### English Language Arts (ELA) Common Core State Standards (CCSS) Aligned

**PERFORMANCE WRITING TASK (PWT) 6TH GRADE**

### 2013-2014



**Student Name:**

**Teacher Name:**

**Class Period:**

# ACTIVATING PRIOR KNOWLEDGE

|  |  |
| --- | --- |
| **Think-Pair-Share:** With a partner, brainstorm some reasons you think social networking websites are both good and bad for our society. Consider using the sentence starters provided below:  *Someone might argue that social networking is beneficial to society because… One reason social networking sites are harmful is…* | |
| **Social networking’s impact has been positive** | **Social networking’s impact has been negative** |
|  |  |
| **Sort and discuss**: Sort the evidence cards with quotes and statistics into two categories: 1) Social networking is good for our society and 2) Social networking is not good for our society. As you sort the cards, explain your thinking:  *This quote/statistic/fact supports the claim that because…*  *This quote/statistic/fact suggests that social networking is harmful because…*  After discussion, write at least two pieces of evidence for each side of the argument. | |
| **Social networking’s impact has been positive** | **Social networking’s impact has been negative** |
|  |  |

**EVIDENCE CARDS**

|  |  |
| --- | --- |
| Over 50% of people learn about breaking news on social media. Social networking sites are the top news source for 27.8% of Americans, ranking close to newspapers (28.8%) and above radio (18.8%) and other print publications (6%). Twitter and YouTube users reported the July 20, 2012 Aurora, CO theater shooting before news crews could arrive on the scene, and the Red Cross urged witnesses to tell family members they were safe via social media outlets.  (socialnetworking.procon.org) | A Summer 2012 Baylor University study examined Facebook hate groups focused on President Barack Obama and found racial slurs and stereotypes not seen in mainstream media in decades: blackface images and comparisons of President Obama to apes. Social networking sites allow hate groups to recruit youth and to redistribute their  propaganda. According to the Southern Poverty Law Center, the “Christian Identity” religion, a splinter faction of the white supremacist group Aryan Nations, uses social media to recruit.  (socialnetworking.procon.org) |
| 49.5% of students reported being the victims of bullying online and 33.7% reported committing bullying behavior  online. 800,000 minors were harassed or cyberbullied on Facebook according to a June 2012 *Consumer*  *Reports* survey. Middle school children who were victims of cyberbullying were almost twice as likely to attempt suicide. Adults can also be victims of cyberbullying.  (socialnetworking.procon.org) | Social networking can worsen feelings of disconnect (especially for youth with disabilities), and put children at higher risk for depression, low self-esteem, and eating disorders. The "passive consumption" of social media (scanning posts without commenting) is related to loneliness.  (socialnetworking.procon.org) |
| More than 80% of US college and university faculty use social media; more than 50% use it for teaching; and 30% for communicating with students. Educators from around the world interact with each other and bring guest teachers, librarians, authors, and experts into class via social networks like Twitter and social networking tools like Skype. Edmodo, an education- specific social networking site designed for students, teachers, and parents, reached over ten million users on Sep. 11, 2012.  (socialnetworking.procon.org) | A mother was able to find a kidney donor for her sick child by posting a video on her Facebook page. Crowdwise, a social network devoted to volunteers and charity projects, raised  $845,989 (as of Nov. 20, 2012) for Hurricane Sandy victims. Followers of Pencils of Promise on social media have helped the non-profit build 74 schools (with 26 more in progress and 7 more planned as of Nov. 19, 2012) and educate 4,500 children.  (socialnetworking.procon.org) |
| Social media can help improve life satisfaction, stroke recovery, memory retention, and overall well-being by providing users with a large social group. Additionally, friends on social media can have a "contagion" effect, promoting and helping with exercise, dieting, and smoking cessation goals.  (socialnetworking.procon.org) | Students who use social media had an average GPA of 3.06 while non-users had an average GPA of 3.82. Students who used social networking sites while studying scored 20% lower on tests. College students’ grades dropped 0.12 points for every 93 minutes spent on Facebook per day above the average. Two-thirds of teachers believe social media does more to distract students than to help academically.  (socialnetworking.procon.org) |

**MY NOTES ORGANIZER**

|  |  |  |
| --- | --- | --- |
| **Directions:** Take notes supporting each position. Include any claims, reasons, or evidence you find in the sources provided. Do not include your opinion. | | |
| **Source** | **Social networking’s impact has been positive** | **Social networking’s impact has been negative** |
| **Source A** *Video:* “Think Time: Teens and Social Networks”  <http://www.youtube.com/watch?v=1TWHsiMYSxw> |  |  |
| **Source B** Article*:* “When Bullying Goes High- Tech” |  |  |

**MY NOTES ORGANIZER** (continued)

|  |  |  |
| --- | --- | --- |
| **Source** | **Social networking’s impact has been positive** | **Social networking’s impact has been negative** |
| **Source C** Article: “Social Networking Benefits Validated” |  |  |
| **Source D** Political Cartoon: “Social Networking” |  |  |

Adapted from “**When Bullying Goes High-Tech”**

By Elizabeth Landau, CNN, April 15, 2013

Brandon Turley didn't have friends in sixth grade. He would eat alone at lunch, having recently switched to his school without knowing anyone. While browsing MySpace, he saw that someone from school had posted a bulletin declaring that Turley was a "fag." Students he had never even spoken with wrote on it, too, saying they agreed.

Feeling confused and upset, Turley wrote in the comments, too, asking why his classmates would say that. The response was even worse: He was told on MySpace that a group of 12 kids wanted to beat him up, that he should stop going to school and die. On his walk from his locker to the school office to report what was happening, students yelled things like "fag" and "fatty."

"It was just crazy, and such a shock to my self-esteem that people didn't like me without even knowing me," said Turley, now 18 and a senior in high school. "I didn't understand how that could be."

25% of teenagers have experienced cyberbullying at some point, said [Justin W. Patchin,](http://www.cyberbullying.us/) who studies the phenomenon at the University of Wisconsin-Eau Claire. He surveyed 15,000 middle and high school students throughout the US, and found about 10% of teens have been victims of cyberbullying in the last 30 days.

Online bullying has a lot in common with bullying in school: Both include harassment, humiliation, teasing and aggression, Patchin said. However, cyberbullying presents unique challenges because the bully can be anonymous, and attacks can happen at any time of day or night.

Thomas J. Holt, associate professor of criminal justice at Michigan State University, recently published a study using data collected in Singapore. The researchers found that 27% of students who experienced bullying online thought about skipping school or skipped it. That's compared to 22% who experienced physical bullying.

Those who said they were cyberbullied were also most likely to say they had considered suicide -- 28%, compared to 22% who were physically bullied.

[A recent study in the journal JAMA Psychiatry](http://archpsyc.jamanetwork.com/article.aspx?articleid=1654916) suggests that victims can feel long-lasting mental effects. Bullying victims showed greater chances of agoraphobia, where

people don't feel safe in public places, along with generalized anxiety and panic disorder.

Patchin advises kids who are being cyberbullied to keep the evidence, whether an e-mail or Facebook post, so they can show it to adults they trust. Before, there have been some issues with schools not disciplining if bullying didn't happen at school, but today, most educators realize they have the responsibility to do something, Patchin said.

Even now, though, solutions are not always clear. Turley's mother called the school, but the students involved only got a “talking-to” as punishment.

**Fighting back by speaking out**

In high school, Turley discovered an organization called [WeStopHate.org,](http://westophate.org/) a nonprofit organization that helps people who have been bullied and allows them a safe space to share their stories.

[Emily-Anne Rigal,](http://emilyannerigal.com/) the founder of the organization, experienced bullying in elementary school, getting picked on for her weight. Although she and Turley lived on opposite sides of the country, they became friends online, united by their passion for stopping bullying.

Turley designed the WeStopHate.org website and most of its graphics, and is actively involved in the organization. In additional to Rigal, he now has many other friends in different states.

"I got cyberbullied, and I feel like it made me think there has to be somebody on the Internet who doesn't hate me," he said. "That kind of just made me search more."

Turley and Rigal are currently promoting the idea of [having](http://www.bullybutton.org/) [a "bully button"](http://www.bullybutton.org/) on Facebook so that people can report cyberbullying to the social network and have bullies suspended for a period of time.

In the meantime, Turley is feeling a lot safer in school than he used to.

"Times have changed definitely, where people are becoming slowly more aware," he said. "At my school, at least, I'm seeing a lot less bullying and a more acceptance overall."

Adapted from “**Social Networking Benefits Validated”**

By Karen Golberg Goff, Washington Times, January 28, 2009

Texting, blogs, Facebook, gaming and instant messages might seem to be just more reasons to stare at a screen.

However, now a study that looked at the online habits of 800 teenagers suggests that it’s more than fun and games.

Researchers in the study, titled the Digital Youth Project, found that the constant communication

that social networking provides is encouraging useful skills. The study found that the digital world is creating new opportunities for young people to explore interests, develop technical skills, and work on new forms of self-expression.

"There are myths about kids spending time online -- that it is dangerous or making them lazy," says Mizuko Ito, lead author of the study. "But we found that spending time online is important for young people to learn the skills they need to be citizens in the digital age."

Co-author Lisa Tripp says technology, including YouTube, iPods and podcasting, creates ways for extending one's circle of friends, teaches self- directed learning and independence.

"Certain skills in the coming years are not going to be just about using media," she says. "It is also going to be about producing media. It is not just about writing a blog, but also how to leave comments that say something.”

That means anything from a video clip to a profile page is going to reflect self-expression skills, so teens might as well practice.

Social networking also contributes to teens' friendships and interests, Ms. Tripp says. While most teens use sites such as MySpace and Facebook to

"hang out" with people they know in real life, some use them to find new friends with similar interests. Before social networking, the one kid who was, for example, a fan of Godzilla or progressive politics might find himself isolated. These days, that kid can find friends everywhere.

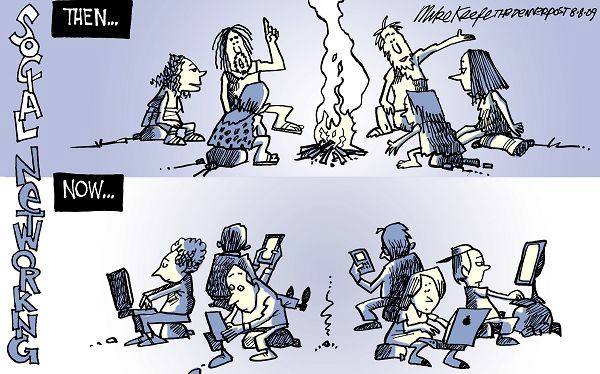
"This kind of communication has let teens expand their social circle by common interests," Ms. Tripp says. "They can share their work to online audiences and become an expert in that area." The study found that young people's learning with digital media often is more self-directed, with more freedom than in a classroom. The researchers said youths are often are more motivated to learn from one another than from adults.

Monica Vila, founder of theonlinemom.com, an online resource for digital-age parenting, says adults still need to set rules just as they would "at any other playground."

One Fairfax County mother of a middle schooler says she was doubtful at first when her daughter wanted a Facebook page.

"I was cautious for all the reasons we hear about, such as how it could bring in unwelcome visitors," the woman says, "but I realized that this is the main way for kids keeping in touch. It has gone from e- mail to IM to texting to Facebook so quickly. If you are not on Facebook, then you are not in the loop."

"A few years ago, parents were saying, 'I don't want any of that stuff coming into my house,'" Ms. Vila says. "Then they realized, 'I have no choice, it is all around me.' Now studies are saying technology is going to encourage skills for jobs we didn't know existed."



By Mike Keefe, Denver Post, August 8, 2009

**READING ASSESSMENT: CONSTRUCTED RESPONSES**

**Directions:** This first part of your individual assessment gives you the chance to demonstrate your understanding of the articles read. Answer the questions below in complete sentences. You may use an extra sheet to make any notes or to draft your response. You may refer to all of your student booklet materials to help you answer the questions.

### In “Social Networking Benefits Validated,” what does the author say about the impact of social networking on learning and how it differs from classroom learning? (Standard RI.1)

1. **What is the purpose of the cartoon in Source D? Describe aspects of the drawing to support your answer. (Standard RI.6)**

1. **In “When Bullying Goes High-Tech,” the author writes that cyberbullying “presents unique challenges.” What does the author mean? (Standard RI.4)**

# PROS and CONS ORGANIZER

|  |  |  |
| --- | --- | --- |
| **Directions:** Read the questions below. Reference your notes to write answers to the questions in the "REASONS" section.  In the “SUPPORTING EVIDENCE” column, note the evidence and source to support your thoughts. You may use evidence from the texts, videos, and the quotations from the SORT activity. After talking and sharing ideas with a classmate, complete the "NEW IDEAS" section based on your conversation. | | |
| **PROS** | **REASONS** | **SUPPORTING EVIDENCE & SOURCE** |
| What are 2-3 reasons that social networking’s impact on society has been **positive**? |  |  |
|  |  |
|  |  |
| Pair-Share: **NEW IDEAS** from my partner |  |
|  |  |

**PROS and CONS ORGANIZER** (continued)

|  |  |  |
| --- | --- | --- |
| **CONS** | **REASONS** | **SUPPORTING EVIDENCE & SOURCE** |
| What are 2-3 reasons that social networking’s impact on society has been **negative**? |  |  |
|  |  |
|  |  |
| Pair-Share: **NEW IDEAS** from my partner |  |
|  |  |

***Based on the reasons and evidence you gathered above, now you will write a claim you feel prepared to support in your writing task.***

## MY CLAIM

**MY ARGUMENTS ORGANIZER**

**Directions:** Prepare at least two reasons, supporting evidence. There is room for you to include an optional third reason.

**Claim**:

####   

**Warrant (Reason) #3**

**Reason #2**

**Warrant (Reason) #2**

**Warrant (Reason) #1**

**Reason #3**

  

**Supporting Evidence**

**Backing (Supporting Evidence)**

**Supporting Evidence**

**Backing (Supporting Evidence)**

**Supporting Evidence**

Page **14**

**Backing (Supporting Evidence)**

**PERFORMANCE WRITING TASK**

**Directions:**

Please respond to the prompt below in writing. You may use your notes and your answers to your constructed response questions to inform your writing. You must write your entire argumentative essay on the lined paper. Your essay should have a minimum of 4 paragraphs.

## Writing Prompt:

*Currently, the Enumclaw School District blocks access to social networking sites such as Facebook, Instagram, Twitter, and YouTube. Principals and teachers have been debating the pros and cons of this policy.*

***Has social networking’s impact on society been more positive or negative?***

#### After reading the provided texts and viewing the videos on the topic, write an argumentative essay (at least 4 paragraphs) that addresses the question and support your position with evidence from the texts and videos.

1. Begin with an introduction that frames the purpose of your essay and states a claim.
2. Develop your argument with clear reasons and evidence drawn from **at least three sources.**

#### Explain the significance of the evidence and how it supports the claim.

1. Provide a conclusion that effectively summarizes the argument and explains its significance.

**Be Sure To:**

* Use appropriate transitions.
* Use precise language and vocabulary to inform or explain your topic.
* Establish and maintain a formal style.
* Edit for spelling and grammar.
* Write a minimum of 4 paragraphs.

Page **15**

**ARGUMENTATIVE SCORING RUBRIC  
 PERFORMANCE WRITING TASK**

**Scoring Category What do I need to do?**

**Claim/Thesis & Opposing Claim**

* My claim/thesis statement takes a **clear** position on the topic.
* My claim/thesis **outlines** the main arguments in my essay.

**Evidence & Sourcing**

#### I use evidence from at least **two** of the sources, at least one of the sources being from an article.

* The evidence I use in each body paragraph **supports my argument**.
* My evidence is **grouped appropriately** by paragraph.
* I use different pieces of **evidence to corroborate** one another, and **contradict** each other (when appropriate).

**Analysis & Elaboration** I **analyze** my evidence to show its **significance** and how it **supports** the arguments and claim.

### Organization

#### My essay includes…

* 1. Claim/Thesis
  2. Body Paragraphs
  3. Conclusion
* My **introduction** provides **background information** to set the context, and **includes** a **claim/thesis statement**.
* My topic sentences **clearly introduce** each of the **body paragraphs**.
* My **reasons and evidence** are organized **logically**.
* My conclusion **restates** the thesis, **effectively summarizes** the arguments, and **explains why the issue is significant**.

### Style, Voice, & Conventions

#### I use a **formal tone**, appropriate to the main audience and avoiding the use of first person when possible.

* I use **transition words** to connect my ideas and paragraphs.
* I re-read my essay to **revise and correct any errors in grammar, usage, spelling, and punctuation**.
* I use **persuasive/rhetorical strategies** to make my argument more convincing.

.

