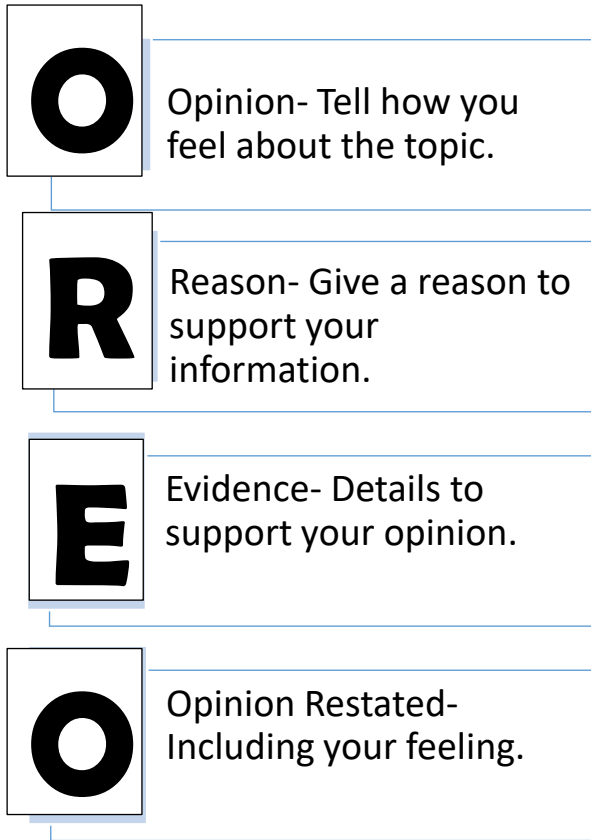


Day 11- Grade 8- English Language Arts (ELA)

Standards	RI.5.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
Learning Targets/ I Can Statements	RI.5.1: I can cite textual evidence to support analysis of what the text says. RI.5.1: I can make inferences based on what the text says.
Essential Question(s)	How do authors use the resources of language to impact the audience?
Resources	<ol style="list-style-type: none"> 1. Connections 2. Debate Passage- Pro/Con: Should the U.S scrap the recycling program? 3. Debate Textual Evidence Worksheet 4. Closure
Learning Activities or Experiences	<p>In this lesson you will examine both sides of a debate. Remember opinions must be supported by facts</p> <ol style="list-style-type: none"> 1. Step One: Read the Assignment Overview in its entirety (Page 1) 2. Step Two: Respond to Connection (Page 2) <ul style="list-style-type: none"> • Select a topic and complete the acronym. • 3. Step Three: Read notes on textual evidence (Page 3) 4. Step Four: Read the passage about the <i>PRO/CON: Should the U.S. scrap the recycling program?</i> (Page 4-7) 5. Step Five: Complete Textual Evidence Worksheet (Page 8-10) <ul style="list-style-type: none"> • Complete each section in 6. Step Six: Complete Closure exercise (Page 11) <ul style="list-style-type: none"> • Respond to the closure question in complete sentences. <p>Due:</p> <ul style="list-style-type: none"> • Connection • Textual Evidence Organizer • Closure

Day 11- Connections



Select a topic below and use the acronym OREO above to help you.

- Private schools are better than public schools
- Plastic bags and packaging should be banned.
- All zoos should be closed and the animals released.

O-

R-

E-

O-

Day 11- Notes

Textual Evidence

Textual evidence is evidence, gathered from the original source or other texts, that supports an argument or thesis. Such evidence can be found in the form of a quotation, paraphrased material, and descriptions of the text.

Day 11 – Comprehension Passage-Debate

PRO/CON: Should the U.S. scrap the recycling program?



Adonis Herring sorts cans and bottles at Capital Redemption Center on Sept. 22, 2015, in Albany, New York. The center offers refunds on empty beverage containers before they are transported to distributors and recycled. AP/Mike Groll

PRO: It costs too much and it really doesn't work

If you're worried about the planet, please make sure your garbage is buried in a landfill. There's plenty of space available. On the surface, the phrase "reduce, reuse, recycle" may seem like a sensible call to action. It makes particular sense to those who want to limit the amount of carbon dioxide we release into the air when we burn fossil fuels like gas and coal, and reduce the amount of waste left behind for future generations. The reality, however, is that the cost of the recycling process almost always outweighs the benefits.

Going By the Numbers

Even the U.S. Environmental Protection Agency (EPA) says it only makes sense economically and environmentally to recycle about 35 percent of our trash. Among those materials are paper and aluminum cans, according to the government department. Recycling 1 ton of paper or aluminum cans, the agency says, can save about 3 tons of carbon dioxide emissions over producing new materials. Carbon dioxide is produced during the recycling process and can lead to climate change. A ton equals 2,000 pounds. But not so fast.

Paper mills pay for the trees they process. If it was cost-effective to recycle scrap paper, paper companies would be beating down your door to buy it — but they aren't.

That means it's more expensive and takes more energy and water to recycle old paper than to cut down and process pine trees and then plant pine seedlings.

Plastic provides another problem. Given the recent dramatic decline in oil prices, it is now cheaper to make a new plastic container than to recycle an old one. Even if that were not true, the EPA says that recycling a ton of plastic saves only about a ton of carbon dioxide. However, that estimate doesn't take into account the water most consumers use to rinse their plastic containers before they put them into a recycling bin.

New York Times science writer John Tierney recently wrote an article, citing the work of author Chris Goodall. He wrote, "If you wash plastic in water that was heated by coal-derived electricity, then the net effect of your recycling could be more carbon in the atmosphere."

Emotion over Reason

Glass is an even worse recyclable. To reduce emissions by 1 ton you have to recycle 3 tons of glass.

If you include the cost of collecting glass in small quantities from neighborhoods, and the pollution produced by the collection trucks and the recycling process itself, glass recycling creates more emissions. It is also more expensive than making new glass, which comes primarily from sand, an abundant raw material.

No wonder many municipalities across the country continue to pick up glass in recycling trucks only to dump it at the local landfill.

Why the charade? Because "reduce, reuse, recycle" is an emotional slogan, not reasonable environmental policy. Years of brainwashing make most Americans blind to the actual evidence surrounding recycling programs. By sending an extra fleet of trucks around town once a week, supporters of recycling actually are not protecting the environment.

It doesn't help that the rise of the recycling movement has created a powerful group of people who pressure politicians to keep things the way they are. More intelligent environmental policies would consider the costs and benefits of recycling programs. They should scrap those that are wasteful and harmful to the environment.

If recycling was truly cost-effective, companies would be lined up at your doorstep to buy your trash and make money from it. Don't look now, because they're not there. The true recycling test is whether someone is willing to pay you to sort and save your trash. If they're not, what you've been told about recycling in the past is probably just garbage.

CON: Recycling stops us from being so wasteful

We Americans consume a lot and waste a lot, which means we dump far more trash than is necessary into landfills. In fact, we produce twice as much waste per person as Western Europe. The amount of municipal solid waste produced annually in the United States has tripled since 1960, and in 2013, it totaled 254 million tons. That's 4.4 pounds per person every day. We've made a lot of progress over the years in how we handle this waste. Recycling jumped dramatically nationwide after the mid-1980s. It leveled off around 2010, with the average

American recycling or composting 34 percent of his waste. The rate varies by the type of waste, and by state and city. The U.S. Environmental Protection Agency (EPA) reports that we recycle 99 percent of lead acid batteries, 67 percent of paper, and 55 percent of aluminum cans. Yet, we recycle only 40 percent of electronics such as cellphones and computers, only 34 percent of glass containers and just 30 percent of plastic bottles and jars.

Charging For Trash Encourages Recycling

We should be able to do much better than this. So why don't we? Individual habits are one explanation. Many people think recycling is not convenient, even in cities that send trucks house to house to collect recyclables. A number of states mandate recycling, but they don't enforce their laws, and in most cases they offer few incentives to recycle. Some states and cities do much better because they take recycling seriously. Cities such as Seattle, Washington, charge fees when people throw out garbage to encourage recycling. These fees are proportional to the amount of garbage put out for collection, a so-called pay-as-you-throw system. Even if the cost is small, it's an important incentive to encourage people to recycle, and they do.

Seattle had a 50 percent recycling rate in 2014, and a 71 percent rate for single-family households, and the rate continues to improve. The city has set a goal of eliminating the "maximum possible amount of waste." Few other cities are so ambitious. Some critics see matters differently. They argue that recycling is too costly and ineffective to continue, and some states seem to agree with them. They have balked at paying part of the cost of municipal recycling, saying that cities should end their programs or pay for the cost themselves.

An Important Question

Is this the right action to take, that we should recycle only if it generates enough benefits? Doing that would send exactly the wrong message as cities and businesses across the nation try to build a new commitment to the sustainable use of resources. Some experts believe that we should start by redesigning factories where possible to prevent or minimize waste in the first place. Then to the extent possible, we should reuse what is left over, and only then throw out anything that cannot be recycled.

No one argues that the cost of recycling is unimportant. But there are ways to deal with that cost rather than declare it over the top and abandon recycling programs. We could follow the lead of the most innovative cities by putting a price on trash. If people have to pay more, they will find ways to reduce the amount of trash they throw out, as will businesses, and the fees can cover the cost of recycling programs.

Think about what else such fees might do to reduce extra packaging and wasted food. We toss out about 40 percent of the food we buy. This is one reason why several large cities, including San Francisco, California, and Seattle, now require household composting.

We are in the early stages of an important sustainability transition that will focus on efficiency throughout a product's life cycle, reducing the environmental impact, and rethinking business and household consumption. That's the way to go.

Debate Text Evidence Organizer

Debate question:

--

Title of article you read:

--

Using the article you have read, add to the tables below. Make sure to paraphrase or quote appropriately.

Side 1

Describe one side of the question:

--

Text evidence to support this side:

Side 2

Day 11

Grade 8

ELA

Describe the other side of the question:

Text evidence to support this side:

Based on this information, I believe...

Day 11- Closure

Simile

What we learned today is like _____

Day 12- Grade 8- English Language Arts (ELA)

Standards	R.I. 12 Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect on and respond to increasingly complex text over time.
Learning Targets/ I Can Statements	R.I.12.1 Engage in whole and small group reading with purpose and understanding. R.I. 12.2 Read independently for sustained periods of time. R.I.12.3 Read and respond according to task and purpose to become self-directed, critical readers and thinkers.
Essential Question(s)	How can I build my reading strength?
Resources	<ol style="list-style-type: none"> 1. Connections 2. https://www.scdiscus.org/ (any appropriate grade level text or article) 3. Reading Log word document 4. Closure
Learning Activities or Experiences	<p>In this lesson you will build on your reading stamina.</p> <ol style="list-style-type: none"> 1. Step One: Read Assignment Overview in its entirety 2. Step Two: Respond to Rapid Write <ul style="list-style-type: none"> • Examine the image and write a shot story about what could possibly be happening. 3. Step Three: Locate Book <ul style="list-style-type: none"> • Select a book from https://www.scdiscus.org/ you may also select an appropriate book you may have at home. 4. Step Four: Read <ul style="list-style-type: none"> • Read for 35 minutes. 5. Step Five: Complete Reading Log <ul style="list-style-type: none"> • Complete all sections of the reading log based on book or article 6. Step Six: Respond to Closure <ul style="list-style-type: none"> • Respond to the closure question in complete sentences. <p>Due:</p> <ol style="list-style-type: none"> 7. Connection 8. Reading Log 9. Closure

Day 12- Rapid Write

Examine the following image and write a short story.



Day 12 Closure

Who would you recommend to read the book/article that you read today? Why?

Day 13- Grade 8- English Language Arts (ELA)

Standards	R.I. 12 Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect on and respond to increasingly complex text over time.
Learning Targets/ I Can Statements	R.I.12.1 Engage in whole and small group reading with purpose and understanding. R.I. 12.2 Read independently for sustained periods of time. R.I.12.3 Read and respond according to task and purpose to become self-directed, critical readers and thinkers.
Essential Question(s)	How can I build my reading strength?
Resources	<ol style="list-style-type: none"> 1. Connections 2. https://www.scdiscus.org/ (any appropriate grade level text or article) 3. Reading Log word document 4. Closure
Learning Activities or Experiences	<p>In this lesson you will build on your reading stamina.</p> <ol style="list-style-type: none"> 1. Step One: Read Assignment Overview in its entirety 2. Step Two: Respond to Rapid Write <ul style="list-style-type: none"> • Examine the image and write a shot story about what could possibly be happening. 3. Step Three: Locate Book <ul style="list-style-type: none"> • Select a book from https://www.scdiscus.org/ you may also select an appropriate book you may have at home. 4. Step Four: Read <ul style="list-style-type: none"> • Read for 35 minutes. 5. Step Five: Complete Reading Log <ul style="list-style-type: none"> • Complete all sections of the reading log based on book or article 6. Step Six: Respond to Closure <ul style="list-style-type: none"> • Respond to the closure question in complete sentences. <p>Due:</p> <ol style="list-style-type: none"> 7. Connection 8. Reading Log 9. Closure

Day 13- Rapid Write

Examine the following image and write a short story.



Day 13- Closure

Letter

- Explain what your story/article was about in a letter to your best friend. At least 1 paragraph.

Dear _____

Day 14- Grade 8- English Language Arts (ELA)

Standards	R.I. 12 Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect on and respond to increasingly complex text over time.
Learning Targets/ I Can Statements	R.I.12.1 Engage in whole and small group reading with purpose and understanding. R.I. 12.2 Read independently for sustained periods of time. R.I.12.3 Read and respond according to task and purpose to become self-directed, critical readers and thinkers.
Essential Question(s)	How can I build my reading strength?
Resources	<ol style="list-style-type: none"> 1. Connections 2. https://www.scdiscus.org/ (any appropriate grade level text or article) 3. Reading Log word document 4. Closure
Learning Activities or Experiences	<p>In this lesson you will build on your reading stamina.</p> <ol style="list-style-type: none"> 1. Step One: Read Assignment Overview in its entirety 2. Step Two: Respond to Rapid Write <ul style="list-style-type: none"> • Examine the image and write a shot story about what could possibly be happening. 3. Step Three: Locate Book <ul style="list-style-type: none"> • Select a book from https://www.scdiscus.org/ you may also select an appropriate book you may have at home. 4. Step Four: Read <ul style="list-style-type: none"> • Read for 35 minutes. 5. Step Five: Complete Reading Log <ul style="list-style-type: none"> • Complete all sections of the reading log based on book or article 6. Step Six: Respond to Closure <ul style="list-style-type: none"> • Respond to the closure question in complete sentences. <p>Due:</p> <ol style="list-style-type: none"> 7. Connection 8. Reading Log 9. Closure

Day 14 -Rapid Write

Examine the following image and write a short story.



Day 14- Reading Log

(Library Day Contract edited)

1. Name:

2. Date:

3. Name of book/article:

4. Reading Start Time: End Time:

5. Author of book/ article:

6. Summary of the book/article (120 words):

7. Vocabulary (At least 3 unfamiliar or difficult words)

Day 15- Closure

5 Words

- What 5 words would you use to describe what you read? Explain and justify your choices.

1.

2.

3.

4.

5.

Day 15 - Grade 8- English Language Arts (ELA)

Standards	R.I. 12 Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect on and respond to increasingly complex text over time.
Learning Targets/ I Can Statements	R.I.12.1 Engage in whole and small group reading with purpose and understanding. R.I. 12.2 Read independently for sustained periods of time. R.I.12.3 Read and respond according to task and purpose to become self-directed, critical readers and thinkers.
Essential Question(s)	How can I build my reading strength?
Resources	<ol style="list-style-type: none"> 1. Connections 2. https://www.scdiscus.org/ (any appropriate grade level text or article) 3. Reading Log word document 4. Closure
Learning Activities or Experiences	<p>In this lesson you will build on your reading stamina.</p> <ol style="list-style-type: none"> 1. Step One: Read Assignment Overview in its entirety 2. Step Two: Respond to Rapid Write <ul style="list-style-type: none"> • Examine the image and write a shot story about what could possibly be happening. 3. Step Three: Locate Book <ul style="list-style-type: none"> • Select a book from https://www.scdiscus.org/ you may also select an appropriate book you may have at home. 4. Step Four: Read <ul style="list-style-type: none"> • Read for 35 minutes. 5. Step Five: Complete Reading Log <ul style="list-style-type: none"> • Complete all sections of the reading log based on book or article 6. Step Six: Respond to Closure <ul style="list-style-type: none"> • Respond to the closure question in complete sentences. <p>Due:</p> <ol style="list-style-type: none"> 7. Connection 8. Reading Log 9. Closure

Day 15- Rapid Write



Examine the following image and write a short story.

Day 15-Reading Log

(Library Day Contract edited)

1. Name:

2. Date:

3. Name of book/article:

4. Reading Start Time: End Time:

5. Author of book/ article:

6. Summary of the book/article (120 words):

7. Vocabulary (At least 3 unfamiliar or difficult words)

Day 15- Closure

Picture Collage

Create a collage around the book/article's themes. Explain your choices in one paragraph.

Days 16 - 17 - Grade 8- English Language Arts (ELA)

Standards	RI. 11.2 Analyze and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
Learning Targets/ I Can Statements	<p>RI.11.2 I can analyze and evaluate an argument and specific claims in a text to assess whether the reasoning is sound.</p> <p>RI.11.2 I can analyze and evaluate an argument and specific claims in a text to assess whether the evidence is relevant and sufficient.</p> <p>RI.11.2 I can analyze and evaluate an argument and specific claims in a text and recognize when irrelevant evidence is introduced.</p>
Essential Question(s)	What is an argument? What are the characteristics of an argument? Where do we see arguments in our daily lives?
Resources	<ol style="list-style-type: none"> 1. Argumentative Writing Notes 2. Debate.org Cyberbullying Article 3. Student outline example 4. Student writing examples
Learning Activities or Experiences	<p>In this lesson you will examine the characteristics of an argument. You will then write a response to the given prompt. Remember opinions must be supported by facts</p> <ol style="list-style-type: none"> 1. Step One: Read the Assignment Overview in its entirety (Page 1) 2. Step Two: Respond to Connection (Page 2) <ul style="list-style-type: none"> • Look at the graphic cartoon and respond in 5 to 7 sentences. 3. Step Three: Read notes on argumentative writing (Pages 2 -4) 4. Step Four: Read the prompt. Should schools be responsible for punishing and investigating cyberbullying that occurs outside of the school building? (Page 5) 5. Step Five: Read the cyberbullying article (separate pdf) 6. Step Six: Complete Closure exercise (Pages 5-6) <ul style="list-style-type: none"> • Look at the sample outline and begin writing your outline (Day 16) • Look at student samples to help guide you in producing your response to the prompt. <p>Due:</p> <ul style="list-style-type: none"> • Graphic Cartoon Response • Response, using RACE, to prompt. • Closure Outline

"The moment we want to believe something, we suddenly see all the arguments for it, and become blind to the arguments against it."

--- George Bernard Shaw

What does
this quote
mean for
writing?



Argumentative Writing Notes

An argument is: A claim or position supported by reasons and evidence

What's the point of learning how to write an argument?

To help you become a logical communicator.

★What are the elements (parts) of an argument?

Claim: A writer's position on a problem or an issue.

A claim is also known as a: Thesis statement

Reason: This explains WHY you made your claim or why you believe the way you do.

Counterargument: An argument made against your claim. This is the opposing point of view.

Support: Reasons and evidence that are used to prove your point.

★How do I know the argument is strong?

The reasons: Make sense

The reasons are also: Presented in a logical and effective order.

The claim and all of the reasons: Are adequately supported by sound evidence.

The evidence is: Adequate, accurate and appropriate.

The logic is: Sound, because there are no instances of faulty reasoning.

The argument: Anticipates counterclaims and reader concerns with counterarguments.

★What are some ways to support an argument? (p.R41)

Statistics	Facts that are stated in numbers
Examples	Specific instances that explain points
Observations	Events or situations you yourself have seen
Anecdotes	Brief stories that illustrate points
Quotations	Direct statements from authorities

Support your opinion! Why do you feel the way you do about the issue? What facts, statistics, examples, quotations, anecdotes, or expert opinions support your view? What reasons will convince your readers? What evidence can answer their objections?

★How will an argumentative paper look when I'm done with it?

Introduction	States the issue and your position on it.
Counterargument	States the opposing viewpoint on the issue.
Reason 1	The 1 st reason why you believe the way you do and the evidence to support your belief.
Reason 2	The 2 nd reason why you believe the way you do and the evidence to support your belief.
Reason 3	The 3 rd reason why you believe the way you do and the evidence to support your belief.
Conclusion	Explain why we should care by answering "so what?" End with a call to action.

★What things will make my argument weak?

Type of Fallacy	Definition	Example
Circular Reasoning	Supporting a statement by: Simply repeating it in different words	I'm tired because I don't have any energy.
Overgeneralization	Making a claim that is too broad with use of words such as: All, everyone, every time, anything, no one, none, etc.	You never get me anything I want
Hasty Generalization	A conclusion drawn from: Too little evidence or from evidence that is <u>biased</u>	She left after 15 minutes. She must not like us.
Stereotyping	Statements about people based on their: Gender, ethnicity, race, social group, etc.	All rock stars are self-centered

Traits of Strong Writing:

★Ideas

Writing that is: Logical and focused

A position that is Clear and easy to understand

Ideas that: connect and are supported by evidence

★Organization

The ideas are easy to follow and don't jump around

The writer uses strong transitions and Structure

★Conventions

The language and tone are consistent

Sentences are detailed and writer uses variation in word choice

There are few grammatical errors

Synonyms:

★Content and Understanding

Content that demonstrates in-depth understanding of the prompt and topic

Prompt

Throughout the past few years there have been many issues concerning cyberbullying that has occurred outside of school. There are many different arguments relating to how this should be addressed. Some feel that schools should be responsible for investigating and punishing it and others do not. Answer the following question using the R.A.C.E. strategy. Remember that you will need at least two “Cs” and “Es” for each side of the argument. You will have two days to finish this.

Should schools be responsible for punishing and investigating cyberbullying that occurs outside of the school building?

Intro

Opinions

- Schools should be responsible for investigating if student come to them
- A counter argument may be invasion of privacy – but its keeping kids safe
- Preventing cyber culling from occurring – kids know school can get involved
- Assistant principal quote:

Facts and statistics

- “The Demarest Board of Education requires a thorough and complete investigation to be conducted for each report of an alleged incident of harassment, intimidation or bullying.”
- Clearly states that school have permission to investigate bullying, which should include cyber bullying.
- Percent of students who reported being cyber bullied: 52%
- Repeatedly been cyber bullied: 25%
- 52% don’t tell their parents – the school should get involved

Conclusion

Contrary to popular belief, schools should not be involved in the student's lives outside of school. The school administration is not here to monitor our social lives and what is said and done on social media. They are here to educate us and not punish us for our mistakes. Matters outside of school should be irrelevant to the school's intentions. Social media should be something we chose to be involved with, and not worry what the school has to say about it. Cyber bullying is something we cannot avoid, but we can chose in what way we handle it.

Student's lives outside of school should not be supervised by the administration. Our teachers are here to educate us with, not to interfere with our private lives. They can only advise us on what do on social media but not force us to use their tips. It's our parent's jobs to inform and monitor our social media and what do do/say. It shouldn't be within the school's power to control what the students do and don't online. The school should not be responsible for matters that occur outside of the school limits.

Student Response Example 1

Example 2

Cyberbullying can be take many forms. And about half of the teen community have been cyberbullied, and half have been involved with it as well. About 1 out of 10 young people have actually been shut away from these people's parents. And about 25% of adolescence have been victims more than one time. Girls are mostly found to be taking part in cyberbullying, and boys are found to be more threatened by it. Cyberbullying is not only hurting the victim, but hurting society as well. And schools have the responsibility to fix things.

A victim of cyberbullying are most likely to have low self-esteem and consider suicide. Cyberbullying can be anything that's specifically targeted to the victim, and it happens mostly between people that know each other. If it happens from schools, which it most likely will, the principal is responsible for helping the victim with this problems. Students spend most of their time in school, and the principal, superintendent, etc. are like parents to these students. So, like parents, they should help the victims of cyberbullying.

Day 18- Grade 8- English Language Arts (ELA)

Standards	R.I. 12 Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect on and respond to increasingly complex text over time.
Learning Targets/ I Can Statements	I can read independently for sustained periods of time. I can read and respond according to a task and purpose to become a self-directed, critical reader and thinker.
Essential Question(s)	How can I build my reading strength?
Resources	<ol style="list-style-type: none"> 1. Day 2 Connections word document 2. https://www.scdiscus.org/ 3. (any appropriate grade level text or article) 4. Reading Log 5. Closure
Learning Activities or Experiences	<p>In this lesson you will build on your reading stamina.</p> <ol style="list-style-type: none"> 1. Step One: Locate a story/book/article <ul style="list-style-type: none"> • Using www.scdiscus.org or another resource, locate text to read for a sustained period of time. 2. Step Two: Locate Closure Document <ul style="list-style-type: none"> • Locate the Day 18_Grade 8_Reading Log document. 3. Step Three: Respond to Closure <ul style="list-style-type: none"> • Complete the reading log. <p>Due:</p> <ul style="list-style-type: none"> • Reading Log • Closure

Reading Log

(Library Day Contract edited)

1. Name:
2. Date:
3. Name of book/article:
4. Reading Start Time: End Time:
5. Author of book/ article:
6. Summary of the book/article (120 words):
7. Vocabulary (At least 3 unfamiliar or difficult words and their definition)

Closure

Would you recommend reading this material? Who would you recommend to read the book/article that you read today? Why?

Bookmark
Open Magazine View
JUMP TO Teaching Resources
Text-to-Speech
READING LEVEL 1140L
Go Back to Issue

Should Schools Punish Off-Campus Cyberbullying?



OCTOBER 9, 2017

Whether it's vicious texts or embarrassing social media posts, experts say cyberbullying is on the rise. And because it can happen anywhere, schools are faced with a dilemma: how to handle cyberbullying that takes place off campus. In recent years, states such as California and Illinois have passed laws allowing schools to punish students for cyberbullying away from school. But free speech advocates have challenged the laws in court. According to a 1969 Supreme Court case (*Tinker v. Des Moines*), educators can restrict students' speech only if it causes "a substantial disruption" of school activities. Should schools be allowed to punish students for cyberbullying when it occurs after hours? Two experts weigh in.



The Cyberbullying Research Center has been collecting data on online harassment for 15 years. During that time, we've surveyed at least one in three middle and high school students who have experienced cyberbullying. They are tormented online in ways that courts have already determined that schools have the right to punish students for their off-campus behavior. That includes what happens online if whatever occurred causes a "substantial disruption" of the learning environment—or interferes with the rights of students. There's no doubt that if young people are being mistreated online, their ability to learn and feel safe at school is disrupted.

When students are cyberbullied, they're usually being harassed at school.

Additionally, research shows that when students are cyberbullied, more often than not, they're a victim of based bullying, which schools are required to respond to.

Our research shows that students who believe schools will punish them for cyberbullying are less likely to engage in cyberbullying. Teachers and principals are best equipped to deal with issues that come up between students. Of course, schools can also provide resources, such as cyberbullying materials or give a presentation to younger kids about acceptable online behavior.

—JUSTIN W. PATCHIN

Co-Director, Cyberbullying Research Center



Social media makes it easy for young people to connect with their peers anytime, anywhere. Unfortunately, some students use social media to harass others—often in ways that are not school officials.

Educators have the authority to discipline students when they violate school rules on school grounds. But if students act out on social media, schools are often limited in what they can do. When schools start to police social media posts, it could infringe on students' First Amendment right to free speech. In more recent years, courts have ruled that schools can't limit students' online posts when they're outside of class unless the messages cause a "substantial disruption" of the learning environment.

If students misbehave off campus, it should be up to parents who decide the punishment.

Another concern is that when you create an opportunity for schools to punish students for some off-campus behavior, you're also creating an opportunity for schools to punish students for off-campus behavior. Teachers and principals work hard to build strong relationships with their students. It would be a disservice to those relationships if schools were to punish students for off-campus behavior. Instead of punishing students, a better way to combat cyberbullying would be for schools to teach students about responsible online behavior and to provide support for students who are being harassed.

—EDWIN C. YOHNKA

Director of Communications and Public Policy, American Civil Liberties Union of Illinois

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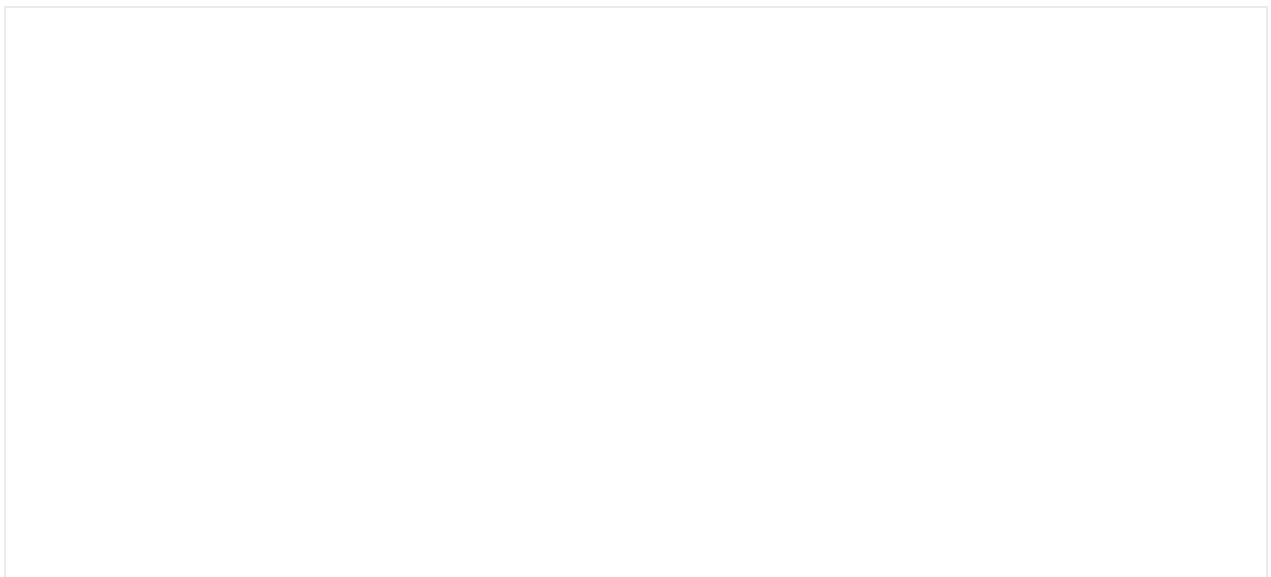
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Should Schools Punish Off-Campus Cyberbullying?





OCTOBER 9, 2017 ([HTTPS://UPFRONT.SCHOLASTIC.COM/ISSUES/2017-18/100917.HTML](https://upfront.scholastic.com/issues/2017-18/100917.html))

Whether it's vicious texts or embarrassing social media posts, experts say cyberbullying is on the rise. And because it can happen anywhere, schools are faced with a dilemma: how to handle cyberbullying that takes place off campus. In recent years, states such as California and Illinois have passed laws allowing schools to punish students for cyberbullying away from school. But free speech advocates have challenged the laws in court. According to a 1969 Supreme Court case (*Tinker v. Des Moines*), educators can restrict students' speech only if it causes "a substantial disruption" of school activities. So should schools be allowed to punish students for cyberbullying when it occurs after hours? Two experts weigh in.



YES

The Cyberbullying Research Center has been collecting data on online harassment for 15 years. During that time, we've surveyed more than 20,000 middle and high school students from across the United States. And we know from that research how significant the

problem is and the impact it can have.

At least one in three middle and high school students have experienced cyberbullying. They are tormented online in ways that can make learning at school extremely difficult. Educators can and should respond to these incidents even if they occur away from the classroom.

Courts have already determined that schools have the right to punish students for their off-campus behavior. That includes what happens online if whatever occurred causes a "substantial disruption" of the learning environment—or interferes with the rights of students. There's no doubt that if young people are being mistreated online, their ability to learn and feel safe at school is disrupted.

When students are cyberbullied, they're usually being harassed at school.

Additionally, research shows that when students are cyberbullied, more often than not, they're also being harassed at school. Online abuse, therefore, can indicate school-based bullying, which schools are required to respond to.

Our research shows that students who believe schools will punish them for cyberbullying are less likely to torment their classmates than those who don't fear punishment. If educators clearly convey that students who engage in cyberbullying will face consequences at school, the behavior will likely decrease.

Teachers and principals are best equipped to deal with issues that come up between students. Of course, it's important that the school's response to online bullying is appropriate and educational. For example, administrators could require students to create anti-cyberbullying materials or give a presentation to younger kids about acceptable online behavior. What they shouldn't do is ignore cyberbullying by students, even if it's done out of school.

—JUSTIN W. PATCHIN

Co-Director, Cyberbullying Research Center



Social media makes it easy for young people to connect with their peers anytime, anywhere. Unfortunately, some students use the internet to harass and shame their classmates. We can all agree that cyberbullying is wrong and should never be

tolerated. However, it's a matter that should be dealt with by parents—not school officials.

Educators have the authority to discipline students when they violate school rules on school grounds. But if students act out off campus, it's up to parents to decide the punishment. The same should go for online activity. If cyberbullying takes place outside of school hours, it should be handled by parents and only brought to the attention of the school administration as necessary, such as if the victim feels unsafe in class.

When schools start to police social media posts, it could **infringe** on students' First Amendment right to free speech. In more than one case, courts have ruled that schools can't limit students' online posts when they're outside of class unless the messages cause a "substantial disruption" at school.

If students misbehave off campus, it should be parents who decide the punishment.

Another concern is that when you create an opportunity for schools to punish students for something that happens on their own time, it can be hard to know where to draw the line: There's a real risk that schools could end up punishing students for things they say online that may be inappropriate, but aren't necessarily cyberbullying.

Teachers and principals work hard to build strong relationships with their students. It would be terrible if forcing educators to hand out punishments for things that happen outside of class damaged those bonds.

Instead of punishing students, a better way to combat cyberbullying would be for schools to teach appropriate online behavior along with explaining why cyberbullying is wrong and how it can hurt its victims. That way, teachers can be educators, not full-time **disciplinarians**.

—EDWIN C. YOHNKA

Director of Communications and Public Policy, American Civil Liberties Union of Illinois

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Days 19-20 - Grade 8- English Language Arts (ELA)

Standards	RI. 11.2 Analyze and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
Learning Targets/ I Can Statements	<p>RI.11.2 I can analyze and evaluate an argument and specific claims in a text to assess whether the reasoning is sound.</p> <p>RI.11.2 I can analyze and evaluate an argument and specific claims in a text to assess whether the evidence is relevant and sufficient.</p> <p>RI.11.2 I can analyze and evaluate an argument and specific claims in a text and recognize when irrelevant evidence is introduced.</p>
Essential Question(s)	What is an argument? What are the characteristics of an argument? Where do we see arguments in our daily lives?
Resources	<ol style="list-style-type: none"> 1. Connection Assignment Overview 3. "The Pleasure of Books" by William Lyon Phelps 4. "The Perils of Indifference" by Elie Wiesel (speech)
Learning Activities or Experiences	<p>In this lesson you will read two pieces of literature. With each, you will answer question relating to the argument presented within the piece.</p> <ol style="list-style-type: none"> 1. Step One: Read the Assignment Overview in its entirety (Page 1) 2. Step Two: Respond to Connection (Page 2) <ul style="list-style-type: none"> • Read the "Research Argument" and respond in 3 to 5 sentences. 3. Step Three: Read "The Pleasure of Books" and respond to the questions. (Pages 3-4) 4. Step Four: Read "The Perils of Indifference" and respond to the questions. (Pages 5-8) 5. Step Five: Complete the Closure Exercise <p>Due:</p> <ul style="list-style-type: none"> • Research Argument response • "Books" questions answered • "Perils" questions answered • Closure exercise

Research Argument

_____ **School Bond Levy**

The _____ School Board has recently proposed a bond levy to add new facilities as well as conduct some major repairs to the school. The bond includes building a new gymnasium, a new science room and lab, a new Media Center/Library, new Chapter 1 and Special Education classrooms, and other facilities such as more parking space, an increase in storage area, and new locker rooms. Along with new construction, the board is proposing to remodel facilities such as the drama/music areas, the entire roof, the heating system, the school kitchen, and present gym as well. This bond allowing _____ School to add more facilities should be passed in order for young students to be provided with a better education.

Based on the introduction above, what is the main claim and what is the reasoning behind it?

The Pleasure Of Books

William Lyon Phelps

The habit of reading is one of the greatest resources of mankind; and we enjoy reading books that belong to us much more than if they are borrowed. A borrowed book is like a guest in the house; it must be treated with punctiliousness¹, with a certain considerate formality. You must see that it sustains no damage; it must not suffer while under your roof. You cannot leave it carelessly, you cannot mark it, you cannot turn down the pages, you cannot use it familiarly. And then, some day, although this is seldom done, you really ought to return it.

But your own books belong to you; you treat them with that affectionate intimacy that annihilates formality. Books are for use, not for show; you should own no book that you are afraid to mark up, or afraid to place on the table, wide open and face down. A good reason for marking favorite passages in books is that this practice enables you to remember more easily the significant sayings, to refer to them quickly, and then in later years, it is like visiting a forest where you once blazed a trail. You have the pleasure of going over the old ground, and recalling both the intellectual scenery and your own earlier self.

Everyone should begin collecting a private library in youth; the instinct of private property, which is fundamental in human beings, can here be cultivated with every advantage and no evils. One should have one's own bookshelves, which should not have doors, glass windows, or keys; they should be free and accessible to the hand as well as to the eye. The best of mural decorations is books; they are more varied in color and appearance than any wallpaper, they are more attractive in design, and they have the prime advantage of being separate personalities, so that if you sit alone in the room in the firelight, you are surrounded with intimate friends. The knowledge that they are there in plain view is both stimulating and refreshing. You do not have to read them all. Most of my indoor life is spent in a room containing six thousand books; and I have a stock answer to the invariable question that comes from strangers. "Have you read all of these books?"

"Some of them twice." This reply is both true and unexpected.

There are of course no friends like living, breathing, corporeal² men and women; my devotion to reading has never made me a recluse. How could it? Books are of the people, by the people, for the people. Literature is the immortal part of history; it is the best and most enduring part of personality. But book-friends have this advantage over living friends; you can enjoy the most truly aristocratic society in the world whenever you want it. The great dead are beyond our physical reach, and the great living are usually almost as inaccessible; as for our personal friends and acquaintances, we cannot always see them. Perchance they are asleep, or away on a journey. But in a private library, you can at any moment converse with Socrates or Shakespeare or Carlyle or Dumas or Dickens or

¹ showing great attention to detail or correct behavior

² of or relating to a person's body, esp. as opposed to their spirit

Shaw or Barrie or Galsworthy. And there is no doubt that in these books you see these men at their best. They wrote for you. They "laid themselves out," they did their ultimate best to entertain you, to make a favorable impression. You are necessary to them as an audience is to an actor; only instead of seeing them masked, you look into their innermost heart of heart.

Questions

1. What is Phelps' main argument? Underline/highlight the sentence that best shows this.
2. What reasons/evidence does he give for this? Underline/highlight the reasons/evidence that support his main claim.
3. Why was this written? What evidence shows this?

The Perils Of Indifference

Elie Wiesel

Mr. President, Mrs. Clinton, members of Congress, Ambassador Holbrooke, Excellencies, friends: Fifty-four years ago to the day, a young Jewish boy from a small town in the Carpathian Mountains woke up, not far from Goethe's beloved Weimar, in a place of eternal infamy called Buchenwald. He was finally free, but there was no joy in his heart. He thought there never would be again.

Liberated a day earlier by American soldiers, he remembers their rage at what they saw. And even if he lives to be a very old man, he will always be grateful to them for that rage, and also for their compassion. Though he did not understand their language, their eyes told him what he needed to know -- that they, too, would remember, and bear witness.

And now, I stand before you, Mr. President -- Commander-in-Chief of the army that freed me, and tens of thousands of others -- and I am filled with a profound and abiding gratitude to the American people.

Gratitude is a word that I cherish. Gratitude is what defines the humanity of the human being. And I am grateful to you, Hillary -- or Mrs. Clinton -- for what you said, and for what you are doing for children in the world, for the homeless, for the victims of injustice, the victims of destiny and society. And I thank all of you for being here.

We are on the threshold of a new century, a new millennium. What will the legacy of this vanishing century be? How will it be remembered in the new millennium? Surely it will be judged, and judged severely, in both moral and metaphysical terms. These failures have cast a dark shadow over humanity: two World Wars, countless civil wars, the senseless chain of assassinations -- Gandhi, the Kennedys, Martin Luther King, Sadat, Rabin -- bloodbaths in Cambodia and Nigeria, India and Pakistan, Ireland and Rwanda, Eritrea and Ethiopia, Sarajevo and Kosovo; the inhumanity in the gulag and the tragedy of Hiroshima. And, on a different level, of course, Auschwitz and Treblinka. So much violence, so much indifference.

What is indifference? Etymologically, the word means "no difference." A strange and unnatural state in which the lines blur between light and darkness, dusk and dawn, crime and punishment, cruelty and compassion, good and evil.

What are its courses and inescapable consequences? Is it a philosophy? Is there a philosophy of indifference conceivable? Can one possibly view indifference as a virtue? Is it necessary at times to practice it simply to keep one's sanity, live normally, enjoy a fine meal and a glass of wine, as the world around us experiences harrowing upheavals?

Of course, indifference can be tempting -- more than that, seductive. It is so much easier to look away from victims. It is so much easier to avoid such rude interruptions to our work, our dreams, our hopes. It is, after all, awkward, troublesome, to be involved in another person's pain and despair. Yet, for the person who is indifferent, his or her neighbor are of no consequence. And, therefore, their lives are meaningless. Their hidden or even visible anguish is of no interest. Indifference reduces the other to an abstraction.

Over there, behind the black gates of Auschwitz, the most tragic of all prisoners were the "Muselmanner," as they were called. Wrapped in their torn blankets, they would sit or lie on the ground, staring vacantly into space, unaware of who or where they were, strangers to their surroundings. They no longer felt pain, hunger, thirst. They feared nothing. They felt nothing. They were dead and did not know it.

Rooted in our tradition, some of us felt that to be abandoned by humanity then was not the ultimate. We felt that to be abandoned by God was worse than to be punished by Him. Better an unjust God than an indifferent one. For us to be ignored by God was a harsher

punishment than to be a victim of His anger. Man can live far from God -- not outside God. God is wherever we are. Even in suffering? Even in suffering.

In a way, to be indifferent to that suffering is what makes the human being inhuman. Indifference, after all, is more dangerous than anger and hatred. Anger can at times be creative. One writes a great poem, a great symphony, one does something special for the sake of humanity because one is angry at the injustice that one witnesses. But indifference is never creative. Even hatred at times may elicit a response. You fight it. You denounce it. You disarm it. Indifference elicits no response. Indifference is not a response.

Indifference is not a beginning, it is an end. And, therefore, indifference is always the friend of the enemy, for it benefits the aggressor -- never his victim, whose pain is magnified when he or she feels forgotten. The political prisoner in his cell, the hungry children, the homeless refugees -- not to respond to their plight, not to relieve their solitude by offering them a spark of hope is to exile them from human memory. And in denying their humanity we betray our own.

Indifference, then, is not only a sin, it is a punishment. And this is one of the most important lessons of this outgoing century's wide-ranging experiments in good and evil.

In the place that I come from, society was composed of three simple categories: the killers, the victims, and the bystanders. During the darkest of times, inside the ghettos and death camps -- and I'm glad that Mrs. Clinton mentioned that we are now commemorating that event, that period, that we are now in the Days of Remembrance -- but then, we felt abandoned, forgotten. All of us did.

And our only miserable consolation was that we believed that Auschwitz and Treblinka were closely guarded secrets; that the leaders of the free world did not know what was going on behind those black gates and barbed wire; that they had no knowledge of the war against the Jews that Hitler's armies and their accomplices waged as part of the war against the Allies.

If they knew, we thought, surely those leaders would have moved heaven and earth to intervene. They would have spoken out with great outrage and conviction. They would have bombed the railways leading to Birkenau, just the railways, just once.

And now we knew, we learned, we discovered that the Pentagon knew, the State Department knew. And the illustrious occupant of the White House then, who was a great leader -- and I say it with some anguish and pain, because, today is exactly 54 years marking his death -- Franklin Delano Roosevelt died on April the 12th, 1945, so he is very much present to me and to us.

No doubt, he was a great leader. He mobilized the American people and the world, going into battle, bringing hundreds and thousands of valiant and brave soldiers in America to fight fascism, to fight dictatorship, to fight Hitler. And so many of the young people fell in battle. And, nevertheless, his image in Jewish history -- I must say it -- his image in Jewish history is flawed.

The depressing tale of the St. Louis is a case in point. Sixty years ago, its human cargo -- maybe 1,000 Jews -- was turned back to Nazi Germany. And that happened after the Kristallnacht, after the first state sponsored pogrom, with hundreds of Jewish shops destroyed, synagogues burned, thousands of people put in concentration camps. And that ship, which was already on the shores of the United States, was sent back.

I don't understand. Roosevelt was a good man, with a heart. He understood those who needed help. Why didn't he allow these refugees to disembark? A thousand people -- in America, a great country, the greatest democracy, the most generous of all new nations in modern history. What happened? I don't understand. Why the indifference, on the highest level, to the suffering of the victims?

But then, there were human beings who were sensitive to our tragedy. Those non-Jews, those Christians, that we called the "Righteous Gentiles," whose selfless acts of heroism saved the honor of their faith. Why were they so few? Why was there a greater effort to save SS murderers after the war than to save their victims during the war?

Why did some of America's largest corporations continue to do business with Hitler's Germany until 1942? It has been suggested, and it was documented, that the Wehrmacht could not have conducted its invasion of France without oil obtained from American sources. How is one to explain their indifference?

And yet, my friends, good things have also happened in this traumatic century: the defeat of Nazism, the collapse of communism, the rebirth of Israel on its ancestral soil, the demise of apartheid, Israel's peace treaty with Egypt, the peace accord in Ireland. And let us remember the meeting, filled with drama and emotion, between Rabin and Arafat that you, Mr. President, convened in this very place. I was here and I will never forget it.

And then, of course, the joint decision of the United States and NATO to intervene in Kosovo and save those victims, those refugees, those who were uprooted by a man whom I believe that because of his crimes, should be charged with crimes against humanity. But this time, the world was not silent. This time, we do respond. This time, we intervene.

Does it mean that we have learned from the past? Does it mean that society has changed? Has the human being become less indifferent and more human? Have we really learned from our experiences? Are we less insensitive to the plight of victims of ethnic cleansing and other forms of injustices in places near and far? Is today's justified intervention in Kosovo, led by you, Mr. President, a lasting warning that never again will the deportation, the terrorization of children and their parents be allowed anywhere in the world? Will it discourage other dictators in other lands to do the same?

What about the children? Oh, we see them on television, we read about them in the papers, and we do so with a broken heart. Their fate is always the most tragic, inevitably. When adults wage war, children perish. We see their faces, their eyes. Do we hear their pleas? Do we feel their pain, their agony? Every minute one of them dies of disease, violence, famine. Some of them -- so many of them -- could be saved.

And so, once again, I think of the young Jewish boy from the Carpathian Mountains. He has accompanied the old man I have become throughout these years of quest and struggle. And together we walk towards the new millennium, carried by profound fear and extraordinary hope.

Questions

1. Claim: What does the writer want people to know, do, think, or believe?
2. Reasons: In a sentence or two explain why he is making this claim
3. Evidence: What facts, figures, statistics, quotations, expert analysis, etc. does he use?
4. Acknowledge and Respond: Does he discuss, address, and respond to alternatives, criticisms, and objections?

Closure

Read both short pieces below. Which would be considered an argument? Why? Answer in 3- 5 sentences.

The Old Man and the Sea

In the book *The Old Man and the Sea*, Ernest Hemingway tells the story of an old Cuban fisherman named Santiago who, considered by the villagers to be the worst type of unlucky, is still determined to win a battle against a giant Marlin off the coast of Cuba. Santiago succeeds, but his successes do not come without great hardship and struggle. He spends three days being dragged in his skiff by the enormous marlin with minimal food and water, all the while enduring acute physical pain, tiredness, and an unending loneliness due to the absence of his young friend, Manolin. It is only after Santiago's prize fish is completely devoured by sharks that he returns home to the village scorners and the safety of Manolin's trust. As his suffering and loss compound, we can see that Hemingway's quote "a man can be destroyed but not defeated" offers a key insight into Santiago's life.

The True Meaning of Friendship

John Boyne's story, *The Boy in the Striped Pajamas*, tells the tale of an incredible friendship between two eight-year old boys during the Holocaust. One of the boys is Bruno, the son of an important German commander who is put in charge of Auschwitz Camp, and the other is Shmuel, a Jewish boy inside the camp. Throughout the story their forbidden friendship grows, and the two boys unknowingly break the incredible racial boundaries of the time. They remain best friends until Bruno goes under the fence to help Shmuel find his father when they are both killed in the gas showers of the camp. By comparing and contrasting supporting characters, irony, and the themes in the movie and the book, it is clear that the movie, *The Boy in the Striped Pajamas* (Mark Herman, 2008) is not nearly as good as the novel of the same title.