary Development:

Strategies:

[PAVE](#)

[Own the Word](#)

Vocabulary:

Attention Getter

Thesis Statement

The 3 Rhetorical Appeals

Counterargument

Revision

Manage the Lesson:

Step 1: Remind all students to review all necessary materials and refer to all completed prewriting as they begin the typing of the essay on digital software.

Step 2: Allow those students who have completed the prewriting activities to begin the typed version of the essay. Inform the students who require additional assistance they will be called one at a time to have a quick conference with the teacher. Those who are waiting for their conference time will continue the handwritten portion of the prewriting activities.

Step 3: During each conference with struggling students, the teacher should find and comment one positive aspect of the student's writing to begin with. Afterward, the teacher should discuss no more than 3 issues for improvement in the student's writing. Give advice, and allow the student to begin the typed portion. Then, move on to the next student.

Step 4: After all struggling students have been assisted, move around the room and briefly conference with the remaining students on their progress. Monitor for good writing and redirect, advise and assist as necessary.

Step 5: Continue monitoring and assisting until the end of class. Students should continue writing the essay at home, either typed or handwritten.

Step 6: All students will meet with the teacher during the beginning stages of composition. They will receive feedback and direction, and this will allow for reflection in their writing and planning for future efforts.

Step 7: All students will meet with the teacher during the beginning stages of composition. They will receive feedback and direction, and this will allow for reflection in their writing and planning for future efforts. Students will also have more focused reflection by completing the exit slips based on the following questions: What am I doing right in my essay? What 3 things do I need to work on/revise?

Active Literacy:

Students move from prewriting to the composition of the 1st draft. Using the [10th Grade Argumentative Instructional Writing Rubric](#) as a guideline and all materials studied during the unit, students will engage in transposing their prewriting to digital essay format on MS Word.

Post Literacy:

Students will draw from the pre-writing they have completed to transpose the handwritten introduction paragraph with working thesis to some form of writing software on a computer. By the end of class, the students will have had the opportunity to revise the beginning of their essays while transposing the handwritten version to a digital version and discussing their progress with the teacher. This will help align the organization and word choice for the remainder of the essay.

Product/Performance:

Students will produce the beginning of the 1st draft of the argumentative essay.

Reflection:

All students will meet with the teacher during the beginning stages of composition. They will receive feedback and direction, and this will allow for reflection in their writing and planning for future efforts. Students will also have more focused reflection by completing the exit slips based on the following questions: What am I doing right in my essay? What 3 things do I need to work on/revise?

Materials & Resources:

Prewriting resources

Student Journals for Notes

Computer

MS Word (or equivalent writing program)

[Sense and Sociability Argumentative Essay Prompt](#)

[Sense and Sociability Outline Template](#) or the [Sense and Sociability Essay Pre-writing Chart](#)

[10th Grade Argumentative Instructional Writing Rubric](#)

Lesson Plan - Lesson 10: The Big Answer: Argumentative Essay 1st Draft (Day 2 of 2)
Is Number 10 Of 15
In Unit Plan - Sense and Sociability

Lesson 10: The Big Answer: Argumentative Essay 1st Draft (Day 2 of 2)

Jonathan Pollock jpollock@k12.wv.us

Grade 10
60 Minutes

Driving Question:

Have I effectively proven my point? What else can I do for my writing?

Lesson Overview:

The teacher will allow students computer time to continue the first draft of the typed version of the argumentative essay. The teacher will have a conference with the identified struggling students to check on their progress and offer advice. By the end of class, all students should have been formatively assessed by the teacher to ensure good writing, and the majority of the essay should be completed.

Teacher Facilitation of Student Acquisition of Background Knowledge:

The teacher will provide instant feedback, reinforcement and advice to all students by holding mini-conferences on the final stage of the 1st draft of the argumentative essay.

Anchor Text and Questions for Close Reading:

[Sense and Sociability Argumentative Essay Prompt](#)

Vocabulary Development:

Strategies:

[PAVE](#)

[Own the Word](#)

Vocabulary:

Attention Getter

Thesis Statement

The 3 Rhetorical Appeals

Counterargument

Revision

Manage the Lesson:

Step 1: Remind all students who are stuck to refer to all of the materials for the Sense and Sociability unit and to talk to their peers to share ideas and writing strategies.

Step 2: Allow students to continue the composition of the argumentative essay. Monitor for good writing and redirect, advise and assist as necessary.

Step 3: Continue monitoring and assisting until the end of class.

Step 4: If applicable, students should enter their essay into WV Writes for a quick score and guide for revision. Otherwise, students should print their current versions of the argumentative essay and submit to the teacher for edits and revision advice.

Step 5: All students will meet with the teacher during the final stages of the composition of the 1st draft. They will receive feedback and direction, and this will allow for reflection in their writing and planning for future efforts. Students will also have more focused reflection by completing the exit slips based on the following questions: Did I fix my mistake(s)? What else can I correct/revise to strengthen my writing?

Active Literacy:

Students will continue the composition of the 1st draft using the [10th Grade Argumentative Instructional Writing Rubric](#) as a guideline.

Post Literacy:

Students will bring the composition of the 1st draft to a close. As they finish, they will have the opportunity to proofread and make all revisions they are aware of (typos, omitted words/punctuation, faulty/unclear sentence structure, etc.) before ever submitting it to WV Writes or the teacher. The students' ability to make a first draft as good as possible before submitting for scoring is a good practice to engage in and it also sets the students on a much more direct path for an easier revision process.

Product/Performance:

Students will produce the final version of the 1st draft of the argumentative essay.

Reflection:

All students will meet with the teacher during the final stages of the composition of the 1st draft. They will receive feedback and direction, and this will allow for reflection in their writing and planning for future efforts. Students will also have more focused reflection by completing the exit slips based on the following questions: Did I fix my mistake(s)? What else can I correct/revise to strengthen my writing?

Materials & Resources:

Prewriting resources

Student Journals for Notes

Computer

MS Word (or equivalent writing program)

[Sense and Sociability Argumentative Essay Prompt](#)

[Sense and Sociability Outline Template](#) or the [Sense and Sociability Essay Pre-writing Chart](#)

[10th Grade Argumentative Instructional Writing Rubric](#)

Lesson Plan - Lesson 11: Give a Paper a Second Chance
Is Number 11 of 15
In Unit Plan - Sense and Sociability

Lesson 11: Give a Paper a Second Chance

Jonathan Pollock jpollock@k12.wv.us

Grade 10
60 Minutes

Driving Question:

How can I more efficiently use the revision process?

Lesson Overview:

The teacher will provide feedback on the students' 1st drafts and allow students computer time to revise the first draft of the typed version. By the end of class, all students will submit their final drafts of the argumentative essay.

Teacher Facilitation of Student Acquisition of Background Knowledge:

The teacher will provide instant feedback, reinforcement and advice to all students while they continue the composition of the argumentative essay.

Anchor Text and Questions for Close Reading:

[Sense and Sociability Argumentative Essay Prompt](#)

Vocabulary Development:

Strategies:

[PAVE](#)

[Own the Word](#)

Vocabulary:

Attention Getter

Thesis Statement

The 3 Rhetorical Appeals

Counterargument

Revision

Manage the Lesson:

Step 1: Either based on the teacher's comments or a combination of teacher comments and the WV Writes score, the teacher will provide feedback to all students in order for them to engage in the revision process.

Step 2: With revision advice and 1st drafts in hand, the students will compose the final corrections to their essays.

Step 3: The teacher will monitor for students who need additional advice. Students who have completed or complete and submit early should also monitor their peers and offer assistance when applicable.

Step 4: All students will meet with the teacher before final submission. Students will also have more focused reflection by completing the exit slips based on the following questions: Did I fix my mistake(s)? What else can I do before I submit?

Step 5: All students will submit a printed final version stapled to the 1st draft at the end of class.

Active Literacy:

Students will use the teacher's comments and/or WV Writes score and comments to revise the 1st draft while adhering to the guidelines of the [10th Grade Argumentative Instructional Writing Rubric](#).

Post Literacy:

Students will bring the composition of the final draft to a close. Students should engage in a final proofread before submission. Their ability to process all revision advice and correct mistakes to make a quality final draft is a vital part to the writing process.

Product/Performance:

Students will produce the final draft of the argumentative essay.

Reflection:

All students will meet with the teacher before final submission. Students will also have more focused reflection by completing the exit slips based on the following questions: Did I fix my mistake(s)? What else can I do before I submit?

Materials & Resources:

First drafts with teacher's comments

Prewriting resources

Student Journals for Notes

Computer

MS Word (or equivalent writing program)

[Sense and Sociability Argumentative Essay Prompt](#)

[Sense and Sociability Outline Template](#) or the [Sense and Sociability Essay Pre-writing Chart](#)

[10th Grade Argumentative Instructional Writing Rubric](#)

Lesson Plan - Lesson 12: Publish and Defend
Is Number 12 of 15
In Unit Plan - Sense and Sociability

Lesson 12: Publish and Defend

Jonathan Pollock jpollock@k12.wv.us

Grade 10
60 Minutes

Driving Question:

What can I learn from my peers' writings?

Lesson Overview:

The students will publish their essays on a secure, private and educational blogging website. The students will then engage in the reading of a select number of their peers' essays, and will compose considerate, critical, and concise formally written responses.

Teacher Facilitation of Student Acquisition of Background Knowledge:

The teacher will introduce the online blog software and distribute the necessary information for students to log on and navigate the website. Students will also be made aware that only their peers and the teacher are able to see their activity.

Anchor Text and Questions for Close Reading:

Student Essays

Vocabulary Development:

Strategies:

[PAVE](#)

Vocabulary:

Blog

Manage the Lesson:

Pre-lesson: The teacher must choose a website to their liking for this online activity. Some examples are EdMoto, Class Chatter, etc. In most cases, the teacher will have set up time involved: addition of class name and roster, creation and print outs of class and student passwords, creation of Blog prompt, etc. This should all be done prior to implementation of the lesson.

Step 1: The teacher will introduce the activity by referring to the final stage of the writing process, publication. The students will be informed they will log on to a secure and private educational website in order to publish their essays to the rest of the class following the [Rules and Directions for the Online Blog Assignment](#).

Note: The [Blog Posting Rubric](#) should also be referenced when assessing the students' blog postings.

Step 2: The teacher will introduce the website the students will use to publish their essays, distribute log on and password information, and supply a brief explanation of the log in process and assignment requirements.

Step 3: Using computers and the internet, the students will search for, locate and log on to the website being used for online publication.

Step 4: Students will read the [Rules and Directions for the Online Blog Assignment](#) before beginning. The teacher will check for the need for additional clarity and log-in/technical problems.

Step 5: The teacher will monitor and assist as needed. The students will publish, read and respond.

Step 6: Students are able to view the quality of writing of their peers, and measure their essays against their peers' submissions. They will receive feedback from peers and the teacher and are able to internalize the information by revising their original posts.

Active Literacy:

Students are engaged with reading and criticizing their peers' work. Using the knowledge they have acquired throughout the unit regarding Argumentative writing, students will review according to the guidelines, and take on the role of peer reviewers, editors, and tutors.

Post Literacy:

At any time, students are able to access the work on an educational online blogging website. Students are engaged in online communication for academic purposes and the displaying of their individual written work. They will receive comments from peers and the teacher, and be able to see how their work ranks among their peers.

Product/Performance:

The students will post their argumentative essays on a secure website and respond to a required amount of their peers' works in a required amount of words/sentences. The teacher will have the authority to view all submissions.

Reflection:

Students are able to view the quality of writing of their peers, and measure their essays against their peers' submissions. They will receive feedback from peers and the teacher and are able to internalize the information by revising their original posts.

Materials & Resources:

Internet access

Secure, online educational blog website

Digital copies of the students' essay

Instructions for student log-in procedure

[Rules and Directions for Online Blog Assignment](#)

[Blog Posting Rubric](#)

Lesson Plan - Lesson 13: Make-up Day and Gallery Walk
Is Number 13 of 15
In Unit Plan - Sense and Sociability

Lesson 13: Make-up Day and Gallery Walk

Jonathan Pollock jpollock@k12.wv.us

Grade 10
60 Minutes

Driving Question:

How does my teacher know that I need one more day?

Lesson Overview:

The students will continue and conclude all leftover work for the Sense and Sociability Argumentative Writing Unit. They will also prepare for the displaying of their essays and related activities in the Gallery Walk activity.

Teacher Facilitation of Student Acquisition of Background Knowledge:

The teacher will introduce the online blog software and distribute the necessary information for students to log on to and navigate the website. Students will also be made aware that only their peers and the teacher are able to see their activity.

Anchor Text and Questions for Close Reading:

Student Essays

Vocabulary Development:

Strategies:

[PAVE](#)

Vocabulary:

Blog

Manage the Lesson:

Step 1: Inform the students that this lesson has two objectives: the students need to complete all unfinished work for the unit, and they will also prepare for the celebration of their essays activity.

Step 2: Inform students they need to print an additional, unmarked essay to be submitted to the teacher. Additionally, they also need to search the internet and locate a picture they think best represents (captures the essence of) their essays. Distribute the [Gallery Walk Guidelines](#) to students. Read and review, and check for clarity before moving on to step 3.

Step 3: Upon locating a picture, students will then use software to copy and paste the image onto a MS Word document (or something equivalent). Students should manipulate the image to best fit the page without distorting the dimensions.

Step 4: Students also need to include the source and URL under their selected image.

Step 5: When all this is done, students will print the image and submit both it and the essay to the teacher.

Active Literacy:

Students are engaged with reading and criticizing their peers' work. They are also engaged in the process of evaluating their own work against the work of their peers. Students will also begin the set up for the Gallery Walk activity. They will locate, print and provide a source for a picture that represents the core of their essay. (See [Gallery Walk Guidelines](#) for further details.)

Post Literacy:

At any time, students are able to access the work on an educational online blogging website. Students are engaged in online communication for academic purposes and the displaying of their individual written work. They will receive comments from peers and the teacher, and be able to see how their work ranks among their peers.

Product/Performance:

The students will post their argumentative essays on a secure website and respond to a required amount of their peers' works in a required amount of words/sentences. The teacher will have the authority to view all submissions. Students will also search and print (with source location) a picture that represents the core of his/her essay (to be used in an upcoming activity).

Reflection:

Students are able to view the quality of writing of their peers, and measure their essays against those peer standards. They get feedback from peers and are able to internalize the information by revising their original posts. Students are also challenged to find a picture that best represents their essays.

Materials & Resources:

Internet access

Secure, online educational blog website

Digital copies of the students' essay

Instructions for student log-in procedure

[Rules and Directions for Online Blog Assignment](#)

[Blog Posting Rubric](#)

[Sense and Sociability Argumentative Essay Prompt](#)

[Sense and Sociability Outline Template](#) or the [Sense and Sociability Essay Pre-writing Chart](#)

[10th Grade Argumentative Instructional Writing Rubric](#)

[Gallery Walk Guidelines](#)

Lesson Plan - Lesson 14: Gallery Walk (Day 1 of 2)
Is Number 14 Of 15
In Unit Plan - Sense and Sociability

Lesson 14: Gallery Walk (Day 1 of 2)

Jonathan Pollock jpollock@k12.wv.us

Grade 10
60 Minutes

Driving Question:

What's another way to Publish?

Lesson Overview:

Students will prepare a short 1-2 minute speech regarding a general overview of his/her essay and how the picture they chose captures the heart of their message. Students will then publish their essays and related photos in designated spaces around the room or in available hallway areas, and have time to peruse others' works. Each student will present their short speeches and answer questions upon completion in a mobile whole-class setting.

Teacher Facilitation of Student Acquisition of Background Knowledge:

The teacher will allow students to collaborate in the set up of their individual Gallery Walk area. Discussion opportunities will be provided regarding the difference between pushing buttons to publish and the physical effort it takes to construct an exhibit for a Gallery. Other differences between online and real-world publication will be made as well during the set up for the Gallery Walk activity.

Anchor Text and Questions for Close Reading:

Student essays
Related pictures
Short speeches

Vocabulary Development:

Strategies:

[PAVE](#)

Vocabulary:

Gallery

Manage the Lesson:

Step 1: The teacher will congratulate the students on their diligence in completing the assignments and assessments for the Sense and Sociability Argumentative writing unit, and go on to explain that the class will also use the publishing stage of the writing process to contrast the online publication to a real-world publication where they get to display and present their hard work.

Step 2: The teacher will distribute the handouts for final activity for the unit, [Gallery Walk Guidelines](#). Review the guidelines for the activity with the students, and check on the need for additional clarity.

Step 3: After the students complete their short speeches they will begin to post their works in designated areas around the classroom or hallways. Allow students time to arrange their materials and practice their speeches. Students may use construction paper or other materials to enhance or highlight their publications (backgrounds, designs, related shapes, etc.).

Step 4: Reconvene as a whole-class and instruct students to walk around and view each publication. Have students note particular posts which stood out for either positive or negative reasons and record those impressions in their journals under the heading "Gallery Walk, day 1."

Step 5: Toward the end of class, inform students to practice their speeches and be prepared to present next class.

Active Literacy:

Students are engaged in speaking and listening activities while simultaneously contrasting the online publication to the real-world publication of the Gallery Walk.

Post Literacy:

Students are able to experience the contrast of publishing in the real world after the recent online publishing activity.

Product/Performance:

Students will post their essays and related materials for all peers to see. They will also speak publicly and be judged by the [WVDE Presentation Rubric](#).

Reflection:

Students are able to practice their speeches, listen to peers practice, view peers' essays and accompanying picture, and overall receive much feedback about their own work from the set up of the Gallery Walk activity.

Materials & Resources:

Copies of student essays and accompanying related photo

Note cards

Various color Construction paper

Scissors

Markers

Tape or other adhesive

[Gallery Walk Guidelines](#)

[WVDE Presentation Rubric](#)

Lesson Plan - Lesson 15: Gallery Walk (Day 2 of 2)
Is Number 15 Of 15
In Unit Plan - Sense and Sociability

Lesson 15: Gallery Walk (Day 2 of 2)

Jonathan Pollock jpollock@k12.wv.us

Grade 10
60 Minutes

Driving Question:

What's another way to Publish?

Lesson Overview:

The students will continue and conclude the Gallery Walk activity and engage in a reflective writing exit activity.

Teacher Facilitation of Student Acquisition of Background Knowledge:

The teacher will act as coach, moderator and question facilitator while the Gallery Walk Activity proceeds.

Anchor Text and Questions for Close Reading:

Student essays
Related pictures
Short speeches

Vocabulary Development:

Strategies:

[PAVE](#)

Vocabulary:

Gallery

Manage the Lesson:

Step 1: Allow students 5 minutes to review their speeches and revisit their posted essays and pictures.

Step 2: Reconvene as a whole-class and begin the presentation of essays. The students will individually present to the class, and afterward they will engage in a short Q and A session. Continue until all have completed. Use the [WVDE Presentation Rubric](#) to assess the students' presentations.

Step 3: Upon completion of the Gallery Walk presentation activity, the students will engage in a reflective writing exit activity based on the following prompts: How did the study of Social Networking change your perception about it? In what ways have your perceptions changed? Which did you enjoy more, the online publication and sharing of your work or the Gallery Walk? Explain.

Step 4: Hold a brief discussion on the students' writings. Allow them to share the end result of their experiences of working on this unit.

Step 5: Collect journals at the end of the period and once again congratulate the class on the excellent effort displayed throughout the unit.

Active Literacy:

Students are engaged in speaking and listening activities while simultaneously contrasting the online publication to the real-world publication of the Gallery Walk activity. They are also actively challenged to think about how the study of social networking has changed their perceptions, if at all. And, the students are asked to decide which method of publication did they enjoy the most, online or real-world?

Post Literacy:

Students are able to experience of publishing in the real world after the recent online publishing activity, and follow up with a short reflective prompt focused on which publishing event the students felt more positively about and why they felt that way.

Product/Performance:

Students will post their essays and related materials for all peers to see. They will also speak publically and be judged by the [WVDE Presentation Rubric](#).

Reflection:

Students are able to experience both online and real-world publication. In both cases, they receive feedback and comments from their peers. At the end of this activity, the students will complete a short exit prompt which inquires which publication process they found most appealing and why they felt that way.

Materials & Resources:

Copies of student essays and accompanying related photo

Note cards

Various color Construction paper

Scissors

Markers

Tape or other adhesive

[Gallery Walk Guidelines](#)

[WVDE Presentation Rubric](#)

[Journal Entry Rubric](#)

Best Practices

Dear Teacher,

One of our goals with these units was to create true learning communities within the classroom by transforming the silent classroom to one filled with opportunities for collaboration and discourse. Throughout the units, you will see that we have incorporated multiple opportunities for collaboration and discourse so that our students will truly be engaged in their learning. While we have built much of this into the units, we still felt that we needed to share some of our other practices that were not necessarily included within the units. We feel that these practices in addition to the units helped to make our students successful. The following pages contain a list and descriptions of our best practices and some resources you may wish to read before beginning the course.

Good luck and best wishes for a successful school year!

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Relationships

Building relationships with students is crucial to their success. Until we invest in these relationships, nothing else we do as teachers really matters; therefore, it is imperative that we spend time at the beginning of the course getting to know our students and establishing trusting, honest relationships with them. We encourage you to do this with your students. For strategies to get to know your students, you may visit Teach 21 at <http://wvde.state.wv.us/strategybank/getting.html>.

Sustained Silent Reading

We chose to incorporate sustained silent reading into each class. The teachers that were on a 90-minute block schedule had their students read for approximately 20 minutes each day. Those that were on a 50-minute schedule read for 10-15 minutes each day.

With that said, we have found that just telling students that they are going to read for twenty minutes does not work. You have to lay a foundation for this to happen successfully. You have to, essentially, bring the books to them so that they have access to lots of material. Below are some suggestions and resources for getting this started in your classroom.

1. Consider having a **book pass**. Having a book pass is a quick way to expose your students to lots of different books they may potentially want to read. For more information on how to do a book pass, you can refer to Janet Allen's *Yellow Brick Roads: Shared and Guided Paths to Independent Reading 4-12*.
2. **Book talks** can expose your students to books that you, your colleagues, and even parents have read. Consider having a guest come and speak about a book once a week or so. In addition, have your students talk about books they have read. The goal is to share experiences with various books in hope that students will want to read one of those books. Once students get used

to talking about the books they are reading, we have found that the students begin to share and exchange books within the classroom.

You can choose how you wish to organize this; however, we would caution against making students talk about their book in a book report fashion. No one enjoys doing or hearing this. The goal is to promote a love of reading in students. Assigning book reports does not begin to meet this goal.

3. Once a week, we **read a passage from a book** that we are reading or something maybe that we have found that our students may like. The passage you read may interest one or several of your students, and they may wish to read that book.
4. When students were engaged in SSR, the teacher must also be engaged in SSR. Students are less inclined to read during that time if they do not see the teacher modeling the expected behavior. When we did this in our own classrooms, we always read with the students and modeled the behavior. We practiced the expected behavior with our students again and again. All of us came to view SSR as “sacred time,” and our students did as well.

Article of the Week

Because informational texts are moving to the forefront in English classes and we want our students to have rich, deep background in order to prepare them for college and/or career, we assigned students an Article of the Week (AoW) each week. The articles were usually about two pages in length and came from a wide variety of sources. Students read the article, annotated it with comments, thoughts, questions, or difficulties they may have had with the text, and wrote a response. They do all of this on their own. You may choose to incorporate some additional activities with the article into your class such as group discussions, gallery walks, etc.

This is an idea that comes from Kelly Gallagher in his book *Readicide*. His website <http://kellygallagher.org/resources/articles.html> has links to articles he and his colleagues have used in their classes. These articles address a broad range of topics that cross the curriculum, and there is even an archive of weekly articles from past school years. Many of us frequently use his resources, but we also incorporated articles from our local papers, magazines, and online articles that we found on our own.

We have found that students have to be taught how to annotate text through teacher modeling and practice. For some students, this is a skill that comes very easily, but for others it proves more difficult. Chris Tovani's *So What Do They Really Know?* is an excellent resource you can utilize to help your students learn to annotate.

Reader's Book Shelf

Students should keep track of their reading throughout the semester or school year. Many students, who are at first reluctant readers, are pleased to see the number of books and articles they read over the course of the semester or school year. You may wish to have your students create some type of log to document their readings. Even keeping a record of their reading on a book mark is a good way for students to track what they have read. You might also consider having the students keep this in their notebook or portfolio.

Writer's Notebook

In the units, we often make references to journal writing, quick writes, reflections, or a Writer's Notebook. Students will be writing frequently, so they will need a place to keep their writing and reference it as needed. You can decide how you want to organize the Writer's Notebook. You might

decide that students keep a three-ring binder or you might elect to use a web site such as Livebinder. For additional information about journaling and quick writes, you may refer to the Teach 21 website at <http://wvde.state.wv.us/strategybank/writing.html> .

Portfolio

You may wish to have your students compile and present a portfolio of their work. In each unit, we have incorporated work that could be added to a portfolio. To give you some flexibility, we would suggest compiling a list or check sheet outlining the specific requirements at the beginning of the term. Because the students will be compiling their work over the course, you may want to check the portfolio each quarter. Having a conference with each student and checking progress with the portfolio is strongly recommended.

Resources

Readicide Kelly Gallagher

Write Like This Kelly Gallagher

Deeper Reading Kelly Gallagher

Teaching Adolescent Writers Kelly Gallagher

Yellow Brick Roads: Shared and Guided Paths to Independent Reading 4-12 Janet Allen

Write Beside Them: Risk, Voice, and Clarity in High School Writing Penny Kittle

So What Do They Really Know: Assessment That Informs Teaching and Learning Cris Tovani

Supporting Students in a Time of Core Standards Sarah Brown Wessling

Teaching Argument Writing, Grades 6-12 George Hillocks, Jr.

Sense and Sociability

Name: _____

Social Networking Questionnaire

1. Do you belong to any social networking websites?
2. How many? (Do not list actual names)
3. How much time per week do you spend on these social networking sites in hours (approx.)?
4. Approximately how many friends do you have on these sites?
5. With how many of these friends do you regularly communicate?

Sense and Sociability

Name: _____

Social Networking Questionnaire

1. Do you belong to any social networking websites?
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Social Networking Awareness Video TDQ's

Questions –

1. What is the main idea of this video (the thesis)?
2. What 4 examples does the video provide to support this thesis?
3. Is there an argument presented in this 1-minute video?
What is it?

Bonus: While this video is sincere in its message, there are a few major grammatical errors. Find and list two of these errors.

Title:

Social Networking Sites: An Overview. By: Belanger, Craig, Finley, Laura, Points of View: Social Networking Sites, 2011

Database:

Points of View Reference Center

Lexile: 1320

Social networking websites are virtual communities that encourage and foster interaction among members of a group by allowing them to post personal information, communicate with other users and connect their personal profiles to others' profiles. In most instances, membership in a web community is achieved by registering as a user of that website. Frequently visiting and interacting with others who use that website makes one's network stronger. While many social networking websites are open to anyone, some are open only to people in a certain age group, or who belong to a specific real world community or occupation. Examples of popular social networking websites include MySpace, Facebook, Bebo, YouTube, Last.fm, and LinkedIn.

Members of social networking websites communicate by posting weblogs (blogs), messages, video and music streams or files, and chatting. Often members of social networking sites join smaller communities within their network. For example, users of Facebook belong to groups associated with specific schools they have attended or common areas of interest, while LinkedIn members belong to groups associated with their places of employment. Members of Last.fm share music preferences with other users.

Social networking websites allow members to promote themselves and their interests by posting personal profiles that contain enough information for others to determine if they are interested in associating with that person. Critics of social networking claim that it contributes to predatory or stalking behavior and can be used to invade privacy. Since many people are free with the information they post about themselves, these websites are frequently used to investigate a person's character and social habits. Popular sites like Facebook and MySpace have been used by potential employers and law enforcement agencies to gather information about individuals.

Understanding the Discussion

Profiles: Users of social networking websites create profiles that contain personal information and preferences, such as their date of birth, hometown and interests. For example, Facebook, one of the more popular networks, allows users to offer information about their religious preference, educational background, or favorite books, films and songs. Users may also publish alternative methods of contacting them, such as physical address and email. Not all user profiles are public; depending on the creator's preference or the guidelines of a particular website, some profiles may be viewable only by people authorized to do so.

Virtual Community: A virtual community is a community that interacts primarily through electronic means, often with the aid of a central network or hub, such as a website or online game world.

Web 2.0: Web 2.0 is a term for the general movement away from fixed, unchanging content toward websites that encourage, and grow in functionality as a result of, user participation. Social networking is a

primary feature of Web 2.0. Like many concepts associated with the Internet circa 2008, Web 2.0 undergoes continuous redefinition as new features are added to websites and Internet applications.

History

The earliest social networking services available on the Internet were Usenet groups and bulletin boards established by like-minded communities to communicate about specific topics. As these early Internet users were computer programmers and enthusiasts, they often focused on technology and computer science, as well as topics of interest to them, such as role-playing games. A common feature of these sites was the chat room, a dedicated web space that let people type messages to each other and receive responses in real time. Because they were seen as being for "techie," or people with great interest in and knowledge of technology, the early social networking sites were not very popular with the mainstream population.

The social networking site is distinguished from the earlier, simpler community messaging sites by the ways it makes a user's network visible to others. Some of the earliest services to perform this function were Classmates, which attempted to reconnect people who had attended school together, and Six Degrees of Separation, which allowed people to list their friends for others to view. Another early networking site to use the friends list was LiveJournal, which also allowed users to post blogs for others to read.

Many of these early networking sites are still active, while others, such as Six Degrees of Separation, did not fare well in the market despite having millions of registered users. By 2003, the list of services had grown to include such popular services as Friendster, LinkedIn, and MySpace. When Friendster announced in 2003 that it would begin charging user fees to use the website, many users left to join newer, non-fee-charging services, such as MySpace. Friendster had also been suffering from technical problems due to a surge in new users as it became more popular. This rapid decline is something most web-based businesses must worry about.

With the enormous popularity of social networking websites has come enormous growth. In May 2006, Nielsen Netratings reported that the top ten networking sites had collectively grown at a rate of 47 percent from the previous year.

MySpace is one of the most popular social networking websites, in part because of its widespread adoption by teenagers, a user base that several earlier sites failed to attract. Between its launch in 2003 and 2007, the number of new members joining daily had grown to 230,000. Facebook, expanding from its 2004 launch as an exclusive networking service for Harvard University, is expected to compete with MySpace in popularity and membership.

As has been the case throughout the technology world, once a website becomes popular, it attracts the attention of larger companies seeking to purchase it. In May 2005, MySpace was purchased by News Corporation for nearly \$600 million. In 2003, Google unsuccessfully attempted to purchase Friendster (it launched Orkut instead, and, in 2007, OpenSocial). Microsoft Corporation purchased shares in Facebook for \$240 million in 2007.

Such popularity also brings negative attention. Cases involving the stalking of minors, bullying and privacy issues have become part of the public debate over social networking. Several minors have been lured into relationships with sexual predators they met online, forcing MySpace and other services to adopt age requirements and other safety measures. Other notable cases involve the use of social networking websites to investigate the claims or attitudes of job and college applicants. Copyright infringement cases have also arisen as a result of the use of music and video clips on personal profiles.

The definition of social networking has widened since the 1990s. Many services offer networking in the non-traditional sense. For example, YouTube, which is a video streaming website, allows users to form

groups dedicated to certain topics or themes, and registered users may also communicate through the website by sharing videos or posting messages. Digg allows users to share news stories or other items of interest, vote on them and make comments about posts. Last.fm encourages users to share their favorite music with users by creating playlists that can be viewed by others; recommendations are then made for music the user may also like. Many of these same features are available on traditional networking sites as well. Another extremely popular form of networking involves massively multiplayer online games (MMOGs), such as World of Warcraft and Second Life, where users/players meet and interact in real time.

Social Networking Websites Today

Social networking sites are popular the world over. When Friendster lost popularity in the United States, it continued to grow in popularity in the Pacific Islands. Meanwhile, Chinese users have QQ, Brazilians favor Orkut, Mixi is popular in Japan, and Bebo is very popular in Great Britain and Australia.

As Internet communication technology developed and more applications could be added to a social networking site, the number of features available to users increased drastically, adding to the sites' success. Services such as Facebook allow users to add digital photos and video streams, or build customized applications to enhance personal pages.

Teenagers have become the heaviest users of social networking websites. In 2007, a study by the Pew Internet & American Life Project found that 55 percent of teenaged Internet users had created personal profiles on sites like MySpace and Facebook, and that nearly half of them visited these websites at least once daily.

In November 2007, Google launched a service, OpenSocial, designed for the creation of application programming interfaces, or APIs, to be used across the World Wide Web. This is designed to spur the creation of many more programs that will make the Internet even more of a social destination than it already is.

One consequence of the popularity of social networking websites is the drawing of a distinction between Internet users and their online personae. This is typical in MMOGs, where users can take non-human forms, but it is also beginning to take hold on traditional sites as well. The trend may lead to a legal distinction between the rights of people in the real world and in the virtual world. The limited liability persona (LLP), which would be the legal version of a person's online self, is one possible outcome. Another concern is that the ability to create a whole new persona is impacting teen's ability to socially interact in the real world. In March 2011, rumors that Google was planning to unveil a social media platform known as "Circles" circulated in the news.

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By Craig Belanger

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Sense and Sociability

Extended Response: "The Pedestrian"

After the reading and discussion of "The Pedestrian," compose a brief essay which fully answers the prompt below. Incorporate specific information from the story to support your response.

Prompt: Some critics of Social Networking assert the end result of a connectivity-dependent society will be the dissolution of modern cultural norms. How does the following excerpt from Ray Bradbury's short story, "The Pedestrian" (1951) foreshadow this claim?

Bonus: Try to work into your essay other seemingly innocent activities that would be highly suspect in Bradbury's fictional tech-only world, and explain why they might be considered possible criminal activities.

Or –

Bonus: Compose two 6-word memoirs: one for Leonard Mead, and one for the police officer.

Rules for Online Blog Assignment:

1. No talking. There is a 2% deduction for each infraction.
2. All responses must be formally written and submitted through our online classroom blog website.  
3 posts total = Original essay post, 1 response to each side of the argument (2 responses)
3. Bonus points are awarded for each submitted response over the required 2.
4. If your essay is critiqued or supported by a peer, be nice. Write back – either to show gratitude or to refute the refutations (Keep the argument going...). This will also reflect well on your grade.

Directions for Online Blog Assignment:

1. Copy and paste your essay into the discussion box.
2. Search out a peer who has written an essay on the same side as your argument.
  - Read it.
  - Respond to it in a minimum of 10 sentences.
3. Search out a peer who has written an essay on the opposing side of the argument.
  - Read it.
  - Refute their claims in a minimum of 10 sentences.

“Facebook Friends” article Text-dependent questions

1. What is the “essential question” about online friendship?
2. Does the author provide convincing evidence for what the driving force behind “young people’s engagement with Facebook”? Provide information from the text to support your response.
3. Explain an online user’s motivation for “beauty inflation”?
4. What is “FOMO”? Are you a victim?
5. Explain Dunbar’s Number.
6. What is the author’s argument?

## Facebook's Uses Activity

### Directions:

Together, the NPR and BBC broadcasts highlight the vastly different types of users and uses of Facebook. Use your notes and peer collaboration to complete the following items for each user demographic.

### **Demographic: Young Tunisian Adults**

1. In what ways did the young adults from the BBC production use social media?
2. Are there consequences for those uses? What are they?
3. Are there social implications as a result of those uses? What are they?
4. Did the frequency of those uses increase or decrease? Why?
5. Compose a 6-word memoir for these users.

### **Demographic: Young American Adults**

1. In what ways did the young adults from the NPR production use social media?
2. Are there consequences for those uses? What are they?
3. Are there social implications as a result of those uses? What are they?
4. Did the frequency of those uses increase or decrease? Why?
5. Compose a 6-word memoir for these users.

### **Questions for Both Groups:**

1. What is the connection with the motivation(s) behind both demographics' use of social media?
2. Explain what makes the use of social media so enticing?

**Other Demographic:** Draw upon prior knowledge of your experiences with social media, brainstorm and create a profile similar to the previous groups.

1. In what ways does your chosen group use social media?
2. Are there consequences for those uses? What are they?
3. Are there social implications as a result of those uses? What are they?
4. Did the frequency of those uses increase or decrease? Why?
5. Compose a 6-word memoir for these users.

## Sense and Sociability

### Argumentative Writing Prompt

Prompt: Social networking sites are pervasive; almost every teenager belongs to one or more of these websites. But, has the rise in use of online social networking sites made our lives better? Has the majority of the impact on our community from the activity on websites like Facebook been positive or negative?

#### Requirements:

- 800 word minimum
- Adhere to and apply all guidelines of Argumentative writing
- Full, expanded thesis statement (3 major points)
- Cite specific information from the resources studied over the course of this unit to support your argument
- Address and refute the counterargument
- Complete one of the two pre-writing choices: Outline or Graphic Organizer

## Sense and Sociability

### Gallery Walk Guidelines

For the final event of the Sense and Sociability Argumentative Writing unit, we will contrast the online publication of your essays with a real, gallery style publication.

The rules are simple:

1. Print a copy of your essay to be posted in a designated area in the classroom or surrounding area.
2. Search online for and locate an image which you believe best represents your argument. Copy and paste it and the URL to a MS Word document. Make sure the picture is clear; the URL visible and at the bottom of the page. Print it.
3. Compose a short, 1-2 minute speech about your essay.  
Include: Your introduction paragraph and thesis statement, a brief mention of the support you used to defend your argument, and a brief explanation of how the picture you chose represents your essay.
4. On the 1<sup>st</sup> day of the Gallery Walk activity, you'll publish your essay and chosen image in a designated area. Construction paper and other adornments will be available for you to personalize your publication area.
5. Practice your speech. On the 2<sup>nd</sup> day of the Gallery Walk Activity, the class will have the opportunity to peruse all of the publications in the 'gallery.' After the informal presentation, we'll regroup. Each student will present their essays, give their speeches, and answer 1-2 follow-up questions from the teacher or students.

Note: While all other students listen to the student presenting, they must compose what notes they'll need to ask two questions per presenter. Put all entries in your journal.

#### **Format:**

Presenter's name:

Argument Topic:

Question #1:

Question #2:



## Possible Parent Argument script activity

Directions: Script a possible argument between you and your parent(s) concerning your right to have unlimited usage of a mobile device.

### Requirements:

1. Use screenplay (script) format –
2. End with a thesis statement which gives your opinion and 3 reasons to support your opinion.
3. Your script should contain enough dialogue for a minute's worth of conversation.

### Screenplay Format example:

....

Son: "But Mom, I need to be online all day"

Mom: "That's ridiculous. Go outside!"

Son: "There is no wireless signal out there."

Mom: (sigh) "Just take my booster and go."

Son: "Thanks, Mom."

....

Sense and Sociability

Point/Counterpoint

Sentence-Phrase-Word

Use the following questions to guide your responses after reading each excerpt.

1. What is your overall response to what you have just read – Agreement? Outrage? Shock? Elation? Other?  
Write about it in a maximum of 1 sentence.
2. What phrase stands out from the rest? - something you can relate to...or something with which you disagree -  
Write it down, and explain its significance.
3. In a word, describe the excerpt.

# PAVE Map

Sentence from the text:

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Word

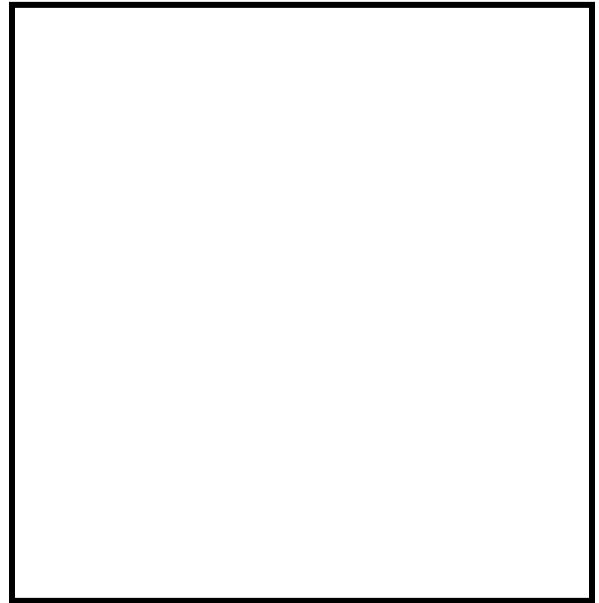
Predicted Definition:

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Association or Symbol

One Good Sentence of My Own:

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Verified Dictionary Definition:

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Another Good Sentence of My Own:

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Source: <http://wvde.state.wv.us/strategybank/PAVEProcedure.html>

# Own the Word

```
graph TD; A[My Definition:] --> B[Word:]; B --> C([Part of Speech:]); B --> D([Synonyms:]); B --> E([Antonyms:]); B --> F[My Sentence:]; B --> G[A Picture to remind me of this word:];
```

My Definition:

Part of Speech:

Synonyms:

Antonyms:

Word:

My Sentence:

A Picture to remind me of this word:

# Double Entry Journal

| Passage from the Text | Connections I Made |
|-----------------------|--------------------|
|                       |                    |