Overview

Persuasive Lies

by Jessica O'Gorman and Megan Quirk

Based on a reading of the short stories "The Mustache", "Charles", and "The Necklace" students will write an essay arguing the merits of "little white lies."

Grades: *6 7 8 9*

Discipline: *ELA*

Teaching Task: *Task Template 2 (Argumentation and Analysis)*

Course: *English*

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Section 1: What Task?

TEACHING TASK

Task Template 2 — [3 Levels] *Argumentation & Analysis*

L1: Is lying ever morally acceptable? After reading "Charles" by Shirley Jackson, "The Necklace" by Guy DeMaupassant, and "The Mustache" by Robert Cormier and non-fiction articles on lying, write an arguementative essay establishing your viewpoint on the morality of lying, that addresses the question and support your position with evidence from the text(s).

L2: Be sure to acknowledge competing views.

L3: Give examples from past or current events or issues to illustrate and clarify your position.

STUDENT BACKGROUND

Students will have read and analyzed short stories in class. Basic writing skills have been addressed through grammar instruction and previous writing assignments. In 7th grade, the students wrote persuasive pieces.

EXTENSION

Rubric

Scoring Elements	Not Yet		Approaches Expectations		Meets Expectations		Advanced
	1	1.5	2	2.5	3	3.5	4
Focus	Attempts to address prompt, but lacks focus or is off-task.		Addresses prompt appropriately, but with a weak or uneven focus.		Addresses prompt appropriately and maintains a clear, steady focus.		Addresses all aspects of prompt appropriately and maintains a strongly developed focus.
Controlling Idea	Attempts to establish a controlling idea, but lacks a clear purpose.		Establishes a controlling idea with a general purpose.		Establishes a controlling idea with a clear purpose maintained throughout the response.		Establishes a strong controlling idea with a clear purpose maintained throughout the response.
Reading/Research	Attempts to present information in response to the prompt, but lacks connections or relevance to the purpose of the prompt. (L2) Does not address the credibility of sources as prompted.		Presents information from reading materials relevant to the purpose of the prompt with minor lapses in accuracy or completeness. (L2) Begins to address the credibility of sources when prompted.		Presents information from reading materials relevant to the prompt with accuracy and sufficient detail. (L2) Addresses the credibility of sources when prompted.		Accurately presents information relevant to all parts of the prompt with effective selection of sources and details from reading materials. (L2) Addresses the credibility of sources and identifies salient sources when prompted.
Development	Attempts to provide details in response to the prompt, including retelling, but lacks sufficient development or relevancy. (L2) Implication is missing, irrelevant, or illogical. (L3) Gap/unanswered question is missing or irrelevant.		Presents appropriate details to support the focus and controlling idea. (L2) Briefly notes a relevant implication or (L3) a relevant gap/unanswered question.		Presents appropriate and sufficient details to support the focus and controlling idea. (L2) Explains relevant and plausible implications, and (L3) a relevant gap/unanswered question.		Presents thorough and detailed information to strongly support the focus and controlling idea. (L2) Thoroughly discusses relevant and salient implications or consequences, and (L3) one or more significant gaps/unanswered questions.
Organization	Attempts to organize ideas, but lacks control of structure.		Uses an appropriate organizational structure to address the specific requirements of the prompt, with some lapses in coherence or awkward use of the organizational structure.		Maintains an appropriate organizational structure to address the specific requirements of the prompt.		Maintains an organizational structure that intentionally and effectively enhances the presentation of information as required by the specific prompt.

Conventions	Attempts to demonstrate standard English conventions, but lacks cohesion and control of grammar, usage, and mechanics. Sources are used without citation.		Demonstrates an uneven command of standard English conventions and cohesion. Uses language and tone with some inaccurate, inappropriate, or uneven features. Inconsistently cites sources.		Demonstrates a command of standard English conventions and cohesion, with few errors. Response includes language and tone appropriate to the audience, purpose, and specific requirements of the prompt. Cites sources using an appropriate format with only minor errors.		Demonstrates and maintains a well-developed command of standard English conventions and cohesion, with few errors. Response includes language and tone consistently appropriate to the audience, purpose, and specific requirements of the prompt. Consistently cites sources using appropriate format.
Content Understanding	Attempts to include disciplinary content in explanations, but understanding of content is weak; content is irrelevant, inappropriate, or inaccurate.		Briefly notes disciplinary content relevant to the prompt; shows basic or uneven understanding of content; minor errors in explanation.		Accurately presents disciplinary content relevant to the prompt with sufficient explanations that demonstrate understanding.		Integrates relevant and accurate disciplinary content with thorough explanations that demonstrate in-depth understanding.

STANDARDS

Common Core Anchor Standards — Reading

R.CCR.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.

R.CCR.2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

R.CCR.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.

R.CCR.10: Read and comprehend complex literary and informational texts independently and proficiently.

Common Core Anchor Standards — Writing

W.CCR.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.CCR.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.CCR.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W.CCR.6: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

W.CCR.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.CCR.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Pennsylvania — English - (Reading, Analyzing, and Interpreting Text)

1.2.8.D: Draw inferences and conclusions based on a variety of information sources, citing

evidence from multiple texts to support answers.

Pennsylvania — English - (Reading, Analyzing, and Interpreting Literature - Fiction and Non-Fiction)

1.3.8.B: Identify and analyze the characteristics of poetry, drama, and fiction and explain the appropriateness of literary forms chosen by an author for a specific purpose.

1.3.8.C: Analyze the use of literary elements by an author including characterization, setting, plot, theme, point of view, tone, and style.

Pennsylvania — English - (Types of Writing)

1.4.8.C: Write persuasive pieces. Include a clearly stated position or opinion. Include convincing, elaborated and properly cited evidence. Anticipate and counter reader concerns and arguments.

Custom Standards

Section 2: What Skills?

Selected Skills

Preparing for the Task

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

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

Reading Process

TEXT SELECTION: Ability to identify appropriate texts

ACTIVE READING: Ability to identify the central point and main supporting elements of a text.

NOTE-TAKING: Ability to read purposefully and select relevant information; to summarize and/or paraphrase.

ACADEMIC INTEGRITY: Ability to use and credit sources appropriately.

Transition to Writing

BRIDGING: Ability to begin linking reading results to writing task.

Writing Process

CONTROLLING IDEA: Ability to establish a controlling idea and consolidate information relevant to task.

PLANNING: Ability to develop a line of thought and text structure appropriate to an information/explanation task.

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

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

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

COMPLETION: Ability to submit final piece that meets expectations.

Section 3: What Instruction?

MiniTasks

Preparing for the Task

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

LIST

Is telling a lie ever acceptable?

Scoring Guide: work meets expectations if:

None

Teaching Strategies:

•Present question: Is telling a lie ever acceptable?

•Provide students with 3 sticky notes.

•Students will construct opinion points on sticky notes either agreeing or disagreeing with the prompt.

•Students will post sticky notes on the board under the corresponding category.

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

NOTES

In your own words, what are the important features of a good response to this prompt?

Pacing: 1 class period

Scoring Guide: work meets expectations if:

None

Teaching Strategies:

• Identify or invite students to identify key features of examples.

• Pair students to share and improve their individual bullets.

• Create a classroom list: Choose one student to share a few ideas on the board, and ask other to add to it.

Reading Process

TEXT SELECTION: Ability to identify appropriate texts

NOTES

For each text, list the needed bibliographic information. Add bullets on why you think the work is credible and/or worthy of study.

Scoring Guide: work meets expectations if:

• Identifies author, title, publisher, date, and any other needed information (for example, the volume for a periodical or the editor for an anthology).
• Includes reasonable evidence that work is credible and/or worthy of study.

Teaching Strategies:

• Provide citation guide and discuss why each element of citation is needed.
• Ask students to brainstorm what makes an author credible and/or worthy of study.
• Provide access to research sources for students to assess the texts.
• Note: for an “after researching” task, add teaching and time for students to select the texts they will use.

ACTIVE READING: Ability to identify the central point and main supporting elements of a text.

SHORT CONSTRUCTED RESPONSE

What is the author trying to accomplish? Which parts of the text show you that?
• L2 What competing arguments have you encountered or can you think of?
• L3 What historical or current examples can you note that relate to the task prompt?

Scoring Guide: work meets expectations if:

• Answers questions with credible response.

Teaching Strategies:

• Invite students to brainstorm ways to figure out any author’s intent.
• Invite students to share and discuss their answers for each text.
• After the discussion, allow them to add to their entries.

NOTE-TAKING: Ability to read purposefully and select relevant information; to summarize and/or paraphrase.

NOTES

From each text, make a list of the elements that look most important for answering the prompt. Do what you need to do to avoid plagiarism.

• L2(a) What strategies will you use to discern “credible sources”?
• L2(b): What implications can your draw? (Tasks 11,12)
• L3 Why is it important in the process of inquiry to “identify gaps” or “unanswered questions” about the topic?

Scoring Guide: work meets expectations if:
• Identifies relevant elements.
• Includes information to support accurate citation (for example, page numbers for a long text, clear indication when quoting directly.

Teaching Strategies:
• Teach a model format for note taking.
• Check that early student work is in the assigned format (or in another format that gathers the needed information effectively).

ACADEMIC INTEGRITY: Ability to use and credit sources appropriately.

SHORT CONSTRUCTED RESPONSE
Define "plagiarism" and list ways to avoid it.

Scoring Guide: work meets expectations if:
• Provides accurate definition
• Lists several appropriate strategies

Teaching Strategies:
• Discuss respect for others’ work to assemble evidence and create texts.
• Discuss academic penalties for stealing others thoughts and words.

Transition to Writing

BRIDGING: Ability to begin linking reading results to writing task.

LIST
In a quick write, write about what you know now that you’ve read about (content).

Scoring Guide: work meets expectations if:
None

Teaching Strategies:

• Discussion-based strategies, such as seminar.
• Small group discussion using question.

Writing Process

CONTROLLING IDEA: Ability to establish a controlling idea and consolidate information relevant to task.

SHORT CONSTRUCTED RESPONSE
Write an opening paragraph that includes a controlling idea and sequences the key points you plan to make in your composition

Scoring Guide: work meets expectations if:
• Writes a concise summary statement or draft opening.
• Provides direct answer to main prompt requirements.
• Establishes a controlling idea.
• Identifies key points that support development of argument.

Teaching Strategies:
• Offer several examples of opening paragraphs.
• Ask class to discuss what makes them strong or weak.
• Review the list that students created earlier to identify needed elements (from Cluster 1, skill 2).

PLANNING: Ability to develop a line of thought and text structure appropriate to an information/explanation task.

OUTLINE
Complete an outline based on your notes and reading in which you state your claim, sequence your points, and note your supporting evidence.

Pacing: 1-2 Class periods

Scoring Guide: work meets expectations if:
• Creates an outline or organizer.
• Supports controlling idea. Uses evidence from texts read earlier.

Teaching Strategies:
• Provide and teach one or more examples of outlines or organizers.

• Invite students to generate questions in pairs about how the format works, and then take and answer questions.

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

LONG CONSTRUCTED RESPONSE

Write an initial draft complete with opening, development, and closing; insert and cite textual evidence.

Pacing: 5 class periods

Scoring Guide: work meets expectations if:

• Provides complete draft with all parts.
• Supports the opening in the later sections with evidence and citations.

Teaching Strategies:

• Encourage students to re-read prompt partway through writing, to check that they are on track.

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

LONG CONSTRUCTED RESPONSE

Refine composition's analysis, logic, and organization of ideas/points. Use textual evidence carefully, with accurate citations. Decide what to include and what not to include.

Pacing: 2 class periods

Scoring Guide: work meets expectations if:

• Provides complete draft with all parts.
• Supports the opening in the later sections with evidence and citations.
• Improves earlier edition.

Teaching Strategies:

• Sample useful feedback that balances support for strengths and clarity about weaknesses.
• Assign students to provide each other with feedback on those issues.

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

LONG CONSTRUCTED RESPONSE

Revise draft to have sound spelling, capitalization, punctuation, and grammar. Adjust formatting as needed to provide clear, appealing text.

Pacing: 1 class period

Scoring Guide: work meets expectations if:

- Provides draft free from distracting surface errors.
- Uses format that supports purpose.

Teaching Strategies:

- Briefly review selected skills that many students need to improve.
- Assign students to proofread each other's texts a second time.

COMPLETION: Ability to submit final piece that meets expectations.

LONG CONSTRUCTED RESPONSE

Turn in your complete set of drafts, plus the final version of your piece

Scoring Guide: work meets expectations if:

- Fits the "Meets Expectations" category in the rubric for the teaching task.

Resources

Uploaded Files

Keeping Track of Lies- Short Stories.doc

(http://literacybytechnology.s3.amazonaws.com/teacherresourceuploads/8760/1126692746_Nov_16_2012_100444852.doc)

Short Story Lies Organizer

Lies Source Organizer.doc

(http://literacybytechnology.s3.amazonaws.com/teacherresourceuploads/8760/1917937495_Nov_16_2012_100518813.doc)

Source Organizer

Lies Paragraph Outline.docx

(http://literacybytechnology.s3.amazonaws.com/teacherresourceuploads/8760/1484078803_Nov_16_2012_100536332.docx)

Paragraph Organizer

Lies Essay- Using SS Examples.doc

(http://literacybytechnology.s3.amazonaws.com/teacherresourceuploads/8760/1637471356_Jan_09_2013_205646874.doc)

Using Short Story Examples Effectively

Lies Essay Works Cited.doc

(http://literacybytechnology.s3.amazonaws.com/teacherresourceuploads/8760/1610343745_Jan_09_2013_205831175.doc)

Works Cited Page

Lies Editing Checklist 2012.doc

(http://literacybytechnology.s3.amazonaws.com/teacherresourceuploads/8760/2002776352_Jan_09_2013_205926274.doc)

Lies Editing Checklist

Keywords

*Links**

We're All Lying Liars: Why People Tell Lies, and Why White Lies Can Be OK (1010L)

(http://health.usnews.com/health-news/family-health/brain-and-behavior/articles/2009/05/18/were-all-lying

Is it Ever OK to Lie? (930L)
(http://www.cbsnews.com/2100-3445_162-2897896.html)

Lying (1280L)
(http://www.scu.edu/ethics/publications/iie/v6n1/lying.html)

Is Lying for the Greater Good Ethical? (N/A)
(http://www.psychologytoday.com/blog/do-the-right-thing/201112/is-lying-the-greater-good-ethical)

Telling White Lies Comes with a Price (N/A)
(http://www.psychologytoday.com/blog/the-squeaky-wheel/201112/telling-white-lies-comes-price)

Want a Healthier Longer Life? Stop Lying. (N/A)
(http://www.psychologytoday.com/blog/how-risky-is-it-really/201208/want-healthier-longer-life-stop-lying)

Must People Lie? Yes, Absolutely. Or is That a Lie? (N/A)
(http://www.nytimes.com/2001/08/18/arts/must-people-lie-yes-absolutely-or-is-that-a-lie.html?pagewanted

* These Lexile measures were computed automatically and did not undergo human review. They are not certified measures and should not be published or recorded in any way.

Other Resources

Section 4: What Results?

Classroom Assessment Rubric

Not Yet	
Focus	Attempts to address prompt but lacks focus or is off-task.
Reading/Research	Demonstrates weak use of reading material to develop argument.
Controlling Idea	Establishes a claim and attempts to support an argument but is not convincing; (L2) Attempts to acknowledge competing arguments.
Development	Reasoning is not clear; examples or explanations are weak or irrelevant. (L3) Connection is weak or not relevant.
Organization	Provides an ineffective structure; composition does not address requirements of the prompt.
Conventions	Demonstrates a weak command of standard English conventions; lacks cohesion; language and tone are not appropriate to audience and purpose.
Meets Expectations	
Focus	Addresses the prompt and stays on task; provides a generally convincing response.
Reading/Research	Demonstrates generally effective use of reading material to develop an argument.
Controlling Idea	Establishes a credible claim and supports an argument that is logical and generally convincing. (L2) Acknowledges competing arguments while defending the claim.
Development	Develops reasoning to support claim; provides evidence from text(s) in the form of examples or explanations relevant to the argument (L3) Makes a relevant connection(s) that supports argument.
Organization	Applies an appropriate text structure to address specific requirements of the prompt.
Conventions	Demonstrates a command of standard English conventions and cohesion; employs language and tone appropriate to audience and purpose.

Classroom Assessment Task

No Classroom Assessment Task for this module

Exemplar Work

Uploaded Files

Comments

Author Notes

Other Comments