

Activities

(May be used as blackline masters to display activities for students to reference)

Activity 1 – Anticipation Guide

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

Activity 2a: Truth and Lie Quickwrite

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

Activity 2b: Truth and Lie Quickwrite Continued

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

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

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

Use the number that best fits your decision:

5= fully justified / 4=mostly justified / 3=unsure / 2=mostly unjustified / 1= wholly unjustified

Activity 4: Exploring Key Concepts—Reading for Information

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

Activity 5: Exploring Key Concepts—Identifying Types of Lies

Go back to each of the "When Is Lying Justified?" Chart examples.

Reread each example, and decide which of the three kinds of lies each one is.

Write the type of lie underneath each example.

Activity 6: Surveying the Text—First Impressions

We are going to be reading several articles about lying:

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

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

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

Activity 7 K-W-L Chart

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

Article # and Title	K	W	L

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

Activity 8: Clarifying Difficult Text

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

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

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

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

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

When you have finished your discussions, return to your "When Is Lying Justified?" Chart, and complete Column B. Consider how Cohen and DePaulo would rate the real-life situations.

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

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

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

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

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

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

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


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

Activity 12a, b Annotating the Text

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

! or ★ important ideas

? confusing or difficult places in the text

_____ or  important words, phrases and sentences

✓ confirms what you thought

X contradicts what you thought

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

Activity 13 Evidence-Based Questions

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

1. Why is being honest all the time “radical” or extreme, according to Blanton? Cite evidence from the text to support your response.
2. Why does Blanton feel lying is harmful? Cite evidence from the text to support your response.
3. Why does Blanton feel honesty is beneficial? Cite evidence from the text to support your response.
4. How does Blanton feel about the possible negative effects of practicing radical honesty? Cite evidence from the text to support your response.
5. What does Blanton mean when he says that lying "keeps you locked in the jail of your own mind" (paragraph7)?
6. In Article 2, you read that Immanuel Kant believed it is never okay to tell a lie, even “for the best of purposes.” What are the similarities and differences between Blanton’s and Kant’s perspectives on lying? Cite evidence from both texts to support your response.

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

Return to your "When Is Lying Justified?" Chart, and complete Column D.

Consider how Brad Blanton would rate the real-life situations.

Remember to use the back of the page or your Reader’s/Writer’s Notebook for notes about the article.

Activity 15a, b Annotating the Text

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

! or ★ important ideas

? confusing or difficult places in the text

___ or ○ important words, phrases and sentences

✓ confirms what you thought

X contradicts what you thought

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

Activity 16 Making Inferences

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

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

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

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

Return to your "When Is Lying Justified?" Chart, and complete Column E.

Consider how the teens in this article would rate the real-life situations. You can use a general view of all of the teens or choose a particular teen (like Tim or Sabrina).

Activity 18: Annotating and Questioning the Text

In groups, you will be working with one article. You will need to reread the article with your group—you can go around and each student can read a paragraph at a time. But first, be sure to look for the following:

1. Figure out the author's purpose (why was the article written?), and write it at the top of the page.
2. Highlight the sentence(s) that you think includes the main argument or thesis.
3. Highlight and number any examples or evidence of the main argument.
4. Underline any ideas that you think are debatable (that is, someone could disagree with them).

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

Activity 19: Quickwrite

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

Activity 20: Considering the Structure of the Text—Chunking

Look at your notes on Article 4. At the top of the page, you wrote down Loretta Ragsdell's purpose. In this activity, we are going to look at the article itself to figure out how she organized it and what the different parts do for you, the reader. The steps for Chunking are as follows:

1. You already highlighted the author's argument, or thesis. Reread up to that point and a little beyond it. Find the end of the introduction section. Draw a line underneath it, all the way across the page. Write "introducing topic" or "introduction."
2. Keep reading, looking for the next "chunk" of ideas. (Hint: Most sections begin with "I asked the teens..." and end just before the next "I asked.") When you find the next chunk of ideas, draw a line separating them.
3. Give the chunk a title for that section (For example, "liars' clubs"). Number it so you can talk about it easily.
4. Repeat steps 2 and 3 until you get to the end of the article. You should end up with four or five "chunks" of text that are labeled.
5. Look back at the beginning and end of each chunk. Highlight any repetitions that you see.

Activity 21: Comparing Evidence

Go back to Articles 1 and 4. This time you are a detective looking for evidence. Just how did the authors prove their argument?

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

Comparing Evidence Chart

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

Activity 22: Which Evidence Is More Persuasive?

Looking at the evidence used in each article, which article do you find more persuasive? Why? What could the other author have done to persuade you more fully?

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

Activity 23: Two Ways to Write Summaries

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

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

Summaries	
Article 1	Article 2
Article 3	Article 4

Use one of the two processes below to write your summaries. (Your teacher will advise you):

Process 1: Take out your copies of Articles 1, 2, and 4. Look over the notes you wrote and highlighting in your articles to remind yourself of the author's purpose, argument, and evidence. Begin with whichever article you remember the best. Here are the steps we practiced in class—you can use the following for each summary:

1. Write down a first sentence that tells about the main idea. Make sure it includes TAG (title, author, and genre). (If there's no author listed, you can always write "the author" instead of a name). Look at the one you wrote for Article 3 if you need an example.
2. Use a word like argues, states, questions, believes, or reports in your first sentence to show what the author is doing.
3. Add a sentence or two to tell about the important evidence or information that the author uses to convince us of the main point. Look at your highlights to help you.
4. In your last sentence, tell about the author's purpose. Look at your notes from the top of the article.
5. When you finish, read it over, and evaluate it by asking the following questions:
 - Does it include the main idea and most important details?
 - Does it use your own words except for perhaps a quotation?
 - Does it avoid small, superficial details?
 - Does it avoid giving your position or opinion of the article?

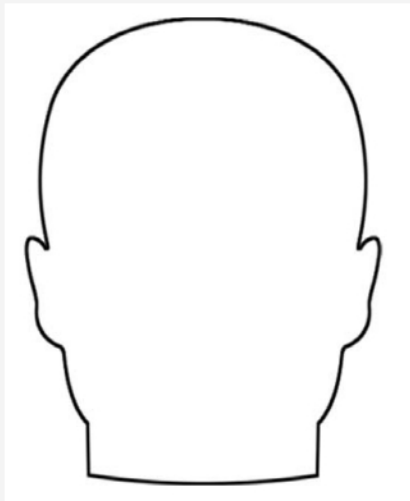
Process 2: Fill in the following sentences on your own paper, working from your notes on the articles. You can use this frame for each summary if it helps you.

In _____ (title of the article), an article by _____, (author's name or use "the author" if no author is known) _____ (author's last name or "the author") _____ (argues, states, questions, believes, or reports) that _____ (what the main point is). _____ (author's last name or "the author") supports his or her idea by _____, _____, and _____ (tell what kind of important information is given and what kind of evidence is used). _____ (author's last name or "the author") wants to _____ (author's purpose).

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

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

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



When you finish, discuss the following questions with your class:

1. Which appeal did the article seem to use more? Why?

This article seems to appeal to logos because it uses statistics throughout.

2. Why are there other appeals mixed in as well?

Some people might not respond well to numbers so they use stories to catch your emotions and important people to make you believe the stories and numbers.

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

Activity 25: Reflecting on Your Reading Process

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

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

Activity 26 – Anticipation Guide Revisited

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

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

Activity 27: Considering the Writing Task

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

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

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

Activity 28: Examining the Rubric and Creating a Criteria Chart

This assignment comes with a scoring rubric for the teacher to use in scoring the essays. Examine the rubric for information about how your essay will be scored.

In pairs, discuss the following questions, then share with the class:

1. What will you be graded on in this assignment?
2. Describe a high scoring (4) paper. What does it do well?
3. Describe a lower scoring (2) paper. What does it look like? What would it need to do to get to be a 3 or 4?

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

Activity 29: Trying on Words, Perspectives, and Ideas

Take out the "When Is Lying Justified" Chart that you completed in Activity 3.

Your teacher will have you choose a strip of paper that has an author or speaker on it. Then get into groups by common strips (for example, all of the "Kant" people get into a group together).

Together with your group, review the "real life situations" on the chart, and look again at your notes on the backside of your paper. Your task will be to take on the perspective of the person on the strip of paper you pulled—trying on his or her words and ideas—to convince the class that your viewpoint is correct.

Activity 30: Capturing Persuasive Arguments

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

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

Activity 31: Gathering Evidence to Support Your Claims

After the role-playing in Activity 29 and the list you made in Activity 30, you should have a good idea what position you will take in your essay on "When is lying OK?" Now you are going to begin to find evidence to support your position. Take a few minutes to go through your copies of the articles and your notes, charts, highlighting, underlining, and other annotations. Put checkmarks next to any information or ideas that you think you might be able to use in your essay. For each checkmark, think about the following questions:

1. Is this piece of evidence a fact or an opinion? Is it an example?
2. If it is an opinion, what makes the opinion credible?
3. What do you want to say in response?

Share the parts you have check-marked with a partner. Discuss why you want to use each part.

Activity 32: Formulating a Working Thesis

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

A. Work with a partner to come up with two or three possible arguments you think could be made in response to the prompt. You'll share these with the class. Use the following structure:

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

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

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

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

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

Culminating Task:

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

Activity 33: Hooking the Reader

As a class, review the opening two to three sentences for the five articles you read. Answer and discuss the following questions:

1. What do you notice about how these articles begin?

They have an interesting, funny, or unusual opening. Some of them speak directly to the reader or ask a question.

2. What do we call an opening that gets the reader's attention?

A hook.

3. What other ways can you think of to hook the reader?

Use statistics, tell a personal story, ask a question, exaggerate, or say something they don't expect.

Try to generate two to three possible hooks that you might use to open your essay. You can put a star by the one you think is the best.

Activity 34: Considering Structure—Conclusions

Pair up, and tell your partner about the argument you made in your paper.

Your partner will then ask you "So why does it matter?" and you should try to answer.

(Your partner might need to ask "And why does that matter?" after your first response to help you get deeper into your thinking.) Before your partner takes a turn speaking, write down what it was that you answered so you can use it in your conclusion. Then switch roles and repeat these tasks.

Activity 35: Using the Words of Others

Before you move on to revising your draft, it is a good idea to check to see if you have used your sources accurately and cited them appropriately. Take out your draft and do the following:

- Using a highlighter or a pencil, mark the places where you have used information or ideas from your sources.
- In the margins, note whether the sentence is a direct quotation (author's words in quotation marks) or a paraphrase (in your own words).
- Note where the ideas or words came from. Did you say in the text what the source was?
- Note whether your paper is mostly your own words, or mostly quotations. Do you have too many quotations? Should you put some in your own words?
- Share your paper with a partner. Discuss why you are using each source.

Activity 36: Revising Rhetorically—Preparing for Helpful Feedback

It's time to get feedback from others to help you revise your first draft.

Listen, and participate with your class in creating the following chart:

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

Activity 37: Peer Feedback for Revision

Step 1: Peer Feedback Group

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

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

Step 2: Paired Revision Planning

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

Activity 38: Plans for Revision

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

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

1. What is the most useful feedback I have received for this audience (peers and teacher) and prompt?
2. What parts of my essay did my readers like? What did I do in those parts that worked? Can I do more of that in my essay?
3. What does the rubric mean by "The response achieves substantial depth that is specific and relevant"? Where can I be more thoughtful? Where can I say more about my idea?

Activity 39: Individual Work

You will now edit your draft based on the information you have received from the teacher and your group. Also consider the following suggestions:

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

Activity 40: Reflecting on Your Writing Process

In your Reader's/Writer's Notebook, take a few minutes to think about all of the work we have done in this unit and reflect on at least two of these questions:

- What were the activities in which you remember learning the most?
- What ideas will you take with you to think about in the future?
- What questions are still on your mind about the topic, the readings, the writing, or the comments you received?

Templates

Anticipation Guide: The Acceptability of Lying

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

Agree = A Disagree = D

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

When Is Lying Justified Chart

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

<p>3. Jim was angry at Evan for beating him in basketball. He started this rumor: "Evan is such a cheater; he kept fouling me when the coach wasn't looking."</p>					
<p>4. Your lie.</p>					
<p>5. Your partner's lie.</p>					

Vocabulary Knowledge Rating Sheet

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

K-W-L Chart

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

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

Vocabulary Collection and Analysis

Noticing Language—Vocabulary Self-Collection

Strategy

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

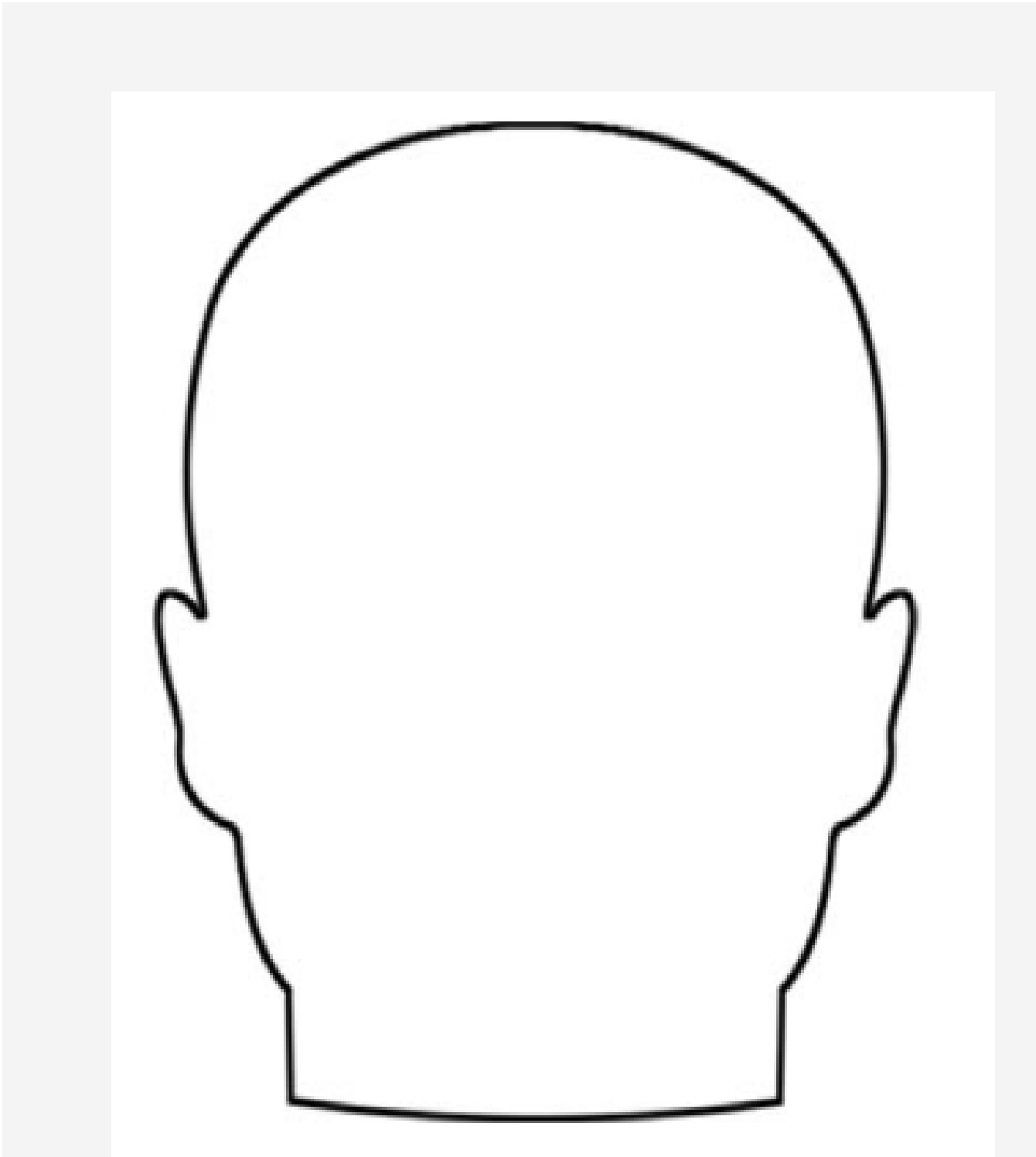
1. Words you have not seen before
2. Words you do not know well enough to explain
3. Known words used in a way you haven't seen before

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

Noticing Language—Vocabulary Analysis

Once a class list of vocabulary words is chosen, copy it down on your own paper, skipping three lines after each word. You will hear the original sentence that included the word. Listen carefully, and guess the meaning of the word based upon the context. If you are correct, you can write the meaning down next to the word. Finally, you will need to a) look up the meaning of any words that were not guessed correctly; b) write a synonym (comparison) and antonym (contrast) for each word underneath the definition; c) and draw a picture to help you remember the meaning of the word.

Open Mind



Organizing Your Thinking to Prepare for Writing

Now that you have thought about your writing prompt and reviewed your notes, it's time to generate your ideas and arguments for your paper. There are many ways to do this, but here are two to choose from for now:

- **Informal outline**
- **Graphic organizer**

Both are described below. Choose one to work with. Fill in the blank areas with your ideas and arguments. Be as specific as you can and remember that you will need evidence for each idea that you have.

Informal Outline

1. State your thesis or position statement:

2. First supporting point:

- Specific evidence or examples
- Sources of evidence

3. Second supporting point:

- Specific evidence or examples
- Sources of evidence

4. Other supporting points as needed:

- Specific evidence or examples
- Sources of evidence

5. Counterargument: Who disagrees?

- What is wrong with this argument?
- How can your argument speak to theirs?

6. Conclusion:

- Why does it matter?
- What do you want to leave us thinking about?

Graphic Organizer

State your thesis or position statement:		
First supporting point:		
Evidence you are using	Source(s) of evidence	How the evidence is persuasive
Second supporting point:		
Evidence you are using	Source(s) of evidence	How the evidence is persuasive
Additional supporting points as needed:		
Evidence you are using	Source(s) of evidence	How the evidence is persuasive

Counterargument: Who disagrees and what do they say?

What is wrong with this argument?

How can your argument speak to this?

Conclusion:

Why does it matter?

What do you want to leave the reader thinking about?