

ARGUMENTATIVE WRITING & RESEARCH



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ELA & LITERACY PERFORMANCE TASK TEMPLATE

School/District: _____

Team Members: _____

Title:	[Don't worry about this until later.]
Grade:	
Standards (ELA, Literacy, Content)	[These will be integrated performance tasks to include science/social studies; include both ELA CCSS, Literacy CCSS, and/or Content standards as they apply.]
DOK:	[Leave blank for now.]
UDL:	[Universal Design for Learning (UDL) – you can start thinking about what students may struggle with and how to accommodate. We will have PD on UDL at our January meeting.]
Stimuli (Primary Text):	[You will list the text (digital and print)]
Text Complexity:	[You can fill this in after our Jan. meeting – we will do PD on text complexity and model how to complete a text complexity placemat for the text in this task as well as your lesson plans.]
<p>Task Overview:</p> <p>Part 1: [Summary of what students will do for Part 1.]</p> <p>Part 2: [Summary of what students will do for Part 2.]</p>	

Task Directions:

Part 1:

Your Assignment:

Steps you will be following:

Directions for beginning:

Questions: [Questions must be text dependent and at least one that requires students to synthesize between texts. Resources: 1) DOE Comparison Documents - <http://dedoe.schoolwires.net/Page/509> includes sample items and student work for both constructed response and full writes. 2) Guide for Creating Text Dependent Questions - <http://achievethecore.org/page/710/text-dependent-question-resources>]

[Include DoK]

Part 2: [Writing]

Your Assignment: [The writing prompt]

How your essay will be scored: [We are using the DOE Writing Rubrics:
<http://dedoe.schoolwires.net/Page/508>]

ELA & LITERACY PERFORMANCE TASK TEMPLATE

School/District: Smyrna High School / Smyrna School District

Team Members: Genny Willis, Nicole Blume, Jen Becker, Amy Moores, Heather Jones, Amanda Wessell

Title:	[Don't worry about this until later.]
Grade:	9 th Grade English/Social Studies
Standards (ELA, Literacy, Content)	<p>CCSS.9.RI.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>CCSS.9.RI.5: Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g. a section or a chapter)</p> <p>CCSS.9.RI.7: Analyze various accounts of a subject told in different mediums, determining which details are emphasized in each account</p> <p>CCSS.9.RI.8: Delineate and evaluate an argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false and fallacious reasoning</p> <p>CCSS.9.W.1a-e: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>CCSS.9.W.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task</p> <p>CCSS.9.W.7: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</p> <p>CCSS.9.W.8: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p> <p>Economics Standard One 9-12a: Students will demonstrate how individual economic choices are made within the context of a market economy in which markets influence the production and distribution of goods and services.</p>
DOK:	[Leave blank for now.]
UDL:	[Universal Design for Learning (UDL) – you can start thinking about what students may struggle with and how to accommodate. We will have PD on UDL at our January meeting.]
Stimuli (Primary Text):	<ol style="list-style-type: none"> 1. "Should College Athletes Be Paid? Two recent rulings may change the face of college sports." Veronica Majoral 2. Political Cartoons – R. McKee 3. "College Athletes Should Be Careful What They Wish For" Glenn Wong 4. <i>Amateurism</i> (http://www.NCAA.org/amateurism) 5. "College athletes: Should they get paid to play?" UWIRE Text 6. http://video.foxbusiness.com/v/3722186440001/college-athletes-take-a-step-closer-to-getting-paid/?#sp=show-clips
Text Complexity:	[You can fill this in after our Jan. meeting – we will do PD on text complexity and model how to complete a text complexity placemat for the text in this task as well as your lesson plans.]
<p>Task Overview:</p> <p>Part 1: Before writing an essay arguing whether or not colleges should pay athletes, students will be introduced to the topic through watching a short video, reading 5 informative texts, analyzing a political cartoon, and answering research questions on a provided graphic organizer. Students will take notes on what they view and read on the provided graphic organizer. Students should also have access to all source materials throughout the task. After watching and reading, students will then respond individually to selected-response items and constructed-response items.</p>	

Part 2: Finally, students will work individually to compose a full length argumentative essay analyzing the causes and effects of paying college athletes. Students may also refer to their notes or back to the video, cartoon, or passages as needed. Drafting and revising will be involved.

Student Directions:

Part 1:

Your Assignment:

You will watch a video, analyze a political cartoon, and read 5 articles on whether or not college athletes should be paid. You will take notes on all of these sources and answer questions about each source. You will then write an argumentative essay justifying your stance on this issue.

Steps you will be following:

In order to plan and compose your essay, you will do all of the following:

- While watching the video, analyzing the cartoon, and reading the sources, complete the provided graphic organizer
- Answer questions about the sources
- Plan and write your essay

Directions for beginning:

You will watch a video, analyze a political cartoon, and read a variety of sources on whether or not college athletes should be paid. While watching, analyzing, and reading your sources, you will complete the provided graphic organizer because you may want to refer to your notes while writing your essay. You may look back at any of the sources as often as you like while you are taking notes.

Questions: [Questions must be text dependent and at least one that requires students to synthesize between texts. Resources: 1) DOE Comparison Documents - <http://dedoe.schoolwires.net/Page/509> includes sample items and student work for both constructed response and full writes. 2) Guide for Creating Text Dependent Questions - <http://achievethecore.org/page/710/text-dependent-question-resources>]

[Include DoK]

Answer the following questions to aid in your writing.

Selected & Extended Response

1. What quote from your research most strongly supports paying college athletes?
 - a. Explain why you feel this point is stronger than the others presented.
2. What quote from your research most strongly supports not paying college athletes?
 - a. Explain why you feel this point is stronger than the others presented
3. Read the statement: "Colleges' sports programs are more important than the academic programs they offer." How might a person refute this claim using evidence from the sources? Explain.
4. Compare and contrast the views found in both political cartoons. Consider what are the pros and cons of considering college athletes as employees.

Part 2: [Writing]

Your Assignment: Write an argumentative essay supporting your stance on paying college athletes.

How your essay will be scored: [We are using the DOE Writing Rubrics:

<http://dedoe.schoolwires.net/Page/508>]

9th Grade Performance Task Student Instructions

Part 1:

Your Assignment:

You will watch a video, analyze a political cartoon, and read 5 articles on whether or not college athletes should be paid. You will take notes on all of these sources and answer questions about each source. You will then write an argumentative essay justifying your stance on this issue.

In order to plan and compose your essay, you will do all of the following:

- While watching the video, analyzing the cartoon, and reading the sources, complete the provided graphic organizer
- Answer questions about the sources
- Plan and write your essay

Directions for beginning:

You will watch a video, analyze a political cartoon, and read a variety of sources on whether or not college athletes should be paid. While watching, analyzing, and reading your sources, you will complete the provided graphic organizer because you may want to refer to your notes while writing your essay. You may look back at any of the sources as often as you like while you are taking notes.

Answer the following questions to aid in your writing.

Selected & Extended Response

5. Write a quote from your research most strongly supports paying college athletes?
 - b. Explain why you feel this point is stronger than the others presented.
6. Write a quote from your research most strongly supports not paying college athletes?
 - b. Explain why you feel this point is stronger than the others presented
7. Read the statement: "Colleges' sports programs are more important than the academic programs they offer." How might a person refute this claim using evidence from the sources? Explain.
8. Compare and contrast the views found in both political cartoons. Consider what are the pros and cons of considering college athletes as employees.

Part 2: [Writing]

Your Assignment: Write an argumentative essay supporting your stance on paying college athletes.

PLANNING CHART #1 – SHS – Grade 9 Performance Task

	Standard	DoK	Know [Which concepts in the question/full write will students need to know in order to complete the questions/full-write?]	Do [What is the question/full write asking students to do?]
Question 1:	CCSS.9.RI.1 CCSS.9.RI.5	3	claim, counterclaim, support/evidence, justify	Determine the strength of supporting evidence in an informational text. Justify the selection of specific support.
Question 2:	CCSS.9.RI.1, CCSS.9.RI.5	3	claim, counterclaim, support/evidence, justify	Determine the strength of supporting evidence in an informational text. Justify the selection of specific support.
Question 3:	CCSS.9.RI.1 CCSS.9.RI.5	3	refutation, claim, counterclaim, support/evidence, justify	Develop a refutation to a (counter) claim. Justify refutation with evidence from informational text(s).
Full Write:	CCSS.9.W.1a-e CCSS.9.RI.1 CCSS.9.RI.5 CCSS.9.RI.7 CCSS.9.RI.8 Economics Standard One 9-12a:	4	plan, edit, revise, argument	Form an opinion on an issue based upon research Plan or outline to organize ideas for an argumentative essay. Draft and revise argumentative essay.

PLANNING CHART #2 – SHS – Grade 9 Performance Task

<p>Standard: CCSS.9.RI.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>		
Targets	Learning Progressions	Formative Assessment Strategies
Cite strong and thorough textual evidence	Paraphrase and properly quote key evidence used	Practice worksheets for paraphrasing and direct quoting
Analyze what the text says explicitly as well as inferences drawn from the text	Differentiate between strong and weak textual evidence/research	Cloze reading

Scope and Sequence Grade 9 Fiction

Scope and Sequence		
Lesson/Description	Duration/ # of Days	Standards/Learning Progressions
<p>Lesson 1: Students will receive an introduction to market economy and its role in the current issue regarding the legalization of marijuana.</p>	1-2	<p><u>Economics Standard One 9-12a:</u> Students will demonstrate how individual economic choices are made within the context of a market economy in which markets influence the production and distribution of goods and services.</p> <ul style="list-style-type: none"> ● Recognize how individual choices impact an economy. ● Costs and benefit analysis for the legalization of marijuana. ● Read an article on each side of the argument to help with perspective.
<p>Lesson 2: Students will analyze non-fiction argumentative texts in order to determine the appropriate structure for an argumentative essay outline. Additionally, students will chunk existing claims within an essay in order to analyze the structure and use of supporting details. In doing so, students will have the opportunity to analyze supporting details and rank the strength of evidence in an existing argument. Finally, students will view a video clip that presents the same argument in a different medium.</p>	2	<p><u>CCSS.9.RI.8:</u> Delineate and evaluate an argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false and fallacious reasoning.</p> <p><u>CCSS.9.RI.7:</u> Analyze various accounts of a subject told in different mediums, determining which details are emphasized in each account.</p> <ul style="list-style-type: none"> ● Identify the author’s arguments and specific claims as well as reasons/examples/evidence that support the authors argument and specific claims ● Explain how the reasons/examples/evidence support the author’s argument/claims ● Compare how different text/media present information about the same subject ● Analyze the details included (and excluded) in different version of an account
<p>Lesson 3: Students will work on identifying and practicing the correct use of direct quotes and paraphrases derived from research. Finally, they will apply this knowledge to a cloze activity for which they will determine the order of supporting details based on the context of a larger text.</p>	1	<p><u>CCSS.9.RI.5:</u> Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g. a section or a chapter).</p> <p><u>CCSS.9.RI.1:</u> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text</p> <ul style="list-style-type: none"> ● Paraphrase and properly quote key evidence used ● Differentiate between strong and weak textual evidence/research ● Describe the relationship between text organization and development of ideas or claims

<p>Lesson 4: Students will practice using MLA format to cite research from informational texts. Students will use their research to take Cornell notes and answer short sustained research questions based on both a unbiased video and unbiased informational text.</p>	<p>2</p>	<p><u>CCSS.9.W.8:</u> Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p> <p><u>CCSS.9.W.7:</u> Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</p> <ul style="list-style-type: none"> • Appropriately incorporate evidence from various sources • Cite appropriately using MLA format • Annotate/take notes on informational media • Answer a variety of selected response and short answer questions on a focused topic • Produce writing that appropriately supports developed claims and counterclaims
<p>Lesson 5: Students will use notes from informational media to develop their own claims as well as counterclaims. Additionally students will be tasked with refuting those claims. Students will then analyze their Cornell notes to produce one claim, three counterclaims, and five supporting details. Further, they will rank the strength of each in order to write an argumentative paragraph.</p>	<p>1</p>	<p><u>CCSS.9.W.1a-e:</u> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence</p> <ul style="list-style-type: none"> • Annotate informational text to identify support for claims and counterclaims • Develop claims and counterclaim(s) • Determine strength and relevance of evidence that will be used to support either a claim or counterclaim
<p>Lesson 6: Students will evaluate writing samples for word choice, grammar, syntax, and punctuation. They will also participate in the creation of an argumentative essay rubric and use the rubric to evaluate an essay. Finally, students will apply this knowledge as well as their previously conducted research in order to draft, write, and revise a brief extended response.</p>	<p>2</p>	<p><u>CCSS.9.W.4:</u> Produce clear and coherent writing in which the development, organization, and style are appropriate to task.</p> <ul style="list-style-type: none"> • Write using appropriate word choice, grammar, syntax and punctuation • Plan writing using appropriate outline or graphic organizer • Revise writing by evaluating draft using provided argumentative rubric

Lesson Plan 1

Learning Progressions for this Lesson:

1. Recognize how individual choices impact an economy.
2. Costs and benefit analysis for the legalization of marijuana.
3. Read an article on each side of the argument to help with perspective.

Standards: Economics Standard One 9-12a: Students will demonstrate how individual economic choices are made within the context of a market economy in which markets influence the production and distribution of goods and services.

Students Will Know:

4. Arguments supporting legalization of marijuana.
5. Arguments opposing legalization of marijuana.

Students Will Be Able To:

6. Determine their own opinion on the issue of legalization of marijuana based on the arguments and the cost and benefit analysis.

Lesson Essential Question(s):

How does the economic cost of legalizing marijuana weigh against the benefits?

Does an increase in tax revenue automatically result in a positive for the economy?

Activating Strategy: (5 Minutes) Cost/Benefit Analysis. Students will be given a scenario in which they have a certain amount of time and multiple activities from which to choose. They will do a simple cost/benefit analysis of their choices.

Key vocabulary to preview: *Cost, benefit, economic choice.*

Lesson Instruction

Learning Activity 1- [Reading Article #1](#) – determining cost/benefits of legalization according to author Kristen Wyatt (30-40 minutes)

Materials Needed: *Article and reading analysis chart and two different color highlighters*

1. Students will read article, "[Colorado May Have To Refund As Much As \\$30 Million In Pot Taxes](#)," by Kristen Wyatt (AP) with a partner
2. While reading, students will highlight anything they believe to be a "cost" in one color and anything they believe to be a "benefit" in another color.
3. Determine at the end of the reading if the author has a bias and what that bias might be (in favor of or opposed to legalization). Students will record their responses on the reading analysis chart and share out with the whole group.

Formative Assessment LA 1: How does the economic cost of legalizing marijuana weigh against the benefits? This will be completed at the end of the first side of the [reading analysis chart for article #1](#).

Learning Activity 2- Student-Switch Activity (30-40 Minutes)

Materials Needed: *Article, reading analysis chart (back) and two different color highlighters*

1. Students will read article, "[Legalizing Marijuana Not Worth the Costs](#)," (MSNBC article, 2010),
2. While reading, students will highlight anything they believe to be a "cost" in one color and anything they believe to be a "benefit" in another color.
3. Determine at the end of the reading if the author has a bias and what that bias might be (in favor of or opposed to

legalization). Students will record their responses on the reading analysis chart and share out with the whole group.

Formative Assessment for LA 2: How does the economic cost of legalizing marijuana weigh against the benefits? This will be completed at the end of the first side of the [reading analysis chart for article #2](#).

Learning Activity 3- Write an argumentative paragraph (15-20 minutes) in ACES format (A-answer, C-cite evidence, E- explain evidence, S-summarize).

1. Students will take the information gathered through the first two readings and make a determination if an increase in tax revenue automatically results in a positive for the economy. Each student will choose their own side of the argument and use evidence from the readings to support their response.

Formative Assessment for LA 3: Does an increase in tax revenue automatically result in a positive for the economy?

Summarizing Strategy: Included in learning activity three. Students will be summarizing all information learned in the writing prompt.

Attached Resources:

1. Learning Activity 1 Resource
 1. [Article #1 - "Colorado May Have To Refund As Much As \\$30 Million In Pot Taxes,"](#) by Kristen Wyatt (*Recommended: 1 copy for each student*)
 2. [Reading Analysis Chart](#) (*Recommended: 1 copy for each student*)
2. Learning Activity 2 Resource
 1. [Article #2 - "Legalizing Marijuana Not Worth the Costs,"](#) (MSNBC article, 2010)
 2. [Reading Analysis Chart](#) (*from Learning Activity 1*)

Colorado May Have To Refund As Much As \$30 Million In Pot Taxes

AP | By KRISTEN WYATT

Posted: 02/04/2015 8:59 am EST Updated: 02/09/2015 12:59 pm EST

DENVER (AP) — Colorado's marijuana experiment was designed to raise revenue for the state and its schools, but a state law may put some of the tax money directly into residents' pockets, causing quite a headache for lawmakers.

The state constitution limits how much tax money the state can take in before it has to give some back. That means Coloradans may each get their own cut of the \$50 million in recreational pot taxes collected in the first year of legal weed. It's a situation so bizarre that it's gotten Republicans and Democrats, for once, to agree on a tax issue.

Even some pot shoppers are surprised Colorado may not keep the taxes that were promised to go toward school construction when voters legalized marijuana in 2012.

"I have no problem paying taxes if they're going to schools," said Maddy Beaumier, 25, who was visiting a dispensary near the Capitol.

But David Huff, a 50-year-old carpenter from Aurora, said taxes that add 30 percent or more to the price of pot, depending on the jurisdiction, are too steep.

"I don't care if they write me a check, or refund it in my taxes, or just give me a free joint next time I come in. The taxes are too high, and they should give it back," Huff said.

Legal weed has collided with the tax limitation movement because a 1992 voter-approved constitutional amendment called the Taxpayers' Bill of Rights requires all new taxes to go before voters.

The amendment also requires Colorado to pay back taxpayers when the state collects more than what's permitted by a formula based on inflation and population growth. Over the years, Colorado has issued refunds six times, totaling more than \$3.3 billion.

Republicans and Democrats say there's no good reason to put pot taxes back into people's pockets, and state officials are scrambling to figure out how to avoid doling out the money. It may have to be settled by asking Colorado voters, for a third time, to cast a ballot on the issue and exempt pot taxes from the refund requirement.

Republicans concede that marijuana is throwing them off their usual position of wanting tax dollars returned to taxpayers. But they also tend to say that marijuana should pay for itself — that general taxes shouldn't pay for things like increased drug education and better training for police officers to identify stoned drivers.

"I think it's appropriate that we keep the money for marijuana that the voters said that we should," said Republican Senate President Bill Cadman. His party opposes keeping other refunds based on the Taxpayers' Bill of Rights but favors a special ballot question on pot taxes.

"This is a little bit of a different animal. There's a struggle on this one," said Sen. Kevin Grantham, one of the Republican budget writers.

After legalizing marijuana in 2012, Colorado voters returned to the polls the following year and approved a 15 percent excise tax on pot for the schools and an additional 10 percent sales tax for lawmakers to spend.

Voters were told those taxes would generate about \$70 million in the first year. The state now believes it will rake in about \$50 million.

But because the economy is improving and other tax collections are growing faster, Colorado is obligated to give back much of what it has collected. Final numbers aren't ready, but the governor's budget writers predict the pot refunds could amount to \$30.5 million, or about \$7.63 per adult in Colorado.

"It's just absurd," said Democratic state Sen. Pat Steadman, one of the Legislature's budget writers.

The head-scratching extends to Colorado's marijuana industry. Several industry groups actively campaigned for the pot taxes but aren't taking a position on whether to refund them.

Mike Elliott of the Denver-based Marijuana Industry Group said it isn't pushing for lower taxes, but that's an option lawmakers don't seem to be considering. State law doesn't bar lawmakers from cutting taxes without a vote.

Lawmakers have a little time to figure out how to proceed. They'll consider pot refunds and a separate refund to taxpayers of about \$137 million after receiving final tax estimates that are due in March.

When they talk about pot refunds, they'll have to figure out if the money would go to all taxpayers, or just those who bought pot. Previous refunds have generally been paid through income tax returns, but Colorado also has reduced motor vehicle fees or even reduced sales taxes on trucks.

Lawmakers seem confident that the refund mechanism won't matter because voters would approve pot taxes a third time if asked.

"This is what the voters want, and if we're going to have (pot), and the constitution says it's legal, we damn well better tax it," Steadman said.

Clarification: A Huffington Post headline has been amended to reflect that overall tax revenues, rather than a surfeit of marijuana-specific tax revenues, would trigger the refund under current law.

http://www.huffingtonpost.com/2015/02/04/colorado-pot-taxes-back-to-residents_n_6612292.html

Article 2

Legalizing Marijuana Not Worth the Costs

Tuesday, 20 Apr 2010 | 12:01 AM ETCNBC.com

With the United States still struggling through the recession, state governments are exploring convenient fixes for overcoming massive debts burdening their states.

After years of heavy spending, California, for example, is facing a \$42 billion deficit. To address this staggering shortfall, some legislators are proposing the legalization of marijuana to boost tax revenue.

Certainly some states are in dire economic straits; however, we cannot allow social and law enforcement policy to be determined simply by revenue needs. Put plainly, marijuana was made illegal because it is harmful; citing revenue gain as reason to legalize the drug emphasizes money over health and ignores the significant cost burdens that will inevitably arise as a result.

As former head of the U.S. Drug Enforcement Administration, I am intimately familiar with the many challenges marijuana legalization poses, and from my experience, the best economic policy for dealing with marijuana is to discourage use by enforcement and education rather than legalization and taxation. Legalizing the drug will swell societal ills, and this outweighs the monetary benefits that might be achieved from its lawful sale.

This is not the first time legalization has come to the fore. In the 1970s, Alaska legalized the drug—only to recriminalize it in 1990 after Alaskan teen marijuana use jumped to twice the national average. This is clear evidence that if legalized, marijuana use will increase (even among children).

There are significant cost burdens that come along with increased marijuana use. For example, there will be a greater social cost from decline in worker productivity and school performance. Legalization will also lead to a greater need for drug education, rehabilitation and treatment. And there will be costs associated with selling the drug.

Do we really want our governments to sell substances known to be toxic to the body, and which has no medical value that is recognized by the medical community, for the sake of sheer profit? If this were a corporation proposing such a thing, it would be taken to court.

Consider these findings from a white paper by the California Police Chiefs Association’s Task Force on Marijuana Dispensaries: California legalized “medical” marijuana in 1996, and dispensaries where the drug is handed out – to pretty much whoever comes in with a doctor’s note – have become catalysts for serious crime.

According to the white paper, dispensary operators have been attacked, robbed and murdered. Also, “drug dealing, sales to minors, loitering, heavy vehicle and foot traffic in retail areas, increased noise and robberies of customers just outside dispensaries” are all criminal byproducts resulting from California’s medical marijuana distribution. We can expect similar problems—but on a far grander scale—from full legalization.

Given these cost burdens—not to mention health and societal burdens—we should continue to focus efforts to discourage drug use. We can do this in a variety of ways. On alcohol and cigarettes, we require warnings and education. With methamphetamine, cocaine and other harmful drugs, we prohibit and criminalize their sale and use. While marijuana may not be as harmful and addictive as methamphetamine, it is harmful nonetheless, and the best economic policy is to make its sale and use illegal.

The additional costs of drug education and rehabilitation combined with the increased social costs associated with increased marijuana use and sale are all greater than the potential revenue gained through legalization.

Even with the U.S. economy struggling, we should not buy into the argument that vices should be legalized, taxed and regulated—no matter how much revenue we think it may generate.

Some things just aren’t worth the costs.

Reading Analysis Chart – article #1

Cost (Negative)	Benefit (Positive)
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.
7.	7.
8.	8.
9.	9.
10.	10.
11.	11.
12.	12.
13.	13.
14.	14.

Does the author seem to have a bias one way or the other? What is it and how can you tell?

How does the economic cost of legalizing marijuana weigh against the benefits?

Reading Analysis Chart – article #2

Cost (Negative)	Benefit (Positive)
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.
7.	7.
8.	8.
9.	9.
10.	10.
11.	11.
12.	12.
13.	13.
14.	14.

Does the author seem to have a bias one way or the other? What is it and how can you tell?

How does the economic cost of legalizing marijuana weigh against the benefits?

Lesson Plan 2

Prerequisite: Economics Standard One 9-12a: Students will demonstrate how individual economic choices are made within the context of a market economy in which markets influence the production and distribution of goods and services.

Learning Progressions for this Lesson:

3. Identify the author's arguments and specific claims as well as reasons/examples/evidence that support the authors argument and specific claims
4. Explain how the reasons/examples/evidence support the author's argument/claims
5. Compare how different text/media present information about the same subject
6. Analyze the details included (and excluded) in different version of an account

Standards: CCSS.9.RI.8: Delineate and evaluate an argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false and fallacious reasoning.

CCSS.9.RI.7: Analyze various accounts of a subject told in different mediums, determining which details are emphasized in each account.

Students Will Know:

7. The structure of an outline
8. The difference between a claim and counterclaim
9. How to use a [Venn-diagram](#) to compare and contrast various resources
10. How to structure a response that appropriately uses evidence to support an opinion

Students Will Be Able To:

11. Take appropriate notes on both informational texts and media
12. Determine an author's claim/counterclaim
13. Rank the strength of various supporting details
14. Analyze how differing media presents the same subject
15. Determine why certain details are included (or excluded) in informational text/media

Lesson Essential Question(s):

How does a good reader analyze an author's argument and claims as well as the support used for those claims?

How does a consumer of knowledge analyze various media in order to compare and contrast arguments and supporting details?

Activating Strategy: (20 Minutes) Analyzing Arguments Activator: Collaborative Pairs – Work with a partner to fill in the appropriate information about a sample argumentative paragraph. (See attached)

Key vocabulary to preview: *Claim, counterclaim, refutation, supporting detail, argument*

Lesson Instruction

Learning Activity 1- Constructing an outline to analyze informational text (70 minutes)

Materials Needed: *(Envelopes for groups of 3-4 students, Learning Activity 1 Resources Attached, highlighters, student writing utensils)*

16. Students will receive an envelope containing all of the necessary elements of an argumentative essay. They will work in small groups to construct the outline in a sensible order and reconvene as a whole group to determine the best structure/order for an argumentative essay outline.
17. The class will then read the article "[Staving off a Slacker Generation](#)" by Paul Steinberg and follow along on their own individual copies of the article. Students will use highlighters to highlight the claims, supporting evidence, and

counterclaims in the article.

Formative Assessment LA 1: Backwards Analysis: Students will complete a graphic organizer that corresponds with an informational text.

1. In small groups, students will share highlighted text items to fill in the accompanying [graphic organizer](#) in a backwards analysis.
2. Instructor will project a [blank graphic organizer](#) to record student feedback on. Instructor will facilitate the completion of the [graphic organizer](#) as a whole group and requiring student participation. Instructor can use completed [graphic organizer](#) as reference and to guide student thinking and reflection. As a whole group, students will assess their own understanding by participating in a whole-group completion of the [graphic organizer](#) for the article.

Learning Activity 2- Jigsaw Activity (30 Minutes)

Materials Needed: (Learning Activity 2 attachments: [Rank the Evidence Formative Assessment Worksheet](#), one copy of the article "[Staving off A Slacker Generation](#)" cut at indicated marks, loose-leaf paper, student writing utensils)

1. Students will break into groups of 4-5 to analyze one piece of the "[Staving off a Slacker Generation Article](#)." In these groups that will select specific details that best supporting the primary claim in that section.
2. As a group, students will determine which piece of evidence is most convincing primarily through group discussion. They will create a list of 1-5 details with 1 being the strongest piece of evidence and 5 being the weakest piece of evidence. They will present their lists to the rest of the class and verbally justify why they selected each answer.

Formative Assessment for LA 2: [Rank the evidence strength worksheet \(see attached\)](#)

1. Students will independently rank the strength of evidence for a claim 1-5.
2. Students will respond to two accompanying questions to justify why they chose to rank two details as the "strongest" and "weakest"

Learning Activity 3- Analyze the topic presented in other mediums. (30 minutes)

Materials Needed: (Learning Activity 3 attachments: [Venn-Diagram](#) & [RACER Question Sheet](#), LCD Projector, internet access, student writing utensils)

1. Class will watch a video (<http://abcnews.go.com/ThisWeek/video/week-marijuana-legalization-22335243>) and discuss the presented opinions/claims as a whole group.
2. Class will view [movie poster propaganda](#) and discuss the presented opinions/claims as a whole group.

Formative Assessment for LA 3: Students will complete the attached [Venn-diagram](#).

Formative Assessment/Summative Assignment: Students will complete a [RACER](#) short answer that utilizes information from the completed [Venn-diagram](#).

Summarizing Strategy: (5-10 minutes) Exit ticket- Explain which source you found most convincing and why.

Attached Resources:

1. Activator Resources for Analyzing Arguments Activator
 1. Student Copy (Recommended: 1 copy for every student)
 2. Instructor Key (Recommended: 1 copy)
2. Learning Activity 1 Resources:
 1. [Argumentative Outline Puzzle Pieces](#) (Recommended: 1 copy for every group of 4-5)

2. [Argumentative Outline Structure](#) (Recommended: 1 copy for every group of 4-5 students as well as 1 copy to reference for whole-group collaboration)
 3. [“Staving off a Slacker Generation”](#) by Paul Steinberg (1080L) (Recommended: 1 copy for each student)
 4. [Claims and counterclaims graphic organizer](#) for “Staving off a Slacker Generation” (Recommended: 1 copy to project or reference for whole group instruction or one for each group of students)
 5. [Completed claims and counterclaims graphic organizer](#) for “Staving off a Slacker Generation” (Recommended: 1 copy to project or reference for whole group instruction or one for each group of students)
3. Learning Activity 2 Resources:
1. [“Staving off a Slacker Generation”](#) with marks for jigsaw activity (Recommended: 1 copy for each group of 4-5)
 2. [Rank the Evidence Formative Assessment](#) (Recommended: 1 copy for each student)
4. Learning Activity 3 Resources:
1. [Movie Poster Propaganda](#)
 2. [Venn Diagram](#) (Recommended: 1 copy for each student)
 3. [RACER Response Template](#) (Recommended: 1 copy for each student separate from Venn Diagram)
 4. [Exemplar response to RACER answer](#)
 5. [RACER Rubric](#) for grading responses

Introduction	Claim 1
Claim 2	Counterclaim
Background information	Thesis
Restatement of Thesis	Grabber
Zinger	Reason(s) and Support
Reason(s) and Support	Reason(s) and Refutation(s)
Summarize claims and counterclaim	Conclusion
Topic sentence	Topic sentence with transition
Topic sentence with transition	Summarizing sentence
Summarizing sentence	Summarizing sentence

Introduction

1. Grabber:
2. Background information:
3. Thesis:

5. Claim 1:

1. Topic Sentence
2. Reasons & Support
3. Summarizing Sentence:

6. Claim 2:

1. Topic Sentence with transition:
2. Reasons & Support
3. Summarizing Sentence:

7. Counterclaim:

1. Topic Sentence with transition:
2. Reasons & Refutation(s)
3. Summarizing Sentence

8. Conclusion:

1. Restate thesis:
2. Summarize claims and counterclaim:
3. Zinger/Call to Action:

Staving off a slacker generation

The Washington Post, November 30, 2014

Staving off a slacker generation

Byline: Paul Steinberg

With the legalization of marijuana by District of Columbia voters this month, the fun begins for some, and pitfalls begin for others. As the kinks are worked out before the distribution and sales arrangements are unveiled, we can look at what we have gotten ourselves into.

The legalization of pot takes marijuana out of the shadows, removing it from the black-market economy that fosters further criminal activity. It could potentially allow the government to monitor its use and sales and to tax these sales. It eliminates a whole category of criminal trials and incarcerations.

Another benefit may be a reduction in alcohol-impaired driving. Colorado has seen a significant decrease in alcohol-related traffic deaths since the legalization of marijuana took effect in January.

Yet there are major downsides. Regular marijuana use, particularly daily, affects motivation and ambition. Marijuana, maybe more than other drugs, helps people care less. But caring is an important emotion. And learning to care less without drugs is a valuable coping skill. As a psychiatrist, I have seen men and women in their 30s and 40s wondering what they could have accomplished had they not been smoking weed daily as teenagers and young adults. Ambition and motivation are terrible things to waste. We have no way of measuring motivation. But, as with pornography, we know it when we see it - and when we don't.

Also, marijuana is addictive - not as much as cocaine or opiates but addictive nevertheless. Some people confuse addictiveness, physical dependency and tolerance. Marijuana does not cause a physical dependency. It does not have a physical withdrawal syndrome, unlike withdrawal from alcohol or opiates. And it does not produce increased tolerance to its effects over time.

Marijuana follows the same principles of any other addictive drug. Consider the principle reflected in a Japanese proverb initially applied to alcohol: "First the man takes a drink, then the drink takes the man, then the man takes the drink." Likewise, anyone who smokes weed long enough will reach a point at which the marijuana is smoking him. The chemicals in cannabis attach to the cannabinoid receptors in the human brain, and we can become chemically addicted to external cannabinoids - marijuana.

Unfortunately, it is unrealistic to create a legal age for inhaling weed of 35 or 40 - the age at which people might be able to use marijuana responsibly, without a huge effect on their lives. The law passed in the District allows for smoking and absorbing marijuana products at age 21, just as with alcohol. At the very least, however, we should discourage its regular and daily use until later adulthood.

Prohibition of alcohol did not work in the early 20th century; perhaps prohibition of marijuana makes no sense either. Still, despite my usual decisiveness and despite my knowledge of the issue, I found myself freezing up in the voting booth on Nov. 4. I easily could have voted either way. I ended up voting against legalization because I could not help but think of all the teenagers and young adults who would learn to consider marijuana innocuous, who would not learn naturally how to care less and who might become addicted to daily pot use and lose motivation and ambition.

In whatever way we unveil the legal use of marijuana, let's make sure we do not create future generations of genuine slackers.

- - -

Paul Steinberg is a psychiatrist.

By Paul Steinberg

Full Text: COPYRIGHT 2014 The Washington Post.

Source Citation

Steinberg, Paul. "Staving off a slacker generation." *Washington Post* 30 Nov. 2014. *Opposing Viewpoints in Context*. Web. 5 Jan. 2015.

Document URL

Gale Document Number: GALE|A392006628

Claim 1:

Reason 1:

Backing/Support:

Reason 2:

Backing/Support:

Reason 3:

Backing/Support:

Claim 2:

Reason 1:

Backing/Support:

Reason 2:

Backing/Support:

Reason 3:

Backing/Support:

Counterclaim:

Reason 1:

Refutation:

Reason 2:

Refutation:

Claim 1: "Regular marijuana use, particularly daily, affects motivation and ambition"

Reason 1: "Ambition and motivation are terrible things to waste"

Backing/Support: As a psychiatrist, I have seen men and women in their 30s and 40s wondering what they could have accomplished had they not been smoking weed daily as teenagers and young adults.

Reason 2: "Caring is an important emotion."

Backing/Support: "learning to care is a valuable coping skill."

Reason 3: "teenagers and young adults would learn to consider marijuana innocuous."

Backing/Support: "[they] would not learn naturally care less and might become addicted/lose motivation and ambition"

Claim 2: "Marijuana is addictive"

Reason 1: Marijuana follows the same principle as any other addictive drug"

Backing/Support: "Consider the Japanese proverb...."

Reason 2: "Anyone who smokes weed long enough will reach a point where the marijuana is smoking him"

Backing/Support: "The chemicals in cannabis attach to cannabinoid receptors in the brains"

Reason 3: "Marijuana is addictive-not as much as cocaine or opiates, but addictive nevertheless"

Backing/Support: People confuse addictiveness, physical dependency and tolerance

Counterclaim:

The legalization of pot takes marijuana out of the shadows, removing it from the black-market economy that fosters criminal activity.

Reason 1: It could potentially allow the government to monitor its use and sales and to tax those sales.

Refutation: (Students can create these based on claims – answers will vary)

Reason 2: It may result in a reduction of alcohol-impaired driving. Colorado has seen a significant decrease in alcohol-related traffic deaths since the legalization of marijuana.

Refutation: (Students can create these based on claims – answers will vary)

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Rank the Evidence



Directions: Read the claim and supporting details below. Rank the supporting details from 1-5 indicating which are the strongest and weakest pieces of evidence. 1 will represent the “strongest” or most compelling evidence in the list and 5 will be used to represent the least convincing detail. After ranking each piece of evidence, justify why you ranked both the strongest and weakest details the way that you did.

Claim: Schools should start later in the morning than they currently do.

_____ Joey, a student at Star Academy High School stated that “starting school early is whack” (Personal Interview 1).

_____ Teens are among those least likely to get enough sleep; while they need on average 9 1/4 hours of sleep per night for optimal performance, health and brain development, teens average fewer than 7 hours per school night by the end of high school, and most report feeling tired during the day (Wolfson & Carskadon, 1998).

_____ Adolescents today face a widespread chronic health problem: sleep deprivation (sleepfoundation.org).

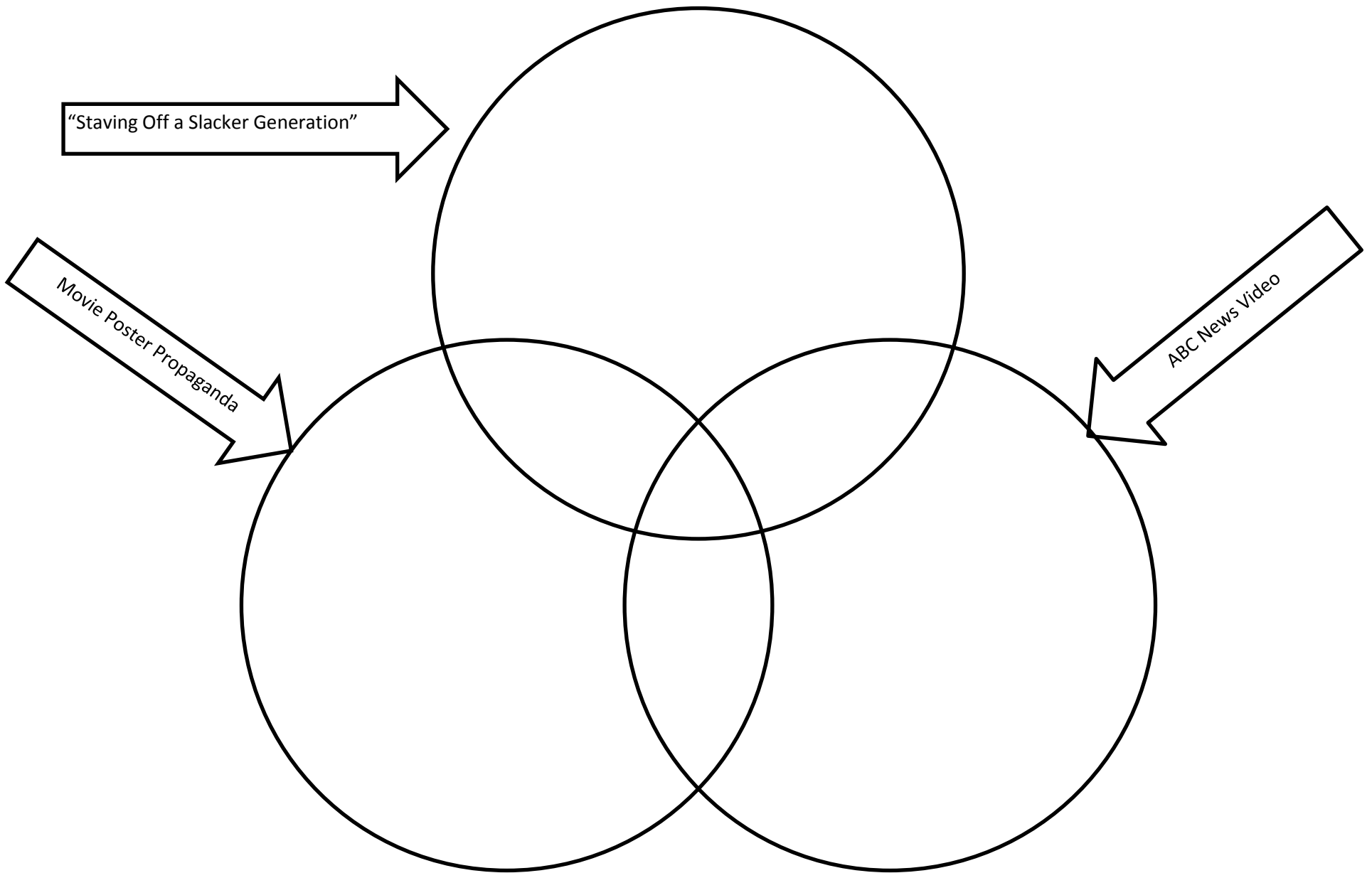
_____ In a study at a summer sleep camp at Stanford during the 1970s, boys and girls who enrolled at 10-12 years of age were monitored every year for 5-6 years (sleepfoundation.org).

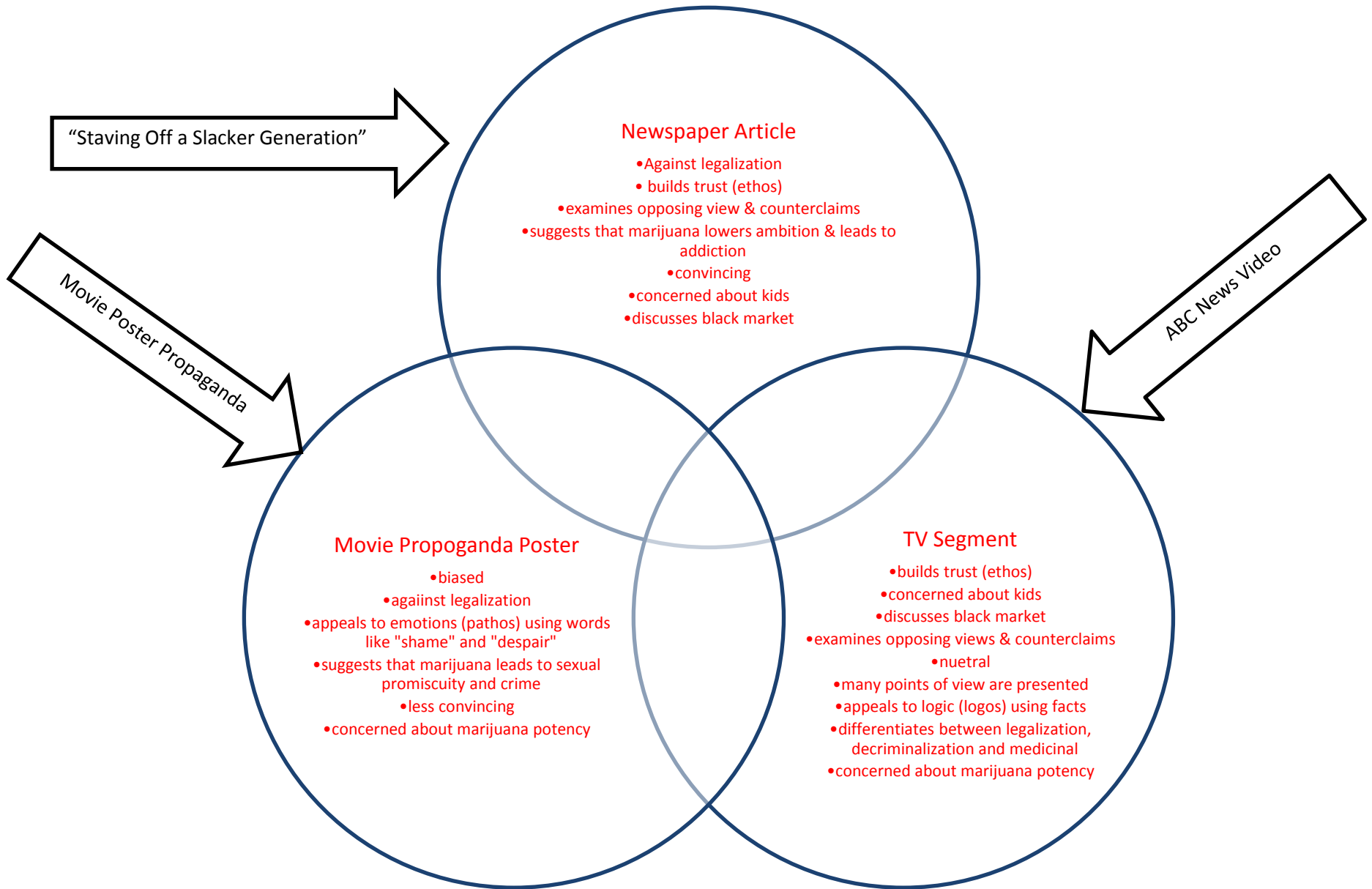
_____ One Math teacher, Mr. Lighthouse, observed that on days when school begins later because of weather delays, students “seem more awake” (Personal Interview 2).

Why did you select your number 1 piece of evidence as the strongest? Explain.

Why did you select your number 5 piece of evidence as the weakest? Explain.







RACER Response: Explain how the various types of media decided to present information on this topic? Choose one of the mediums and explain why this particular piece excluded (a) detail(s) found in the other mediums. Connect this to the overall purpose of the informational piece.

Restate the Question:

How do the various types of media decided to present information on this topic? Explain.

Answer the Question:

Choose one of the mediums and explain: Why does this particular piece excluded (a) detail(s) that are found in the other mediums? Connect this to the overall purpose of the informational piece.

Cite evidence from sources:

Explain how evidence supports your answer:

Re-read for correctness and completion

Does it make sense?

Does it answer the question?

Is the grammar/spelling correct?

RACER Response: Explain how the various types of media decided to present information on this topic? Choose one of the mediums and explain why this particular piece excluded (a) detail(s) found in the other mediums. Connect this to the overall purpose of the informational piece.

Restate the Question:

How do the various types of media decided to present information on this topic? Explain.

Choose one of the mediums and explain: Why does this particular piece excluded (a) detail(s) that are found in the other mediums? Connect this to the overall purpose of the informational piece.

Answer the Question:

Paul Steinberg's article, "Staving off a Slacker Generation," the CBS news report, and the movie propaganda poster present information on marijuana legalization in very different ways. Paul Steinberg and the CBS news team evaluate both the pros and cons of the legalization of marijuana, while the movie propaganda poster only presents the negative effects of marijuana use. However, though Paul Steinberg evaluates both sides of the argument he, ultimately, forms the opinion that marijuana should not be legalized. This is different from the news team who remains neutral. The movie propaganda poster is the most different because it is very biased and exaggerated. It appeals to viewers emotions by using charged words such as "shame," and "despair." It also suggests that marijuana use leads to illegal and immoral activity. The other two sources also explore negative effects of marijuana legalization. However, both of these focus on how is may inhibit the motivation of young people and create a culture of slacking.

Paul Steinberg's article "Staving off a Slacker Generation" is most like the CBS news video. However, the news video chooses to differentiate between legalization, decriminalization, and medicinal use of marijuana. Paul Steinberg, on the other hand, decided to exclude this information. Paul Steinberg writes about "voting against the legalization of marijuana" (2). This tells the reader that his research is only focused on the effects of legalization. His purpose is different from that of the video because he is intending to persuade voters. The video is clearly unbiased and intends to inform audiences about all of the issues surround marijuana.

Cite evidence from sources

Explain how evidence supports your answer:

Re-read for correctness and completion

Does it make sense?

Does it answer the question?

Is the grammar/spelling correct?

	1	0.5	0
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Restate the Question	Student restated the question using the exact words from the question and in a complete sentence	Student restated part of the question; but, may not have used the words from the question or written in a complete sentence	Student did not restate the question
Answer all parts	Student answered all parts of the question correctly	Student either answered incorrectly or only answered a part of the question	Student did not answer the question
Cite specific examples	Student used specific examples from the text to support his or her answer	Student used an example; but, it was either not specific or did not support his or her answer	Student did not use any examples to support his or her answer
Explain examples	Student's examples are explained completely and relevant	Student's examples are either partially explained or not relevant	Student did not explain examples
Re-read & check for errors	It is clear that the student re-read his or her answer because all grammar and spelling is correct	The student may have re-read his or her answer but there are still some significant grammatical and spelling errors	The student did not check his or her work because spelling and grammar are mostly incorrect

Prerequisite: Economics Standard One 9-12a: Students will demonstrate how individual economic choices are made within the context of a market economy in which markets influence the production and distribution of goods and services.

CCSS.9.RI.8: Delineate and evaluate an argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false and fallacious reasoning.

CCSS.9.RI.7: Analyze various accounts of a subject told in different mediums, determining which details are emphasized in each account.

Learning Progressions for this Lesson:

Standards:

- | | |
|--|--|
| <p>9. Paraphrase and properly quote key evidence used</p> <p>10. Differentiate between strong and weak textual evidence/research</p> <p>11. Describe the relationship between text organization and development of ideas or claims</p> | <p><u>CCSS.9.RI.5:</u> Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g. a section or a chapter).</p> <p><u>CCSS.9.RI.1:</u> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> |
|--|--|

Students Will Know:

Students Will Be Able To:

- | | |
|--|---|
| <p>12. How to paraphrase and directly quote research</p> <p>13. The key elements of a strong paraphrase and strong use of direct quotation</p> | <p>14. Differentiate between paraphrasing and directly quoting research, as well as be able to determine when each should be used</p> <p>15. Use the context of an article in order to determine and explain the author’s claim</p> <p>16. Use context to logically sequence an author’s claims as well as supporting details</p> |
|--|---|

Lesson Essential Question(s):

How does a good writer properly paraphrase and directly quote research in order to support claims/counterclaims?

How does a good writer use the context of an informational text to appropriately determine when to use paraphrases and/or direct quotations?

Activating Strategy: [Frayer model for paraphrasing and direct quotations](#). (15 minutes)

Materials Needed: Activator Resources: Frayer models student & instructor copies).

1. Students will activate prior knowledge about direct quotations and paraphrasing so that the instructor can facilitate the whole class’s completion of the Frayer models. “Purpose” box will be taught explicitly in order for instructor to discuss plagiarism. Instructor should be modeling the completion of the graphic organizer if possible by using student feedback. Instructor should refer to completed Frayer models as needed.

Key vocabulary to preview: *paraphrase, direct quotation, plagiarism*

Lesson Instruction

Learning Activity 1- Practicing the use of direct quotations (30 minutes)

Materials Needed: (Learning Activity 1 Resources: PowerPoint of Examples of correct/incorrect direct quotations*, Direct quotations practice worksheet)

1. View examples of appropriate use of direct quotations as well as inappropriate use of direct quotations in the attached PowerPoint. **Instructor can project or print the samples for students based on his or her resources.*
2. Students will complete numbers 1-3 on the direct quotations practice worksheet as guided practice for the whole class.

Formative Assessment LA 1: Students will independently complete numbers 4-10 on the Direct Quotations practice worksheet.

Learning Activity 2- Practicing the use of paraphrasing (30 minutes)

Materials Needed: Learning Activity 1 Resources: PowerPoint Examples of correct/incorrect Paraphrasing*, Paraphrasing practice worksheet)

3. View examples of appropriate use of paraphrasing as well as the inappropriate use of paraphrasing in the PowerPoint. **Instructor can project or print the samples for students based on his or her resources.*
4. Students will complete numbers 1-3 on the paraphrasing practice worksheet as guided practice for the whole class.

Formative Assessment for LA 2: Students will independently complete numbers 4-10 on their paraphrasing practice worksheet.

Formative Assessment/Summative Assignment: (15-25 minutes) Determining the relationship and order of both quoted and paraphrased ideas in an informational text

Materials Needed: (Learning Activity 3 Resources: Cloze Activity using "What Science Says about Marijuana" by Philip Boffey and pieces, Instructors guide to cloze activity, envelopes)

1. Instructor will divide students into small groups and inform them that they will be receiving examples of direct quotations and paraphrases in an envelope. They will use each of the pieces in this envelope to complete a "puzzle of sorts." They will first read the essay in their group and then try to determine which quotes/paraphrases are missing and where to place them.
2. Students will be divided into groups of 4-5
3. Students will first open their envelope of direct quotes and paraphrases and sort them accordingly. Instructors can check for correctness before students move onto the completion of the cloze.
4. Students will read the article as a whole group with the omissions.
5. Students will revisit their paraphrases and direct quotations and determine where each selection of text belongs in the article.
6. Teachers will check for correctness.
7. Extension activity: Groups will finish at various times; thus, early finishers can go back through the article to find other examples of direct quotes and paraphrases which they can record on loose leaf paper.

Summarizing Strategy: (10 minutes)

Materials Needed: (Student journals or loose leaf paper, student writing utensils)

Reflection Journal: Write about the challenges of today's summative activity. What was the most difficult part? What was the easiest part for you? Explain.

Attached Resources:

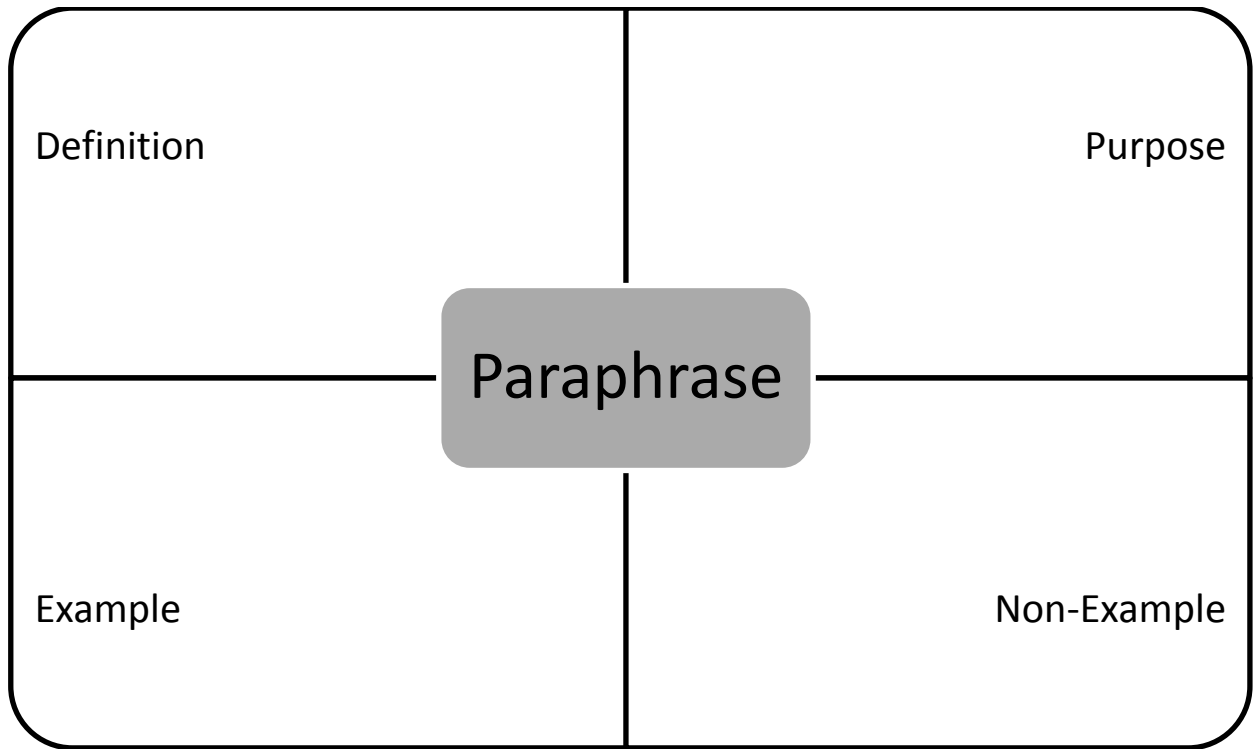
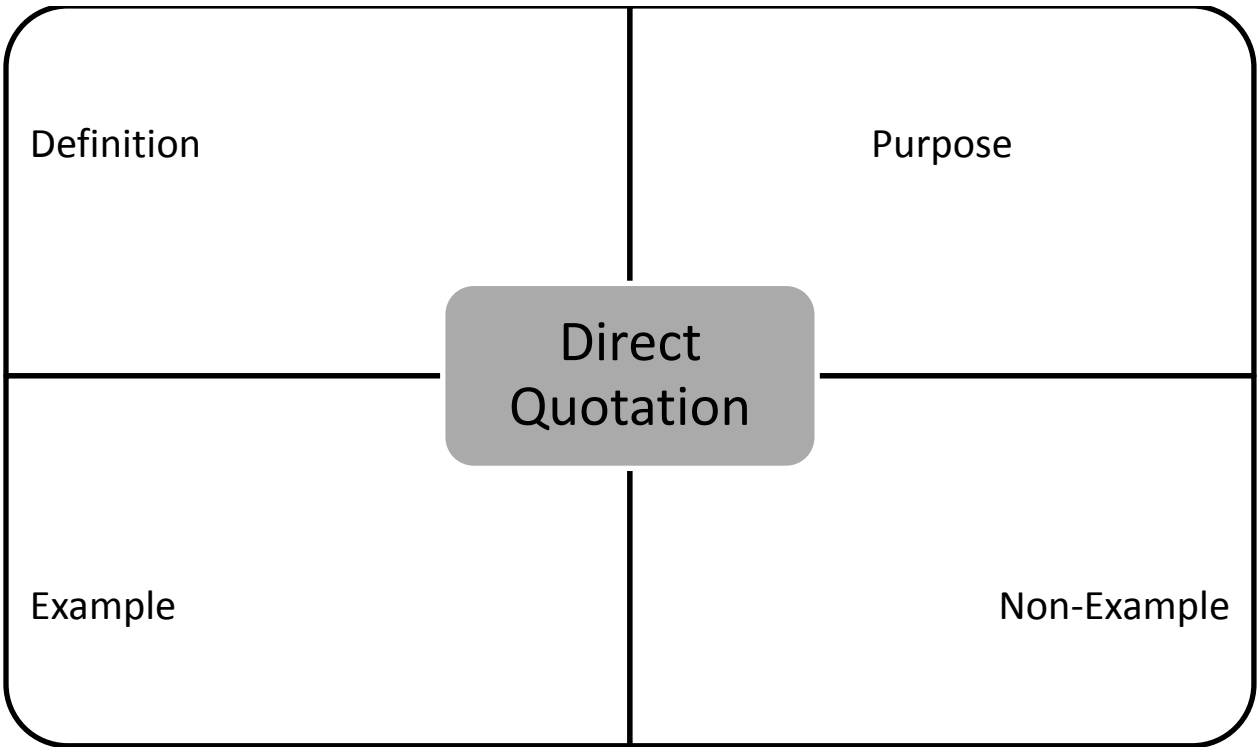
8. Activator Resources for Analyzing Arguments Activator
 1. [Student Copy of Frayer Models](#) (Recommended: 1 copy for each student)
 2. [Instructor Key](#) (Recommended: 1 copy)

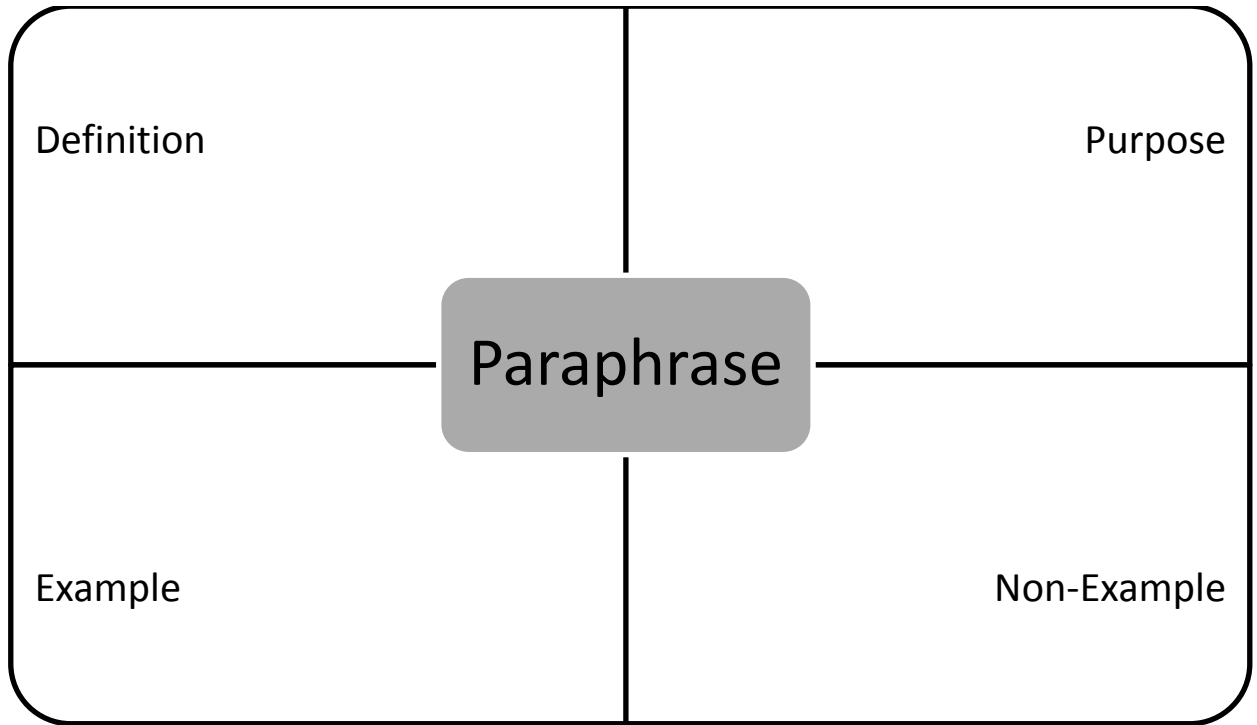
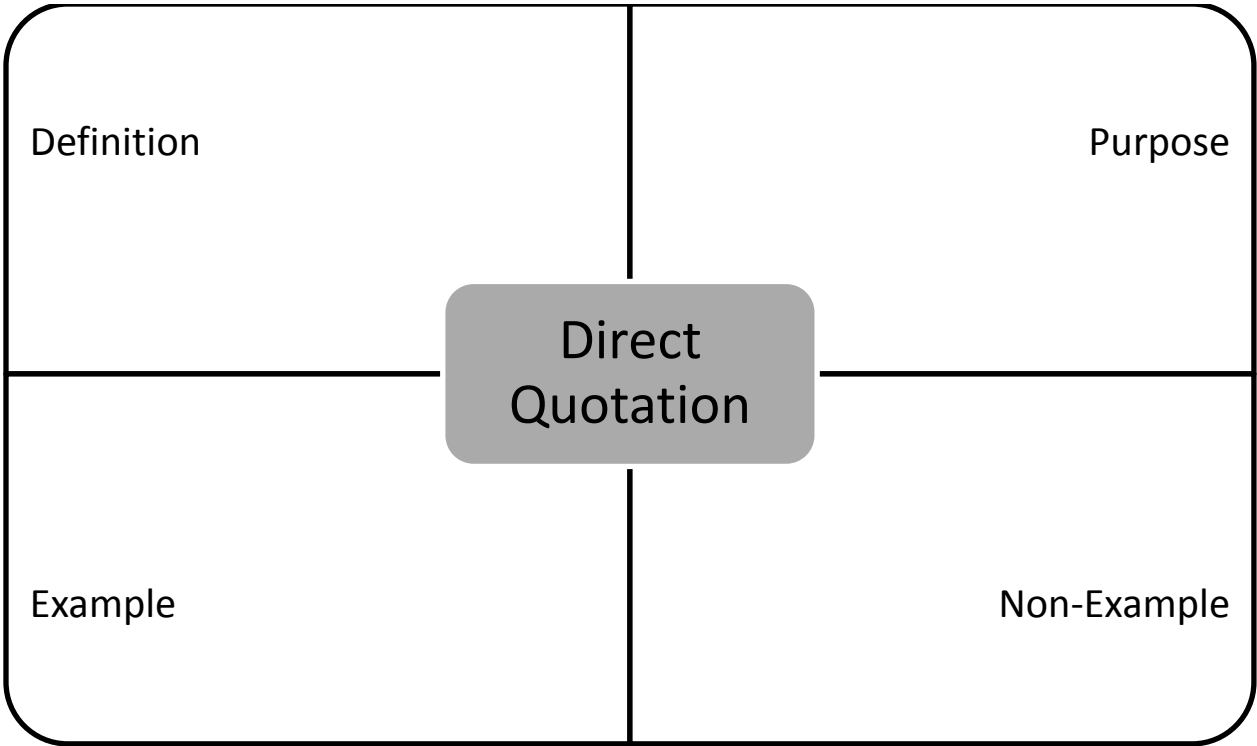
9. Learning Activity 1 Resources:
 1. [PowerPoint slides on Direct Quotations](#) (Recommended: Download and present electronic copy)
 2. [Direct Quotations Practice Worksheet](#) (Recommended: 1 copy for each student)

10. Learning Activity 2 Resources:
 1. [PowerPoint slides on Paraphrasing](#) (Recommended: Download and present electronic copy)
 2. [Paraphrasing Practice Worksheet](#) (Recommended: 1 copy for each student)

11. Learning Activity 3 Resources:
 1. Master copy of [“What Science Says About Marijuana”](#) with coding for [Cloze Activity](#) (Recommended: 1 copy for instructor to reference)
 2. [Cloze Activity Student Copy](#) (Recommended: 1 copy for each group of 4-5 students)

Cloze Activity Pieces (Recommended: 1 copy for e





Directions: Read the following short essay allowed. Directly quote 5 claims that Roger Sipher makes in the essay using a lead in and in-text citation. Then, develop a refutation for each of his claims.

So That Nobody Has To Go To School If They Don't Want To

by Roger Sipher

A decline in standardized test scores is but the most recent indicator that American education is in trouble.

One reason for the crisis is that present mandatory-attendance laws force many to attend school who have no wish to be there. Such children have little desire to learn and are so antagonistic to school that neither they nor more highly motivated students receive the quality education that is the birthright of every American.

The solution to this problem is simple: Abolish compulsory-attendance laws and allow only those who are committed to getting an education to attend.

This will not end public education. Contrary to conventional belief, legislators enacted compulsory-attendance laws to legalize what already existed. William Landes and Lewis Solomon, economists, found little evidence that mandatory-attendance laws increased the number of children in school. They found, too, that school systems have never effectively enforced such laws, usually because of the expense involved.

There is no contradiction between the assertion that compulsory attendance has had little effect on the number of children attending school and the argument that repeal would be a positive step toward improving education. Most parents want a high school education for their children. Unfortunately, compulsory attendance hampers the ability of public school officials to enforce legitimate educational and disciplinary policies and thereby make the education a good one.

Private schools have no such problem. They can fail or dismiss students, knowing such students can attend public school. Without compulsory attendance, public schools would be freer to oust students whose academic or personal behavior undermines the educational mission of the institution.

Has not the noble experiment of a formal education for everyone failed? While we pay homage to the homily, "You can lead a horse to water but you can't make him drink," we have pretended it is not true in education.

Ask high school teachers if recalcitrant students learn anything of value. Ask teachers if these students do any homework. Quite the contrary, these students know they will be passed from grade to grade until they are old enough to quit or until, as is more likely, they receive a high school diploma. At the point when students could legally quit, most choose to remain since they know they are likely to be allowed to graduate whether they do acceptable work or not.

Abolition of archaic attendance laws would produce enormous dividends.

First, it would alert everyone that school is a serious place where one goes to learn. Schools are neither day-care centers nor indoor street corners. Young people who resist learning should stay away; indeed, an end to compulsory schooling would require them to stay away.

Second, students opposed to learning would not be able to pollute the educational atmosphere for those who want to learn. Teachers could stop policing recalcitrant students and start educating.

Third, grades would show what they are supposed to: how well a student is learning. Parents could again read report cards and know if their children were making progress.

Fourth, public esteem for schools would increase. People would stop regarding them as way stations for adolescents and start thinking of them as institutions for educating America's youth.

Fifth, elementary schools would change because students would find out early they had better learn something or risk flunking out later. Elementary teachers would no longer have to pass their failures on to junior high and high school.

Sixth, the cost of enforcing compulsory education would be eliminated. Despite enforcement efforts, nearly 15 percent of the school-age children in our largest cities are almost permanently absent from school.

Communities could use these savings to support institutions to deal with young people not in school. If, in the long run, these institutions prove more costly, at least we would not confuse their mission with that of schools.

Schools should be for education. At present, they are only tangentially so. They have attempted to serve an all-encompassing social function, trying to be all things to all people. In the process they have failed miserably at what they were originally formed to accomplish.

Example Quotation from the Essay:

Example quotation: According to Roger Sipher, a solution to the perceived crisis of American education is to "Abolish compulsory-attendance laws and allow only those who are committed to getting an education to attend" (para. 3).

*This essay was obtained and adapted with permission from Purdue Online Writing Lab.

Works Cited

Sipher, Roger. "So That Nobody Has to Go to School If They Don't Want To." *The New York Times*. 19 December 1977. Page 31. Print.

Direct Quotations and Paraphrasing

{ Let's Practice!

Adapted with permission from Purdue Online Writing Lab

- ⌘ Provide support for claims or add credibility to your writing
- ⌘ Refer to work that leads up to the work you are now doing
- ⌘ Give examples of several points of view on a subject
- ⌘ Call attention to a position that you wish to agree or disagree with
- ⌘ Highlight a particularly striking phrase, sentence, or passage by quoting the original
- ⌘ Distance yourself from the original by quoting it in order to cue readers that the words are not your own
- ⌘ Expand the breadth or depth of your writing

Why use quotations, paraphrases, and summaries?

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- ⌘ Consider any words, phrases, or brief passages that you believe should be quoted directly.
- ⌘ Read the entire text, noting the key points and main ideas.
- ⌘ Paraphrase important supporting points that come up in the essay.
- ⌘ Summarize in your own words what the single main idea of the essay is.

How to use quotations, paraphrases, and summaries

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- ⌘ Identical to the original, using a narrow segment of the source (with quotations).
- ⌘ Must match the source document word for word and must be attributed to the original author (cited).
- ⌘ Example: In his famous and influential work *The Interpretation of Dreams*, Sigmund Freud argues that dreams are the "royal road to the unconscious" (page #), expressing in coded imagery the dreamer's unfulfilled wishes through a process known as the "dream-work" (page #).

What is a direct quote?



- ⌘ MLA style uses the author's last name and page number with no comma in between for in-text citations. The name can be omitted if it's given in the signal phrase. Do not put a comma between the author's name and the page number or use "p." in the in-text citation.
- ⌘ **Correct:** For the townspeople, Miss Emily Grierson was "a hereditary obligation on the town" (Faulkner 237).
- ⌘ **Incorrect:** For the townspeople, Miss Emily Grierson was "a hereditary obligation on the town" (Faulkner, 237).
- ⌘ **Incorrect:** For the townspeople, Miss Emily Grierson was "a hereditary obligation on the town" (Faulkner, p. 237).

How do I correctly quote material?

Adapted with permission from Purdue Online Writing Lab

- ⌘ A) The Swede feared for his life. "You are all out to get me" (Crane, 97).
- ⌘ B) The Swede feared for his life, "You are all out to get me" (Crane pg 87).
- ⌘ C) The Swede feared for his life: "You are all out to get me" (Crane 97).

Which of these three is correctly cited?

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- ⌘ C) The Swede feared for his life: "You are all out to get me" (Crane 97).
- ⌘ The author and page number are both present without any punctuation or words other than the author's name in the parentheses.
- ⌘ Also, the quote is grammatically correctly introduced as part of the sentence.

And the correct answer
is....

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- ⌘ Your own rendition of essential information and ideas expressed by someone else, presented in a new form.
- ⌘ One legitimate way (when accompanied by accurate citation) to borrow from a source.
- ⌘ A more detailed restatement than a summary, which focuses concisely on a single main idea.

What is a paraphrase?

Adapted with permission from Purdue Online Writing Lab

- ⌘ Paraphrasing is one way to use a text in your own writing without directly quoting source material.
- ⌘ Anytime you are taking information from a source that is not your own, you need to specify where you got that information (cite it).

What is a paraphrase?

Adapted with permission from Purdue Online Writing Lab

- ⌘ It is better than quoting information from an undistinguished passage.
- ⌘ It helps you control the temptation to quote too much.
- ⌘ The mental process required for successful paraphrasing helps you to grasp the full meaning of the original.

Paraphrasing is a valuable skill because...

Adapted with permission from Purdue Online Writing Lab

- 1. Reread the original passage until you understand its full meaning.
- 2. Set the original aside, and write your paraphrase on a note card.
- 3. Jot down a few words below your paraphrase to remind you later how you envision using this material. At the top of the note card, write a key word or phrase to indicate the subject of your paraphrase.
- 4. Check your rendition with the original to make sure that your version accurately expresses all the essential information in a new form.
- 5. Use quotation marks to identify any unique term or phraseology you have borrowed exactly from the source.
- 6. Record the source (including the page) on your note card so that you can credit it easily if you decide to incorporate the material into your paper.

6 Steps to Effective Paraphrasing

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- The original passage:
 - Students frequently overuse direct quotation in taking notes, and as a result they overuse quotations in the final [research] paper. Probably only about 10% of your final manuscript should appear as directly quoted matter. Therefore, you should strive to limit the amount of exact transcribing of source materials while taking notes. Lester, James D. *Writing Research Papers*. 2nd ed. (1976): 46-47.

How do I correctly paraphrase?

Adapted with permission from Purdue Online Writing Lab

⌘ A plagiarized version:

⌘ Students often use too many direct quotations when they take notes, resulting in too many of them in the final research paper. In fact, probably only about 10% of the final copy should consist of directly quoted material. So it is important to limit the amount of source material copied while taking notes.

⌘ A note about plagiarism: This example has been classed as plagiarism, in part, because of its failure to deploy any citation. Plagiarism is a serious offense in the academic world. However, we acknowledge that plagiarism is a difficult term to define; that its definition may be contextually sensitive; and that not all instances of plagiarism are created equal—that is, there are varying “degrees of egregiousness” for different cases of plagiarism.

How do I correctly paraphrase?

Adapted with permission from Purdue Online Writing Lab

⌘ A legitimate paraphrase:

⌘ In research papers students often quote excessively, failing to keep quoted material down to a desirable level. Since the problem usually originates during note taking, it is essential to minimize the material recorded verbatim (Lester 46-47).

⌘ Note that this paraphrase still contains an in-text citation!!!

How do I correctly paraphrase?

Adapted with permission from Purdue Online Writing Lab

- ⌘ A) The same factors apply to developing complex skills in a classroom setting as to developing complex skills in any setting. A response must be induced, then reinforced as it gets closer to the desired behavior. Reinforcers have to be scheduled carefully, and cues have to be withdrawn gradually so that the new behaviors can be transferred and maintained.
- ⌘ B) According to Gredler (2001), the same factors apply to developing complex skills in a classroom setting as to developing complex skills in any setting. A response must be induced, then reinforced as it gets closer to the desired behavior. Reinforcers have to be scheduled carefully, and cues have to be withdrawn gradually so that the new behaviors can be transferred and maintained.

Which example is a correct paraphrase?

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- ⌘ Original Text:
- ⌘ Developing complex skills in the classroom involves the key ingredients identified in teaching pigeons to play ping-pong and to bowl. The key ingredients are: (1) inducing a response, (2) reinforcing subtle improvements or refinements in the behavior, (3) providing for the transfer of stimulus control by gradually withdrawing the prompts or cues, and (4) scheduling reinforcements so that the ratio of reinforcements in responses gradually increases and natural reinforcers can maintain their behavior. Source: Gredler, M. E. (2001). Learning and instruction: Theory into practice (4th ed.). Upper Saddle River, NJ: Prentice-Hall.

Which example is a correct paraphrase?

Adapted with permission from Purdue Online Writing Lab

- Ⓐ A) The same factors apply to developing complex skills in a classroom setting as to developing complex skills in any setting. A response must be induced, then reinforced as it gets closer to the desired behavior. Reinforcers have to be scheduled carefully, and cues have to be withdrawn gradually so that the new behaviors can be transferred and maintained.
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Which example is a correct paraphrase?

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- Ⓐ B)
- Ⓑ Why? Because the author was cited at the beginning of the passage, and the full reference for the citation was provided. Since paraphrasing occurred, quotation marks were not used. Nothing was directly quoted.

Which example is a correct paraphrase?

Adapted with permission from Purdue Online Writing Lab

- ❧ Campbell, Donna. "Q & A: Using Quotations, Citing Sources, and Formatting the Works Cited Page." Q & A: Using Quotations, Citing Sources, and Formatting the Works Cited Page. Web. 2 Mar. 2015.
<<http://public.wsu.edu/~campbelld/cited.htm>>.
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<<https://www.indiana.edu/~istd/example1paraphrasing.html>>.
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<<https://owl.english.purdue.edu/owl/resource/563/02/>>.

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Adapted with permission from Purdue Online Writing Lab

Paraphrasing Exercise

*Obtained with permission from Purdue Online Writing Lab**

Directions: On a separate piece of paper, write a paraphrase of each of the following passages. Try not to look back at the original passage.

1. "The Antarctic is the vast source of cold on our planet, just as the sun is the source of our heat, and it exerts tremendous control on our climate," [Jacques] Cousteau told the camera. "The cold ocean water around Antarctica flows north to mix with warmer water from the tropics, and its upwellings help to cool both the surface water and our atmosphere. Yet the fragility of this regulating system is now threatened by human activity." From "Captain Cousteau," Audubon (May 1990):17.

2. The twenties were the years when drinking was against the law, and the law was a bad joke because everyone knew of a local bar where liquor could be had. They were the years when organized crime ruled the cities, and the police seemed powerless to do anything against it. Classical music was forgotten while jazz spread throughout the land, and men like Bix Beiderbecke, Louis Armstrong, and Count Basie became the heroes of the young. The flapper was born in the twenties, and with her bobbed hair and short skirts, she symbolized, perhaps more than anyone or anything else, America's break with the past. From Kathleen Yancey, English 102 Supplemental Guide (1989): 25.

3. Of the more than 1000 bicycling deaths each year, three-fourths are caused by head injuries. Half of those killed are school-age children. One study concluded that wearing a bike helmet can reduce the risk of head injury by 85 percent. In an accident, a bike helmet absorbs the shock and cushions the head. From "Bike Helmets: Unused Lifesavers," Consumer Reports (May 1990): 348.

4. Matisse is the best painter ever at putting the viewer at the scene. He's the most realistic of all modern artists, if you admit the feel of the breeze as necessary to a landscape and the smell of oranges as essential to a still life. "The Casbah Gate" depicts the well-known gateway Bab el Aassa, which pierces the southern wall of the city near the sultan's palace. With scrubby coats of ivory, aqua, blue, and rose delicately fenced by the liveliest gray outline in art history, Matisse gets the essence of a Tangier afternoon, including the subtle presence of the bowab, the sentry who sits and surveys those who pass through the gate. From Peter Plagens, "Bright Lights." Newsweek (26 March 1990): 50.

5. While the Sears Tower is arguably the greatest achievement in skyscraper engineering so far, it's unlikely that architects and engineers have abandoned the quest for the world's tallest building. The question is: Just how high can a building go? Structural engineer William LeMessurier has designed a skyscraper nearly one-half mile high, twice as tall as the Sears Tower. And architect Robert Sobel claims that existing technology could produce a 500-story building. From Ron Bachman, "Reaching for the Sky." Dial (May 1990): 15.

What Science Says About Marijuana

By Philip M. Boffey

For Michele Leonhart, the administrator of the Drug Enforcement Administration, there is no difference between the health effects of marijuana and those of any other illegal drug. "All illegal drugs are bad for people," she told Congress in 2012, refusing to say whether crack, methamphetamines or prescription painkillers are more addictive or physically harmful than marijuana.

Her testimony neatly illustrates the vast gap between antiquated federal law enforcement policies and the clear consensus of science that marijuana is far less harmful to human health than most other banned drugs and is less dangerous than the highly addictive but perfectly legal substances known as alcohol and tobacco. Marijuana cannot lead to a fatal overdose. There is little evidence that it causes cancer. Its addictive properties, while present, are low, and the myth that it leads users to more powerful drugs has long since been disproved.

That doesn't mean marijuana is harmless; in fact, the potency of current strains may shock those who haven't tried it for decades, particularly when ingested as food. It can produce a serious dependency, and constant use would interfere with job and school performance. It needs to be kept out of the hands of minors. But, on balance, its downsides are not reasons to impose criminal penalties on its possession, particularly not in a society that permits nicotine use and celebrates drinking.

Marijuana's negative health effects are arguments for the same strong regulation that has been effective in curbing abuse of legal substances. Science and government have learned a great deal, for example, about how to keep alcohol out of the hands of minors. Mandatory underage drinking laws and effective marketing campaigns have reduced underage alcohol use to 24.8 percent in 2011, compared with 33.4 percent in 1991. Cigarette use among high school students is at its lowest point ever, largely thanks to tobacco taxes and growing municipal smoking limits. There is already some early evidence that regulation would also help combat teen marijuana use, which fell after Colorado began broadly regulating medical marijuana in 2010.

Comparing the Dangers As with other recreational substances, marijuana's health effects depend on the frequency of use, the potency and amount of marijuana consumed, and the age of the consumer. Casual use by adults poses little or no risk for healthy people. Its effects are mostly euphoric and mild, whereas alcohol turns some drinkers into barroom brawlers, domestic abusers or maniacs behind the wheel.

An independent scientific committee in Britain compared 20 drugs in 2010 for the harms they caused to individual users and to society as a whole through crime, family breakdown, absenteeism, and other social ills. Adding up all the damage, the panel estimated that alcohol was the most harmful drug, followed by heroin and crack cocaine. Marijuana ranked eighth, having slightly more than one-fourth the harm of alcohol.

Federal scientists say that the damage caused by alcohol and tobacco is higher because they are legally available; if marijuana were legally and easily obtainable, they say, the number of people suffering harm would rise. However, a 1995 study for the World Health Organization concluded that even if usage of marijuana increased to the levels of alcohol and tobacco, it would be unlikely to produce public health effects approaching those of alcohol and tobacco in Western societies.

Most of the risks of marijuana use are "small to moderate in size," the study said. "In aggregate, they are unlikely to produce public health problems comparable in scale to those currently produced by alcohol and tobacco."

While tobacco causes cancer, and alcohol abuse can lead to cirrhosis, no clear causal connection between marijuana and a deadly disease has been made. Experts at the National Institute on Drug Abuse, the scientific arm of the federal anti-drug campaign, published a review of the adverse health effects of marijuana in June that pointed to a few disease risks but was remarkably frank in acknowledging widespread uncertainties. Though the authors believed that legalization would expose more people to health hazards, they said the link to lung cancer is "unclear," and that it is lower than the risk of smoking tobacco.

The very heaviest users can experience symptoms of bronchitis, such as wheezing and coughing, but moderate smoking poses little risk. A 2012 study found that smoking a joint a day for seven years was not associated with adverse effects on pulmonary function. Experts say that marijuana increases the heart rate and the volume of blood pumped by the heart, but that poses a risk mostly to older users who already have cardiac or other health problems.

How Addictive Is Marijuana? Marijuana isn't addictive in the same sense as heroin, from which withdrawal is an agonizing, physical ordeal. But it can interact with pleasure centers in the brain and can create a strong sense of psychological dependence that addiction experts say can be very difficult to break. Heavy users may find they need to take larger and larger doses to get the effects they want. When they try to stop, some get withdrawal symptoms such as irritability, sleeping difficulties and anxiety that are usually described as relatively mild.

The American Society of Addiction Medicine, the largest association of physicians specializing in addiction, issued a white paper in 2012 opposing legalization because

"marijuana is not a safe and harmless substance" and marijuana addiction "is a significant health problem."

Nonetheless, that health problem is far less significant than for other substances, legal and illegal. The Institute of Medicine, the health arm of the National Academy of Sciences, said in a 1999 study that 32 percent of tobacco users become dependent, as do 23 percent of heroin users, 17 percent of cocaine users, and 15 percent of alcohol drinkers. But only 9 percent of marijuana users develop a dependence.

"Although few marijuana users develop dependence, some do," according to the study. "But they appear to be less likely to do so than users of other drugs (including alcohol and nicotine), and marijuana dependence appears to be less severe than dependence on other drugs."

There's no need to ban a substance that has less than a third of the addictive potential of cigarettes, but state governments can discourage heavy use through taxes and education campaigns and help provide treatment for those who wish to quit.

Impact on Young People. One of the favorite arguments of legalization opponents is that marijuana is the pathway to more dangerous drugs. But a wide variety of researchers have found no causal factor pushing users up the ladder of harm. While 111 million Americans have tried marijuana, only a third of that number have tried cocaine, and only 4 percent heroin. People who try marijuana are more likely than the general population to try other drugs, but that doesn't mean marijuana prompted them to do so. Marijuana "does not appear to be a gateway drug to the extent that it is the cause or even that it is the most significant predictor of serious drug abuse," the Institute of Medicine study said. The real gateway drugs are tobacco and alcohol, which young people turn to first before trying marijuana.

It's clear, though, that marijuana is now far too easy for minors to obtain, which remains a significant problem. The brain undergoes active development until about age 21, and there is evidence that young people are more vulnerable to the adverse effects of marijuana.

A long-term study based in New Zealand, published in 2012, found that people who began smoking heavily in their teens and continued into adulthood lost an average of eight I.Q. points by age 38 that could not be fully restored. A Canadian study published in 2002 also found an I.Q. loss among heavy school-age users who smoked at least five joints a week. The case is not completely settled. The New Zealand study was challenged by a Norwegian researcher who said socio-economic factors may have played a role in the I.Q. loss. But the recent review by experts at the National Institute on Drug Abuse concluded that adults who smoked heavily in adolescence had impaired neural connections that interfered with the functioning of their brains. Early and frequent marijuana use has also been associated with

poor grades, apathy and dropping out of school, but it is unclear whether consumption triggered the poor grades.

Restricting marijuana to adults is more important now that Colorado merchants are selling THC, the drug's active ingredient, in candy bars, cookies and other edible forms likely to appeal to minors. Experience in Colorado has shown that people can quickly ingest large amounts of THC that way, which can produce frightening hallucinations.

Although marijuana use had been declining among high school students for more than a decade, in recent years it has started to climb, in contrast to continuing declines in cigarette smoking and alcohol use. Marijuana was found--alone or in combination with other drugs--in more than 455,000 patients visiting emergency rooms in 2011. Nearly 70 percent of the teenagers in residential substance-abuse programs run by Phoenix House, which operates drug and alcohol treatment centers in 10 states, listed marijuana as their primary problem.

Those are challenges for regulators in any state that chooses to legalize marijuana. But they are familiar challenges, and they will become easier for governments to deal with once more of them bring legal marijuana under tight regulation. This article is part of a series by The Times's Editorial Board that makes the case for repealing the federal law banning marijuana. For more, go to nytimes.com/hightime.

Citation (APA) :

Boffey, P. M. (2014, Jul 31). What science says about marijuana. New York Times Retrieved from <http://sks.sirs.com>

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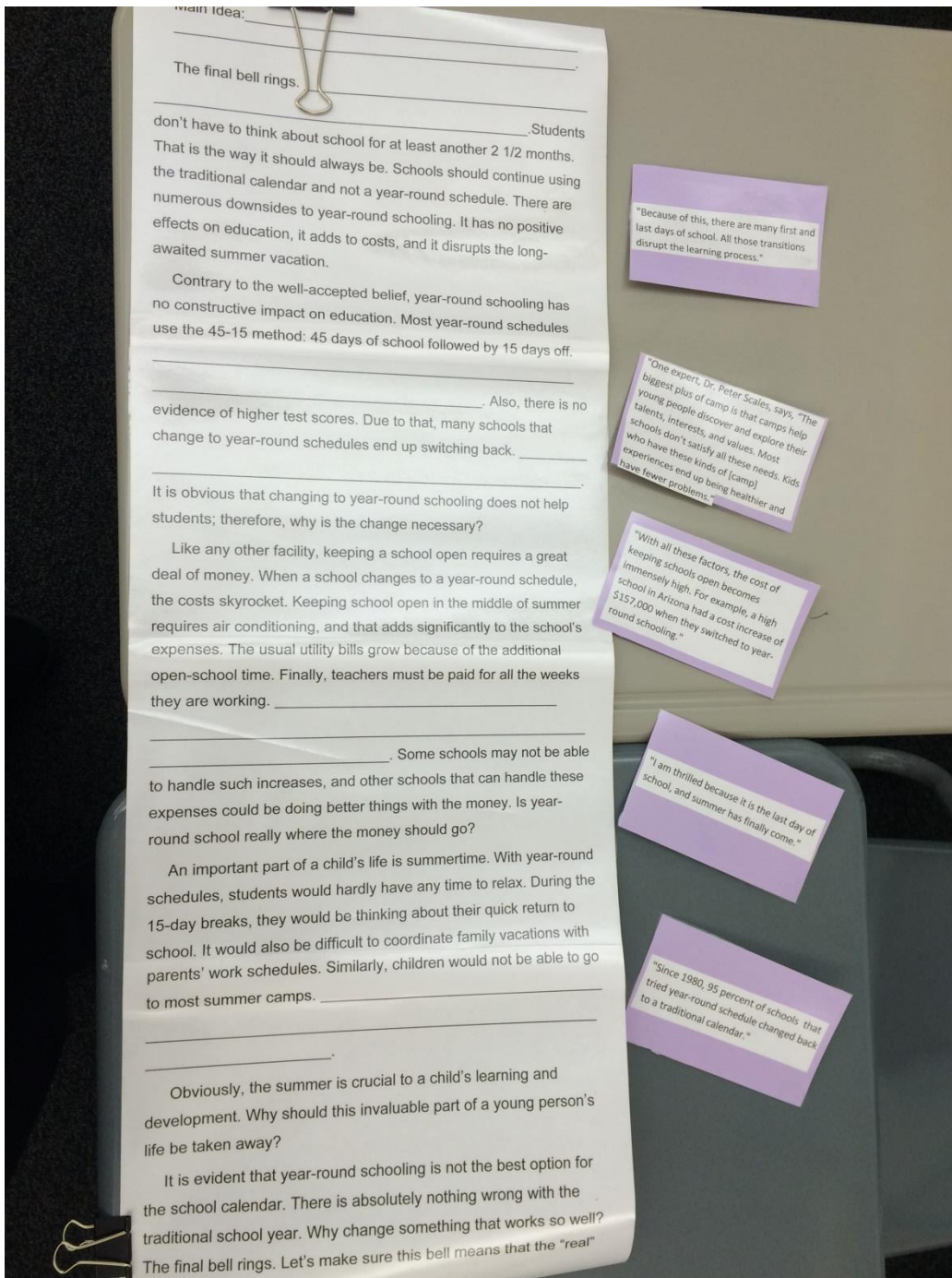
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The Institute of Medicine, the health arm of the National Academy of Sciences, said in a 1999 study that 32 percent of tobacco users become dependent, as do 23 percent of heroin users, 17 percent of cocaine users, and 15 percent of alcohol drinkers.

Marijuana "does not appear to be a gateway drug to the extent that it is the cause or even that it is the most significant predictor of serious drug abuse," the Institute of Medicine study said.

But the recent review by experts at the National Institute on Drug Abuse concluded that adults who smoked heavily in adolescence had impaired neural connections that interfered with the functioning of their brains.



Above is an example of how instructors can choose to arrange the cloze reading. The article is laminated and the quotations/paraphrase examples could be pasted onto index cards or laminated individually.

Prerequisite: Economics Standard One 9-12a: Students will demonstrate how individual economic choices are made within the context of a market economy in which markets influence the production and distribution of goods and services.

CCSS.9.RI.8: Delineate and evaluate an argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false and fallacious reasoning.

CCSS.9.RI.7: Analyze various accounts of a subject told in different mediums, determining which details are emphasized in each account.

CCSS.9.RI.5: Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g. a section or a chapter).

CCSS.9.RI.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Learning Progressions for this Lesson:

12. Appropriately incorporate evidence from various sources
13. Cite appropriately using MLA format
14. Annotate/take notes on informational media
15. Answer a variety of selected response and short answer questions on a focused topic
16. Produce writing that appropriately supports developed claims and counterclaims

Standards:

- CCSS.9.W.8: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
- CCSS.9.W.7: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

Students Will Know:

17. MLA Formatting Resources
18. Cornell Note-taking format

Students Will Be Able To:

19. To take notes on informational media
20. Appropriately cite informational using MLA format
21. Answer questions based on a short research investigation
22. Provide evidence that supports a claim or counterclaim
23. Write in order to demonstrate understanding

Lesson Essential Question(s): How does a good writer properly cite research used to support claims and counterclaims?
How does a good writer use research to demonstrate understanding of a topic?

Activating Strategy: Students will receive a copy of a sample essay written in MLA format. They will then be asked to circle, highlight, sticky note, or star significant formatting features in the essay. Instructor will explain that they will not need to read the content of the essay at all. Rather, they will focus on the physical nuances and attributes of the essay (ie. Page number, header, in-text/parenthetical citations, etc.) (10 minutes)

Materials Needed: Any sample essay that is formatted using [MLA format](#) (enough copies for pairs of students), writing utensils, optional: highlighters, sticky notes, highlighter tape, LCD projector to project sample essay).

24. Students will work in pairs to identify unique formatting features of a sample essay.
25. Afterwards, instructor will gather student responses and compile a list on the white board as a whole group.
26. Then, instructor will use student responses to help identify the key features of [MLA format](#).

Key vocabulary to preview: [MLA Format](#), *in-text citations*, *works cited page*, [Cornell notes](#)

Lesson Instruction

Learning Activity 1- Appropriately using MLA format (25 minutes)

Materials Needed: (ELMO or LCD projector to guide practice on MLA worksheet, Learning Activity 1 Resources: PowerPoint Presentation on MLA format, MLA practice worksheet).

1. Students will view a [PowerPoint presentation on MLA format](#). They will take notes from the PowerPoint on their own loose-leaf piece of paper.
2. Students will receive a resource on how to cite different media using [MLA format](#). They will receive practice both in-text and works cited citations.

Formative Assessment LA 1: Error Analysis of MLA Format citations

1. Students will receive an extended response that cites information from previously read articles.
2. Students will be required to identify errors in both in-text citations and works cited entries. If correct, students will label them, thusly. If incorrect, students will be required to correct errors. They will be permitted to use notes for this activity.

Learning Activity 2- Proper note-taking on informational text using [Cornell Notes](#) (40 minutes)

Materials Needed: Learning Activity 1 Resources: LCD projector or other technology for students to view video, class set of Upfront's article, Learning Activity 2 Resources: Cornell Notes Worksheet)

3. Students will receive [Cornell Notes Worksheet](#).
4. On the top, they will have a sample citation for a magazine article and a video.
5. Students will receive the *Upfront* magazine and complete the Works Cited entry before reading.
6. They will read the Scholastic *Upfront* article "[Marijuana: Breaking Down the Buzz](#)" and practice taking [Cornell Notes](#). Instructor may model the first few paragraphs if needed.
7. Then, students will watch a short video (<http://www.cbsnews.com/news/colorado-pot-marijuana-60-minutes/>) *** DO NOT SHOW VIDEO FROM BEGINNING. START PLAYING AT 1:07. They will also complete a Works Cited entry and take Cornell notes on this video.

Formative Assessment for LA 2: [Cornell Notes Worksheet](#)-Students will write a summary of the two sources while using their Cornell notes and properly using MLA citations.

Learning Activity 3- Answer questions based on focused research (20 minutes)

Materials Needed: Learning Activity 3 Resources: PowerPoint presentation or list of multiple choice questions, mobile devices/response devices/white boards or anything else that can be used as a responding device).

1. Students will be asked questions as a group and respond using the chosen response system (www.polleverywhere.com , raising hands, mini white boards, etc).

- Instructor will discuss answer choices with the whole group.

Formative Assessment for LA 3: Poll Everywhere Question Results

Formative Assessment/Summative Assignment: [RACER Question](#) (10-15 minutes)

Materials Needed: (loose leaf paper, writing utensil)

- What are some parallels between marijuana and tobacco? Conversely, how do they differ? Use support and in-text citations from your research.
- Predict how attitudes toward marijuana may change over the next ten years. Use support and in-text citations from your research.

Summarizing Strategy: Tweet one statement from either the reading or video today that stood out to you. No hashtags! Use in text citations! (5 minutes)

Materials Needed: Mobile device (if permitted) or loose leaf paper with writing utensil.

Attached Resources:

5. Learning Activity 1 Resources:

- [PowerPoint slides on MLA Format](#) (Recommended: Download and present electronic copy)
- [Error Analysis Practice](#) (Recommended: 1 copy for each student)

6. Learning Activity 2 Resources:

- PDF File of Scholastic's *Upfront* magazine article "[Marijuana: Breaking Down the Buzz](#)"
- [Cornell Notes Page](#) (Recommended: 1 copy for each student)
- [Cornell Notes with MLA Key](#) (Recommended: 1 copy for each student)

7. Learning Activity 3 Resources:

- [PowerPoint slides of multiple choice/multiple answer questions](#) (Recommended: Download and present electronic copy)

8. Summative Assignment

- [RACER Rubric](#) (Recommended: 1 copy for each student)

Title: Just Say NO....motivation

In films and on televisions, marijuana use is often depicted as a harmless and sometimes humorous experience. But, despite Hollywood's glorification of the drug, marijuana still has negative effects. I do not feel that marijuana should be legalized because addiction will lead to unproductive and unmotivated adults.

Marijuana is a harmful and addictive drug that should not be legalized. Paul Steinberg, a psychologist, writes that "marijuana is addictive" (Steinberg, 1, 2014). Though it is not as addictive as other drugs, it is addictive nevertheless. Even those in favor of legalization, like Philip Boffey, acknowledge marijuana's "addictive properties" (Boffey page # 1). Even if it is not addictive as alcohol or tobacco, there is risk involved with legalization. Furthermore, given their harmful effects, alcohol and tobacco should not be legalized.

Additionally, once a user becomes addicted to marijuana it can impact his or her motivation. Boffey writes, "It can produce a serious dependency, and constant use would interfere with job and school performance" (*What Science Says about Marijuana #2*). If users do poorly at their jobs, then everything in society starts to suffer: companies, families, etc. Paul Steinberg stated that, "as a psychiatrist [he] [has] seen men and women in their 30s and 40s wondering what they could have accomplished had they not been smoking weed daily" (page 1). If everyone has these regrets, no one will be satisfied with their lives, and society would suffer from this lack of fulfillment.

Works Cited

Stienberg, Paul. 2014. *What Science Says about Marijuana*. The Washington post. "Staving off a Slacker Generation."
Philip Boffey. "What Science Says about Marijuana." 30 Jul 2014. *The New York Times (Opinion Pages)*. Pages 1-5.

Title: Just Say NO....motivation

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Works Cited

Steinberg, Paul. 2014. *Staving off a Slacker Generation* The Washington post. "November 30th 2014" (2 pages).

Steinberg, Paul. "Staving off a Slacker Generation." *The Washington Post*. 30 Nov 2014. 1-2.

Philip Boffey. "What Science Says about Marijuana." 30 Jul 2014. The New York Times (Opinion Pages).

Boffey, Philip. "What Science Says about Marijuana." *The New York Times*. 30 Jul 2014. 1-5.

MLA formatting example

Case 1

Bob Cade
Professor Clara Bennett
English 106
3 August 2009

Andrew Carnegie: The Father of Middle-Class America

For decades, Americans couldn't help but love the well-to-do, for loving Little Orphan Annie. The image of the little girl moving so quickly from poverty to wealth provided hope for the poor in the 1930s, and her story continues to be a dream of what the future just might hold. The rags-to-riches phenomenon is the heart of the American Dream. And few other people have embodied this phenomenon as much as Andrew Carnegie did in the late 1800s and early 1900s. His example and industry caused him to become the father of middle-class America.

Andrew Carnegie can be looked to as an ideal example of a poor immigrant making his way up to become leader of the capitalist world. Carnegie was born into a poor working class family in Scotland. According to the PBS documentary "The Richest Man in the World: Andrew Carnegie," the Industrial Revolution was difficult on Carnegie's father, causing him to lose his weaving business. The Carnegie family was much opposed to the idea of a privileged class, who gained their wealth simply by inheritance ("Richest"). This type of upbringing played a large factor in Andrew Carnegie's destiny. In order to appease his mother's desire for material benefits, and perhaps in an effort to heal his father's wounds, Carnegie rejected poverty and chose to prosper.

Carnegie's character was ideal for gaining wealth. His mother taught him to "look after the pennies, and the pounds will take care of themselves" ("Richest"). He later turned this proverb into "watch the cents, and the profits take care of themselves" ("Richest"). Such a drill was integral to his future success. He also believed that "all is well once all goes forward" ("Richest"). His family

MLA format



- **MLA = Modern Language Association**
 - style that is most commonly used to write papers and cite sources within the liberal arts and humanities.
- **MLA Basics:**
 - Size 12 font
 - Times New Roman font
 - Double spaced
 - One inch margins on the left, right, and bottom
 - 1/2 inch margin on top, with a header
 - Indent the first line of each paragraph by using TAB button
 - **NO FANCY SIZES, FONTS, BOLDINGS, OR UNDERLININGS**

MLA formatting



- **Header: Last name and page number on every page**
 - ½ inch from top
 - Spaced all the way to the right
- **Heading: On first page only**
 - Full name
 - Teacher(s)
 - Class period
 - Date
 - Spaced to the left
- **Title: On first page only**
 - Should be centered!

HEADS UP
REAL NEWS ABOUT DRUGS AND YOUR BODY



Marijuana: Breaking Down the Buzz

Amid changing marijuana laws, surveys of teens nationwide show an increasing perception that marijuana is safe. But the fact is, marijuana use can have serious short- and long-term consequences for the developing teen brain. The teaching resources below and on the corresponding student work sheet highlight crucial scientific facts on the risks of marijuana while challenging students to apply skills in reading comprehension and critical thinking to informational texts.



SUBJECT	COMMON CORE STATE STANDARDS	NEXT GENERATION SCIENCE STANDARDS	NATIONAL SCIENCE STANDARDS	NATIONAL COUNCIL FOR THE SOCIAL STUDIES
<ul style="list-style-type: none"> Science Literacy English Language Arts Health/Life Skills Current Events 	<ul style="list-style-type: none"> • RI.1 Cite textual evidence • RI.2 Central Idea and details • W.2 Write informative texts 	<ul style="list-style-type: none"> • LS1.A Structure and Function • LS1.D Information Processing 	<ul style="list-style-type: none"> • Structure and Function in Living Things • Personal and Community Health 	<ul style="list-style-type: none"> • Individual Development and Identity

Critical-Thinking Questions:

Grades 6–8:

- What are some similarities and differences between marijuana and tobacco? Consider the scientific understanding and history of both in your response.
- How do you think people might view marijuana in the next ten years? Explain your reasoning.

Grades 9–10:

- What are some parallels between marijuana and tobacco? Conversely, how do they differ? Include the scientific understanding and history of both.
- Predict how attitudes toward marijuana may change over the next ten years. Explain your reasoning.

Grades 11–12:

- Develop an argument supporting the claim that the history of tobacco has implications for the unfolding story of marijuana. Describe the parallels and contrasts using both historical and scientific information.
- Give your assessment of how people's attitudes toward marijuana may shift in the next decade. Explain your reasoning.

Additional Tools for Lesson:

Visit scholastic.com/headsup/marijuana/tools for grade-timed resources that support teaching this lesson and article:

- Answer Key and Additional Critical-Thinking Questions
- Academic and Domain-Specific Vocabulary Lists
- Additional Writing Prompts
- Additional Paired-Text Reading Suggestions
- Expanded Standards Charts for Grades 6–12

Resources and Support:

- Teaching resources and drug info: scholastic.com/headsup/teachers and teens.drugabuse.gov
- Immediate help for a crisis: 1-800-273-TALK
- To locate a treatment center: 1-800-662-HELP or findtreatment.samhsa.gov

Writing Prompts:

Instruct students to use evidence from the article in their responses to the writing prompts.

- **Grades 6–8:** Describe the ways in which marijuana use can affect a young person's brain and life.
- **Grades 9–10:** Summarize the reasons why marijuana use has risks for teens.
- **Grades 11–12:** Explain how you would convince a friend to avoid marijuana use.

Paired Reading:

- **Grades 6–8:** "Marijuana: Mind Over Matter," teens.drugabuse.gov/mindovermatter/marijuana
- **Grades 9–12:** "Marijuana: Facts for Teens," drugabuse.gov/marijuana-teens-facts

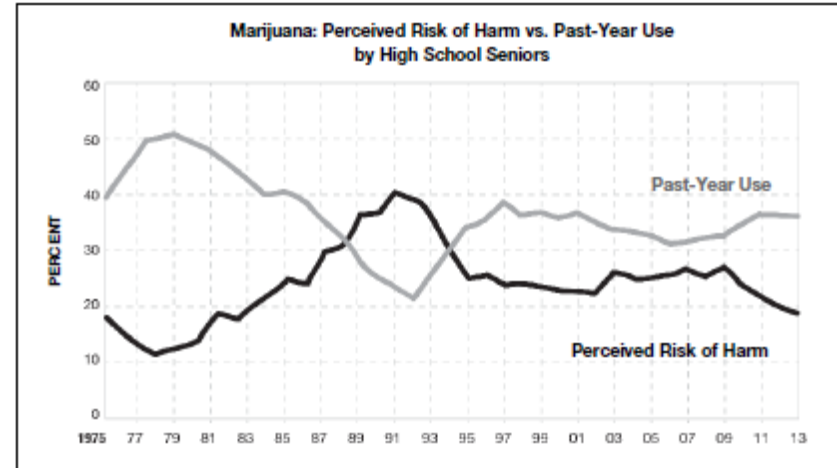
Additional Sources:

- **Website:** "Drug Facts—Marijuana" teens.drugabuse.gov/drug-facts/marijuana
- **Website:** "BeTobaccoFree.gov" betobaccofree.hhs.gov/laws
- **Web Interactive:** "Drugs + Your Body: It Isn't Pretty" scholastic.com/drugs-and-your-body

STUDENT WORK SHEET

Marijuana: Perception of Harm vs. Use

Science shows that smoking marijuana on a regular basis can impair development of the teen brain, lower IQ, and also increase the risk for addiction. But recent studies show that fewer young people now think marijuana is harmful than in the past. To find out more, study the graph below and then answer the questions that follow.



SOURCE: University of Michigan, 2013 Monitoring the Future Study

Questions (Write your answers on separate paper as needed.)

- According to the graph, around what year did high school seniors increasingly start thinking of marijuana as harmful? _____ When did this trend change? _____
 - When did past-year use of marijuana among high school seniors begin to rise? _____
- According to the graph, how does understanding the harms of marijuana affect use?

- Referring to the article "Marijuana: Breaking Down the Buzz," identify at least two harmful effects marijuana could have on teens.

- Referring again to the article, why might teens today be confused about how safe marijuana is?

FROM SCHOLASTIC AND THE SCIENTISTS OF THE NATIONAL INSTITUTE ON DRUG ABUSE, NATIONAL INSTITUTES OF HEALTH, U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES

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Name _____ Date _____ Class Period _____

Source: _____

Works Cited Entry _____

In-text citation: (_____).

Page number

Main Idea

Supporting Details

Name _____ Date _____ Class Period _____

Source: _____

Works Cited Entry _____

In-text citation: (_____).

Page number

Main Idea

Supporting Details

FOCUSED RESEARCH QUESTIONS

Refer to your Cornell notes on Scholastic Upfront's: "Breaking Down the Buzz: Marijuana"

1. THE RISK FOR MARIJUANA ADDICTION IN PEOPLE WHO START USING AS TEENS.....

- A. Decreases by half
- B. Increases by 10,000
- C. Doubles
- D. Significantly drops

2. ACCORDING TO THE ARTICLE "WHAT SCIENCE SAYS ABOUT MARIJUANA," WHICH OF THE FOLLOWING IS NOT PROVEN TO BE AN EFFECT OF REGULAR MARIJUANA USE?

- A. Decision-making/memory impairment
- B. Anxiety and depression
- C. Higher drop-out rates & financial struggle
- D. Increased risk of addiction

3. HOW MANY AMERICANS DIE FROM TOBACCO USE EACH YEAR?

- A. more than 600,000
- B. less than 600,000
- C. more than 6 million
- D. less than 6 million

4. DURING WHICH TIME PERIOD DID RESEARCH SHOW THAT TOBACCO USE IS LINKED TO CANCER?

- A. 1913-1918
- B. 1920-1940
- C. 1930-1950
- D. 1957-1964

5. WHICH OF THE FOLLOWING FACTS IS NOT TRUE ABOUT THE TOBACCO INDUSTRY?

- A. Tobacco companies are not allowed to advertise on television or radio
- B. Smoking indoors in public places is illegal
- C. The tobacco industry has been fined over \$200 billion dollars for tobacco-related deaths/diseases
- D. E-cigarettes are chemical free and, therefore, safer than regular cigarettes

RACER Response: Explain the parallels between marijuana and tobacco and how they differ. Predict how attitudes toward marijuana may change over the next ten years. Use and properly cite evidence from your research.

Restate the Question:

What are some parallels between marijuana and tobacco? Conversely, how do they differ? Use support and in-text citations from your research.

Predict how attitudes toward marijuana may change over the next ten years. Use support and in-text citations from your research.

AnsWER the Question:

Cite evidence from sources:

Explain how evidence supports your answer:

Re-read for correctness and completion

Does it make sense?

Does it answer the question?

Is the grammar/spelling correct?

Prerequisite: Economics Standard One 9-12a: Students will demonstrate how individual economic choices are made within the context of a market economy in which markets influence the production and distribution of goods and services.

CCSS.9.RI.8: Delineate and evaluate an argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false and fallacious reasoning.

CCSS.9.RI.7: Analyze various accounts of a subject told in different mediums, determining which details are emphasized in each account.

CCSS.9.RI.5: Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g. a section or a chapter).

CCSS.9.RI.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text

CCSS.9.W.8: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

CCSS.9.W.7: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

<p>Learning Progressions for this Lesson:</p> <ul style="list-style-type: none"> • Annotate informational text to identify support for claims and counterclaims • Develop claims and counterclaim(s) • Determine strength and relevance of evidence that will be used to support either a claim or counterclaim 	<p>Standards: <u>CCSS.9.W.1a-e</u>: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>
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<p>Students Will Know:</p> <ul style="list-style-type: none"> • The structure of Cornell Notes • The difference between a claim and counterclaim • How to structure a response that appropriately uses evidence to support an opinion 	<p>Students Will Be Able To:</p> <ul style="list-style-type: none"> • Develop an author’s claim/counterclaim • Create refutation • Rank the strength of various supporting details • Write a RACER paragraph to support an argument
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Lesson Essential Question(s):
 How does a good writer develop claims, counterclaims, and refutations based upon pieces of support and evidence?
 How does a good writer rank the strength of evidence that will be used to support either a claim or counterclaim?
 How does a good writer create an argumentative paragraph to support an opinion?

Activating Strategy: (5 Minutes) Creating Counterclaims: Collaborative Pairs – Work with a partner to come up with counterclaims for each of the claims given on LA1 worksheet. (See attached)

Key vocabulary to preview: *Claim, counterclaim, supporting detail, sufficient evidence, valid reasoning*

Lesson Instruction

Learning Activity 1- Using valid reasoning to support counterclaims (30 minutes)
Materials Needed: *(Learning Activity 1 Materials: List of claims worksheet (Attached), front board, writing materials)*

1. For each of the given claims, 5 students will come to the board and write the counterclaims that their collaborative pairs created.
2. Teacher will read counterclaims aloud. Students will discuss with collaborative pairs which claim they believe is the strongest.
3. Class will vote on which counterclaim is the most valid and discuss why using sufficient evidence verbally, and students will come up and rank them on the board.

Formative Assessment LA 1: Creating Refutations
 ➤ Individually, students will come up with a refutation for each of the counter arguments given.

Learning Activity 2- Student-Switch Activity (30 Minutes)

Materials Needed: (Cornell notes from Prior Lesson, Learning Activity 2 Worksheet: Claims, Counterclaims, and Support, student writing utensils)

1. Students have previously taken Cornell-style notes on article. These notes will be passed forward and redistributed among students.
2. Each student will read through the notes taken and on Learning Activity 2 worksheet write down one claim and 3 counterclaims based on what notes said.
3. Students will then choose 5 supporting details for that claim based upon notes taken.
4. Papers will then be switched one last time with collaborative pair. New student will rank the 5 supporting details in order of strongest-weakest for the claim given. They will also choose one counterclaim which they believe is strongest.

Formative Assessment for LA 2: Learning activity 2 worksheet (see attached)

- Students will independently give valid reasoning why they ranked the supporting details in the order they chose, as well as why they chose one counterclaim to be stronger than the rest.

Learning Activity 3- Write an argumentative paragraph. (20 minutes)

Materials Needed: (A sheet of paper for each student, student writing utensils)

1. Students will receive their peer-feedback from Cornell Notes and read through.
2. Based upon student-given claim, counterclaim and supporting details, students will write argumentative paragraph

Formative Assessment for LA 3: Students will complete the argumentative paragraph.

Summarizing Strategy: (5 minutes) Smiley Face exit ticket – Each student is given a note card. On the notecard they are to answer the Essential Question: “How does a good writer rank the strength of evidence that will be used to support either a claim or counterclaim?” and draw a Smiley Face to show their reflection of their answer, an In-Between Face to show they partially understand, or a Sad Face to show they do not understand. Students will put in bin on the way out of the door.

Attached Resources:

1. Learning Activity 1 Resources:
 - a. [List of Claims Student Copy](#) (Recommended: 1 copy for every student)
2. Learning Activity 2 Resources:
 - a. [Worksheet: Claims, Counterclaims, and Support](#) (Recommended: 1 copy for each student)

Claims, Counterclaims and Support

Directions: For each of the following claims, work with a partner to create a counterclaim.

Claim	Counterclaim
Students should be required to obtain hours for community service hours in order to graduate.	
The driving age should be raised to prevent teen car crashes.	
Single people should not be able to adopt because they will not have the support to raise a child.	
All sports should allow replay to dispute calls for equality of all players.	
School lunches should be monitored to prevent childhood obesity.	

Directions: Create a refutation for each of the above counterclaims

1. _____
2. _____
3. _____
4. _____
5. _____

Cornell Notes Analysis

After reading through a partner's Cornell notes, create one claim that states this person's beliefs:

Counterclaim:

Counterclaim:

Counterclaim:

List 5 supporting details for the claim:

1. _____
2. _____
3. _____
4. _____
5. _____

Using valid reasoning, explain why you ranked the supporting details in the order that you did. Then explain why you chose one counterclaim to be stronger than the rest.

Prerequisite: Economics Standard One 9-12a: Students will demonstrate how individual economic choices are made within the context of a market economy in which markets influence the production and distribution of goods and services.

CCSS.9.RI.8: Delineate and evaluate an argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false and fallacious reasoning.

CCSS.9.RI.7: Analyze various accounts of a subject told in different mediums, determining which details are emphasized in each account.

CCSS.9.RI.5: Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g. a section or a chapter).

CCSS.9.RI.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text

CCSS.9.W.8: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

CCSS.9.W.7: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

CCSS.9.W.1a-e: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Learning Progressions for this Lesson:

- Write using appropriate word choice, grammar, syntax and punctuation
- Plan writing using appropriate outline or graphic organizer
- Revise writing by evaluating draft using provided argumentative rubric

Standards: CCSS.9.W.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task.

Students Will Know:

- Proofreading marks
- Self-evaluation and peer evaluation techniques
- How to choose an appropriate graphic organizer/outline to organize ideas
- The components of an argumentative rubric
- How to score an essay using a rubric

Students Will Be Able To:

- Revise/edit an essay for appropriate word choice, grammar, syntax and punctuation
- Self-evaluate and peer evaluate an essay
- Organize their ideas using an appropriate graphic organizer or outline
- Create their own argumentative rubric
- Score an essay using an argumentative rubric

Lesson Essential Question(s):

How does a good writer revise and edit an argumentative essay for appropriate word choice, grammar, syntax and punctuation?

How does a good writer organize ideas for an argumentative essay?

How does a good writer revise his/her essay using an argumentative rubric?

Activating Strategy: (15 Minutes) Provide students with the [Proofreading Marks worksheet](#). Students will work in collaborative pairs to fill in the middle column of the worksheet. They should use the “Mark” and “How to Use It” columns to determine what each mark means. Review as a whole group.

Key vocabulary to preview: *Syntax, rubric*

Materials needed: Plastic Plates for word cloud activity (1 per group of 4-5 students) Other suggested materials: white boards, computer paper in a plastic sleeve, sheet of paper, etc, Dry Erase markers (1 per group of 4-5 students)

Word Cloud - Split students into groups of 4-5. On a plastic plate, teacher will write either “syntax” or “rubric.” Students will pass the plate and write words/phrases that are associated with each term. Groups will share out and teacher will create a

class definition for each term. (10 minutes)

Lesson Instruction

Learning Activity 1- Write using appropriate word choice, grammar, syntax and punctuation (40 minutes)

Materials Needed: (Learning Activity 1 Attachments: Power point with 8 example sentences, Revising and Editing Practice Worksheet, Proofreading Marks Worksheet)

4. Students will be shown a power point with eight examples of sentences from an argumentative essay. They will decide if each sentence is written correctly (using appropriate word choice, grammar, syntax and punctuation), or if it needs to be corrected. Teacher will have students move to one area of the room if they think the sentence is ok “as is,” and another area of the room if they think it needs to be corrected. Students should discuss their decisions within their group, and then one person will share out the group’s reasoning.
5. Teacher will provide students with a sample argumentative paragraph (teacher should choose a student paragraph from Lesson 5 – Standard CCSS.9.W.1a-e). See attached *Editing and Revising* worksheet for an example. Students should work in collaborative pairs to correct the paragraph for word choice, grammar, syntax and punctuation. Students should use the [Proofreading Marks worksheet](#) when making corrections (see Activating Strategy). When students have finished making corrections, teacher will go through the sample paragraph and have representatives from each collaborative pair come to the board to make corrections.

Formative Assessment LA 1: Rewrite an argumentative paragraph.

- Students should rewrite the paragraph making all needed corrections.

Learning Activity 2- Analyze an essay using a rubric (70 Minutes)

Materials Needed: (Learning Activity 2 attachments: How to Analyze an Argumentative Essay worksheet, Informative Writing Rubric, Argumentative Writing Rubric, Blank Rubric Template and Justification worksheet)

5. Students will be given an argumentative essay that meets all standards (see [How to Analyze an Argumentative Essay](#) attached). Teacher will read essay aloud as students follow along individually. After reading, students should brainstorm in collaborative pairs everything they think the writer did well. Guide students by asking: “What made this argument convincing?” Have pairs share in a group of 4-6 students. Each group should decide on the two most important things the writer did to make his/her argument convincing. Groups will share out and teacher will create a class list of argumentative writing standards.
6. Teacher will show students a sample rubric for informative writing. As a whole class, discuss what students notice about the rubric (categories, weights, progressions, language, etc.). Students should work in collaborative pairs to create their own rubric for argumentative writing using the class list of standards (see above) and the provided blank rubric template.
7. Teacher will give students the approved argumentative rubric. Students should complete a compare and contrast graphic organizer (i.e. [Venn Diagram](#)) for the approved rubric and their own student-created rubric. As a class, students will share out their findings and then create a checklist they can use as they work on their draft.

Formative Assessment for LA 2: Score an argumentative essay using a rubric.

- Students will score the sample argumentative essay using the rubric provided by the teacher
- Students will justify the scores they give in each category by citing evidence from both the essay and the rubric
- Teacher will then share out his/her own scoring and rationale with students

Learning Activity 3- Create an outline for an argumentative essay. (65 minutes)

Materials Needed: (Learning Activity 3 attachments: Article “What Science Says about Marijuana”, two different colored highlighters/ markers for each student, T-chart For and Against Marijuana, blank outline template)

3. Teacher will give students the article [“What Science Says about Marijuana.”](#) Teacher will read the article through once aloud while students follow along. Next, students should re-read the article individually and highlight reasons why marijuana should NOT be legalized. Finally, students will use a different colored highlighter to highlight reasons why it would be ok to legalize marijuana.
4. Using all materials previously read, students will individually complete a [T-chart](#) (see attached) with support for both sides of the argument (Should marijuana be legalized?).
5. Teacher will split students into two groups to answer the question: Should marijuana be legalized? Teacher will provide each side of the argument with a claim. Using information recorded on their T-charts, students will work in

collaborative pairs to develop reasons to support their claim. Next, students will work together to find evidence that supports each of their reasons.

Formative Assessment for LA 3: Create an outline individually.

Formative Assessment/Summative Assignment: Students will use their completed outlines to write a brief argumentative essay (2-3 paragraphs). Students should use the checklist from LA 2 as they write their draft. They will pair up with a student on the opposite side of the issue to revise, edit and score using the appropriate argumentative rubric and justification sheet. (45 minutes)

Summarizing Strategy: (5-10 minutes) Exit ticket- 3-2-1 Three things you MUST have/do when writing an argumentative essay, Two new proofreading marks you learned and their meanings, 1 thing NOT to do when writing an argumentative essay.

Attached Resources:

3. Activator Resources
 - a. [Student Copy: Proofreading Marks worksheet](#) (Recommended: 1 copy for every student)
 - b. [Instructor Key: Proofreading Marks worksheet](#) (Recommended: 1 copy)
4. Learning Activity 1 Resources:
 - a. [Power point with example sentences](#)
 - b. [Student Argumentative Paragraph](#) (use sample from previous lesson or see [Revising and Editing Practice](#) worksheet attached) (Recommended: 1 copy for every student)
 - c. [Proofreading Marks Worksheet](#) (from Activator)
5. Learning Activity 2 Resources:
 - a. [Model Argumentative Essay](#) (see [How to Analyze an Argumentative Essay worksheet](#)) (Recommended: 1 copy per student)
 - b. [Informative Writing Rubric](#) (Recommended: 1 copy for each student)
 - c. [Argumentative Writing Rubric](#) (Recommended: 1 copy for each student)
 - d. [Compare and Contrast Graphic Organizer \(Venn Diagram\)](#) (Recommended: 1 copy for each student)
 - e. [Blank Rubric Template](#) with rationalizations (Recommended: 1 copy for each student)
6. Learning Activity 3 Resources:
 - a. Article "[What Science Says about Marijuana](#)" (Recommended: 1 copy for each student)
 - b. [T-chart \(For and Against Marijuana\)](#) (Recommended: 1 copy for each student)
 - c. [Blank Outline](#) (Recommended: 1 copy for each student)

		+
u		u
		My uncle lost a shovel .
^		"London, England," he said.
		its
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?		
		for SP

You will be shown 8 examples of sentences from an argumentative essay. Decide if each sentence is written correctly, or if it has mistakes. Check for word choice, grammar, syntax and punctuation. Be prepared to defend your decision!




Sentences taken from *When Science and Ethics Clash* by Mary Kay Carson


**1. Have you ever have
a operation?**

**2. When was the last time
you took medicine?
Chances are, those pills
and surgery methods
were tested on animals.**


3. Scientists give drugs to animals with cancer and other diseases.




4. They perform big surgeries on animals.




**5. New medical stuff
is tried on animals
first.**




**6. This experiments
help keep humans
safe. But the animals
used pretty much live
in small cages.**



**7. Some feel pain;
most are killed after
the experiments are
completed.**



**8. Many people feel
that using animals
this way is wrong.**



Revising and Editing Practice

Directions: Using the Proofreading Marks worksheet, correct the following samples of student work. Check for spelling, grammar, and punctuation.

The source that gave me the most valueable info was the video because it gave more facts. For instance it had a profecinal Docter Richard that specializes in the brain. He beleives with this it has less affect then other drugs. This one is more on how to be proactive and informative. They know young teens may smoke regardless.

The source withe less valuable info is the article because its more of what the writer things. For instance, talks about what age he thinks it should be legal. He gives reason why he thinks this but to win a argument he needs more facts. I think the article does not have enough support for its occusasens like marijuana is adictive.

Informational or Explanatory Text-Based Writing Rubric
 Grades 9–10

	Score of 4	Score of 3	Score of 2	Score of 1
Reading/ Research 2 x	<p>The writing –</p> <ul style="list-style-type: none"> ▪ makes effective use of available resources ▪ effectively uses relevant and sufficient text support from the resources with accuracy ▪ effectively uses credible sources* 	<p>The writing –</p> <ul style="list-style-type: none"> ▪ makes adequate use of available resources ▪ uses relevant and sufficient text support from the resources with accuracy ▪ uses credible sources* 	<p>The writing –</p> <ul style="list-style-type: none"> ▪ makes limited use of available resources ▪ inconsistently uses relevant and sufficient text support from the resources with accuracy ▪ inconsistently uses credible sources* 	<p>The writing –</p> <ul style="list-style-type: none"> ▪ makes inadequate use of available resources ▪ fails to use relevant and sufficient text support from the resources with accuracy ▪ attempts to use credible sources*
Development 3 x	<p>The writing –</p> <ul style="list-style-type: none"> ▪ addresses all aspects of the writing task with a tightly focused and detailed response ▪ skillfully develops the topic using well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic 	<p>The writing –</p> <ul style="list-style-type: none"> ▪ addresses the writing task with a focused response ▪ develops the topic using well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic 	<p>The writing –</p> <ul style="list-style-type: none"> ▪ addresses the writing task with an inconsistent focus ▪ inconsistently develops the topic using well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic 	<p>The writing –</p> <ul style="list-style-type: none"> ▪ attempts to address the writing task but lacks focus ▪ develops the topic using facts, definitions, concrete details, quotations, or other information and examples that are irrelevant and/or insufficient
Organization 2 x	<p>The writing –</p> <ul style="list-style-type: none"> ▪ effectively introduces the topic ▪ effectively organizes complex ideas, concepts, and information to make important connections and distinctions ▪ effectively uses appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts ▪ provides an effective concluding statement or a section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic) 	<p>The writing –</p> <ul style="list-style-type: none"> ▪ introduces the topic ▪ organizes complex ideas, concepts, and information to make important connections and distinctions ▪ uses appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts ▪ provides a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic) 	<p>The writing –</p> <ul style="list-style-type: none"> ▪ introduces the topic ▪ organizes ideas, concepts, and information in a manner that may lack cohesion (ideas may be rambling and/or repetitive) ▪ inconsistently uses appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts ▪ provides a concluding statement or section 	<p>The writing –</p> <ul style="list-style-type: none"> ▪ identifies the topic ▪ has little or no evidence of purposeful organization

	Score of 4	Score of 3	Score of 2	Score of 1
Language/Conventions 1 x =	<p>The writing –</p> <ul style="list-style-type: none"> demonstrates an exemplary command of standard English conventions skillfully employs language and tone appropriate to audience and purpose has sentences that are skillfully constructed with appropriate variety in length and structure follows standard format for citation with few errors* 	<p>The writing –</p> <ul style="list-style-type: none"> demonstrates a command of standard English conventions; errors do not interfere with understanding employs language and tone appropriate to audience and purpose has sentences that are generally complete with sufficient variety in length and structure follows standard format for citation with few errors* 	<p>The writing –</p> <ul style="list-style-type: none"> demonstrates a limited and/or inconsistent command of standard English conventions; errors may interfere with understanding inconsistently employs language and tone appropriate to audience and purpose has some sentence formation errors and/or a lack of sentence variety follows standard format for citation with several errors* 	<p>The writing –</p> <ul style="list-style-type: none"> demonstrates a weak command of standard English conventions; errors interfere with understanding employs language and tone that are inappropriate to audience and purpose has frequent and severe sentence formation errors and/or a lack of sentence variety follows standard format for citation with significant errors*

* if applicable

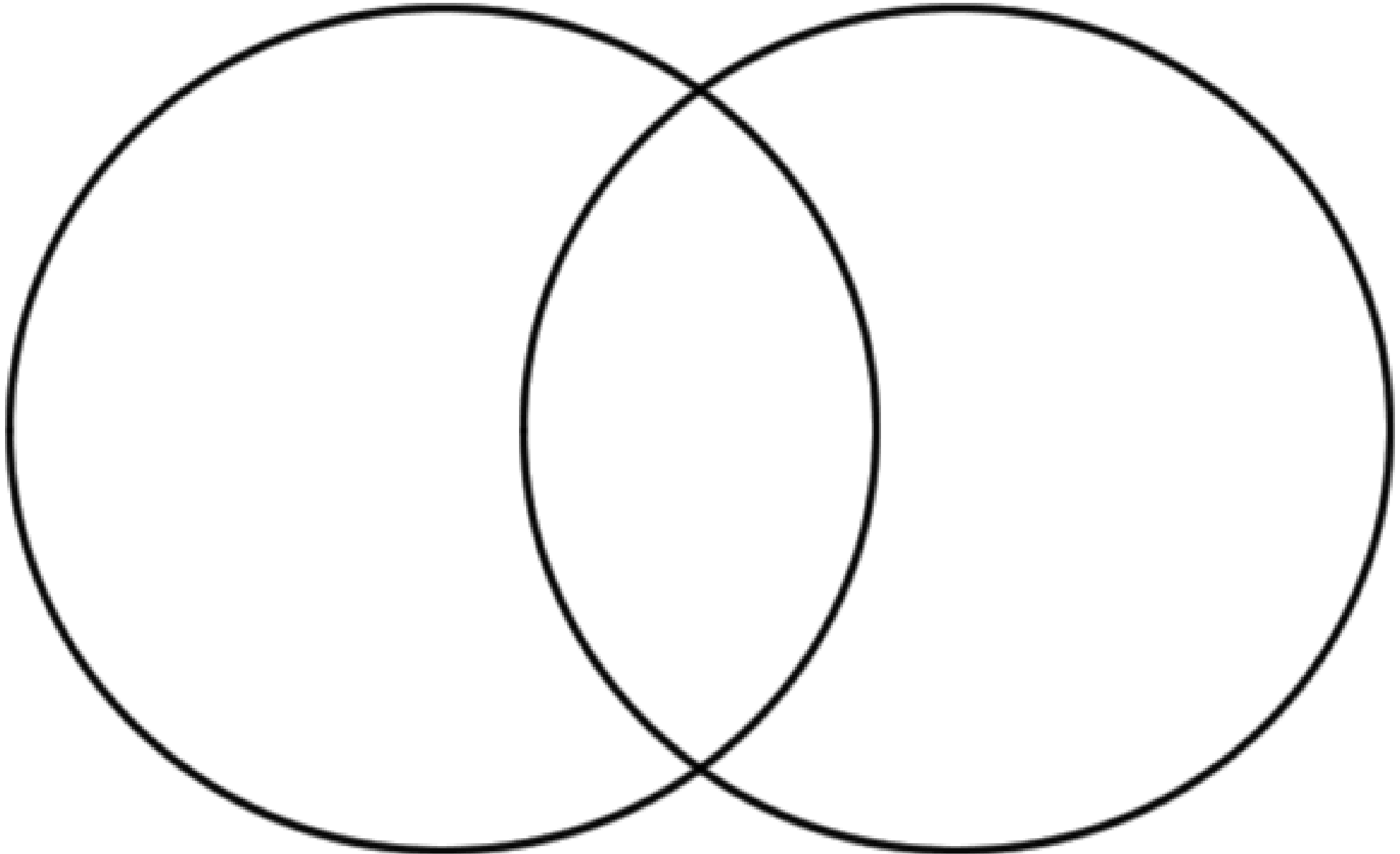
Argumentation/Opinion Text-Based Writing Rubric
Grades 9–10

	Score of 4	Score of 3	Score of 2	Score of 1
Reading/Research 2 x	<p>The writing –</p> <ul style="list-style-type: none"> ▪ makes effective use of available resources ▪ skillfully/effectively supports an opinion with relevant and sufficient facts and details from resources with accuracy ▪ uses credible sources^a 	<p>The writing –</p> <ul style="list-style-type: none"> ▪ makes adequate use of available resources ▪ supports an opinion with relevant and sufficient facts and details from resources with accuracy ▪ uses credible sources^a 	<p>The writing –</p> <ul style="list-style-type: none"> ▪ makes limited use of available resources ▪ inconsistently supports an opinion with relevant and sufficient facts and details from resources with accuracy ▪ inconsistently uses credible sources^a 	<p>The writing –</p> <ul style="list-style-type: none"> ▪ makes inadequate use of available resources ▪ fails to support an opinion with relevant and sufficient facts and details from resources with accuracy ▪ attempts to use credible sources^a
Development 3 x	<p>The writing –</p> <ul style="list-style-type: none"> ▪ addresses all aspects of the writing task with a tightly focused response ▪ skillfully develops the claim(s) and counterclaims fairly, supplying sufficient and relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns 	<p>The writing –</p> <ul style="list-style-type: none"> ▪ addresses the writing task with a focused response ▪ develops the claim(s) and counterclaims fairly, supplying sufficient and relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns 	<p>The writing –</p> <ul style="list-style-type: none"> ▪ addresses the writing task with an inconsistent focus ▪ inconsistently develops the claim(s) and counterclaims fairly, supplying sufficient and relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns 	<p>The writing –</p> <ul style="list-style-type: none"> ▪ attempts to address the writing task but lacks focus ▪ attempts to establish a claim or proposal ▪ supports claim(s) using evidence that is insufficient and/or irrelevant
Organization 2 x	<p>The writing –</p> <ul style="list-style-type: none"> ▪ effectively introduces precise claim(s); distinguishes the claim(s) from alternate or opposing claims ▪ effectively creates an organization that establishes clear relationships among claim(s), counterclaim(s), reasons, and evidence ▪ skillfully uses words, phrases, and/or clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims ▪ provides an effective concluding statement or section that follows from and skillfully supports the argument presented 	<p>The writing –</p> <ul style="list-style-type: none"> ▪ introduces precise claim(s); distinguishes the claim(s) from alternate or opposing claims ▪ creates an organization that establishes clear relationships among claim(s), counterclaim(s), reasons, and evidence ▪ uses words, phrases, and/or clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims ▪ provides a concluding statement or section that follows from and supports the argument presented 	<p>The writing –</p> <ul style="list-style-type: none"> ▪ introduces the claim(s); however, may fail to distinguish the claim(s) from alternate or opposing claim(s) ▪ has a progression of ideas that may lack cohesion (ideas may be rambling and/or repetitive) ▪ inconsistently uses words, phrases, and/or clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims ▪ provides a sense of closure 	<p>The writing –</p> <ul style="list-style-type: none"> ▪ identifies the claim(s) ▪ has little or no evidence of purposeful organization

	Score of 4	Score of 3	Score of 2	Score of 1
Language/Conventions 1 x =	<p>The writing –</p> <ul style="list-style-type: none"> demonstrates an exemplary command of standard English conventions skillfully employs language and tone appropriate to audience and purpose has sentences that are skillfully constructed with appropriate variety in length and structure follows standard format for citation with few errors* 	<p>The writing –</p> <ul style="list-style-type: none"> demonstrates a command of standard English conventions; errors do not interfere with understanding employs language and tone appropriate to audience and purpose has sentences that are generally complete with sufficient variety in length and structure follows standard format for citation with few errors* 	<p>The writing –</p> <ul style="list-style-type: none"> demonstrates a limited and/or inconsistent command of standard English conventions; errors may interfere with understanding inconsistently employs language and tone appropriate to audience and purpose has some sentence formation errors and/or a lack of sentence variety follows standard format for citation with several errors* 	<p>The writing –</p> <ul style="list-style-type: none"> demonstrates a weak command of standard English conventions; errors interfere with understanding employs language and tone that are inappropriate to audience and purpose has frequent and severe sentence formation errors and/or a lack of sentence variety follows standard format for citation with significant errors*

* If applicable

Name _____ Date _____ Period _____



Argumentative Rubric Justification Sheet

Directions: Use this form to justify the scores you gave your partner on his/her argumentative essay. Be sure to include details from the essay and rubric to help rationalize your opinions.

Reading/Research: **4** **3** **2** **1**

Explanation of Score:

Development: **4** **3** **2** **1**

Explanation of Score:

Organization: **4** **3** **2** **1**

Explanation of Score:

Language/Conventions: **4** **3** **2** **1**

Explanation of Score:

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What Science Says About Marijuana

By Philip M. Boffey

For Michele Leonhart, the administrator of the Drug Enforcement Administration, there is no difference between the health effects of marijuana and those of any other illegal drug. "All illegal drugs are bad for people," she told Congress in 2012, refusing to say whether crack, methamphetamines or prescription painkillers are more addictive or physically harmful than marijuana.

Her testimony neatly illustrates the vast gap between antiquated federal law enforcement policies and the clear consensus of science that marijuana is far less harmful to human health than most other banned drugs and is less dangerous than the highly addictive but perfectly legal substances known as alcohol and tobacco. Marijuana cannot lead to a fatal overdose. There is little evidence that it causes cancer. Its addictive properties, while present, are low, and the myth that it leads users to more powerful drugs has long since been disproved.

That doesn't mean marijuana is harmless; in fact, the potency of current strains may shock those who haven't tried it for decades, particularly when ingested as food. It can

produce a serious dependency, and constant use would interfere with job and school performance. It needs to be kept out of the hands of minors. But, on balance, its downsides are not reasons to impose criminal penalties on its possession, particularly not in a society that permits nicotine use and celebrates drinking.

Marijuana's negative health effects are arguments for the same strong regulation that has been effective in curbing abuse of legal substances. Science and government have learned a great deal, for example, about how to keep alcohol out of the hands of minors. Mandatory underage drinking laws and effective marketing campaigns have reduced underage alcohol use to 24.8 percent in 2011, compared with 33.4 percent in 1991. Cigarette use among high school students is at its lowest point ever, largely thanks to tobacco taxes and growing municipal smoking limits. There is already some early evidence that regulation would also help combat teen marijuana use, which fell after Colorado began broadly regulating medical marijuana in 2010.

Comparing the Dangers As with other recreational substances, marijuana's health effects depend on the frequency of use, the potency and amount of marijuana consumed, and the age of the consumer. Casual use by adults poses little or no risk for healthy people. Its effects are mostly euphoric and mild, whereas alcohol turns some drinkers into barroom brawlers, domestic abusers or maniacs behind the wheel.

An independent scientific committee in Britain compared 20 drugs in 2010 for the

harms they caused to individual users and to society as a whole through crime, family breakdown, absenteeism, and other social ills. Adding up all the damage, the panel estimated that alcohol was the most harmful drug, followed by heroin and crack cocaine. Marijuana ranked eighth, having slightly more than one-fourth the harm of alcohol.

Federal scientists say that the damage caused by alcohol and tobacco is higher because they are legally available; if marijuana were legally and easily obtainable, they say, the number of people suffering harm would rise. However, a 1995 study for the World Health Organization concluded that even if usage of marijuana increased to the levels of alcohol and tobacco, it would be unlikely to produce public health effects approaching those of alcohol and tobacco in Western societies.

Most of the risks of marijuana use are "small to moderate in size," the study said. "In aggregate, they are unlikely to produce public health problems comparable in scale to those currently produced by alcohol and tobacco."

While tobacco causes cancer, and alcohol abuse can lead to cirrhosis, no clear causal connection between marijuana and a deadly disease has been made. Experts at the National Institute on Drug Abuse, the scientific arm of the federal anti-drug campaign, published a review of the adverse health effects of marijuana in June that pointed to a few disease risks but was remarkably frank in acknowledging widespread uncertainties. Though the authors believed that legalization would expose more people to health hazards, they said the link to lung cancer is "unclear," and that it is lower than the risk of smoking tobacco.

The very heaviest users can experience symptoms of bronchitis, such as wheezing and coughing, but moderate smoking poses little risk. A 2012 study found that smoking a joint a day for seven years was not associated with adverse effects on pulmonary function. Experts say that marijuana increases the heart rate and the volume of blood pumped by the heart, but that poses a risk mostly to older users who already have cardiac or other health problems.

How Addictive Is Marijuana? Marijuana isn't addictive in the same sense as heroin, from which withdrawal is an agonizing, physical ordeal. But it can interact with pleasure centers in the brain and can create a strong sense of psychological dependence that addiction experts say can be very difficult to break. Heavy users may find they need to take larger and larger doses to get the effects they want. When they try to stop, some get withdrawal symptoms such as irritability, sleeping difficulties and anxiety that are usually described as relatively mild.

The American Society of Addiction Medicine, the largest association of physicians specializing in addiction, issued a white paper in 2012 opposing legalization because "marijuana is not a safe and harmless substance" and marijuana addiction "is a significant health problem."

Nonetheless, that health problem is far less significant than for other substances, legal and illegal. The Institute of Medicine, the health arm of the National Academy of Sciences, said in a 1999 study that 32 percent of tobacco users become dependent, as do 23 percent of

heroin users, 17 percent of cocaine users, and 15 percent of alcohol drinkers. But only 9 percent of marijuana users develop a dependence.

"Although few marijuana users develop dependence, some do," according to the study. "But they appear to be less likely to do so than users of other drugs (including alcohol and nicotine), and marijuana dependence appears to be less severe than dependence on other drugs."

There's no need to ban a substance that has less than a third of the addictive potential of cigarettes, but state governments can discourage heavy use through taxes and education campaigns and help provide treatment for those who wish to quit.

Impact on Young People. One of the favorite arguments of legalization opponents is that marijuana is the pathway to more dangerous drugs. But a wide variety of researchers have found no causal factor pushing users up the ladder of harm. While 111 million Americans have tried marijuana, only a third of that number have tried cocaine, and only 4 percent heroin. People who try marijuana are more likely than the general population to try other drugs, but that doesn't mean marijuana prompted them to do so. Marijuana "does not appear to be a gateway drug to the extent that it is the cause or even that it is the most significant predictor of serious drug abuse," the Institute of Medicine study said. The real gateway drugs are tobacco and alcohol, which young people turn to first before trying marijuana.

It's clear, though, that marijuana is now far too easy for minors to obtain, which

remains a significant problem. The brain undergoes active development until about age 21, and there is evidence that young people are more vulnerable to the adverse effects of marijuana.

A long-term study based in New Zealand, published in 2012, found that people who began smoking heavily in their teens and continued into adulthood lost an average of eight I.Q. points by age 38 that could not be fully restored. A Canadian study published in 2002 also found an I.Q. loss among heavy school-age users who smoked at least five joints a week. The case is not completely settled. The New Zealand study was challenged by a Norwegian researcher who said socio-economic factors may have played a role in the I.Q. loss. But the recent review by experts at the National Institute on Drug Abuse concluded that adults who smoked heavily in adolescence had impaired neural connections that interfered with the functioning of their brains. Early and frequent marijuana use has also been associated with poor grades, apathy and dropping out of school, but it is unclear whether consumption triggered the poor grades.

Restricting marijuana to adults is more important now that Colorado merchants are selling THC, the drug's active ingredient, in candy bars, cookies and other edible forms likely to appeal to minors. Experience in Colorado has shown that people can quickly ingest large amounts of THC that way, which can produce frightening hallucinations.

Although marijuana use had been declining among high school students for more than a decade, in recent years it has started to climb, in contrast to continuing declines in

cigarette smoking and alcohol use. Marijuana was found--alone or in combination with other drugs--in more than 455,000 patients visiting emergency rooms in 2011. Nearly 70 percent of the teenagers in residential substance-abuse programs run by Phoenix House, which operates drug and alcohol treatment centers in 10 states, listed marijuana as their primary problem.

Those are challenges for regulators in any state that chooses to legalize marijuana. But they are familiar challenges, and they will become easier for governments to deal with once more of them bring legal marijuana under tight regulation. This article is part of a series by The Times's Editorial Board that makes the case for repealing the federal law banning marijuana. For more, go to nytimes.com/hightime.

Citation (APA) :

Boffey, P. M. (2014, Jul 31). What science says about marijuana. New York Times Retrieved from <http://sks.sirs.com>

Name _____ Date _____ Period _____

*Directions: Using all of the resources you have been given, list reasons for and against the legalization of marijuana. **Be sure to identify the source of your information. ("Staving off a Slacker Generation," "What Science Says About Marijuana," 60 Minutes Video, "Upfront" article, ABC News Video, Movie Poster)*

For the legalization of marijuana:	Against the legalization of marijuana:



Text Complexity Analysis of

What Science Says About Marijuana

by Phillip Boffey

Recommended Complexity Band:

Text Description

Briefly describe the text: This informational text explores the health effects of marijuana and compares it to other addictive drugs.

Qualitative Measures

Meaning/Purpose: *(Briefly explain the levels of meaning (Literary Text) or purpose (Informational text.)* This is an informational text that uses many sources and facts to present ideas to the reader in a slightly complex manner.

Text Structure: *(Briefly describe the structure, organization, and other features of the text.)* The text is moderately complex. Each portion of the text that introduces another element of the study of marijuana is clearly introduced. There are many uses of quotes from medical and scientific sources.

Language Features: *(Briefly describe the conventions and clarity of the language used in the text, including the complexity of the vocabulary and sentence structures.)* The language features are moderately complex in that there is the use of some terminology of a more medical or scientific nature.

Knowledge Demands: *(Briefly describe the knowledge demands the text requires of students.)* The knowledge demands are very complex in that there are extensive comparisons to other substances (alcohol, tobacco) and health conditions related to these.

Quantitative Measure

Complexity Band Level (provide range):
(above) the 9-10 band

Lexile or Other Quantitative Measure of the Text:
1400 lexile

Considerations for Reader and Task

Below are factors to consider with respect to the reader and task (See attached guiding questions to assist each teacher in filling out this section for his or her own class):

Potential Challenges this Text Poses: Many facts and elements of data are presented, and students may need help breaking the elements down so it's not overwhelming.

Major Instructional Areas of Focus (3-4 CCS Standards) for this Text: This text will be used for the formative assessment/summative assignment: CCSS.9.R.1.5; CCSS.9.R.1.1

Differentiation/Supports for Students: Prior activities (Frayer model, practice activity, and work in small groups (4-5 students) should help support the students' work.

Recommended Placement

Briefly explain the recommended placement of the text in a particular grade band.



Text Complexity Analysis of

Staving Off A Slacker Generation

by Paul Steinberg

Recommended Complexity Band:

Text Description

Briefly describe the text: This informational text analyzes the legalization of marijuana as viewed by this psychiatrist's experiences and background knowledge.

Quantitative Measure

Complexity Band Level (provide range):
9-10 band

Lexile or Other Quantitative Measure of the Text:
1110 Lexile

Considerations for Reader and Task

Below are factors to consider with respect to the reader and task (See attached guiding questions to assist each teacher in filling out this section for his or her own class):

Potential Challenges this Text Poses: The reader will need to distinguish between factual information and opinion.

Major Instructional Areas of Focus (3-4 CCS Standards) for this Text: This text will be used for 2 learning activities. CCSS.9.R.1.8; CCSS.9.R.1.7

Differentiation/Supports for Students: A prior activity in collaborative pairs will introduce the elements of such an argumentative piece. Graphic organizers will help to break down the study of the work. The jigsaw activity in small groups will help to analyze concepts with the support of peers.

Qualitative Measures

Meaning/Purpose: *(Briefly explain the levels of meaning (Literary Text) or purpose (Informational text.)* This informational text provides an opinion piece backed by statistics and data presented in a moderately complex format.

Text Structure: *(Briefly describe the structure, organization, and other features of the text.)* Short paragraphs present different elements to consider regarding the legalization of marijuana in a moderately complex format.

Language Features: *(Briefly describe the conventions and clarity of the language used in the text, including the complexity of the vocabulary and sentence structures.)* The text is largely explicit and uses mostly familiar vocabulary with primarily simple sentence structures.

Knowledge Demands: *(Briefly describe the knowledge demands the text requires of students.)* The work introduces new information from the viewpoint and experiences shared by the author's field of psychiatry in a moderately complex manner.

Recommended Placement

Briefly explain the recommended placement of the text in a particular grade band.



Text Complexity Analysis of

Should College Athletes Be Paid?

by Veronica Majerol

Recommended Complexity Band:

Qualitative Measures

Meaning/Purpose: *(Briefly explain the levels of meaning (Literary Text) or purpose (Informational text.)* The purpose of the text is only slightly complex because the title is an explicit question. There are not multiple levels of meaning in this – it is primarily informational.

Text Structure: *(Briefly describe the structure, organization, and other features of the text.)* The text structure is moderately complex as some connections are implicit. The subtitles help readers navigate the text. The text has some graphics but can be understood without them.

Language Features: *(Briefly describe the conventions and clarity of the language used in the text, including the complexity of the vocabulary and sentence structures.)* The language features are moderately complex. It is largely explicit and mostly conversations. However, the sentence structure tends to be very complex as there are compound, complex, and compound-complex sentences.

Knowledge Demands: *(Briefly describe the knowledge demands the text requires of students.)* The knowledge demands of this text are very to exceedingly complex. The students require explicit knowledge about college sports and the article makes many references to outside texts and court rulings.

Text Description

Briefly describe the text: Information text

Quantitative Measure

Complexity Band Level (provide range):
9-10 Grade Band

Lexile or Other Quantitative Measure of the Text:
1100 Lexile

Considerations for Reader and Task

Below are factors to consider with respect to the reader and task (See attached guiding questions to assist each teacher in filling out this section for his or her own class):

Potential Challenges this Text Poses: The main challenge will be students who do not understand sports terminology.

Major Instructional Areas of Focus (3-4 CCS Standards) for this Text:
This text will be used for the performance task: CCSS9.R.1.1; CCSS9.R.1.5; CCSS.9.R.1.7; CCSSR1.8; CCSS.9.W.1a-e; CCSS.9.W.4; CCSS.9.W.7; CCSS.9.W.8

Differentiation/Supports for Students: Video to activate and provide prior knowledge.

Recommended Placement

Briefly explain the recommended placement of the text in a particular grade band.