

Framework for Planning Writing Lessons

As you plan or adapt writing lessons that address the CCSS writing standards, you should:

- Decide which writing text type(s) and genre will engage your students, build on prior knowledge, address the standards, and push students to gain new skills and understanding.
- Develop the writing prompt or task, as well as the writing situation (audience, purpose, content, and context).
- Select the CA CCSS for ELA/Literacy writing standards — as well as applicable content-area standards — the lesson will address and determine the focus and supporting standards for the lesson.
- Choose print and digital texts for students to read and research: essays, podcasts, videos, articles, reports, infographics, speeches, etc.
- Determine the instructional purposes for the selected text: to increase knowledge of and provide evidence for the content or issues students will write about, serve as models for the genre they will write, and/or increase their knowledge of academic and rhetorical language.
- Develop a sequence of learning activities to immerse students in the content and issues, the writing genre, and supporting texts.
- Include in the sequence specific instructional steps and strategies for reading and research in order to prepare students for composing — planning, drafting, revising, editing, and publishing.
- Include in the instructional sequence specific support for inquiry and composing — collaboration, academic discourse, and technology.
- Assess student writing and use that information to plan next instructional steps and support for student improvement.

(adapted from Dean, 2008; Derewianka, 1990; Stead, 2002; & Routman, 2005)

WRITING LESSON PLANNING TEMPLATE		
Lesson Title: (Writing Situation: context and content)	Text Type/Writing Genre: (CCSS Writing 1, 2, 3 — or Blending of 1, 2, and/or 3 — and an important part of the writing situation)	Grade Level:
Writing Prompt (developed or adapted for your grade level/student populations): (The writing task developed, with students' skills and needs in mind, describes the writing situation for this writing lesson—text type/ genre, content, audience, purpose, context, significance)		
Learning Objective(s): (Which CCSS writing standards are front and center? Which are the primary focus and which support the writing and learning?)		
California CCSS for ELA Addressed: (CCSS Writing 1–10 for the grade level, but also relevant and important Reading, Language, Speaking and Listening standards)	Content Standards Addressed: (Relevant content standards from history, science, etc.)	ELD Standards Addressed: (Link to California's ELD Standards: http://www.cde.ca.gov/sp/el/er/eldstandards.asp)
Academic Language Focus: (All three text type standards list skills that require intentional teaching of academic language: <ul style="list-style-type: none"> • Domain-specific vocabulary from the content students are researching or reading • Genre features and rhetorical language: claims, concrete details, definition, classification, concluding statements, etc. • Language of style and coherence: transitions, phrases and clauses that link, precise language, etc. • Language to clarify when revising, and for correctness when editing Also, Production and Distribution of Writing [standard 5] directs you to the Language standards.)		Method(s) for Formative Assessment or Checking for Understanding Along the Way: (Plan for writing assessment and feedback: While not specifically mentioned in the CCSS Writing Standards, ensuring student understanding of content and genre are essential.)
Plans for Instructional Sequence (include support for steps deemed crucial — reading, writing, language, academic talk, revision): (CCSS Writing Standards 1-10: Which elements of the Writing Text Types and Purposes 1–3 are you teaching? Which Production and Distribution of Writing Standards 4–6, or what parts of them, are you teaching? For example, how are you helping students understand the writing task; how are you sequencing instruction; how are you using writing process stages of planning, revising, editing, rewriting, and publishing to support their writing? How are you using technological support for composing, revising, or publishing? Research to Build and Present Knowledge: How and when are you supporting student research and reading? Range of Writing: How are you establishing writing routines that will allow students to accomplish the writing task and purpose?)		

Handout 2.1.1b

Important Instructional Strategies:

(Strategies that support the teaching steps/processes you have selected for teaching specific CCSS Writing Standards, or elements of the standards.)

Text-Based Resources Needed:

Print and digital resources to increase content knowledge: (Draws on CCSS Writing Standards 7–9: Research to Build and Present Knowledge)

Print and digital resources to increase genre knowledge: (This is an important component of teaching students to produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, audience — CCSS Writing Standard 4: Production and Distribution of Writing)

Print and digital resources to increase language knowledge: (This is an important component of teaching students to write for correctness, with a style appropriate to task, purpose and audience, and with precise and domain-specific language.)

Note: Editing for conventions should demonstrate command of Language standards 1–3.

Additional Materials Needed:

Elements That May Need Modification:	Suggested Instructional Modification:

Digital Support or Digital Extensions:

(Production and Distribution of Writing/ Writing Standard 6)

LESSON PLANNING TEMPLATE (Blank)					
Lesson Title:			Text Type/Writing Genre:		Grade Level:
Writing Prompt (developed or adapted for your grade level)					
Learning Objective(s):					
California CCSS for ELA Addressed:		California Content Standards Addressed:		ELD Standards Addressed:	
Academic Language Focus:			Method(s) for Formative Assessment or Checking for Understanding Along the Way: Plan for writing assessment and feedback:		
Plans for Instructional Sequence (include support for steps deemed crucial — reading, writing, language, academic talk, revision):					
Research to Build and Present Knowledge:					
Range of Writing:					

Important Instructional Strategies:

Text-Based Resources Needed:

Print and digital resources to increase content knowledge:

Print and digital resources to increase genre knowledge:

Print and digital resources to increase language knowledge:

Additional Materials Needed:

Elements That May Need Modification:	Suggested Instructional Modification:

Digital Support or Digital Extensions:

ABSTRACTS AND LINKS FOR SAMPLE UPSTANDERS, NOT BYSTANDERS LESSONS

GRADES K–2:

Kindergarten Lesson

http://myboe.org/cognoti/content/file/resources/documents/c1/c1e3b5c0/c1e3b5c08bdc996395999c9f607900888cd5ac58/Lesson_Planning_TemplateKimHolsberry.pdf

Kim Holsberry (Winters Joint Unified School District) decided to teach her students to do informative writing in the way Kindergartners do — collaboratively, with modeling and support from their teacher. They will focus on how children can be upstanders by choosing kindness and standing up to bullying and teasing. During their writing workshop time, the students will discuss and analyze the behaviors and characteristics of upstanders in a series of fiction and nonfiction read-alouds, and in observations of upstanders on the playground or in the classroom. Together they will write informative paragraphs that describe what problem the upstander faced, how the upstander solved the problem, and what effect the upstander's actions had on others.

Grade 2 Lesson

http://www.myboe.org/cognoti/content/file/resources/documents/45/4510d49b/4510d49b9047849bddd91f74429483a3c83e3048/Lesson_Planning_TemplateAngieBalius.pdf

Angie Balius (Garden Grove Unified School District) decided to focus her second graders on problem solution writing, which is a blend of informative and opinion writing. First, students will write problem solution letters to characters in books and stories they read as a class, offering suggestions for how they could solve their problems and making a case for the benefits of the solution they proposed. The problem solution letters will blend of all three CCSS writing text types, beginning by narrating an incident that illustrates the problem, presenting a solution and explaining how it works, and stating an opinion about the benefits of the proposed solution. As they propose solutions, the students are acting as upstanders.

GRADES 3–5

Grade 3 (Bilingual) Lesson

http://www.myboe.org/cognoti/content/file/resources/documents/1e/1e13a264/1e13a2640da62b6d0fd49b826dd77196a6651f68/Lesson_Planning_TemplateLorenaSanchez.pdf

Lorena Sanchez (Tracy Unified School District) teaches third grade bilingual students in a school with an ongoing anti-bullying program. Using texts and learning experiences from that program, students will write a sequence of opinion and informative pieces. First, they will write problem solution letters to those who have been bullied or were allies to those being bullied. Next, they will analyze what they have learned about being an ally or upstander and create action plans based on lessons learned. Then they will transfer their new learning to writing informative essays and PowerPoint presentations about a historical upstander, (e.g., Ruby Bridges and Cesar Chavez).

Grade 5 Lesson

http://www.myboe.org/cognoti/content/file/resources/documents/59/59a84a70/59a84a70c95a1c8dfb5144a2918f73c949f9b287/Lesson_Planning_TemplateTeresaPitta.pdf

Teresa Pitta (Merced City School District) is going to ask the fifth graders in her reading intervention class to write a report that blends informative writing and opinion writing. To build a base of knowledge from which to select an upstander to write about, they will read and discuss a variety of articles about public and historical upstanders, fictional pieces about bullying, and digital texts from online news sites about bullying and upstanders. Students then will write to inform their readers about their choice of upstander, using an event from that person's life to argue for that person as an upstander, and then explain how that person's actions inspire them to be upstanding.

SAMPLE LESSONS: SECONDARY

GRADES 6–8

Middle School Lesson

http://myboe.org/cognoti/content/file/resources/documents/ee/eece7952/eece795233c7702116cc3cde0d1a176f8c4e8c48/Lesson_Planning_TemplateLizHarrington.pdf

Liz Harrington (English teacher, San Gabriel Unified School District) and her middle school students will draw on their reading of print, digital texts, and infographics about upstanders to write editorials for the school newspaper in which they explain what an upstander is and how their school would benefit from having more upstanders on campus. Digital products include podcasts or digital stories of the editorials and “Be an Upstander” public service announcements. While both the editorials and digital versions will use informative writing as example and evidence, the genre and purpose for both are argument and advocacy.

GRADES 9–12

Multi-Grade Special Education Lesson

http://myboe.org/cognoti/content/file/resources/documents/f8/f8106154/f81061547020dc7891455ef9ad75d37d8dac331d/Lesson_Planning_TemplateAmandavonKleist.pdf

Amanda von Kleist (Hamilton Unified School District) will be working with her multi-grade Special Education students to create informational Glogster posters that explain the concept of upstander and describe the actions and traits of a specific upstander from history or the present.

Multi-Grade English Learner Lesson

http://myboe.org/cognoti/content/file/resources/documents/e7/e7b0954e/e7b0954e67d768040ef260c784099d4c582c612c/Lesson_Planning_TemplateMotaAltman.pdf

Norma Mota Altman (ELD teacher, Alhambra Unified School District) and her multi-grade English learners will write informational essays that define what it means to be an upstander, using historical or current upstanders as illustrations and examples. Texts for students’ research will include digital texts from news sites and video clips on bullying.

Multi-Grade Lesson

http://myboe.org/cognoti/content/file/resources/documents/c6/c6a7f3db/c6a7f3db75bf16b5034ead97f5ce4072e69fa09e/Lesson_Planning_TemplateMarleneCarter.pdf

Marlene Carter (English teacher, Los Angeles Unified School District) will teach her high school students to explore their own personal experiences with standing up for themselves or for others, connect those experiences to literary readings about upstanders and speeches by upstanders, and research digital texts that address historical figures such as the Freedom Riders. Students will then write an analytical essay through which they discuss the benefits and risks of being an upstander, using examples from their experience, reading, and research. The analytical essay draws on narrative and informative examples and evidence, but its purpose is to argue for and defend a claim.

If you would like to listen in on the teachers as they planned their lessons, you are invited to link to any or all of the three videos that follow. As you watch, it will be helpful to have a copy of the Lesson Planning Templates that you have reviewed, as well as the grade-level standards those lessons address.

<http://www.myboe.org/auth/portal/default/Content/Viewer/Content?action=2&scId=504695&scId=12814>

In the first video, all eight teachers will share an overview of their lesson and the ways they are planning to adapt the Upstanders, Not Bystanders writing prompt for their students.

In the next two videos, the teachers discuss instructional plans, strategize possibilities for texts and resources, and problem-solve about teaching questions they have about their lessons. Choose the video that correlates to the grade span you teach, either Grades K–5 or Grades 6–12.

LESSON PLANNING TEMPLATE – Kindergarten (Kim Holsberry)		
Lesson Title: Upstanders, Not Bystanders	Text Type/Writing Genre: Informative	Grade Level: Kindergarten
Writing Prompt (developed or adapted for your grade level/student populations): <i>Describe an upstander and tell why their actions inspired you.</i>		
Learning Objective(s): Students will use specific references from experience and literature to reflect on the significance of an upstander's action(s).		
California CCSS for ELA Addressed: ELA K: SL 1, 2, 3, 4, 6 Rationale: All students need numerous opportunities to practice speaking. Often young children and ELD students need additional support to speak audibly and clearly. It is a challenge to provide these opportunities with larger class sizes. Speaking in standard English and using words and phrases from classroom experiences around Informational text provides a necessary scaffold to writing. ELA K: RL1, 4, 9, 10 ELA K: RI 1, 2, 3, 4, 8, 9, 10 ELA K: W 2 Rationale: A focus on and understanding of all standards is necessary to move kindergarten students to master the CCSS Writing Standard. Standard #2 most clearly speaks to me as teacher, reminding me that I must scaffold children to be able to "compose" a text which names and supplies information. All work will lead us to this end.	Content Standards Addressed: N/A	ELD Standards Addressed: Part 1: Interacting in Meaningful Ways A1, A2, A3 B5, B6, B7, B8 C10, C11, C12 Rationale: All students need numerous opportunities to practice speaking. Often young children and ELD students need additional support to speak audibly and clearly. It is a challenge to provide these opportunities with larger class sizes. Speaking in standard English and using words and phrases from classroom experiences around Informational text provides a necessary scaffold to writing.

Handout 2.1.3b Elementary

Academic Language Focus: Vocabulary for Concepts: Upstander, behaviors, characteristics, affect, consequences	Method(s) for Formative Assessment or Checking for Understanding Along the Way: In Kindergarten every piece of writing — shared, guided, independent — is a resource for formative assessment.	
Plans for Instructional Sequence (include support for steps deemed crucial — reading, writing, language, academic talk, revision): <ul style="list-style-type: none">• Begin with definition of “upstander”• Prepare chart with headings of:<ul style="list-style-type: none">➢ Behaviors➢ Characteristics➢ Problem➢ Who acted and how?➢ How did the upstander’s actions affect others? (different perspectives)• As a text is shared or a shared experience is discussed, chart student’s responses. Chart behaviors/characteristics of upstander, including specific details about how the upstander actually intervened.• Model writing using prompt and information from chart.• Encourage writing on this topic during Writer’s Workshop.• These activities would be repeated numerous times throughout the year, with all work beginning at the start of school. Scaffolding would change as children’s writing ability and capacity grows. An independent piece would be expected at year’s end. <p>(See an example of one session at the end of this template.)</p>		
Important Instructional Strategies: <ul style="list-style-type: none">• Engagement strategies: Think pair share, Thumbs up, Choral response• Reading strategies: Read Aloud/Shared Reading/Guided Reading, using district basal text/Houghton Mifflin• Specific strategies for this writing task: Understanding topic, supporting details from text or experience, real life examples, writing to inform, writing as a reflection• Writing Process: Modeled Writing/Interactive Writing/Independent Writing (structure in place, such as Writer’s Workshop)• Organization strategies		
Text-Based Resources Needed: Texts to increase content knowledge and texts to increase language knowledge: <ul style="list-style-type: none">• Ludwing, T. & Gustavson, A. <i>Just Kidding</i>. Berkeley: CA, Tricycle Press, 2006.• McCloud, C. & Messing, D. <i>Have You Filled a Bucket Today: A Guide to Daily Happiness for Kids</i>. Northville, MI: Ferne Press, 2006.		

Handout 2.1.3b Elementary

- Seskin, S. *Don't Laugh at Me (Reading Rainbow Book)*. Berkeley, CA: Tricycle Press, 2002.
- Wahl, J & Wong, N.E. *Candy Shop*. Watertown, MA: Charlesbridge Publications, 2005.
- Woodson, J. & Lewis, E.B. *Each Kindness*. NY: Nancy Paulsen Books, 2012.
- Sornson, B & Dismondy, M. *The Juice Box Bully: Empowering Kids to Stand Up For Others*. Northville: MI: Ferne Press, 2010.

Additional Materials Needed:

N/A

Elements That May Need Modification:

Not nearly as many as I thought there might be based on the discussion that follows.

Suggested Instructional Modification:

Important to scaffold and model writing from group experience/literature

Specific references from experience/literature (intentionally thinking about what K–1 students need to scaffold them for writing in 2nd grade).

Possible beginning: What was the problem? (specific)
Who acted and how?
How did the upstander's actions affect the other person?
How did the upstander get help?

Brief example of how this might be applied to children's experience:

Upon coming in from recess, children share concern that one of our special needs students ("James", who is autistic and mainstreamed into our class) was on the swings. Students counted to 15, and he was to get off the swing for this turn, but did not. A child from another class kept yelling at James to get off the swing. When he did not comply, the student pulled James off the swing. He began to tantrum, clinging to the swing. Two students from our class went to get help from a teacher, while another child from our class stayed with James and tried to calm him down by repeating, "It will be ok, James. It will be ok, James."

Using this example, we had a discussion about:

- Why James did not get off the swing after being counted on.
- Why James tantrums and does not "use words" as we do.
- Why James has an aide and how she facilitates for him.
- How we can show friendship to James (as per previous conversations, this involves not touching him, using a calm voice, repeating simple phrases, etc.)

We then moved this discussion to our ongoing Upstander conversation.

On our chart (student responses):

What was the problem?

- James would not get off the swing.
- Other children on the playground don't "know about James and how to be his friend."

Who acted and how?

- James wouldn't get off the swing and then cried and screamed.
- X and Y pulled James off the swing.
- A and B went for help.
- C stayed and tried to calm James down.
- A teacher came and helped James and asked C to keep talking calmly to James.
- James took C's hand and left the playground with the teacher and C.
- The teacher came and told Miss H. what happened.

Handout 2.1.3b Elementary

How did the upstander's actions affect the other person?

- (Here, we first identified the upstanders as A, B, and C and decided we needed to add this column to our chart, with a brief explanation of why the person(s) was identified as an upstander)
- A and B got help from an adult. The other kids would not listen to them, and they needed a “grown-up” to “make the other kids listen”. When the teacher came, the other kids had to listen and do what the teacher said.
- C stayed with James, so he wouldn't be afraid and had a friend with him. It was hard for C because the other kids were mad and kept trying to pull James off the swing.

How did the upstander get help?

This moved into a wonderful conversation about trying to help James: trying to explain to the other kids how to help James (other than yelling at him and pulling him off the swing) on their own. A, B, and C explained that the other kids were too angry to listen to them, and they knew they needed help from an adult.

Digital Support or Digital Extensions:

N/A

Adapted from the Lesson Template developed by the Northern California Writing Project for Cross-disciplinary inquiry into the CCSS.

LESSON PLANNING TEMPLATE — Grade 2 (Angie Balias)		
Lesson Title: Upstanders, Not Bystanders	Text Type/Writing Genre: Problem Solution Letter	Grade Level: Grade 2
Writing Prompt (developed or adapted for your grade level/student populations): <i>Think about the story we just read, Hooway for Wodney Wat by Helen Lester. Pick a character from the story and write a letter to that character about a problem he/she had. Then, offer suggestions for how the character could solve that problem.</i>		
Learning Objective(s): <input type="checkbox"/> Students will be able to identify Upstanders and Bystanders in a text. <input type="checkbox"/> Students will be able to identify problems the characters face. <input type="checkbox"/> Students will be able to analyze problems and suggest possible solutions. <input type="checkbox"/> Students will be able to synthesis their ideas and write a problem/solution letter.		
California CCSS for ELA Addressed: ELA 2 W 1 ELA 2 W 5 ELA 2 W 2 ELA 2 W 8 ELA 2 W 6 ELA 2 W 10 While many of the writing standards are addressed in this lesson, I am going to focus on #8: Recall information from experiences or gather information from a provided source to answer a question. Rationale: I chose this to be my focus standard since I wanted my students to use evidence from the text to help them identify problems the characters experience. By recalling events and gathering information from the text, along with personal experiences, students were able to generate a list of behaviors observed in the text and use personal experiences to help generate solutions. Students of all ability levels tend to write more when they can make a connection to the writing prompt.	California Content Standards addressed: N/A	ELD Standards addressed: There are many ELD standards that will be addressed in this lesson. Here are a few that are most closely aligned to the content: Part 1 Interacting in Meaningful Ways: 1. Exchanging information and ideas 2. Interacting with others via written English 3. Offering opinions 4. Adapting language choices 5. Listening actively 6. Reading/viewing closely 9. Presenting 10. Writing 11. Supporting Opinions 12. Selecting Language resources Part 1: Interacting with others in meaningful ways – Offering opinions Rationale: While many students are quick to say what they are

Handout 2.1.3c Elementary

		<p>thinking, many of my ELD students need prompting to offer an opinion different from their peers. This lesson will give students an opportunity to contribute their opinions to a class discussion and then share their opinions in writing.</p> <p>Part 2: Learning About How English Works</p> <ol style="list-style-type: none">1. Understanding Text Structures2. Understanding Cohesion3. Using Verbs4. Using nouns5. Modifying to add details6. Connecting ideas
<p>Academic Language Focus:</p> <ul style="list-style-type: none"><input type="checkbox"/> Transitional words<input type="checkbox"/> Conjunctions (because, and)		<p>Method(s) for Formative Assessment or Checking for Understanding Along the Way:</p> <p>Most of the assessments will be through anecdotal notes taken during class discussions and shared writing activities. Teachers can also assess students' brainstorm/maps/notes to see if they are on task.</p> <p>Plans for writing assessment and feedback:</p> <p>Students will have opportunities to work as a whole group, in pairs, and independently. They will have opportunities to meet and talk with peers and their teacher throughout the lesson.</p>
<p>Plans for Instructional Sequence (include support for steps deemed crucial — reading, writing, language, academic talk, revision):</p> <ol style="list-style-type: none">1. Read several stories that highlight upstanders and bystanders and begin a dialogue about this new vocabulary.2. I'm selecting books that have problems similar to those faced by students. Books I like are: <i>The Name Jar</i> by Yangsook Choi, <i>Big Al</i> by Andrew Clements, <i>The Recess Queen</i> by Alexis O'Neill, several books about Ruby Bridges, and <i>Enemy Pie</i> by Derek Munson.3. As we read each story, engage the students in book talks that help them to identify the characteristics of upstanders and bystanders.4. Create a tree map, sorting out the character traits that are discovered in each story.5. Create a chart to brainstorm solutions for the different problems each character faced in the stories.6. Now read <i>Hooway for Wodney Wat</i>.		

Handout 2.1.3c Elementary

7. Students decide which characters are upstanders and which are bystanders. Students pick a character they liked from the story. (Some of this information will have to be gathered from the pictures in the text.)
8. Students identify a problem their character had in the story.
9. Using the maps and resources from the room, students work in pairs to analyze the problem and help brainstorm solutions the characters could have used to solve their problem.
10. Students work in small groups or with partners to talk about the problems the characters faced and their suggestions for how the characters could solve the problem.
11. Students write a letter to their character listing the problem and possible solutions based on evidence in the text.
12. Students work with a peer to read over their letters, using colored pencils to revise and edit. Students go through their letter once with a green pencil to add to their piece (watch it grow) and then a red pencil to look for capitals, punctuation, spelling and grammar errors.
13. Students conference with the teacher after they have made changes on their own, and re-conference as needed.
14. Assess the letters to check for writing skills and to evaluate understanding of the concepts presented using the attached rubric.
15. Students then present their letters to the class or compile them into a class newspaper.

Important Instructional Strategies:

- ☐ Peer Share
- ☐ Modeled Writing
- ☐ Shared Writing
- ☐ Interactive Writing
- ☐ Think Alouds
- ☐ Writing Conferences

Text-Based Resources Needed:

Text for analysis and letter writing:

Lester, H. *Hooway for Wodney Wat*. Torrance, CA: Sandpiper, 2002

Print and digital resources to increase content and language knowledge (language related to upstanders and bystanders):

Choi, Y. *The Name Jar*. New York, NY: Dragonfly Books, 2003
Clements, A. *Big Al*. New York, NY: Atheneum Books for Young Readers, 1997
Munson, D. *Enemy Pie*. San Francisco, CA: Chronicle Books, 2000
O'Neill, A. *The Recess Queen*. New York, NY: Scholastic Press, 2002

Several books about Ruby Bridges, including excerpts from her own book and Web site.

Additional Materials Needed:

Videos that go along with some of the books listed above are available on YouTube.

Handout 2.1.3c Elementary

Elements That May Need Modification:	Suggested Instructional Modification:
<p>This will be the first time I have taught using the lens and vocabulary of upstanders and bystanders. The genre students will write is familiar and comfortable for them. But I will be looking for what additional conceptual support they will need because the next stage of this lesson sequence will be for them to propose ways that they can be upstanders at school.</p>	
<p>Digital Support or Digital Extensions:</p> <ul style="list-style-type: none"><input type="checkbox"/> Digital publication of student letters<input type="checkbox"/> Digital class newspaper	

Adapted from the Lesson Template developed by the Northern California Writing Project for Cross-disciplinary inquiry into the CCSS.

Handout 2.1.3c Elementary

2nd Grade Letter to a Character

	Excels 4	Meets 3	Approaching 2	Does Not Meet 1
Content:				
addresses the prompt				
uses relevant details				
uses interesting vocabulary				
identifies problem behavior				
includes a possible solution				
defines upstander/bystander				
Organization:				
includes date, greeting, body, closing and signature				
sentences follow a logical sequence				
sentences are varied				
Mechanics:				
has complete and coherent sentences				
uses capitals and correct punctuation				
spells grade-level words correctly				
printing is legible				
<i>Next Steps:</i>				

LESSON PLANNING TEMPLATE — Grade 3: Bilingual (Lorena Sanchez)		
Lesson Title: Upstanders, Not Bystanders	Text Type/Writing Genre: Problem Solution Letter (blending informative/opinion)	Grade Level: Grade 3: Bilingual
Writing Prompt (developed or adapted for your grade level/student populations): Write a letter to a Ramon, Clever, or Dreamer from “It Doesn’t Have to Be This Way;” about the hard decision he/she faced and about the choice he/she made. Tell the character what you thought of his/her decision and what his/her actions taught you about being an ally. If you disagreed with his/her actions, offer suggestions for what he/she could have done instead to be an ally.		
Learning Objective(s): <input type="checkbox"/> Students will identify what an ally is (as a literary character and as a member of a family and community). <input type="checkbox"/> Students will identify hard decisions characters needed to make, analyze the consequences of those choices, and reflect on what the character teaches them about being an ally/upstander.		
California CCSS for ELA Addressed: ELA 3 W 1, 3 ELA 3 SL 3, 6 ELA 3 L 1, 6 Although many of the Writing standards will be addressed, I will focus on Writing Standard #3: “Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.” Rationale: I chose this standard because I want students to be able to effectively communicate through writing not only events which have unfolded before, but also to describe events which may occur to them, and thus give them a voice in writing. Furthermore, I will focus on writing personal and formal letters because I feel that the art of the written letter is one which must not disappear in the face of technological advances which surround my students. Even if	California Content Standards addressed: N/A	ELD Standards addressed: Interaction A.1, 2, 3 Productive C.11 I will focus on Interaction A 3: <i>Offering and supporting opinions and negotiating with others in communicative exchanges.</i> Rationale: I chose this focus because students need to be able to write persuasively in a variety of situations, from letters to Santa to college applications to cover letters in resumes. I think it is important for students to be able to persuade through their writing and let their opinions and their voices be heard in a letter or other text.

Handout 2.1.3d Elementary

they only utilize email, they will benefit from knowing how to properly address, greet, and close a letter. Additionally, it is a skill which may help students gain employment, communicate effectively, and become better writers.		
Academic Language Focus: <ul style="list-style-type: none"><input type="checkbox"/> Language of persuasion and opinion<input type="checkbox"/> Stating clearly the author's opinion<input type="checkbox"/> Offering solutions to a problem	Method(s) for Formative Assessment or Checking for Understanding Along the Way: <p>Students summarize reading throughout the book, then pair share ideas, discussing who is an ally, who is a victim, and who is making right/wrong choices.</p> Plans for writing assessment and feedback: <p>Students will review parts of a letter; discuss how to write letter paragraphs with a topic, details, and conclusion; and write a letter to one of the characters, stating their opinion about that character's actions.</p>	
Plans for Instructional Sequence (include support for steps deemed crucial — reading, writing, language, academic talk, revision): Building to the lesson/Drawing on prior instruction: <ol style="list-style-type: none">Students have been taught parts of a letter by writing weekly letters to the Student of the Week.Students have been taught to write the paragraph structure that includes a hook, topic sentence, details, and a conclusion. Additionally, editing and revising have been introduced as a system of peer review, individual review, and teacher critique.Students have participated monthly in assemblies where bullying, being an ally, and strategies to prevent becoming a victim or a bystander are the focus.Class discussions about individual responsibility, making good choices, and helping others make the right choice for a situation are part of our class meetings.Fluency practice in Spanish and English.Students participate in English Language Development classes daily for an hour.Daily writing in the form of Word of the Day, guided writing, modeled writing, and independent writing. Writing the letter to the character: <ol style="list-style-type: none">Read both the English and Spanish versions of <i>"It Doesn't Have to be this Way"</i> with students, taking time to discuss how each character makes choices which determine their actions as the plot develops.After reading the story, discuss how Dreamer, Clever, and Ramon all made choices which led to Dreamer being shot. Then, talk about how Dreamer and Ramon's uncle helped him when he made the choice to get out of the gang. Support students to talk about times when someone they know has helped them to make a better choice. Then, ask them to discuss with a partner what		

Handout 2.1.3d Elementary

they think about each of the character's choices. Did Clever make a good choice by being in a gang? Did Dreamer make a good choice by talking Ramon out of being in the gang? How did Ramon's choice to be in a gang, and later not be in a gang, affect him, his family, and his future?

3. Review with students the five parts of a letter, using body movements:
 - ☐ The heading (pat head)
 - ☐ The salutation or greeting (make a salute)
 - ☐ The body (wiggle your body)
 - ☐ The closing (close arms in scissors movement)
 - ☐ And the signature (use foot to "sign" your name on the floor)
4. On the board, put up a sample of a letter that includes all five parts, and have random students come up and identify the five parts of the letter.
5. Tell students that they are to choose one of the characters in the story, and that they will write a letter to that character. In the letter, students are to talk to the character about their choices and help them make better choices, if possible, or tell them how their choices are the correct ones. Remind students that they are to write to the characters as though they are kids from the neighborhood, someone they know, so that the tone of the letter is informal. However, remind students that they are being allies or upstanders by giving the character help in making better choices. Have them discuss with a neighbor/partner how they could help each of the characters and then give them time to write the letter independently.
6. Once students have finished their letters, have them get in groups according to the person they wrote to, and share their letters to get more ideas from other students.
7. Students may edit/revise their letters after the sharing and then then turn in the letters.

Teacher Observations Upon Completion of Lesson:

The letter writing went very well; so well that I expanded the lesson sequence with more lessons to tie in with the upcoming civil rights anniversaries, the Martin Luther King, Jr. holiday, etc.

- ☐ To connect their learning about allies in literature to learning about allies in history, especially those who were civil rights upstanders, we first read several books about Ruby Bridges. We gathered examples of how Ruby was an upstander and who the allies were for her. We collected phrases and words we could use in an informational report about her as an upstander.
- ☐ Students chose their own historical upstander. Some chose Ruby Bridges and others chose Cesar Chavez, Martin Luther King, Jr., Abraham Lincoln, and Barack Obama.
- ☐ Students researched basic biographical information, the upstanding act(s) their upstander is known for, and why their upstander inspires people.
- ☐ Students wrote their informational report in English and Spanish, working with me on phrases and language that is correct for both languages (not writing a translation).
- ☐ After they completed the written report, they created a PowerPoint (PPT) report about their upstander. They searched for images for their slides and selected essential information for each slide.
- ☐ Students presented their reports and posted all writing on our class Wiki letters, informational reports, and PPT reports.

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Important Instructional Strategies:

- ☐ Rich discussion with partners and whole class about bullying, bystanders, upstanders (allies), and victims/bullies
- ☐ Multiple modality lessons which include songs, drawings, chants, repetition of text, in order for students to gain rich academic language
- ☐ Posting of student work as well as modeled writing around the room for students to refer to

Text-Based Resources Needed:

Texts to increase content and language knowledge:

Essential for my lesson:

Rodrigues, L.J. *It Doesn't Have to Be This Way/ No Tiene Que Ser Asi: A Barrio Story/Una Historia del Barrio*. New York, NY: Children's Book Press, 2004.

Additional support:

Lester, H. *Hooway for Wodney Wat*. Torrance, CA: Sandpiper, 2002.

Nickel, J. *The Ant Bully*. New York, NY: Scholastic Press, 1999.

Polacco, P. *Thank You, Mr Falkner*. New York, NY: Babushka, Inc., 1998.

Yashima, T. *Crow Boy/Niño Cuervo*. London: UK, Puffin, 1976

Additional Materials Needed:

For extension lessons: books, digital texts, and web resources about historical allies/upstanders such as Ruby Bridges, Martin Luther King, Jr., and Cesar Chavez.

Elements That May Need Modification:

- ☐ More practice with writing informative text
- ☐ Adding an oral presentation

Suggested Instructional Modification:

Students will be writing an informative piece on an upstander of their choosing, but they may need to write collaboratively about other characters as upstanders to practice the language of opinion and information in the context of ally/upstander.

Students will read their letters to one another, suggest revising/editing/modifications.

Digital Support or Digital Extensions:

After this lesson, the students wrote informational reports about an upstander which will convert to PPT or videos to share via the class Wiki.

Adapted from the Lesson Template developed by the Northern California Writing Project for Cross-disciplinary inquiry into the CCSS.

LESSON PLANNING TEMPLATE — Grade 5 (Teresa Pitta)		
Lesson Title: Upstanders, Not Bystanders	Text Type/Writing Genre: Mix of informative and opinion/argument	Grade Level: Grade 5
Writing Prompt (developed or adapted for your grade level/student populations): <i>What does it mean to be an upstander? Think about someone you know who is brave enough to stand up for another person who needs support/help. This person could be someone in your family, someone from school, or even a famous person you have studied or read about in history. Describe the stand-up event and explain why this person is your choice of an upstander. Include how this upstander's actions inspire you and what your takeaway message is.</i>		
Learning Objective(s): Students will be able to name and explain the reasons used to select an upstander, from their experience or their reading, with reflection on the impact/importance the chosen upstander has on their life and lives of others.		
California CCSS for ELA Addressed: ELA 5 W 1, 4, 5, 6 ELA 5 SL 1, 2, 3 Many of the Writing and Speaking and Listening standards are important sub-skills for what is reflected in this lesson, but specifically, these lessons focus on Writing Standard #1: Write opinion pieces on topics or texts, supporting a point of view with reasons and information. Rationale: Youngsters grow up orally persuading their parents and others to win their way, but orally opining is very different from developing an essay that includes reasons and details to support the opinion/argument.	California Content Standards addressed: History/Social Studies: Grade 5 5.3 Students describe the cooperation and conflict that existed among the American Indians and between the Indian nations and the new settlers. 5.5 Students explain the causes of the American Revolution. 5.6 Students understand the course and consequences of the American Revolution. 5.7 Students describe the people and events associated with the development of the US Constitution and analyze the Constitution's significance as the foundation of the American republic.	ELD Standards addressed: Part I: Interacting in Meaningful Ways A. Collaborative B. Interpretive C. Productive I chose this standard because my students need to experience the opinion/argument orally and have a chance to interact with others with differing opinions before we expect them to write with understanding of opposing views and awareness of audience. Part II: Learning How English Works A. Structuring Cohesive Texts B. Expanding and Enriching Ideas C. Connecting and Condensing Ideas

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<p>Academic Language Focus:</p> <p>Upstanders, bystanders, courageous, character, victims, citizenship, dilemma, justice</p> <p>Because this writing prompt touches three different writing types, below are some considerations that will help students be successful writers. In responding to the prompt, all student writers will need language support and some may use a variety of strategies which would include:</p> <p>Narrative:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Focus <input type="checkbox"/> Concrete details <input type="checkbox"/> Vivid description <input type="checkbox"/> Sequence of events <p>Summary:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Paraphrasing main ideas and significant details <input type="checkbox"/> Sequence of development through transitions and conjunctions. <p>Opinion/argument:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Focus <input type="checkbox"/> Development based on logic, ample support <input type="checkbox"/> Evidence appropriate to topic <p>Reflection:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Resolution/closing connected to world larger than self <p>Reasons:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Details, supporting evidence, scenario 	<p>Method(s) for Formative Assessment or Checking for Understanding Along the Way:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Journalled writing reflections <input type="checkbox"/> List of Upstanders they have known personally or read/studied about: <p>“Share your list with your group. Listen to others in your group. Add to your list if you hear a good idea. Next, circle the favorite Upstander on your list and tell your group who and why. Be prepared to orally share the classmate to your left’s favorite upstander and recount her/his reasons with the whole group.”</p> <p>Plans for writing assessment and feedback:</p> <p>Due to the mixed genre that is this prompt, I will develop a specific rubric with elements of informative and opinion/argument writing. I will introduce the rubric before they write so they are clear about the elements salient to their writing.</p>
<p>Plans for Instructional Sequence (include support for steps deemed crucial — reading, writing, language, academic talk, revision):</p> <ol style="list-style-type: none"> 1. Journal writing reflections about a time they were bullied or they bullied. 2. Take a bully poll in class. “Has a bully ever picked on you?” 3. I will model writing about an event for the class using one of the bully events shared in the follow-up discussion. The student will “talk aloud” about the incident, and I will scribe the events in front of the class, asking questions for clarification and organization. 4. Read aloud “The Bully” and give students a chance to discuss their response or to write a quick response to the story. 5. Read aloud “The Juice Box Bully” and discuss the concept of bystanders and upstanders. Ask students to discuss in small groups and then share out those they would call bystanders and upstanders from the story with support for their reasons. 6. Ask students to make a list of upstanders they have known personally or read/studied about. Bring in examples from history studies. Share lists with peer groups. Listen carefully to others and add good ideas to lists. Next, ask them to circle the favorite upstander in their list and tell their group who and why. Tell them to be prepared to orally share the upstander chosen by their classmate to their left and recount her/his reasons for the choice to the whole group. 	

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7. To develop additional content and language:

Share Time for Kids' "The Bully Battle," an article with facts and statistics about bullying as well as tips for action to take if a bully bothers you. For less prepared readers, assign student-triads different sections of the article and ask them to construct a poster that captures the main facts and details of that section. Each group presents their poster orally to the whole class. I ask for comments or questions after each poster is shared.

8. Share the custom-designed rubric with the class. Bring back class writings or texts that will work as models and have students work together to identify features in the essay that are examples from the rubric.

9. Invite students to think about an upstander in their life — home or school — or in history. Give them a chance to sketch the scenario that captures an upstanding event for this person and label their drawing with words that explain or show their opinion and the significance of their upstander's good deed. I'll need to make sure there is ample time for students to share their drawings, talk about them, and to listen to others. This will give them a chance to further develop their thoughts about upstanders before they are invited to write.

10. Assign the writing task about the upstander they admire, what the person did to be upstanding, as well as the impact those actions have on the student personally (and even in a larger context).

11. Assist students working in small groups to revise their first drafts, and then follow up with individual editing conferences to provide for personalized feedback and support.

Important Instructional Strategies:

- ☐ Models and modeling
- ☐ Discussion — whole group, small groups, triads, pairs
- ☐ Sketching to capture events and build vocabulary
- ☐ Increasing genre knowledge as readers and writers

Text-Based Resources Needed:

Print and digital resources to increase content knowledge:

"The Bully Battle" has been captured here:

<http://www.factmonster.com/tfk/magazines/story/0,6277,58168,00.html>

(accessed January 8, 2013).

Time Lists. 2011. *Bullying: What Kids, Teens and Adults Need to Know*

<http://www.time.com/time/specials/packages/0,28757,2095385,00.html>

(accessed January 8, 2013).

Read 180: Stage A, Workshop, "Bullies Beware" (for teachers who use the program)

Print and digital resources to increase genre knowledge:

The *Times for Kids* articles illustrate a blending of informational and opinion writing, but teachers must register and log-in for many of them.

Print and digital resources to increase language knowledge (for describing the bullying and the upstanding events):

Polacco, P. *Bully*. New York, NY: G.P Putnam's Sons, 2012.

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Sornson, B. and Dismondy, M. <i>The Juice Box Bully: Empowering Kids to Stand Up for Others</i> . New York, NY: Ferne Press, 2010.	
Additional Materials Needed: N/A	
Elements That May Need Modification:	Suggested Instructional Modification:
Modeling, models, and pacing	Vigilant checking in with students will determine which instructional steps and students need more support.
Digital Support or Digital Extensions: Web access (at least for teacher)	

Adapted from the Lesson Template developed by the Northern California Writing Project for Cross-disciplinary inquiry into the CCSS.

LESSON PLANNING TEMPLATE — Grade 7 (Liz Harrington)		
Lesson Title: Upstanders, Not Bystanders	Text Type/Writing Genre: Editorial	Grade Level: Grade 7
Writing Prompt (developed or adapted for your grade level/student populations): <i>What does it mean to be an “upstander?” Based on what you have learned from the texts you have read and viewed recently, write an editorial for the school newspaper in which you explain to your fellow students what an upstander is, and how our school would benefit from having more upstanders on campus.</i>		
Learning Objective(s): Students will write an editorial for the school newspaper, encouraging fellow students to consider becoming upstanders.		
California CCSS for ELA Addressed: ELA 7 W 1, 2, 4, 5, 6 ELA 7 RL 1, 2, 3, 4 ELA 7 RI 1, 2, 3, 4, 5, 6, 8, 9 CCSS Writing: I will focus on Standard #4: <i>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</i> The editorial is a new genre for these students, a blend of informational and argument writing. Students will be discovering the style, structure, and tone of an editorial, and will then produce writing that mirrors the editorials they have read. In addition, they will be writing for a specific audience: their fellow students. CCSS Reading: I will focus on Standard #9: <i>Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.</i> Students will read a number of different texts dealing with situations in which an upstander could make a difference or has made a difference. They will analyze how each author presents the information, and identify differences and similarities among them.	California Content Standards addressed: N/A	ELD Standards addressed: Part 1 Interacting in Meaningful Ways: Grade 7: 1, 3, 4, 5, 9, 10, 12 Since the ELD students in my class are at an advanced level, I will focus on the <i>Bridging</i> standard: <i>Exchanging information and ideas — Contribute to class, group, and partner discussions by following turn-taking rules, asking relevant questions, affirming others, adding relevant information and evidence, paraphrasing key ideas, building on responses, and providing useful feedback.</i> Students will engage in discussion throughout this lesson sequence, including whole-class, small-group, and pair-share discussions. They will also provide feedback to their peers during the peer review portion of the writing process.

<p>Academic Language Focus:</p> <p>Transitional words and phrases</p>	<p>Method(s) for Formative Assessment or Checking for Understanding Along the Way:</p> <ul style="list-style-type: none"> • Class discussion • Small group interaction • Informal writing samples (Quick Writes) • Conferencing
<p>Detailed Plans for Instructional Sequence (including support for reading, writing, language, academic talk, revision):</p> <p>Drawing on Prior Knowledge:</p> <ol style="list-style-type: none"> 1. Brainstorm ideas about what bullying looks like. 2. Quick Write in Writer's Notebook on the topic, "What is a bully?" <p>Reading to increase knowledge:</p> <ol style="list-style-type: none"> 1. Read "All Summer in a Day" by Ray Bradbury. 2. After reading, discuss whether the behavior of the children in the story constitutes bullying. Have students consider why the children shut Margot in the cupboard. Then have them imagine what might have happened if one of the children in the class had taken Margot's side. Introduce the concept of an "upstander." 3. View the YouTube video "Kids React to Bullying." 4. Pause the video at key moments, and have students "think, pair, share" about what the students in the video clip are saying. After viewing the entire clip, ask students to Quick Write in their Writer's Notebooks about what they would have done if they had witnessed the bullying shown in the clip. Ask them to consider the role played by the student who filmed the incident, and whether he deserved to be disciplined. 5. Read the poem "I Am the One." Ask students to talk with a partner about their initial reactions to the ideas in the poem. 6. "Chunk" the poem by writing short sections of it on chart paper. Spread the charts around the room either on the walls or on tables, so that students will be able to write on them. 7. Group students in groups of four, ensuring that students who need ELD support are grouped with students who are fluent. 8. Station each group by one of the charts, and give each group a different colored marker. They will read and talk about the lines of poetry written on the chart and then write their comments on the chart. They should comment on what they think about when reading these lines, and also on what they would do if they encountered the speaker of the lines. The groups will progress around the room, until each group has commented on each chart. They may also comment on the comments of others. 9. After each group has commented on each chart, have a whole-class discussion that focuses on the concept of what it means to be an "upstander." Ask students to recall both the YouTube video, and the story, "All Summer in a Day." What might have happened in each of those situations if someone had stood up to the bullies? 10. Have students free-write in their Writers' Notebooks about what they think it means to be an "upstander." Encourage them to describe specific situations at school when they could make a difference by being an "upstander." 11. Read the biographical article "<i>Eleanor Roosevelt</i>" by William Jay Jacobs. Discuss the ways in which Eleanor Roosevelt also exemplifies the qualities of an upstander. 	

Handout 2.1.3f Secondary

Preparing to Write:

1. Introduce students to the concept of an editorial by showing several examples of editorial pages from online newspapers. Emphasize the fact that an editorial is an opinion piece focused on a significant topic.
2. Read the editorial “*Go With the Floe*” from the Los Angeles Times.
3. Do a think-aloud with the article, focusing on the structure, and on the strategies the author uses to convey both information and opinion. Have students annotate their copies of the article during the think-aloud.
4. Elicit from the students the idea that the writer of the editorial has supported his opinions with facts. Tell them that they will need to collect some facts for use in their editorials.
5. Have students study the infographics on bullying and cyberbullying. Ask them to note the information that seems to be most important in conveying to other students how pervasive the problem is nationally.
6. Additional information may be gathered from Web sites such as nonamecallingweek.org.
7. Students should also collect information about bullying at the school site. Invite a counselor or administrator to speak to the class. Students should take notes during the talk.

Moving to Writing:

1. Prewriting: Have students review the notes they have made.
2. As a whole class, review the editorial “*Go With the Floe*.” Remind students to notice the way the editorial is organized, as well as the fact that the author blends expository, argumentative, and narrative writing to create an interesting article.
3. Have students create a graphic organizer to help them plan their writing. For example, they could make a cluster, with the word “Upstander” in the center, and ideas connected to what they now understand about what it means to be an upstander around it.
4. Have students share their graphic organizers in small groups, giving each other feedback on what they might need to add, if necessary.

Drafting:

1. Provide students with a copy of the rubric, and review it with them
2. Have students write a first draft of the editorial. Remind them that this is an article for the school newspaper, and their audience will include students, teachers, and parents.
3. When the first draft is complete, have students share their drafts in small groups by doing a read-around. Have them pass their paper to the person their left. They will then read the paper that has been passed to them, and provide feedback on a Post-it Note. They should write two sentences on each Post-it:

I really liked...

Perhaps you could...
4. After reading the first paper, they will stick the Post-it on the back of the paper, and pass one place to the left again, repeating the process until each group member has read all of the papers in the group.

Revision:

1. Guided revision: Identify transitions in mentor text (*Go With the Floe*) and highlight them.
2. Highlight transitions in draft. Provide a categorized transition list for ELD/students with disabilities.
3. Students will now use the feedback from their read-around group, plus the highlighting on draft to revise, and write a second draft.

Handout 2.1.3f Secondary

Conferencing:

1. During the writing of the second draft, conference first with specifically targeted students (ELD, students with disabilities, struggling writers). Focus on no more than two specific skills.
2. Provide students with written as well as oral feedback.

Re-drafting:

1. Students will use the feedback from conferencing to write a draft for publication.
2. In addition, they will complete a self-reflection paper, describing the changes they made during revision, and where they think their editorial falls on the rubric.

Extensions:

Have an anonymous read-around of the completed pieces, and have students vote on the best pieces, which will then be published in the school newspaper.

Important Instructional Strategies:

- Brainstorming
- Think/pair/share
- Think aloud
- Modeling
- Peer review (Read-around)
- Conferencing
- Guided revision
- Reflecting on writing

Text-Based Resources Needed:

Texts to increase content knowledge:

"All Summer in a Day" by Ray Bradbury (short story that is commonly found in literature anthologies)

"Eleanor Roosevelt" (biographical article from McDougal Littell *The Language of Literature*)

Taken originally from: Jacobs, W. J. *Great Lives*. New York, NY: Atheneum Books for Young Readers, 1990.

"I Am the One" (poem on the nonamecallingweek.org Web site). The poem is toward the end of the PDF, (I use the first of the two versions): No Name Calling Week. 2013.

http://www.nonamecallingweek.org/binary-data/NoNameCalling_ATTACHMENTS/file/34-1.pdf (accessed January 19, 2013).

"Kids React to Bullying" (YouTube video; several postings online by title search)

Texts to increase genre knowledge:

"Go With the Floe" (Op-ed article)

Los Angeles Times. 2008. "Go With the Floe." <http://articles.latimes.com/2008/feb/08/opinion/ed-polar8> (accessed January 19, 2013).

Additional Materials Needed:

Internet access, including YouTube

Handout 2.1.3f Secondary

Elements That May Need Modification:	Suggested Instructional Modifications:
<p>Reading texts</p>	<ul style="list-style-type: none"> • Frontloading of vocabulary • Chunking text • Double-entry journals • Drafting the editorial • Categorized list of transition words and phrases • Sentence frames
<p>Digital Support or Digital Extensions:</p> <p>Digital Support:</p> <ul style="list-style-type: none"> • Selection of editorials from online newspapers, such as the Los Angeles Times, New York Times, Washington Post, etc. • Infographics: <p>Bullying http://ridgerespect.blogspot.com/p/bullying-infographic.html</p> <p>Cyberbullying http://mashable.com/2012/07/08/cyberbullying-infographic/</p> <p>Digital Extensions:</p> <ul style="list-style-type: none"> • Create digital stories or podcasts based on the editorials • Create “Be an Upstander” public service announcements 	

Adapted from the Lesson Template developed by the Northern California Writing Project for Cross-disciplinary inquiry into the CCSS.

LESSON PLANNING TEMPLATE — Grades 9, 10: Special Education (Amanda von Kleist)		
Lesson Title: Upstanders, Not Bystanders	Text Type/Writing Genre: Writing to Inform/Argue/Analyze in a Glogster Poster	Grade Level: 9–10 Special Education
Writing Prompt (developed or adapted for your grade level) <i>Create a Glogster that explains the concept of upstander and describes the actions and traits of a specific upstander from history (or present).</i> Specific criteria/sections for Glogster: Definition of upstander, context, issue, target, perpetrator, upstander (role in context/issue, traits/actions as upstander), risks for upstander, outcomes, and personal reflection.		
Learning Objective(s): <ul style="list-style-type: none"> • Students will discuss and write about (define, connect to personal experience, brainstorm, etc.) the concept of advocacy for others (being an upstander), risks, sacrifices, and positive character traits. • Students will use evidence gathered through research to back up claims about character traits of selected upstander. • Student will analyze information gathered in research to determine risks taken and sacrifices made by chosen upstander. • Student will use research to identify and explain the context, issue, target, perpetrator, and outcomes surrounding the actions taken by chosen upstander. • Students will write a personal reflection about what they learned as a result of researching the selected upstander. • Students will explore and utilize online posters (Glogster EDU) to present information appropriate for the genre (students will help develop a criteria chart/rubric for desired features, layout, etc. for Glogsters). 		
California CCSS for ELA Addressed: ELA 9–10 RI 1 ELA 9–10 RI 7 The reading standards above address the content students must navigate and evaluate as they conduct their research. ELA 9–10 W 1 ELA 9–10 W 2 ELA 9–10 W 6 ELA 9–10 W 7	California Content Standards Addressed: N/A	ELD Standards addressed: Grades 9–10 Part 1: Interacting in Meaningful Ways A. Collaborative <ol style="list-style-type: none"> 1. Exchanging info/ideas 2. Interacting with written language 3. Supporting opinions/ persuading others 4. Listening actively 5. Read/view closely 9. Presenting 10. Writing 12. Selecting language sources

Handout 2.1.3g Secondary

<p>ELA 9–10 W 8</p> <p>Students use the Internet to research their selected upstander, looking for specific information and images from credible sources. To present their findings, they will create an online virtual poster.</p> <p>ELA 9–10 SL 1 ELA 9–10 SL 4 ELA 9–10 SL 5</p>		<p>These ELD Standards (Bridging) were at the crux of the reading, discussing, writing, sharing, and planning for the final product. Students worked in pairs and shared out as a whole group throughout the process.</p>
<p>Academic Language Focus:</p> <p>Self-advocacy, advocacy, traits, upstander, bystander, human rights, context, issue, perpetrator, target, risks, sacrifices, outcomes, reflection, analyze, connect, evidence, empathy, motivation, initiative, perseverance.</p>	<p>Method(s) for Formative Assessment or Checking for Understanding Along the Way:</p> <p>Think & Write Discussion/structured questioning Contribution to brainstorming activities Traits posters Glogster sections</p> <p>Plan for writing assessment and feedback: Ongoing support during writing process Conferencing Peer Revision Gallery Peer Editing Gallery Class-developed rubric for Glogster features/layout</p>	
<p>Plans for Instructional Sequence (include support for steps deemed crucial — reading, writing, language, academic talk, revision):</p> <p>This project will likely take 2 to 3 weeks to complete. Significant frontloading is required to build conceptual base and understanding of academic vocabulary.</p> <p>Anticipatory activities:</p> <p>1. Think & Write (5–15 minutes): Think about a topic, look up information (if needed), ask clarifying questions, and respond to a prompt.</p> <p>2. Think & Write (10 minutes): <i>What is self-advocacy and why is it important?</i> (Many of my students are already familiar with self-advocacy, but T&W allows time to ask questions and look up additional information) Discuss/share, write/record big ideas about self-advocacy on chart paper.</p> <p>3. Think & Write (10 minutes): <i>Self advocacy is standing up for yourself. Write about the idea of standing up for another person. Give an example.</i> Discuss/share, write/record big ideas about standing up for another on chart paper.</p> <p>Introduce the term/concept of <i>Upstander</i> to students:</p> <p>1. Use student ideas to chart the differences/exemplars of <i>Upstanders</i> vs. <i>Bystanders</i>.</p> <p>2. Show video, <i>Upstanders: Portraits of Courage</i> (http://www.youtube.com/watch?v=8ZVxsnDh8lc)</p> <p>3. Write a whole-class generated definition of upstander.</p> <p>4. Think & Write (10 minutes): <i>Why do you think people choose not to help people who are clearly in need of</i></p>		

Handout 2.1.3g Secondary

assistance? What are the possible costs/risks for upstanders?

Discuss/share writing and record big ideas on chart paper.

5. Bring forward the Upstander/Bystander comparison chart (anticipatory activities #3).
6. Discuss positive character traits of upstanders.
7. Introduce *Megaskills* (by Dorothy Rich) to students (see texts for more information).
8. Ask students to create a small poster in which they will each define, illustrate, and provide examples for one of the Megaskills traits (plus empathy). Students can use computers, dictionaries, discussion with peers or adults, etc. to gather ideas about the trait they are presenting.
9. Students will present posters to classmates. Post for easy referral for later writing.

What are Human Rights?

1. Show YouTube video: *The Universal Declaration of Human Rights*
(<http://www.youtube.com/watch?v=kJ2XMRJkyv4>)
2. Provide students with *The Universal Declaration of Human Rights* document.
(<http://www.un.org/en/documents/udhr/index.shtml>)
3. Read over the rights with students and lead them through highlighting/annotating main ideas.
4. Think & Write (10 minutes): *What are Human Rights? How do Upstanders try to protect human rights?*
Discuss/share, write/record big ideas on chart paper.

Introduce research project—Upstanders from History (or today):

1. Explain Criteria for Glogster project.
2. Provide/ask for examples from students for the specific components of the Glogster.
(definition of upstander, context, issue, target, perpetrator, upstander's role in context/issue, traits/actions, risks for upstander, outcomes, personal reflection).
3. Show teacher-created sample of Glogster project.
4. Discuss potential audiences for sharing Glogsters.
5. Discuss design elements and possibilities for links to Web sites and videos to enrich Glogsters.
6. Look at other Glogster samples to develop a design-related rubric for upstander Glogster.

Lead students through brainstorming activities to select Upstander to research:

1. Be ready to spend some time helping students select a research subject.
2. Provide lists, project images of different upstanders or contexts for students to ask about, give students time to look up possible subjects on computer, and review the rights listed on the Declaration of Human Rights to find an area of human rights interest to research as a lead to an upstander.
3. Students narrow choices down to 3 possible research subjects and write big ideas and reasons for interest for each on 3x5 cards. Each student shares ideas/3x5 cards with thinking partner.
4. Pass out folders with notebook paper.
5. Have students write the name of their selected research subject in the folder.

Provide students with Glogster components notes chart for research:

1. Refer (and refer again) students to class-created charts and posters, so they can apply previously discussed academic vocabulary to writing.
2. Provide students with research resources and time to research.

Handout 2.1.3g Secondary

3. Actively support students through the research process.
4. Support students in context to organize information for specific sections of Glogster.
5. Once students have notes/resources/text developed for all sections of Glogster, students log into Glogster and create their online posters.

Revision Gallery:

1. Students visit with 2 other Glogster creators and use Glogster components/notes/charts to comment on content in the sections of the Glogster
2. Revision time
3. Editing Gallery
4. Teacher/student revision/editing conferences
5. Presentations of Glogsters to each other and chosen audiences

Important Instructional Strategies:

1. Think & Write
2. Whole group and small group/pairs discussion
3. Word banks
4. Academic, vocabulary-rich environment (Megaskills posters/brainstorming and comparison charts)
5. Multimedia presentation of information/videos/Glogster
6. Connections to prior knowledge/experiences
7. Annotation/highlighting for information/content
8. Organization of research information (Glogster components, notes, charts)
9. Supported research subject selection
10. Supported research process/organization of research information

Text-Based Resources Needed:

Print and digital resources to increase content knowledge: Assorted biography resources for students to research selected upstanders.

Print and digital resources to increase genre knowledge: Probably teacher's own Glogster example as genre model.

Print and digital resources to increase language knowledge: *Megaskills* by Dorothy Rich is an exploration of twelve specific positive character traits: confidence, motivation, responsibility, effort, initiative, perseverance, caring, teamwork, common sense, problem solving, focus, and respect. Students explore, identify, and define these traits in not only their own lives and personal experiences, but also use them as a lens to examine and develop claims about characters from literature and history.

Rich, D, *Megaskills*. New York, NY: Mariner Books, 1998.

Additional Materials Needed:

Students need access to computers with Internet (that do not block Glogster).

Handout 2.1.3g Secondary

Elements That May Need Modification:	Suggested Instructional Modification:
Researching details about the upstander, context, issues, etc.	Provide teacher-selected/modified biography resources for students to use. Locate short biographical videos (California streaming, YouTube, Teacher Tube, etc.).
Using Glogster	Have students do project in pairs to support the exploration/problem solving associated with using Glogster (as well as doing research). *For those working in pairs, each student should write his/her own personal reflection.
Digital Support or Digital Extensions: <ul style="list-style-type: none">Glogster EDU — Online, poster building resource: http://edu.glogster.comSelected YouTube videos: Facing History and Ourselves. 2009. <i>Upstanders: Portraits of Courage</i>. http://www.youtube.com/watch?v=8ZVxsnDh8lc (accessed January 12, 2013). Organization for Peace and Human Rights. 2008. <i>The Universal Declaration of Human Rights</i>. http://www.youtube.com/watch?v=kJ2XMRJkyv4 (accessed January 12, 2013). United Nations. 1948. <i>The Universal Declaration of Human Rights</i>. http://www.un.org/en/documents/udhr/index.shtml (accessed January 12, 2013).	

Adapted from the Lesson Template developed by the Northern California Writing Project for Cross-disciplinary inquiry into the CCSS.

LESSON PLANNING TEMPLATE — Grades 9–12: Multi-grade (Marlene Carter)		
Lesson Title: Upstanders, Not Bystanders	Text Type/Writing Genre: Analytical Essay (Inform, Argue, and Analyze)	Grade Level: Grades 9–12
Writing Prompt (developed or adapted for your grade level/student populations): <i>Standing up for ourselves or others can be both risky and rewarding. Write an essay in which you discuss both the benefits and risks of being an upstander. To develop your essay, use examples from your reading and/or research. Also include at least one example from your own experience or observation.</i> Upstanding: Speaking Up for Others and Ourselves		
Learning Objective(s): Students will broaden their understanding of the issue by researching upstanders associated with current or historical events.		
California CCSS for ELA Addressed: ELA 9–10 Writing: Although most of the writing standards #1–10 will be reflected in this lesson, I am going to focus on #7: <i>Conduct short as well as more sustained research projects to answer a question (including self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</i> Rationale: I chose this standard because I want students to broaden their understanding of the issue by researching upstanders associated with current or historical events. Students at all language levels tend to write richer, more in depth pieces when they have a broader understanding of the topic.	California Content Standards addressed: N/A	ELD Standards addressed: Part II: Learning About How English Works, #3 Bridging: Using verbs and verb phrases — <i>Use a variety of verbs in different tenses (e.g., past, present, future) aspects (e.g., simple, progressive perfect) and mood (e.g., subjunctive) appropriate for the text type and discipline to create a variety of texts that describe concrete and abstract ideas, explain procedures and sequences, summarize texts and ideas, and present and critique points of view.</i> Rationale: I chose to focus on this standard because my English Learners and my “Standard” English Learners are sometimes challenged with using irregular verbs and with verb tenses. Students will need to use verb tenses correctly, especially as they write about past events.

Handout 2.1.3h Secondary

<p>Academic Language Focus:</p> <p>ELD Standards Part II: Learning About How English Works — Bridging</p> <p>Using verbs and verb phrases: <i>Use a variety of verbs in different tenses (e.g., past, present, future) aspects (e.g., simple, progressive perfect) and mood (e.g., subjunctive) appropriate for the text type and discipline to create a variety of texts that describe concrete and abstract ideas, explain procedures and sequences, summarize texts and ideas, and present and critique points of view.</i></p>	<p>Method(s) for Formative Assessment or Checking for Understanding Along the Way:</p> <p>Individual and group discussions and conferences about informal writing, reading notes, annotated texts, potential claims and examples, and essay drafts.</p>
<p>Plans for Instructional Sequence (including support for reading, writing, language, academic talk, revision):</p> <ol style="list-style-type: none"> 1. Informal Writing: Our exploration of taking a stance as an upstander will begin with writing about personal experiences. <ul style="list-style-type: none"> • <i>“Write about a time when you stood up for yourself or for someone else or a time when you wish that you had stood up for yourself or someone else.”</i> 2. Reading: Next, we will expand our view of upstanders by taking a fresh look at literature already part of our curriculum. I’m including literature that is commonly found in anthologies or on district-approved reading lists. <ul style="list-style-type: none"> • <i>Twelve Angry Men</i> by Reginald Rose (9th grade): One juror stands up to his fellow jurors, urging them to take time to look at the evidence before hastily convicting a teenage of murder. • <i>To Kill a Mockingbird</i> by Harper Lee (9th grade): An attorney stands against racism in defending an African American man falsely accused of raping a white woman. • <i>Great American Speeches</i> (11th grade): Many of the great speeches throughout history urge listeners to stand up for a cause: <ul style="list-style-type: none"> ○ “Speech in the Virginia Convention” by Patrick Henry ○ “Speech in the First Women’s Rights Convention” by Elizabeth Cady Stanton ○ “I Have a Dream” by Martin Luther King, Jr. ○ “Letter from Birmingham Jail” (11th or 12th): Dr. King stands up to his fellow clergymen, as he justifies civil disobedience and explains why he and his followers are using it to protest discrimination. • <i>Zoot Suit</i> by Luis Valdez (12th grade): Based on the true story of Mexican Americans in Los Angeles in the 1940s who faced a racially biased criminal justice system during their arrest and trial. 3. Research: We will continue to build background knowledge by using Internet research to find stories of upstanders. For example, students will learn about the teenagers and young adults who stood up to integrate interstate buses as Freedom Riders (http://www.pbs.org/wgbh/americanexperience/freedomriders/watch). 4. Discussion: In high school, students are ready to discuss the reality that there are risks and dangers involved in being an upstander. In small group discussions, students list the possible risks, as well as the benefits of standing up for themselves and others. 	

Handout 2.1.3h Secondary

5. Formal Writing: The opportunities to engage in informal writing, reading, research, and discussion, will prepare students to write formally for a wider audience. The topic requires students to draw upon their reading and to include their personal experience and/or observation.

Important Instructional Strategies:

Interactive Reading Strategies

- Making personal connections to a theme
- Prompt deconstruction (breaking down the prompt)
- Paraphrasing and recapitulating (summarizing)
- Annotation (writing notes on the text in the margins or with sticky notes)
- Building understanding of text through background knowledge

Interactive Writing Strategies

- Quick Writes
- Writing a claim/theme statement
- Using examples to support a claim
- Choosing examples
- Embedding quotations
- Developing examples
- Revising
- Editing
- Citing Sources

Text-Based Resources Needed:

Print and digital resources to increase content knowledge: Several options are listed in plans for instructional sequence.

Essential for the teaching I have planned:

Public Broadcasting System. 2010. WGBH American Experience: Freedom Riders.

<http://www.pbs.org/wgbh/americanexperience/freedomriders/watch> (accessed December 15, 2012).

Additional Materials Needed:

Internet access/school support for using downloaded video clips.

Elements That May Need Modification:

This topic will motivate all the grade levels I teach, but I have to decide first which grade level(s) and course(s) I should adapt this lesson for. Each will take very different pacing, scaffolding, and specific strategies for gathering and organizing research information from multiple sources.

Suggested Instructional Modifications:

Adapted from the Lesson Template developed by the Northern California Writing Project for Cross-disciplinary inquiry into the CCSS.

LESSON PLANNING TEMPLATE — Grade 9: ELD (Norma Mota-Altman)		
Lesson Title: Upstanders, Not Bystanders	Text Type/Writing Genre: Informational essay	Grade Level: Grades 9–12 ELD
Writing Prompt (developed or adapted for your grade level/student populations): <i>What does it mean to be an upstander?</i>		
Learning Objective(s): To write an informational essay about an upstander that includes a definition, details, and a thoughtful conclusion.		
California CCSS for ELA Addressed: See the correlations to the ELD standards in the far right column. ELA Grades 9–10: W1-10 WHST1–2, 4–10 SL1,3,4,6 L 1–6 RL 4–5 RI 4–5 RH 4–5 RST 4–5	California Content Standards addressed: N/A	ELD Standards addressed: Grades 9,10: Part 1 – Interacting in Meaningful Ways <ul style="list-style-type: none"> • Collaborative: Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics (ELA 9–10 SL1,6; L 3,6) • Interpretive: Analyzing how writers and speakers use vocabulary and other language resources for specific purposes (to explain, persuade, entertain, etc.) depending on modality, text type, purpose, audience, topic, and content area (ELA 9–10 RL 4,5; RI 4,5; RH 4,5; RST 4,5; SL 3; L 3,5,6) • Productive: Writing literary and informational texts to present, describe, and explain ideas and information (ELA 9–10 W1–10; WHST1,2, 4–10; L1–6) • Productive: Selecting and applying varied and precise vocabulary and other language resources to effectively convey ideas (ELA 9–10 W 4,5; WHST 4,5; SL 4,6; L1,3,5,6)

Handout 2.1.3i Secondary

<p>Academic Language Focus:</p> <ul style="list-style-type: none"> • Using the language of authors ("The author states, focuses on, illustrates, etc...") • Using quotations effectively to make/emphasize a point • Restating the author's purpose 	<p>Method(s) for Formative Assessment or Checking for Understanding Along the Way:</p> <ul style="list-style-type: none"> • Students will complete an Anticipation/Reaction guide before reading the text and discuss their responses • Students will complete academic statements regarding the text as their "ticket out of the room" • Students will discuss "When should you help a friend? How far would you go to help a friend?" with their table group, and then one member will report out to the larger group <p>Plan for writing assessment and feedback:</p> <ul style="list-style-type: none"> • Students will complete the first draft of their informational essay for homework. • Students will conduct a "read around" with their group (+ I agree; ! Great part; ? I don't understand). • Students will then write a second draft for homework and hand in to teacher. • Teacher will respond to second draft. • Students will write final draft for homework.
<p>Plans for Instructional Sequence (including support for reading, writing, language, academic talk, revision):</p> <ol style="list-style-type: none"> 1. Teacher will write "bystander and upstander" on the board and ask students to deconstruct the meaning of the words using what they know already. <ul style="list-style-type: none"> • Discuss who an upstander would be. What qualities would he/she have? • In groups, discuss examples of historical figures, people in the news, people you know who are/have been upstanders. What made them upstanders? 2. Students will complete an Anticipation/Reaction guide as pre-reading for the Cisneros text and then discuss their answers with their group (see Important Instructional Strategies for example). <ul style="list-style-type: none"> • Teacher will poll answers and ask individual students to explain their answers. • Teacher will do a "Splash" activity with vocabulary from the text. • Teacher will read "Who Wants Stories Now?" by Sandra Cisneros two times aloud to the class. 3. During third reading, students will mark words and phrases on the text that impress them. <ul style="list-style-type: none"> • Using a "whip" activity, students will read aloud a word or phrase that they marked; they will do this twice. • Using academic statements, students will respond to various questions posed by the teacher and 	

Handout 2.1.3i Secondary

the students.

4. Repeat process for reading *It Doesn't Have to Be This Way* and for viewing video clips on bullying.
5. Students will discuss quotes and why writers use them.
 - Teacher will model selecting a quote, explaining it in your own words, and explaining the subtext.
 - Students will select three quotes and do the same.
 - Teacher will model "getting into and out of a quote" with academic statements.
 - Students will select a quote and write a paragraph following the teacher's model for homework.
6. Students will do a read around with the homework and discuss the quotes.
 - Students will complete the first draft of their informational essay for homework (essay to include a quote).
7. Students will have a "read around" with their group (+ I agree; ! Great part; ? I don't understand)
 - Students will then write a second draft for homework and hand in to teacher.
8. Teacher will respond to second draft.
9. Students will write final draft for homework.

Important Instructional Strategies:

- Splash activity — Write selected words from the text on the board around a rectangle and ask students the meaning of each word; once completed, ask students to predict what the text may be about based on the vocabulary.
- Whip activity — Write academic statements or frames on the board and ask students to complete the statements; then say one aloud as we quickly go around the room. Everyone speaks!
- Anticipation/Reaction guide — Write statements related to the texts that students will agree or disagree with (e.g., "You should always help your friends"). Then have students discuss their responses with their group and with the whole class.

Text-Based Resources Needed:

Texts to increase content knowledge and language knowledge:

Cisneros, S. 1993. "*Who Wants Stories Now?*" The New York Times, March, 14, 1993 (archived periodical).

Rodriguez, L. J. *It Doesn't Have to Be This Way/ No tiene que ser asi: A Barrio Story/Una historia del barrio*. New York, NY: Children's Book Press, 2004.

Additional Materials Needed:

Video or YouTube clips on bullying

Elements That May Need Modification:

- Reading informational texts
- Getting into and out of texts

Suggested Instructional Modifications:

- Modeling of informational texts
- Deconstruct getting into and out of texts, using academic language

Handout 2.1.3i Secondary

Digital Support or Digital Extensions:

Video or YouTube clips on bullying

Adapted from the Lesson Template developed by the Northern California Writing Project for Cross-disciplinary inquiry into the CCSS.

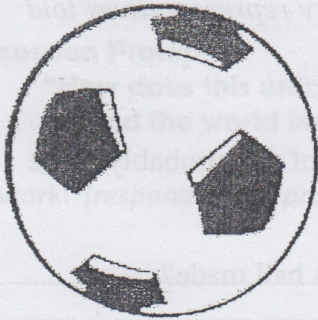
Handout 2.2.1a

Child Labor Used To Make Soccer Balls

Posted Oct 16, 2008 by ■ Debra Myers

*highlight facts/details that answer questions 1-3 in your research packet.

*Number your paragraphs



Soccer balls are often symbols of our children's youth. Yet in other countries, these soccer balls are made by children whose lives are taken away from them when they are put to work to make them. They work because they have no choice.

The story of one child, Gurmeet Kumar, a 10-year-old boy, was told HBO's Real Sports with Brayant Gumbel. The episode aired September 16, 2008.

Gurmeet lives in one of India's poorest areas. Because his baby brother became ill earlier this year, and needed medicine, Gurmeet's mother borrowed less than \$100 to buy medicine for the baby. Gurmeet's freedom was used as collateral for the loan. For Gurmeet, and other children like him, they will never go to school, never be allowed to be a child.

Now, Gurmeet spends his days working 10 to 15 hours at a time, stitching together soccer balls. It is he who will try to work off the debt, which may never happen. *The soccer ball makers charge "exorbitant" interest rates that double the size of the debt every few months.* This debt may end up being passed on to Gurmeet's children and his grandchildren.

Sadly, despite the medication purchased, *Gurmeet's baby brother died.*

The thing of importance here is that it doesn't matter whether this crime is called "debt bondage" or "slavery", but rather how many of the world's soccer balls are made using child labor. These Indian children are paid five cents an hour to sew the ball's panel's together. Even the little panel that states *that the ball is "child labor free."*

This isn't the first time that the issue has come under scrutiny. The U.S. Department of Labor, Bureau of International Labor Affairs, states that, "The soccer ball industry of Pakistan, principally concentrated in the city of Sialkot, has been under scrutiny in recent years for employing child workers. Many reports describe children stitching soccer balls in small rural workshops or in homes."

Because of widespread reports of children making these soccer balls, in 1996 a campaign was launched called *FoulBall*. The goal was to stop using child labor to make these balls and that they were only to be made by adults.

Handout 2.2.1a

Child Labor Used To Make Soccer Balls (Continued)

When HBO's Bernard Goldberg was investigating this story, he was able to find many instances where child labor and 'debt bondage' was still be practiced. Yet, *Industry representatives told Goldberg that they didn't know what was happening in India.*

The commentary finishes out with a quote taken by "Forbes" that states:

"That garden stone, handmade carpet or embroidered T-shirt you just bought was probably made by child labor."

Can you ever look at a soccer ball again without wondering: How was **this** ball made?

Read more: <http://www.digitaljournal.com/print/article/26124#ixzz12i912Y81>

Savage Harvest

Information Sheet

Module Title	Savage Harvest
Module description (overview):	<i>In this module, students will focus their research on contemporary international child labor practices that benefit the American consumer. They will prepare an article for publication in a children's magazine that defines child labor and focuses on the facts about this continuing issue. The module will further challenge them to raise their awareness about the products we purchase, how they are produced and implications for the American consumer. Students will be exposed to multi-media primary source materials that focus on the topic of child labor. They will work on the skills of determining the author's point of view and purpose for developing materials, cause and effect, and analysis of primary source documents.</i>
Template task (include number, type, level):	Template Task 11B Informational (Explanatory/Definition) <i>After researching _____, (informational text) on _____ (content), write a _____ that defines and explains _____ (content). Support your discussion with evidence from your research. (L2) What implications can you draw?</i>
Teaching task:	<i>After researching <u>nonfiction books, photojournals and articles on contemporary child labor</u>, write an <u>article for a children's magazine that defines and explains child labor practices and how children around the world are impacted</u>. Support your entry with evidence from your research. (L2) What implications for the American consumer can you draw?</i>
Grade(s)/Level:	Grade 6
Discipline: (e.g., ELA, science, history, other?)	Reading
Course:	Advanced Reading
Author(s):	Juli Baker, Selekia Blake, Sarena Castorino, Suzanne Doanne, Patricia Fisher, Tracie Holman, Carolyn Kunzman, Kate Ramsey, Deirdre Welch, Athena Wilson
Contact Information:	Mary.rafferty@sdhc.k12.fl.us

Section 1: What Task?

TEACHING TASK

Teaching task:	<p><i>After researching <u>nonfiction books, photojournals and articles on contemporary child labor</u>, write an <u>article for a children's magazine that defines and explains child labor practices and how children around the world are impacted</u>. Support your entry with evidence from your research. (L2) What implications for the American consumer can you draw?</i></p>
Reading texts:	<p><u>Bibliography</u></p> <p>D'Adamo, Francesco, <i>Iqbal</i>. 1*U.S. paperback edition. New York, NY: Simon and Schuster. Children's Publishing, 2005. Print.</p> <p>McMahon, Kate. "Africa: The Dark Side of Chocolate." <i>Corpwatch.org</i>. CorpWatch 28 Oct. 2005. Web. 2 Nov. 2010.</p> <p>Paul, Katie. "Labor Shortage." <i>newsweek.com</i>. Newsweek, 1 Feb. 2010. Web 2 Nov. 2010.</p> <p>"So you want to change the world? (Feature Story)." <i>Weekly Reader, Senior Edition</i> (including Science Spin) 5 Apr. 2001: 2+. <i>Student Resource Center – Junior</i>. 14 Oct. 2010. Web. 2 Nov. 2010.</p> <p>Sok, Chivy. "What is child labor? (Cover Story)." <i>Faces: People, Places, and Cultures</i> Apr. 2006: 8+. <i>Popular Magazines</i>. 14 Oct. 2010. Web 2 Nov. 2010.</p> <p><u>Images</u></p> <p>Crozet, M. e2765, <i>caption: Carpet production: child weaver</i>, October 2005, district of Lahore, Pakistan. Web. www.ilo.org. 2 Nov. 2010.</p> <p><i>Freeclipart.com</i>. Web 2 Nov. 2010.</p> <p>Saklecha, Ashish. <i>Edutail.com</i> Web 2 Nov. 2010.</p> <p>Sanago, Issouf. <i>Marketplace.publicradio.org</i>. Web 2 Nov. 2010.</p>
Background to share with students:	<p>Children across the world experience childhood in different ways. In this module we will look at those children who work to make the goods that people around the globe use.</p>

Handout 2.2.1b

Extension (optional):	
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CONTENT STANDARDS FROM STATE OR DISTRICT

Standards source:	Sunshine State Standards: Social Studies
NUMBER	CONTENT STANDARDS
	Describe the political and social status of women and children in selected countries in the world
	Describe the general level of education in selected countries in the Middle East and Asia and its relationship to the economy.
	Compare the cultural differences and similarities of the people around the world.

COMMON CORE STATE STANDARDS

NUMBER	COLLEGE AND CAREER READINESS ANCHOR STANDARDS FOR READING
1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
6	Assess how point of view or purpose shapes the content and style of a text.
7	Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
8	Delineate and evaluate the argument and the specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
10	Read and comprehend complex literary and informational texts independently and proficiently.
NUMBER	COLLEGE AND CAREER READINESS ANCHOR STANDARDS FOR WRITING
1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach
8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

Handout 2.2.1b

9	Draw evidence from literary or informational text to support analysis, reflection, and research.
10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audience.

SCORING RUBRIC

COMPONENT	Exceeds Expectations 5 points	Proficient 4 points	Needs Support 3.5 points
Focus 5 pts. L1	Is focused on topic throughout paper	Is generally focused on topic	Is seldom focused on topic
Reading/Research L1 15 pts.	Support from sources is appropriate, accurate, and ample.	Support from sources is appropriate, mostly accurate, and sufficient.	Support from sources is vague and limited and/or incomplete.
L1	Uses correct format for citing sources	Includes a few errors in citing sources	Contains multiple errors in citing sources
L2	Cites multiple credible sources	Cites some credible sources	Relies on unknown or questionable sources
Controlling Idea L1 15 pts.	Narrows a topic or an issue to be discussed or argued	Identifies a general topic or issue to be discussed or argued	The topic or issue remains vague.
L1	Directly answers the prompt by choosing a stance to be further proved or explained	Partially answers the prompt by choosing a stance that maybe somewhat vague	Fails to answer the prompt and/or to choose a stance
L1	Explains how the significance of the topic will be interpreted	Prepares the reader for more information about the topic	Leaves the reader wondering what to expect from the rest of the paper
Development L1 35 pts.	Provides comprehensive information to address the significant theme(s)	Provides adequate information to address the significant theme(s)	Provides limited information to address the significant theme(s)
L1	Supports position with reasons/examples that are text-based and relevant	Supports position with some reasons/examples that are text-based and relevant	Supports position with reasons/examples that are not text-based and/or not relevant
L1	Integrates relevant quotes from multiple sources	Integrates quotes but doesn't explain significance	Selects inappropriate quotes or avoids them entirely
L1	Support is ample and consistent throughout	Support is consistent but could be more detailed	Support is uneven; development may be lacking or repetitive in parts

Handout 2.2.1b

L2	Demonstrates thorough understanding through paraphrasing of text	Demonstrates some understanding through an attempt to paraphrase text	Demonstrates limited understanding through reliance on exact language of text
L2	Clearly interprets the significance of the topic	Attempts to interpret significance	Interpretation of significance is confusing or missing
L3	Identifies and explains one or more unanswered questions about the topic	Identifies one or more unanswered questions about the topic	Does not address any unanswered questions about the topic
Organization L1 15 pts.	The introduction, body, and conclusion are obvious.	The introduction, body, and conclusion have been attempted.	Essay seems incomplete or lacks a clear introduction, body, and conclusion.
L1	Ideas are coherent and well organized.	Ideas are loosely organized.	Ideas are poorly organized.
L1	Transitions are used effectively to enhance the flow of the writing.	Transitions used are limited and/or predictable.	Transitions are missing, and/or the writing is choppy or disjointed.
Conventions L1 15 pts.	Consistently exhibits variety in sentence structure	Exhibits some variety in sentence structure	Sentence structure is unvaried; exhibits run-on sentences and/or fragments
L1	Errors (i.e., spelling, punctuation, complete sentences, paragraphing, verb tense, agreement) are limited and do not interfere with understanding	More frequent errors, but they do not interfere with understanding.	Errors interfere with understanding.
L1	Employs sophisticated word choice that demonstrates voice and reflects appropriate tone	Employs mature word choice, though some words may be used inaccurately	Employs slang and/or limited word choice which may be inappropriate for audience and purpose.
Column A + B + C = %			
Comments and suggestions:			

Section 2: What Skills?

SKILL	DEFINITION
SKILLS CLUSTER 1: PREPARING FOR THE TASK	
1. Bridging Conversation	Ability to connect the task and new content to existing knowledge skills, experiences, interests, and concerns.
2. Task analysis	Ability to understand and explain the task's prompt and rubric.
3. Project planning	Ability to plan so that the task is accomplished on time.
SKILLS CLUSTER 2: READING PROCESS	
1. Reading "habits of mind"	Ability to select appropriate texts and understand necessary reading strategies needed for the task.
2. Essential Vocabulary	Ability to apply strategies for developing an understanding of a text(s) by locating words and phrases that identify key concepts and facts, or information.
3. Note-taking	Ability to read purposefully and select relevant information; to summarize and/or paraphrase.
4. Organizing Notes	Ability to prioritize and narrow supporting information.
SKILLS CLUSTER 3: TRANSITION TO WRITING	
1. Bridging Conversation 1 & 2	Ability to transition from reading or researching phase to the writing phase.
SKILLS CLUSTER 4: WRITING PROCESS	
1. Initiation of Task	Ability to establish a controlling idea and consolidate information relevant to task.
2. Planning	Ability to develop a line of thought and text structure appropriate to an informational or explanatory task.
3. Development	Ability to construct an initial draft with an emerging line of thought and structure.
4. Revision	Ability to apply revision strategies to refine development of information or explanation, including line of thought, language usage, and tone as appropriate to audience and purpose.
5. Editing	Ability to apply editing strategies and presentation applications.

Section 3: What Instruction?

Pacing	Skill and Definition	Product and Prompt	Scoring (Product “meets expectations” if it...)	Instructional Strategies
SKILLS CLUSTER 1: PREPARING FOR THE TASK				
1 day	<u>Bridging Conversation</u> Ability to connect the task and new content to existing knowledge, skills, experiences, interests and concerns	Complete the <u>anticipation guide</u> and the “What I See...What I think” after watching the picture montage.	Product meets expectations if students are able to refute or validate their responses on the anticipation guide based on the information they collect from class discussion and the picture montage.	<ul style="list-style-type: none"> Anticipation guide “What I See...What I Think” graphic organizer Powerpoint picture montage
½ day	<u>Task Analysis</u> Ability to understand and explain the task’s prompt and rubric	Using the <u>close passage</u> , summarize what you will need to know and be able to do in order to complete the task.	Product meets expectations if the students can explain what the teaching task is requiring them to do	<ul style="list-style-type: none"> Cloze statement Brainstorming
½ day	<u>Project Planning</u> Ability to plan so that the task is accomplished on time	Complete a <u>personal calendar</u> that reflects the teacher’s plan for this module.	Product meets expectations if the students’ calendar reflects both personal and module-based goals	<ul style="list-style-type: none"> planning
SKILLS CLUSTER 2: READING PROCESS				
3 days	<u>Essential Vocabulary</u> Ability to apply strategies understanding of a text by locating developing an understanding of text by locating words and phrases that identify key concepts, facts and information.	Complete a Fryer model <u>graphic organizer</u> Using information from the graphic organizer, students will <u>write a paragraph</u> that defines child labor	<ul style="list-style-type: none"> Product will meet expectations if it includes a complete definition of child labor with information from all three articles. 	<ul style="list-style-type: none"> Jigsaw Carousel brainstorm Fraye Model

Handout 2.2.1b

2 days	<u>Strategic Reading</u> Ability to read purposefully and select relevant information ; to summarize or paraphrase	Complete a Frayer Model graphic organizer. Using information from the picture and the article, write a cohesive <u>paragraph</u> that explains the idea of being “invisible”	<ul style="list-style-type: none"> Product will meet expectations if it includes a complete explanation of the life of a Restevac 	<ul style="list-style-type: none"> Reading pictures Frayer Model Costa’s Level of Questioning Frame paragraph
1 day	<u>Strategic Reading2</u> Ability to read purposefully and select relevant information ; to summarize or paraphrase	Use the graphic organizer Analyzing Photographs, to create a <u>series of questions</u> for discussion.	<ul style="list-style-type: none"> Product meets expectations if it includes relevant information from the three pictures and the short film 	<ul style="list-style-type: none"> Request strategy Costa’s Level of Questioning Gallery Walk
3 day	<u>Strategic reading3</u> Ability to read purposefully and select relevant information ; to summarize or paraphrase	Complete <u>the content frame</u> and the <u>Trackstar information</u> sheet to acquire information on child labor.	<ul style="list-style-type: none"> Product meets expectations if students are able to synthesize information from various sources. 	<ul style="list-style-type: none"> Content frames Jigsaw Trackstar
3 or 4 days	<u>Note taking</u> Ability to read purposefully and select relevant details	Complete your literature circle note taking sheets.	<ul style="list-style-type: none"> Product meets expectations if the chosen information is focused and appropriate to the task. 	<ul style="list-style-type: none"> Literature circles
2 days	<u>Strategic Reading</u> Ability to apply strategies for developing an understanding of a text by locating words and identify key concepts and fact, or information	Rewrite the “Rights of the Child” in your own words.	<ul style="list-style-type: none"> Product meets expectations if the student captures the meaning and spirit of the document 	<ul style="list-style-type: none"> Paraphrase Using context Clues

Handout 2.2.1b

1 day	<u>Notetaking2</u> Ability to read and purposefully select relevant details	Complete the “Problem/Solution” graphic organizer	<ul style="list-style-type: none"> Product meets expectations if the key points of the film are selected and the student is able to use the vocabulary in writing 	<ul style="list-style-type: none"> Film analysis Cause and effect analysis Identification of relevant details
SKILLS CLUSTER 3: TRANSITION TO WRITING				
1 day	<u>Bridging Conversation</u> Ability to transition from reading or researching phase to the writing phase	Revisit the anticipation guide to <u>record text support</u> for original responses Take notes from the concensus circle to describe what you want to put into your article and record on a <u>nexit slip</u> .	Product meets expectations when student has enough information to complete the writing of the article	<ul style="list-style-type: none"> Consensus circles Round robin writing Exit slip
SKILLS CLUSTER 4: WRITING PROCESS				
1 day	<u>Initiation of task</u> Ability to establish a controlling idea and consolidate information relevant to the task	Revisit the paragraphs written throughout the module to create an opening paragraph that establishes a controlling idea and consolidates information.	<ul style="list-style-type: none"> Product meets expectations if the paragraph has a controlling idea 	<ul style="list-style-type: none"> Write an opening paragraph Consolidate information
1 day	<u>Development</u> Ability to construct an initial draft with an emerging line of thought and logical order	<u>Draft a logical series of information paragraphs</u> that focus on what you have learned in the unit	<ul style="list-style-type: none"> Product meets expectations if the student is able to create a series of paragraphs focusing on different aspects of child labor. 	<ul style="list-style-type: none"> Plan of essay
1 day	<u>Revision</u> Ability to apply revision strategies to refine the development of information or explanation including line of thought, clarity, language and conventions	Revise your article adding headings and pictures	<ul style="list-style-type: none"> Rubric scoring 	<ul style="list-style-type: none"> Text features

Handout 2.2.1b

			■	■
			■	■
			■	

MATERIALS, REFERENCES AND SUPPORTS

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Section 4: What Results?

STUDENT WORK SAMPLES

Include at least two samples of student work that meets expectations. If possible, also include samples of student work at the advanced level.

CLASSROOM ASSESSMENT TASK (OPTIONAL: MAY BE USED AS PRE-TEST OR POST-TEST)

Classroom assessment task	
Background to share with students (optional):	
Reading texts:	

INFORMATION/EXPLANATION CLASSROOM ASSESSMENT RUBRIC

[SPW: Need to add revised edition]

Teacher Work Section

Here are added thoughts about teaching this module.

Appendix

The attached materials support teaching this module.

The Key to Keywords

Essential Question

Which keywords will give you the best search results?

Estimated time: 45 minutes

Lesson Overview

Students learn strategies to increase the accuracy of their keyword searches. They compare the number and kinds of sites obtained and make inferences about the effectiveness of the strategies.

Working in pairs, students use the **Fetch! Student Handout** to answer an assigned question. They use one, two, then multiple keywords, and discover that when it comes to keyword searches, more words are better than one. Using the **Doggy Data Student Handout**, students then devise their own search strategies to find information, using multiple keywords, synonyms, and alternative words and phrases.

Standards Alignment –

Common Core:

grade 3: RI.1, RI.4, RI.10, RF.4a, W.4, W.7, W.10, W.1a, W.1b, W.1c, W.1d, W.3, W.4, W.6, L.3a, L.6

grade 4: RI.1, RI.4, RI.10, RF.4a, W.4, W.7, W.10, W.1a, W.1b, W.1c, W.1d, W.4, W.6, L.3a, L.6

grade 5: RI.1, RI.4, RI.10, RF.4a, W.4, W.7, W.10, W.1a, W.1b, W.1c, W.1d, W.4, W.6, L.3a, L.6

NETS•S: 3b, 3c, 3d

Learning Objectives

Students will be able to ...

- experiment with different keyword searches and compare their results.
- refine their searches by using multiple words, synonyms, and alternative words and phrases.
- draw inferences to explain their search results.

Key Vocabulary –

keywords: the most important words related to a subject, which you type into a search engine to find the information you want

precise: clear and exact

results page: the screen showing what a search site found in response to your keyword search

synonyms: two or more words with the same meaning or nearly the same meaning

alternative: a different way to say or do something

Materials and Preparation

- Copy the **Fetch! Student Handout**, one for every two students.
- Copy the **Doggy Data Student Handout**, one for every two students.

Family Resources

- Send home the **Smart Searching Family Tip Sheet (Elementary School)**.

introduction

Warm-up (10 minutes)

To help students understand that precisely worded descriptions produce the best search results, start out with the following activity.

- **PLACE** several small items on a desk at the front of the room, behind a book or other barrier that prevents students from seeing them. (Use different types of objects, such as a tape dispenser, an apple, and a computer mouse.)
- **INVITE** a student volunteer to come to the front, look at the objects, and describe one of them to the class, without using any of the words in the item's name. (Students describing a tape dispenser, for example, could not use the words tape or dispense.)
- **REPEAT** the exercise at least three times. (Students who have seen the items can't guess!) Afterwards, encourage students to think about what they learned from the game.

ASK:

How do you use words when you search the Internet?

Students should know that they input keywords into a search engine.

DEFINE the Key Vocabulary term **keywords**.

DISCUSS with students how the game they played is like doing Internet searches: A search engine uses computer programs to look for information on the Internet. However, users need to tell the search engine what to look for. That's what keywords are used for.

DEFINE the Key Vocabulary term **precise**.

EXPLAIN that in order for students to get the best search results, they need to choose their keywords carefully. The most precise keywords will yield the best results.

teach 1

Fetch! (20 minutes)

GROUP students into pairs. If your class has access to a limited number of computers, two or more pairs may take turns using one computer.

DISTRIBUTE the **Fetch! Student Handout**, one for each pair of students.

ASK:

How do you think search engines, like Google, work?

Search engines crawl the Internet, gathering information about millions of websites. At the click of a button, a search engine sorts through what it "knows" and lists the sites it "thinks" you want. You tell the search engine what you want by using keywords.

DEFINE the Key Vocabulary term **results page**.

EXPLAIN that when it comes to keyword searches it is important to choose accurate and precise words. Let them know that adding more of these keywords can help narrow a search. A search for a single word may "fetch" a

Handout 2.2.3

million sites to display on their results page. Adding more words fetches fewer sites that are closer to what you need. Another tip is to put words that belong together (such as a phrase, a full name, or lyrics of a song) in quotation marks. The search engine looks only for instances when these are words lumped together.

TELL students they will conduct an experiment that involves finding information by using more and more keywords.

ASSIGN a search engine for students to use in this activity, such as Google, Yahoo, or Bing. Have all students use the same search engine, so that the only variable is the keywords they choose. Then assign each pair of students one of the following questions to answer. Each question should be assigned to at least two pairs of students. Have them write down their assigned question on their **Fetch! Student Handout**.

- What foods are toxic to dogs? (Name four)
- What breeds of dogs are the smartest? (Name four)
- What jobs do dogs do for people? (Name four)
- What are some of the smallest and largest dog breeds? (Name two of each)

GUIDE pairs of students through a multi-step search to find the answers to their question. Have each pair complete the following steps, allowing 10 to 15 minutes:

- **SEARCH** for the answer to their question using a single keyword – for example, dog.
- **RECORD** the total number of sites included in the search results. (The location of this number varies from search engine to search engine, although it is always located somewhere on the first search results page.)
- **INVESTIGATE** the top three sites on their results page to see if they can quickly find the answers to their questions.
- **REPEAT** the previous three steps, using two keywords. If the answers to their questions still do not appear in the first three search results, students should continue to add additional keywords until they find what they are looking for.
- **WRITE** the answers to their question on their handout. Students should also note how many searches they had to do to find the answers, and how many keywords they used. Finally, they should write down the names of two sites from which they got answers.

INVITE pairs of students to join with others who answered the same question. Encourage them to compare and contrast the keywords they used and the sites where they found their answers. Explain to students that their answers may vary slightly, because there are more than four correct answers to each question.

teach 2

Doggy Data *(10 minutes)*

GROUP students into pairs, or keep them in the pairs established for the previous section of the lesson. If your class has access to a limited number of computers, two or more pairs may be combined into larger groups.

DISTRIBUTE the **Doggy Data Student Handout**, one for each student.

EXPLAIN that in this activity students will see how quickly they can hunt down specific information about dogs. Have them read through the questions on the **Doggy Data Student Handout**, and choose one group member to record information on the handout. In addition to the answers, students will record the keywords they used to search, and at least two sites where they found their answers.

CHALLENGE students to find the answers to the three questions in as few searches as possible. Remind them

Handout 2.2.3

that they will need to choose their keywords carefully, using words that are accurate, relevant, and precise.

Remind students that they should group terms that go together in quotation marks (e.g., “Fancy Feast”). Have all groups begin their searches at the same time.

DEFINE the Key Vocabulary terms **synonym** and **alternative**.

ASSIST students as needed with the special instructions in Questions 3. For Question 3, they should include in their keywords one or more synonyms for the word “strong.” (If students have difficulty coming up with synonyms, suggest “powerful” or “sharp.”)

INVITE each group to raise their hands when they have answered all the questions and filled in all the required information. When all groups are finished, have recorders take turns reading aloud the answer, keywords, and websites for one of their three questions.

ENCOURAGE students to discuss how and why they chose the keywords for their searches.

closing

Wrap-up (5 minutes)

You can use these questions to assess your students’ understanding of the lesson objectives. You may want to ask students to reflect in writing on one of the questions, using a journal or an online blog/wiki.

ASK:

What are keywords?

Keywords are the most important words related to a subject, those which you type into a search engine to find the information you want.

Is it better to use more than one keyword in a search? Why or why not?

When you use more words, you get fewer sites in your search results, but they are more likely to contain what you’re looking for. Remind students that though more words are usually better, it is important that the words you type in are precise and relevant to the subject you are researching.

How does using synonyms or alternative phrases help when submitting a search?

Sometimes websites use different words or phrases to describe the information you are looking for. A synonym for a word may bring better results than the word itself.

Extension Activity

Ask students if they have ever found themselves remembering only some of the words to a favorite song or poem. Explain that computer searches can be a great way to fill in the missing words. The best way to do this is by typing in some of the lyrics of the song that they already know. Have students identify the song and artist associated with these lyrics:

It brings back the sound of ... ?

It brings back a night of ... ?

It brings back a memory of ... ?

Handout 2.2.3

First, students should search using some of the words in one of the phrases. Do they find any song lyrics in their top five search results? Next, have students place the same phrase in quotation marks, and search again. Students should compare the results of both searches. The point is for them to learn that they are more likely to find “hits” with the entire phrase when they use quotation marks. Now, can they fill in the blanks – and name that tune? (The song is “Begin the Beguine,” written in 1934 by Cole Porter. If you want to play the song for students, you can buy recordings by Ella Fitzgerald on iTunes or Amazon.)

Invite students to think of a phrase or line from one of their favorite songs, and try using quotation marks to find the full lyrics of that song.

At-Home Activity

To reinforce the wide variety of choices they have when performing keyword searches, ask students to come up with a list of keywords to search for information on the following subjects. They can show off their knowledge to their parents by (1) explaining how to conduct an effective keyword search, and (2) showing their parents how to search the terms below. Tell them they must figure out how to find the information without using any of the words in the subject; instead, their keywords should consist entirely of synonyms and alternative words or phrases.

Inexpensive plane tickets

Sample answers:

- *cheap, low-cost, low-priced, discount, bargain, budget*
- *airlines, air travel, airfares, fares, flights*

Most popular movies last year

Sample answers:

- *top box office, hits, biggest sellers, success, favorite*
- *films, cinema, Hollywood*
- *annual, 2011*

The Key to Keywords

Directions

In some ways, a search engine is like a well-trained dog. It will fetch what you want, but only if you use the right commands. Although single words are better commands for dogs, more words are better for search engines.

Our question: _____

Our search site: _____

Searching with ONE keyword

Number of search results: _____

Did you find the answer to your question in the first three results?

☐ Yes ☐ No

Searching with TWO keywords

Number of search results: _____

Did you find the answer to your question in the first three results?

☐ Yes ☐ No

Searching with _____ keywords

Number of search results: _____

Did you find the answer to your question in the first three results?

☐ Yes ☐ No

What keywords did you use?

Round 1: _____

Round 2: _____

Round 3: _____

How many searches did it take to find the answer? _____

How many keywords did it take to find the answer? _____

Our answer: _____

Two sites that had the answer I was looking for were:

Site 1: _____

Site 2: _____

The Key to Keywords

Directions

Find answers to the questions below. Use lots of keywords to get the best results. To make sure your answers are correct, recheck the facts by finding them on at least two sites. Write down the names of the two sites where you found the answer.

1. How many teeth does an adult dog have?

Answer: _____

Keywords used: _____

Two Sites: 1) _____ 2) _____

2. What is the most popular dog breed in the United States?

Try this! Use a keyword that has a similar meaning to "strong."

Answer: _____

Keywords used: _____

Two Sites: 1) _____ 2) _____

3. Which is the strongest of a dog's five senses?

Answer: _____

Keywords used: _____

Two Sites: 1) _____ 2) _____

The Key to Keywords

1. _____ are the most important words related to a subject. You type these into a search engine to find the information you want.
- a) Passwords
 - b) Keywords
 - c) Crosswords
2. Mike is getting ready to search for information about gardening. Which set of keywords will NOT help Mike find information about gardening?
- a) planting, season, water
 - b) fire, forest, horse
 - c) temperature, soil, seeds
3. Keena wants to find information about great restaurants in Florida. Which keywords could she use to search?
- a) best restaurants Florida
 - b) top eats Florida
 - c) a or b

The Key to Keywords

1. _____ are the most important words related to a subject. You type these into a search engine to find the information you want.

- a) Passwords
- b) Keywords**
- c) Crosswords

Answer feedback

The correct answer is **b**. Keywords are the most important words related to a subject. Different keywords will give you different search results online.

2. Mike is getting ready to search for information about gardening. Which set of keywords will NOT help Mike find information about gardening?

- a) planting, season, water
- b) fire, forest, horse**
- c) temperature, soil, seeds

Answer feedback

The correct answer is **b**. Keywords should relate to the information you are looking for.

3. Keena wants to find information about great restaurants in Florida. Which keywords could she use to search?

- a) best restaurants Florida
- b) top eats Florida
- c) a or b**

Answer feedback

The correct answer is **c**. You can use different keywords to find similar information online.

Identifying High-Quality Sites

Essential Question

When can you trust what you find on the Internet?

Estimated time: 45 minutes

Lesson Overview

Students explore the idea that anyone can publish on the Internet, so not all sites are equally trustworthy. They need to carefully evaluate the sites they use for research, and then decide which ones they can trust.

As a class, students discuss how print materials (books and newspaper or magazine articles) are published. Then they compare and contrast this process with publishing on the Internet, learning that there are no built-in checks for accuracy or quality on the Internet. Because of this, they must use their own criteria to judge the trustworthiness and usefulness of websites.

Standards Alignment –

Common Core:

grade 6: RI.2, RI.3, RI.7, RI.8, SL.1a, SL.1b, SL.1c, SL.1d, SL.2, SL.5, SL.6, L.6

grade 7: RI.2, RI.3, RI.8, RI.10, SL.1a, SL.1b, SL.1c, SL.1d, SL.2, SL.5, SL.6, L.6

grade 8: RI.2, RI.8, RI.10, SL.1a, SL.1b, SL.1c, SL.1d, SL.2, SL.5, SL.6, L.6

NETS-S: 3b, 3c, 3d, 4c

Learning Objectives

Students will be able to ...

- understand how the ease of publishing on the Internet might affect how much they can trust the content of some sites.
- learn criteria that will help them evaluate websites.
- apply the criteria to a site to determine how trustworthy and useful it is.

Key Vocabulary –

trustworthy: accurate and dependable

publish: to present a finished piece of work to the public

evaluate: to carefully examine something to figure out its value

criteria: standards on which you base a judgment or decision

Materials and Preparation

- Review the **Test Before You Trust Student Handout – Teacher Version**. Preview the sites listed on the handout, and read through the discussion questions and the Website Test that students will perform.
- Copy the two-page **Test Before You Trust Student Handout**, one for each pair of students.
- Preview the images and slideshow from the article “Fake Hurricane Sandy Photos Spread On Internet As Storm Barrels Toward Northeast” and prepare to show them to students (www.huffingtonpost.com/2012/10/29/fake-hurricane-sandy-photos-internet-northeast_n_2041283.html).
Note: The slideshow can be presented in full-screen mode, which hides all other website content. You can also take screen shots of the “real” Hurricane Sandy photos and show them to students offline.

Family Resources

- Send home the **Research and Evaluation Family Tip Sheet (Middle & High School)**.

introduction

Warm-up (10 minutes)

SHOW students a few photos from the “Hurricane Sandy” slideshow, found at the bottom of the page of the Huffington Post article, “Fake Hurricane Sandy Photos Spread On Internet As Storm Barrels Toward Northeast” (www.huffingtonpost.com/2012/10/29/fake-hurricane-sandy-photos-internet-northeast_n_2041283.html).

Note: This slideshow shows *real* photos from Hurricane Sandy. You’ll want to show these real photos to students first, before showing them the fake ones featured in the rest of the online article.

ASK:

What kind of role do you think the Internet played in helping people learn about Hurricane Sandy?

Guide students to recognize that the Internet played a big role in helping people stay informed about Hurricane Sandy. Many people posted photos online (like the ones in this slideshow) to help illustrate the impact that the hurricane had on the Northeast. Others turned to online news sources to help learn about the hurricane’s status and the damage it had done. People who were affected by the hurricane also used sites like Facebook and Twitter to update others on how they were doing.

SHOW students the image of the Tomb of the Unknown Soldier at the top of the article page. Click on the image.

TELL students that this is an example of a Tweet that someone shared during the hurricane. Invite a student volunteer to read the image’s caption out loud (“AMAZING PHOTO: Even a hurricane won’t keep the honor guard from the Tomb of the Unknown Soldier this morning.”)

ASK:

What if I told you that this photo wasn’t actually taken during Hurricane Sandy?

Students’ reactions will vary.

EXPLAIN to students that this photo was actually taken a month earlier than when the hurricane hit. Taken out of context, the photo went viral online and was even picked up by major news outlets like NPR and the Washington Post. People misinterpreted it to be a snapshot of the hurricane.

INVITE students to share their reactions to this photo and the way it went viral. (You may also choose to show other “fake” photos of the hurricane that are featured on the site.) Encourage them to consider how this kind of mistake can easily happen online.

teach 1

Can Anyone Be an Author? (10 minutes)

DEFINE the Key Vocabulary term **publish**.

INTRODUCE students to the idea that the Internet has made it easy for anyone to become an “author” and “publish” information for other people to read.

Handout 2.2.4

How is the process of publishing printed material (newspapers, magazines, books) different from publishing on the Internet?

Although many websites are written by people with expertise on a particular topic, this isn't always the case throughout the Internet. Sometimes people who create or post on blogs do not have a background in the subject matter, and there is no editor to hold them to a high standard. By contrast, most respected book publishers and newspaper editors look for authors who know a lot about their subjects. They also have skilled editors and fact checkers who review the information in these publications for mistakes.

DEFINE the Key Vocabulary term **trustworthy**.

POINT OUT to students that people who create or post on blogs and other websites are not necessarily experts in the subject. Their "facts" may not be true. They often don't fix errors when some are found. They may pretend that their opinions are facts. They may even choose to include unkind or harmful statements.

INVITE students to name an article they might want to write for a school magazine or a website for kids. Are they qualified to be authors of that article? Why or why not? Explain to students that to be a reliable author, they don't need to have advanced degrees or important jobs. They just need to know a lot about their subject, have trustworthy sources of information on their subject, and check their facts carefully.

teach 2

Test Before You Trust (20 minutes)

EXPLAIN to students that, while there are generally fewer rules about what can and can't be published on the Internet, there are a growing number of sites that have high standards for publishing information. Therefore, though it is important to use a critical eye when looking at websites, you shouldn't automatically assume that online information is incorrect or of lesser quality than information in books or newspapers.

DEFINE the Key Vocabulary terms **evaluate** and **criteria**.

EXPLAIN to students that it's important to know how to evaluate information online to make sure that it's trustworthy. Tell them that they are going to learn some criteria for evaluating high-quality websites, which is especially helpful for research projects.

DIVIDE students into pairs. If your class has access to a limited number of computers, you may assign two or more pairs to work at the same computer and look at the same website; each pair should complete its own handout.

DISTRIBUTE the **Test Before You Trust Student Handout**, one for each student. Refer to the **Test Before You Trust Student Handout – Teacher Version** for instructions on how to guide students through this part of the lesson. Students will evaluate assigned websites based on a 30-point test, then score their sites and discuss the results.

closing

Wrap-up (5 minutes)

You can use these questions to assess your students' understanding of the lesson objectives. You may want to ask students to reflect in writing on one of the questions, using a journal or an online blog/wiki.

Handout 2.2.4

ASK:

How do you know whether you can trust the information you find on a website?

Sample responses:

- The author is an expert and received awards.
- The site is run by a respected organization or type of website (e.g., .gov, .edu).
- It comes from a well-known newspaper.
- I got there from a link on another site that I trust.

Why should you be careful to evaluate websites before using their information in research projects?

Anyone can publish material of any quality on the Internet. If students' sources are reliable, then their research projects won't contain inaccurate information.

Do you think that you could apply what you have learned to sites that aren't just for school research, such as a site about your favorite singer or sports team?

Students should recognize that they can use the Website Test to evaluate the quality of all different kinds of websites, not only ones for school purposes.

Extension Activity

Have students practice being directory "editors." Remind students that one of the jobs of a directory editor is to place websites in different categories, depending on the information they contain. Invite students to choose a simple keyword to submit to a search engine that relates to a topic they are learning about in your class. Have them click through to each of the first five search returns they believe are high-quality sites. Ask students to assign each site to one of the subject categories from a popular directory, such as Yahoo Directory.

At-Home Activity

Have students write a short research paper on the subject of year-round education. They should use one site that was evaluated in class and one site that was not and appears to be of low quality. When they write their papers, they should keep track of which facts came from each site, comparing and contrasting them to determine which site seems to provide higher-quality information. When they are finished, they should teach their parents how to identify a high-quality website.

Identifying High-Quality Sites

Name of Site

URL

Website Test

Purpose of the Site	Circle one	Add details to explain
1. Can you tell if the site is fact or opinion? (If the information seems one-sided, or biased, you will have to go elsewhere to hear the other side of the issue.)	YES NO	
2. Is the site free of advertising?	YES NO	
3. If there are ads, is it easy to tell the difference between ads and content?	YES NO	
4. Is the site sponsored by any organizations?	YES NO	
5. Is it clear who the site is for? (for example, college students or young children)	YES NO	
6. Is the tone calm and fair? (Sites that are mean and angry may not be good sources of information.)	YES NO	
7. Is the site open to everyone? (no age requirements, fees, passwords, or registration)	YES NO	
8. Is the site's domain .edu, .net, .org, or .gov? (If you see a ~ in the URL, it may be a personal site, not an official site.)	YES NO	

Handout 2.2.4

Trustworthiness of the Author	Circle one	Add details to explain
9. Is the author identified by name?	YES NO	
10. Is the place the author works or the organization he/she belongs to given?	YES NO	
11. Is the author's biography provided, and does he/she have credentials related to the subject of the site?	YES NO	
12. Has the author or site received any respected awards?	YES NO	
13. Was this site recommended by a site you trust? (for example, by a homework help site)	YES NO	
14. Are sources given for statistics?	YES NO	
15. Can the author be contacted if you have questions? (by email, street address, or phone number)	YES NO	
16. Is the site free of spelling, typographical, and grammatical errors?	YES NO	
Usefulness of Information	Circle one	Add details to explain
17. Does the site have enough information for your research?	YES NO	
18. Is most of the information on the site useful for your research? (If not, it may be hard to find what you need.)	YES NO	
Up-to-Date Information	Circle one	Add details to explain
19. Can you find the date the article, page, or site was created?	YES NO	

Handout 2.2.4

20. Can you find the date it was last revised?	YES NO	
21. Do all the links lead to active pages? (no dead links)	YES NO	
Ease of Use	Circle one	Add details to explain
22. Can you understand the text?	YES NO	
23. Is the type easy to see?	YES NO	
24. Do the titles and headings give a clear idea of the content?	YES NO	
25. Are there photos, maps, charts, or other illustrations that help you understand the information?	YES NO	
26. Is there a site map?	YES NO	
27. Is there a tool for searching the site?	YES NO	
28. Is there a “what’s new” feature?	YES NO	
29. Are links labeled clearly?	YES NO	
30. Do pages load quickly?	YES NO	

How many times did you circle YES? _____ out of a total of 30

Score your site!

25 – 30: You’ve got a winner! You can trust the information on your site, and it’s easy to use, too!

15 – 25: Proceed with caution. If you use any information from your site, be sure to fact check it on a site you can trust. You can also quote the author’s opinion, but make sure you say that’s what it is.

0 – 15: Sorry, your site is a dud. It isn’t safe to use this site as a source of information, so find a better one.

Identifying High-Quality Sites

Directions

Before you begin the lesson, you may wish to preview each of the sites at the end of this handout. They contain tips that may help you prepare for the activity.

DIVIDE students into pairs and distribute copies of the **Test Before You Trust Student Handout**. Explain to students that they will **evaluate** websites to see if they are **trustworthy** sources of information for their research.

GUIDE students through the **Test Before You Trust Student Handout**. A copy of the handout appears on the following pages. Discuss each of the criteria, making sure that students understand what it means, and what to look for in a site to answer the questions.

EXPLAIN to students that the subject of their research is year-round education, also called year-round schooling. In most schools in the United States, students go to school for ten months in a row, then they have two months off. But some schools now operate on a different schedule: Students attend school for two or three months, and then have a shorter break. People have different opinions about year-round education. Kids don't have summers off. Some people think this is a great idea and has a lot of advantages; some think it's a terrible idea, with many more disadvantages. When the kids look at their websites, they will probably find lots of opinions about this issue, along with some facts.

Note: Make sure students understand that they will not actually be writing a paper about year-round education. Their purpose is to figure out whether the website they are viewing is a reliable and useful source of information on this subject. To do this, they will be giving their websites a "test."

ASSIGN each pair or group one of the websites listed at the end of this handout in the Site Preview. Allow 15 to 20 minutes for groups to complete and score their Website Tests.

ENCOURAGE students to write their observations in the "Add details to explain" column, reminding them that there are no correct or incorrect responses in this area. Assist students who are having difficulty with evaluating sites, using the tips outlined in the Site Preview.

INVITE students to share their sites' test scores, and explain why they would or would not use that site for research.

Website Test – Teacher Version

See the Site Preview at the end of the document for descriptions of the websites.

Purpose of the Site	Circle one	Add details to explain
1. Can you tell if the site is fact or opinion? (If the information seems one-sided, or biased, you will have to go elsewhere to hear the other side of the issue.)	YES NO	
2. Is the site free of advertising?	YES NO	
3. If there are ads, is it easy to tell the difference between ads and content?	YES NO	
4. Is the site sponsored by any organizations?	YES NO	
5. Is it clear who the site is for? (for example, college students or young children)	YES NO	
6. Is the tone calm and fair? (Sites that are mean and angry may not be good sources of information.)	YES NO	
7. Is the site open to everyone? (no age requirements, fees, passwords, or registration)	YES NO	
8. Is the site's domain .edu, .net, .org, or .gov? (If you see a ~ in the URL, it may be a personal site, not an official site.)	YES NO	

Handout 2.2.4

Trustworthiness of the Author	Circle one	Add details to explain
9. Is the author identified by name?	YES NO	
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11. Is the author's biography provided, and does he/she have credentials related to the subject of the site?	YES NO	
12. Has the author or site received any respected awards?	YES NO	
13. Was this site recommended by a site you trust? (for example, by a homework help site)	YES NO	
14. Are sources given for statistics?	YES NO	
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Usefulness of Information	Circle one	Add details to explain
17. Does the site have enough information for your research?	YES NO	
18. Is most of the information on the site useful for your research? (If not, it may be hard to find what you need.)	YES NO	
Up-to-Date Information	Circle one	Add details to explain
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Handout 2.2.4

20. Can you find the date it was last revised?	YES NO	
21. Do all the links lead to active pages? (no dead links)	YES NO	
Ease of Use	Circle one	Add details to explain
22. Can you understand the text?	YES NO	
23. Is the type easy to see?	YES NO	
24. Do the titles and headings give a clear idea of the content?	YES NO	
25. Are there photos, maps, charts, or other illustrations that help you understand the information?	YES NO	
26. Is there a site map?	YES NO	
27. Is there a tool for searching the site?	YES NO	
28. Is there a “what’s new” feature?	YES NO	
29. Are links labeled clearly?	YES NO	
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How many times did you circle YES? _____ out of a total of 30

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0 – 15: Sorry, your site is a dud. It isn’t safe to use this site as a source of information, so find a better one.

Handout 2.2.4

Site Preview

It would be helpful to preview the following sites before you begin the lesson. The tips may help you prepare for the lesson.

1. Wikipedia: Year-round School

http://en.wikipedia.org/wiki/Year-round_school

Students who use Wikipedia should gain some understanding of the process through which Wikipedia entries are composed and revised. The “author” of a Wikipedia entry is not a single individual, but a large community of volunteers who work from their own computers. Because a large community “polices” and edits Wikipedia entries, the information is usually as accurate as any other encyclopedia. But anyone can change an entry at any time, and it may take some time for the community to “catch” an error. Students who use Wikipedia should always factcheck their information against a second source. In any case, students should never use an encyclopedia as the only source for their research.

2. PBS NewsHour: Year-Round School Commits to Students from Middle School to Last Day of College

http://www.pbs.org/newshour/bb/american-graduate/july-dec12/scholars_08-21.html

This site is a special “extra” for students from the PBS show *NewsHour*. PBS is generally considered a sound source of information on any issue, and *NewsHour* is one of the nation’s most respected news shows. Students should understand that in this case the show, rather than an individual, is the “author.” The Public Broadcasting System is free of advertising, though it does receive grants from the government and foundations; however, these are not supposed to influence its content. Because this feature is specifically meant for students, they may find it especially accessible and useful, as well as reliable.

3. About.com Year-Round Education: Pros and Cons

<http://712educators.about.com/cs/reformtime/a/yearrounded.htm>

“About” is a reputable directory site. Its authors and editors have some expertise in the subjects they write about, and they are charged with providing a balanced discussion of those subjects. This article clearly presents both sides of the issue. The site is supported by ads, but these are clearly labeled. (You may wish to make sure students understand that “sponsored links” are a form of advertising; they are placed in prominent positions on the site because someone pays to put them there.)

4. Family Education: Year-Round Schooling

<http://school.familyeducation.com/experimental-education/educational-innovation/36099.html>

Family Education is a website geared toward parents and families. In its articles on educational issues, the site seeks to present a balanced viewpoint. The site’s “Expert Advice” section uses well-qualified authors, but in this case the list of “pros and cons” seems to lean heavily toward the pros. The site is supported by advertising, and it is not always easy to tell where the content ends and the advertising begins. For example, users have to bypass an ad to get to the second layer of content, and a list of the “Top Ten Birthday Gifts for Teenagers” has links to particular products to buy. However, there does not appear to be any advertising related to the issue of year-round schooling. This is a useful site that students may nonetheless want to approach with some skepticism because of its commercial ties and occasional lack of balance.

5. The National Association of Year-Round Education

<http://www.nayre.org/>

This site and the one that follows are entirely dedicated to the issue of year-round schooling. This site takes a clear position in favor of year-round education. The site uses experts and factual material as well as opinions to back up its position. However, there may also be experts and factual material that supports the opposite position. If students wish to use the information on this site at all, they also need to find other sources to give their research balance.

6. Stop Year-Round School

<http://www.auburn.edu/~enebasa/html/home.pp.html>

This site is run by a group strongly opposed to year-round education. It reflects a local battle over the issue in the schools in Auburn, Alabama. The site uses some fairly negative language to describe the opposing position. It does present some studies and some statements from experts to support its opinions, but it is one-sided. Students should understand that sites like these are important to community organizing on an issue. They are also useful for identifying the arguments on one side of the issue, but they are not a reliable source of balanced information.

7. *The New York Times*: “Classes the Year Round Pass the Test for Many”

<http://www.nytimes.com/1989/11/08/us/education-classes-the-year-round-pass-the-test-for-many.html>

This article is by a reputable reporter at a leading newspaper, *The New York Times*, and its facts are trustworthy. However, most of the people interviewed for this article support year-round education. The school chosen as a model in this article has found year-round schooling very successful. Again, students will want to be aware that factual articles can nonetheless contain a great deal of opinion, and may not always present the full picture. In addition, this article is more than 20 years old, which means it does not contain the latest facts and research on this issue.

Identifying High-Quality Sites

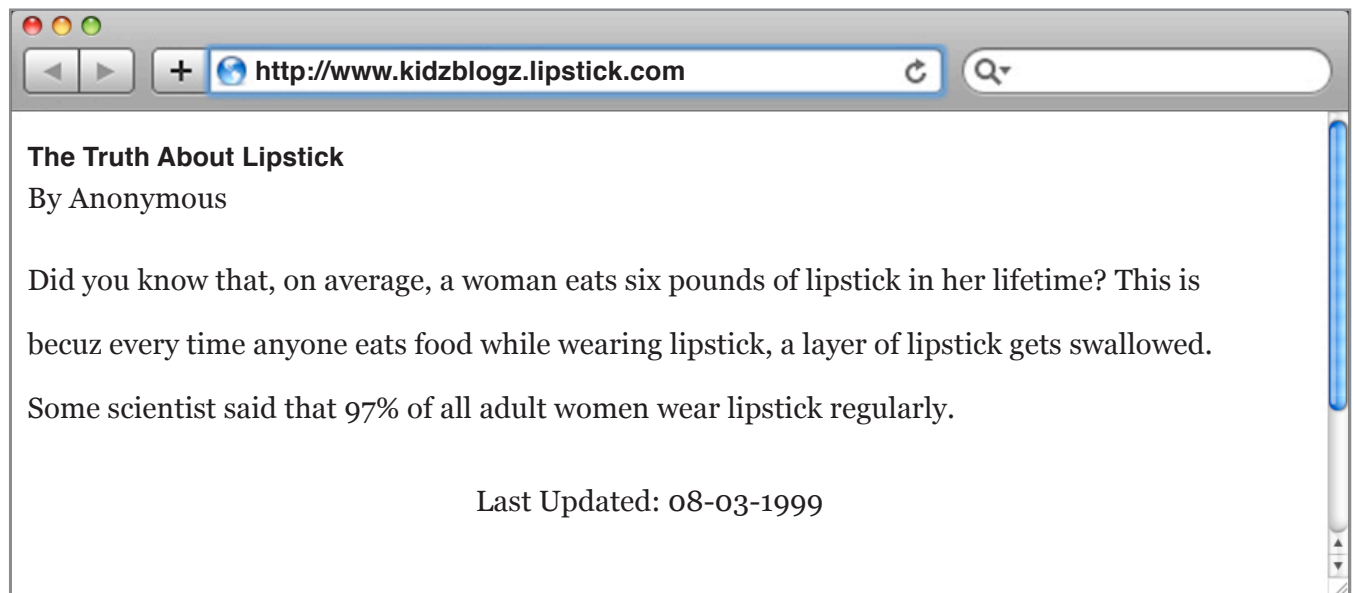
1. Which answer is a warning sign that a website might NOT have trustworthy information?

- a) The author is an expert
- b) The information comes from the site of a well-known newspaper
- c) It is not clear who the author is

2. True or false: Only experts can post things on the Internet, so everything you read online has been put there by people who know what they are talking about.

- a) True
- b) False

3. You and your friend Darren are partners for a science research project. Darren sends you a link to a website, but you don't think it's very good. Circle at least three things on the site that DO NOT seem trustworthy.



Identifying High-Quality Sites

1. Which answer is a warning sign that a website might NOT have trustworthy information?

- a) The author is an expert
- b) The information comes from the site of a well-known newspaper
- c) It is not clear who the author is**

Answer feedback

The correct answer is **c**. If you can't figure out the author of a website, you should wonder if its information is correct.

2. True or false: Only experts can post things on the Internet, so everything you read online has been put there by people who know what they are talking about.

- a) True
- b) False**

Answer feedback

The correct answer is **b**, False. Anyone can put things on the Internet, so you need to make sure that what you are reading is true.

3. You and your friend Darren are partners for a science research project. Darren sends you a link to a website, but you don't think it's very good. Circle at least three things on the site that DO NOT seem trustworthy.



Examining Lessons for Informational, Argument, and Analytical Writing

Abstracts and Links to Complete, Fully-taught Upstanders, Not Bystanders Lessons

Examining Lessons for Informational, Argument, and Analytical Writing

Up to this point, you have examined teachers' plans for teaching their students to write a variety of informational, argument, and analytical genres in response to the Upstanders, Not Bystanders writing prompt, and you have analyzed video excerpts of teachers' lessons that connect instructional strategies to CCSS writing standards.

To examine three complete lessons that show how teachers adapted and taught the Upstanders, Not Bystanders writing topic for their students and illustrate how the teachers employed the CCSS writing standards, read the descriptions that follow and link to those that you would like to study, use, or adapt. Unit 3 will include additional complete lessons that address a wider range of topics, texts, genres, and K-12 grade levels.

Californianos: Writing Firsthand Biographies to Inform and Reflective Essays to Analyze (Fourth/Fifth Grade and ELD)

http://www.californiawritingproject.org/uploads/1/3/6/0/13607033/californianos_today.pdf

This pair of lessons was developed for fourth and fifth graders, all of whom are first or second generation immigrants. All are Latino, and about a third of them are English Learners. Their teacher wanted to answer this question: How can these lessons address the CCSS writing standards, while making culturally relevant connections for my students and engaging them in critical thinking.

She begins by teaching her students to write an informative essay— a firsthand biographical sketch. She builds on that lesson by teaching her students to write an essay that blends opinion and informative writing—an analytical, reflective essay that uses selected literature and the students' firsthand biographical sketches as sources of evidence and examples.

The strength of this lesson is the instructional support she gives her students for such challenging writing genres. She focuses on scaffolding her students' understanding of both writing genres: the structure and organization, relevant sources of evidence, and the language that links ideas and provides coherence.

Finally, she is a writing guide for her students, writing with them and modeling the organizational thinking for both writing genres.

Upstanders, Not Bystanders: Writing Reports of Information (Ninth Grade)

http://www.californiawritingproject.org/uploads/1/3/6/0/13607033/writing_reports_lesson_plan.pdf

A group of twenty-five teachers of ninth graders at two high schools collaboratively developed this lesson and focused on answering this question: How can report of information writing help students learn to convey and analyze information by using historic, public, and personal upstanders as examples and evidence?

What is striking about this lesson is how the teachers respond to the realization that they had not ever taught informative writing effectively. They begin by giving their students the writing prompt as a pre-assessment of report of information writing and analyze the students' writing to identify instructional priorities. Based on their analysis, they make the CCSS standards for organizing informative/explanatory writing the focus of their collaborative lesson development.

Through the lesson, they teach their students several strategies for researching, selecting, and organizing the information, evidence, and examples that are relevant for writing a report on an upstander. In addition, every teacher modeled the writing process, from generating ideas to writing the final draft.

Bystanders: Why People Don't Help in a Crisis (Grades 8-10)

http://www.californiawritingproject.org/uploads/1/3/6/0/13607033/crisis_bystanders.pdf

Middle and high school teachers in CWP's Improving Students' Analytical Writing program developed this lesson for students in grades 8-10. It provides students with multiple strategies for interacting with and making sense of an analytical reading passage and writing topic, "Why People Don't Help in a Crisis," which was used as the 1987 University of California's Analytical Writing Placement Examination (AWPE) for entering freshmen. The teachers focused on addressing this question: How do we help our students understand and interact with the reading passage in ways that develop their critical reading capacity and prepare them to write to inform, argue, and analyze? The teachers created an instructional sequence that helps students develop a clear and accurate understanding of the passage and use examples from it as evidence for a claim-based response to the central ideas of the passage. The lesson provides the reading scaffolds the teachers developed for diverse or struggling readers and genre models from college students that help students understand how analytical writing blends all three CCSS text types to inform, argue, and analyze.



UPSTANDERS, NOT BYSTANDERS

**A Digital Call to Write & Call to Action
from the California Writing Project
and Common Sense Media**

For Teachers &
Students from
K-University

January 21–May 31, 2013

Look Inside for:

- 1 **SUGGESTIONS
FOR TEACHERS**
- 2 **TIPS FOR TAILORING
LESSONS**
- 3 **RECOMMENDED
BOOKS**
- 4 **WEBLINKS/
INSTRUCTIONAL
RESOURCES**
- 5 **LINKING WRITING
TO EVENTS ON
THE CALENDAR**
- 6 **MORE ABOUT
DIGITAL
LEARNING DAY,
CWP & COMMON
SENSE MEDIA**

**WE INVITE YOU AND YOUR
STUDENTS TO WRITE DIGITAL
RESPONSES TO THE FOLLOWING
PROMPT:**

What does it mean to be an upstander? In a digital genre of your choosing, share a real-life example of an upstander. The upstander you choose to write about can be historic, public, or personal. Illustrate how and why this person is an upstander by using current or past events. Explain how the events and the person have served as a call to action to you, the writer.

SUGGESTIONS FOR TEACHERS

1. Tailor the writing prompt so that it works for your students, curriculum, and teaching context. See the ways some CWP teachers are tailoring the prompt in the next section of this document.
2. Adjust the language and definition of Upstanders, Not Bystanders so that it resonates with your students and their experiences. The following definitions may help:
 - Upstander: An individual, group, or institution that chooses to take a positive stand and act on behalf of themselves and others. (from Facing History and Ourselves)
 - A working definition of upstander: An upstander is someone who takes action to stop bullying behavior or other inappropriate behaviors (from the Digital ID Interactive Glossary).
3. Decide when—from January 21 through May 31, 2013—Upstanders, Not Bystanders will work for your teaching.
4. As you adapt the writing prompt for your instructional purposes, consider how using digital tools will best help your students: researching, composing, transforming a print genre into a digital genre, going public, and publishing.
5. Work with the digital genres and tools that best support your purpose for the writing and engage your writers. Suggestions from CWP teacher leaders include:
 - Video/Digital essays
 - Podcasts of students reading their writing
 - Glogster posters
 - Animotos
 - Blogs or similar forums and networks
 - Teacher/class websites or Wikispaces
 - Teacher/class Facebook pages
 - Photostory
 - Mhystro
 - Comic Life
 - SchoolTube
 - Movies (iMovies or Movie Maker)
 - e-publishing and iBooks
 - Voice Thread
 - Twitter (Example: #UnfollowBullying – <http://egusd.net/ub>)
 - Google apps for student publishing (Example: One-Slide Stories: <https://sites.google.com/site/upstandertogether/>)
6. Link [here](http://www.californiawritingproject.org/dld-signup.html) (<http://www.californiawritingproject.org/dld-signup.html>) to tell us how you plan to participate, so we can highlight your students' writing and create a statewide celebration of students' digital writing and your digital teaching.
7. Inform us about the ways you will help your students go public, perhaps by:
 - Sending us the links to school/classroom websites, wikis, Facebook pages, blogs, etc. CWP will post those on the CWP Upstanders, not Bystanders splash page. http://www.californiawritingproject.org/upstanders_submissions.html
 - Posting student digital products or links to them on CWP's Digital Learning Day Facebook page (<https://www.facebook.com/CaliforniaDigitalLearningDay>). CWP monitors this page closely and will remove any inappropriate comments. Also, please post suggested tips and resources there for your teaching colleagues.
 - For a global audience for your students' work, consider also submitting your students' *Upstanders, Not Bystanders* projects to the Digital ID project (<http://digital-id.wikispaces.com/Student-Created+Content>)

RECOMMENDED BOOKS

BULLYING, CYBERBULLYING, PEER PRESSURE, GANGS

The Ant Bully by John Nickel, New York, NY: Scholastic Press, 1999.

Bully by Patricia Polacco, New York, NY: G.P Putnam's Sons, 2012.

Candy Shop by Jan Wahl and Nicole E. Wong, Watertown, MA: Charlesbridge Publications, 2005.

It Doesn't Have to Be This Way/ No tiene que ser así: A Barrio Story/Una historia del barrio by Luis J. Rodrigues, New York, NY: Children's Book Press, 2004.

The Recess Queen by Alexis O'Neill, New York, NY: Scholastic Press, 2002.

STANDING UP FOR SELF & OTHERS

The Revealers by Doug Wilhelm, New York, NY: Farrar, Straus and Giroux, 2005.

Freak the Mighty by Rodman Philbrick, New York, NY: Scholastic Paperbacks, 2001.

Whale Talk by Chris Crutcher, New York, NY: Greenwillow Books, 2009.

Sledding Hill by Chris Crutcher, New York, NY: Greenwillow Books, 2006.

BEING KIND

Crow Boy/Niño Cuervo by Taro Yashima, London: UK, Puffin, 1976.

Don't Laugh at Me (Reading Rainbow Book) by Steve Seskin, Berkeley, CA: Tricycle Press, 2002.

Each Kindness by Jacqueline Woodson and E. B. Lewis, New York, NY: Nancy Paulsen Books, 2012.

Just Kidding by Trudy Ludwig and Adam Gustavson, Berkeley, CA: Tricycle Press, 2006.

The Name Jar by Yangsook Choi, New York, NY: Dragonfly Books, 2003.

TIPS FOR TAILORING LESSONS

The writing possibilities are endless, but here are just a few to prime your own imaginative pump.

SOME WAYS CALIFORNIA WRITING PROJECT TEACHERS ARE TAILORING THE WRITING PROMPT:

Digital support for the following lesson possibilities varies from support for composing, to reading, to research, or going public. For those that are starred, lesson planning templates will be posted on the CWP Digital Learning Day and Beyond splash pages.

KINDERGARTEN THROUGH GRADE 2

- Kim Holsberry, Winters JUSD and Teacher Consultant, Area 3 Writing Project, plans to use a number of stories that focus on children choosing kindness and standing up to bullying and teasing. Her kindergarten students will discuss and write about the behaviors and characteristics of the upstanders in these stories, the problems they solved, and the ways their actions are inspiring. This prepares them for the next step: writing about how they can be upstanding, too.**
- Angie Balias, Garden Grove USD and Teacher Consultant, UCI Writing Project, is planning to read *Hooway for Wodney Wat* with her second graders and then ask them to pick a character from that story, write a letter to that character, and offer suggestions for how their character can solve problems. Letters will be a part of a digital newspaper. This prepares them for the next step: writing about how they can be upstanding, too.**

GRADES 3 THROUGH 5

- Teresa Pitta, Merced City SD and Co-Director, UC Merced Writing Project, is going to ask her fifth graders to write about someone they know "who is brave enough to stand up for another person who needs support/help" and explain how that person's actions inspire them. Reading will include *The Bully*, *The Juice Box Bully*, and digital texts from *Time for Kids*. (*Time for Kids* could serve as a model for a class web page.)**
- Lorena Sanchez, Tracy Unified SD and Teacher Consultant, Great Valley Writing Project, will read *It Doesn't Have to Be This Way* with her third grade bilingual students as a starting point for their writing about someone who had to make a hard decision and subsequently faced obstacles because of making that choice. Students will also reflect on what that teaches them about being an ally for those who are in difficult situations and have to make hard decisions. (Possible digital genre: a class *It Doesn't Have to Be This Way* e-book.)**

GRADES 6 THROUGH 8

- Liz Harrington, San Gabriel USD and Teacher Consultant, UCI Writing Project, and her middle school students will draw on their reading of print, digital texts, and infographics about upstanders to write editorials for the school newspaper in which they explain what an upstander is and how their school would benefit from having more upstanders on campus. Digital products: podcasts or digital stories of the editorials; Be an Upstander PSAs. **

UPSTANDERS, NOT BYSTANDERS

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GRADES 9 THROUGH 12

- Amanda von Kleist, Hamilton City USD and Co-Director, Northern California Writing Project, will be working with her Special Education students to create Glogster posters that explain the concept of upstander and describe the actions and traits of a specific upstander from history or the present.**
- Norma Mota Altman, Alhambra USD and Associate Director, UCLA Writing Project, and her English learners will write informational essays that define what it means to be an upstander, using historical or current upstanders as illustrations and examples. Texts for students' research will include digital texts from news sites and video clips on bullying. (Possible digital genre: essays transformed to video essays.)**
- Marlene Carter, Los Angeles USD and Associate Director, UCLA Writing Project, will teach her students to explore their own personal experiences with standing up for themselves or for others, connect those experiences to literary readings about upstanders and speeches by upstanders, and research digital texts that address historical upstanders such as the Freedom Riders. Students will then write an essay through which they discuss the benefits and risks of being an upstander, using examples from their experience, reading, and research. (Possible digital genre: blog forum so essays can serve as texts for ongoing Upstander, Not Bystander discussions.)**

COLLEGE

- Tom Fox, CSU Chico and Northern California Writing Project, is going to take a couple of weeks during his rhetoric and writing class to explore the concept of Upstanders, Not Bystanders and then invite students to create videos in small groups around issues that are relevant to them. For instance, two students died from alcohol poisoning this year and in discussion with students, one of the things they said was how difficult it is to stand up and stop even a close friend from drinking 21 shots on his birthday. The medium will be video because that is what the students will be studying in rhetoric.
- Kathee Godfrey, CSU Fresno and Co-Director, San Joaquin Valley Writing Project, is planning for her students to respond to the Upstanders, Not Bystanders writing prompt in an essay that they will turn into a podcast. Students will also be learning about online research and fair use.
- Tim Dewar, UC Santa Barbara and Director, South Coast Writing Project, will use Upstanders, not Bystanders in his spring quarter undergraduate education course as an example of how curriculum can adapt to the changing technologies used to compose and share writing. The course, Reading and Writing in Schools, examines how literacy is typically conceived and taught and offers undergrads interested in education alternative experiences and visions of literacy instruction. When the class gets to the section of the course that looks towards the future, students will take the prompt and create digital responses in various media forms, e.g. What would a Facebook campaign look like? How about a Twitter stream or Instagram postings?

RECOMMENDED BOOKS

REAL-LIFE UPSTANDERS

Teammates by Peter Golenbock, Torrance, CA: Sandpiper, 1992.

Rosa by Nikki Giovanni, New York, NY: Square Fish, 2007.

When Marian Sang: The True Recital of Marian Anderson by Pam Munoz Ryan, New York, NY: Scholastic Press, 2002.

MIDDLE SCHOOL BULLYING & PEER PRESSURE

Bystander by James Preller, New York, NY: Square Fish, 2009.

WHEN THE ACT OF WRITING ITSELF IS BEING AN UPSTANDER

The Gentle Giant of Dynamite Hill: The Untold Story of Arthur Shores and His Family's Fight for Civil Rights by Helen Shores Lee and Barbara Sylvia Shores, Grand Rapids, MI: Zondervan, 2012.

The Invisible Thread by Yoshiko Uchida, New York, NY: Simon and Schuster, 1991 (in addition to her books on the internment of Japanese Americans).

Letters from Burma and Freedom from Fear by Aung San Suu Kyi, New York, NY: Penguin Books, both 2012.
http://www.newyorker.com/reporting/2011/01/24/110124fa_fact_hammer

Night by Elie Wiesel, New York, NY: Bantam, 1982.

Not on Our Watch by Don Cheadle and John Prendergast, New York, NY: Hyperion, 2007.
—About the genocide in Darfur

TEACHERS AS UPSTANDERS

Thank You, Mr Falkner by Patricia Polacco, New York, NY: Babushka, Inc., 1998.

RECOMMENDED BOOKS

BOOKS FOR TEACHERS

Bullying Hurts: Teaching Kindness Through Read Alouds and Guided Conversations by Lester L. Laminack and Reba M. Wadsworth, Portsmouth, NH: Heinemann, 2012.

The Juice Box Bully: Empowering Kids to Stand Up For Others by Bob Sornson and Maria Dismondy, Northville, MI: Ferne Press, 2010.

- Louann Baker, UC Santa Cruz and Co-Director, Central California Writing Project, and her student teachers will respond to the prompt in writing workshop seminars as they read, discuss, and write about experiences they and others have had as upstanders. They will publish their essays on their cohort Facebook page.
- Laurie Stowell, CSU San Marcos and Director, San Marcos Writing Project, is planning to have her middle school credential candidates respond to the prompt in terms of bullying, cyberbullying, and digital citizenship. These future teachers will design lessons using a digital tool (Edmodo, wiki, weekly, blog, podcast, iMovie, iBook) they can use with their future middle school students to investigate and write about standing up to bullying and cyberbullying. They will share their digital lessons with each other and build a bank of ideas to take to their clinical practice and future job sites.

WEBLINKS FOR CONTENT/ INSTRUCTIONAL RESOURCES

CHOOSING TO PARTICIPATE—UPSTANDERS:

Link to the wealth of resources From Facing History and Ourselves that feature personal, public, and historical upstanders and their stories through videos and other texts:

<http://www.choosingtoparticipate.org/explore/upstanders>.

A FEW EXAMPLES FROM CHOOSING TO PARTICIPATE: UPSTANDERS:

- **Congressman John Lewis**
<http://www.facinghistory.org/video/congressman-john-lewis-civil-rights-movement>
- **Elie Wiesel**
<http://www.choosingtoparticipate.org/explore/upstanders/elie-wiesel>
- **Linda Lowery**
Her story of participating as a teenager in the civil rights struggle:
<http://www.choosingtoparticipate.org/explore/upstanders/lynda-lowery>

DIGITAL CITIZENSHIP OR CYBERBULLYING:

Digital ID Project

Co-created and co-curated by CWP/NWP Teacher Consultants Gail Desler & Natalie Bernasconi.

- A collaborative platform for teachers, students, and parents to share resources and lessons on all issues of digital citizenship, with stepping up (from bystander to upstander) at the heart of the project.
<http://digital-id.wikispaces.com/Focus+1+-+Stepping+Up>
- Project includes and invites student-created content.
<http://digital-id.wikispaces.com/Student-Created+Content>

MORE WEBLINKS/ INSTRUCTIONAL RESOURCES

STANDING UP FOR EQUALITY AND DEMOCRACY:

Japanese American Internment/Executive Order 9066

- *Fred Korematsu—All American Hero*: <http://fredkorematsu.tumblr.com/comic.html>
"This comic book appeals to both children and young adults, with a very important message delivered within. The story highlights the courage and persistence shown by a young Fred as he challenged the Japanese Internment when his family was ordered to a camp in California during World War II and continued the battle as an older adult. His determination and final success in spreading the message 'If you have the feeling that something is wrong, don't be afraid to speak up' is one that must be brought home to young readers of today at a time when we remember the horror of 9/11. The authors remind us in the opening pages that, like the Japanese families in WWII, Muslim families in America face the fear of discrimination based on religion and race. Young people need more books like *Fred T. Korematsu, All American Hero*, written in an engaging format to educate them and assure them that one person can make a difference!"—Cheri Olmstead, 4th Grade Classroom Teacher and Area 3 Writing Project Teacher Consultant, Davis, California
- Time of Remembrance: archives of interviews with Japanese American internees: <http://www.egusd.net/tor/archive.html>
- I'm American Too – A Story from Inside the Fences – 16-minute documentary on the internment experience. Includes reference to an upstander (a teacher in Clarksburg, CA).

Little Rock 9

- Interview with Minniejean Brown Trickey, one of the Little Rock 9, on her experiences with being one of the first African American students to attend Central High School in Arkansas: <http://www.tolerance.org/magazine/number-32-fall-2007/school-year-changed-nation>
- Julian Bond reflecting on his discussions with Minniejean Brown Trickey and on the lessons from *Brown v. Board of Education*: <http://www.tolerance.org/magazine/number-32-fall-2007/we-must-persevere>
- Interview with Melba Pattillo Beals, another student of the Little Rock 9: <http://www.scholastic.com/teachers/article/interview-melba-pattillo-beals>
- Podcasts/interviews with seven students of the Little Rock 9: http://www.nytimes.com/interactive/2007/10/01/us/20071001_LITTLEROCK_GRAPHIC.html
- NPR: *Segregation Showdown at Little Rock* (print stories and podcasts) <http://www.npr.org/series/14158264/segregation-showdown-at-little-rock>

Ruby Bridges: <http://www.rubybridges.com/story.htm>

Cesar Chavez Foundation: <http://www.chavezfoundation.org/>

Africans in America: <http://www.pbs.org/wgbh/aia/home.html>

Celebrate History and Heritage with the Smithsonian:

http://www.smithsonianeducation.org/heritage_month/index.html

Gay, Lesbian, Straight Education Network (GLSEN)

- LGBT Upstanders: <http://www.glsen.org/cgi-bin/iowa/all/unheardvoice.html>
- Taking Action: No Name Calling Week- January 21-25, 2013: <http://www.nonamecallingweek.org/cgi-bin/iowa/home.html>
- Day of Silence—April 19, 2013: <http://www.dayofsilence.org>

LINKING WRITING TO EVENTS ON THE CALENDAR

Events sponsored by other organizations

JANUARY 21

The 57th Inaugural: Faith in America's Future: The theme for the 2013 Inaugural Ceremonies, "Faith in America's Future" commemorates the United States' perseverance and unity, and marks the 150th anniversary of the Emancipation Proclamation and the placement of the Statue of Freedom atop the U.S. Capitol dome. <http://www.inaugural.senate.gov>

FEBRUARY 1-28

African American Read-In, sponsored by NCTE focuses students and teachers on reading works authored by African Americans. Link here for more information: <http://www.ncte.org/act ion/aari/packetinfo>



LOOKING AHEAD TO MAY:

CWP & Common Sense Media will co-sponsor California's first Digital Citizenship Month!

DATES DESIGNATED IN THE CALIFORNIA EDUCATION CODE OR NOTED ON THE CDE EVENT CALENDAR

January 21	Dr. Martin Luther King, Jr. Day
January 30	Fred Korematsu Day of Civil Liberties and the Constitution
February 1-28	National African American History Month
February 4	Rosa Parks Day
February 11	Lincoln Day
February 14	Frederick Douglass Day
February 15	Susan B. Anthony Day
February 18	Washington Day
March 1-31	National Women's History Month
March 2	Read Across America Day
April 1	Cesar Chavez Day
April 2	International Children's Book Day
April 7	Holocaust Remembrance Day
April 22	Earth Day
May 1-31	Asian American & Pacific Islander Heritage Month
May 8	California Day of the Teacher
May 12	Mother's Day
May 22	Harvey Milk Day
May 27	Memorial Day



Highlighted below are recommendations for lessons addressing cyberbullying, relationships, and communication that will help students learn how to be upstanders in their communities, schools, and classrooms.

GRADE	LESSON
K	Sending Email http://www.commonsensemedia.org/educators/lesson/sending-email-k-2
1 st	Screen Out the Mean http://www.commonsensemedia.org/educators/lesson/screen-out-mean-2-3
2 nd	Show Respect Online http://www.commonsensemedia.org/educators/lesson/show-respect-online-k-2
3 rd	The Power of Words http://www.commonsensemedia.org/educators/lesson/power-words-4-5
4 th	Digital Citizenship Pledge http://www.commonsensemedia.org/educators/lesson/digital-citizenship-pledge-3-5
5 th	What's Cyberbullying? http://www.commonsensemedia.org/educators/lesson/whats-cyberbullying-3-5
6 th	Cyberbullying: Be Upstanding http://www.commonsensemedia.org/educators/lesson/cyberbullying-be-upstanding-6-8
7 th	Safe Online Talk http://www.commonsensemedia.org/educators/lesson/safe-online-talk-6-8
8 th	The Reality of Digital Drama http://www.commonsensemedia.org/educators/lesson/the-reality-of-digital-drama-6-8
9 th	Turn Down the Dial on Cyberbullying and Online Cruelty http://www.commonsensemedia.org/educators/lesson/turn-down-dial-cyberbullying-and-online-cruelty-9-10
10 th	Overexposed: Sexting and Relationships http://www.commonsensemedia.org/educators/lesson/overexposed-sexting-and-relationships-9-12
11 th	Becoming a Web Celeb http://www.commonsensemedia.org/educators/lesson/becoming-a-web-celeb-9-12
12 th	Breaking Down Hate Speech http://www.commonsensemedia.org/educators/lesson/breaking-down-hate-speech-9-12

For additional lessons, check out <http://www.commonsensemedia.org/educators/scope-and-sequence>. Complement these lessons with our suggested list of digital storytelling activities on the next page to continue the discussion through your students' writing. Use these ideas and digital storytelling tools to inspire creativity and collaboration in your classroom.

GET READY FOR CALIFORNIA DIGITAL CITIZENSHIP MONTH IN MAY!

For more information, visit:

<http://www.commonsensemedia.org/educators/california> & <http://www.californiawritingproject.org/digital-learning-day.html>

Or like: <https://www.facebook.com/CaliforniaDigitalLearningDay>



Common Sense on Digital Storytelling

Use the suggested free digital tools to continue the conversation about digital citizenship through your students' writing. Use these ideas and activities as a springboard to inspire creativity and collaboration in your classroom.

Check out one of our professional development videos regarding media creation (2:54) that highlights Common Core State Standards alignments: <http://www.commonsensemedia.org/videos/the-importance-of-media-creation>



K-2: Toontastic

1. Narrate a story about a time you made a new friend at school.
2. Record a story about how you comforted a friend, whose feelings had been hurt.
3. Imagine you had a friend who moved away. Create a story about how you two stayed in touch using email, the Internet, or other digital communication tools.



3-5: Voicethread

1. Present a Top Ten list of ways people can use technology to connect and communicate with one another in positive ways.
2. Create a slideshow of inspiring images and quotes showing examples of true friendship.
3. Pretend Cinderella's evil stepsisters had access to the Internet and cyberbullied Cinderella. Tell the story of how Cinderella stood up to them.



6-8: Xtranormal

1. Develop a movie trailer about the end of cyberbullying as we know it (but not the end of technology).
2. Produce a cyberbullying story that has two different endings: one with a positive resolution and one with negative consequences.
3. Create an infomercial for a fantastical piece of technology (device, software, or app) that will thwart cyberbullying. How does it work and how does it encourage responsible behavior?



9-12: Animoto

1. In collaborative groups, make a 30-second PSA (public service announcement) about the importance of being an upstander.
2. Bring an advice column (Dear Abby-esque) about a cyberbullying dilemma to life. What was the writer's problem and what would you suggest as a solution?
3. Interview someone who has been a target, a bystander, or an upstander in a cyberbullying situation. Create a multimedia presentation based on the account.

Check out Common Sense's Learning Ratings for these apps and others at:
<http://www.commonsensemedia.org/learning-ratings>

MORE ABOUT DIGITAL LEARNING DAY, CWP & COMMON SENSE MEDIA

DIGITAL LEARNING DAY

Digital Learning Day, February 6, 2013, is hosted by The Alliance for Excellent Education. In its second year, this national campaign celebrates educators and the potential of technology in education for learning and teaching. To participate nationally:

1. Sign-up and Register here: <http://www.digitalllearningday.org/registration/>
Not only will you help put California's educators on the map as involved and interested, you'll receive daily tips, blogs, and innovative ideas on how to participate in this national campaign.
2. Be sure to explore the wealth of instructional resources and toolkits developed by the Alliance for Excellent Education and its partners and revisit these links often to sustain your learning and participation beyond February 6. Link to: <http://www.digitalllearningday.org/learn-and-explore/digital-learning-tools/>

THE CALIFORNIA WRITING PROJECT

The **California Writing Project** is a network of seventeen regional sites, nine housed on University of California campuses and eight on California State University campuses. Every year, about 20,000 teachers participate in CWP campus, school, and district programs. These teachers, representing all grade levels, from kindergarten through university, often teach in disciplines other than English. The project also provides programs that serve administrators, students, and parents.

A year ago, CWP coordinated California's statewide Digital Learning Day activities in support of the national campaign. We chose to do so because CWP has a central mission: improving student writing and learning by improving the teaching of writing. Increasingly, the teaching and learning of writing are supported and mediated by digital tools and communication technologies. Taking the Digital Learning Day lead for California gave us the opportunity to celebrate great digital teaching and writing, encourage more personalized and relevant learning, and provide access for students to powerful technology-mediated writing experiences.

To find the CWP regional site that serves your schools and community, link here:

<http://www.californiawritingproject.org/regional-sites.html>. Contact leaders there to learn about programs and strategies designed to support and sustain digital writing, teaching, & learning.

COMMON SENSE MEDIA

Common Sense Media is a national nonprofit organization dedicated to helping parents and educators guide young people in becoming good digital citizens—in other words, the ability to think critically, participate responsibly, and behave safely in our digital world—so that they can harness the full potential of technology for learning and thrive in the 21st century. Their free K-12 Digital Literacy and Citizenship Curriculum has over 65 engaging and student-centered lesson plans covering topics such as cyberbullying, Internet safety, digital footprints, and creative credit and copyright. All the lessons are aligned to ELA Common Core State Standards.