

Ycteen

September/October 2012

LESSON GUIDE

Note to Educators:

You may have noticed that the reading level of our stories has increased recently. This reflects our ongoing effort to provide high-quality, Common Core-aligned materials and lessons that challenge students while maintaining high-interest content that is relevant and relatable to our teen readers. Our lessons are designed to support students in developing the skills they need to meet Common Core standards. However, depending on your students' skill levels, we encourage you to supplement our lessons with additional pre-reading activities to support optimal comprehension.

Announcements: Writing contests, new catalog p. 2

Issue Review: Religion and 2012 presidential election p. 3

Lessons In This Guide:

1. What's Wrong With Reading? Reading Comprehension, Discussion, and Written Response p. 5
2. Why I Became an Atheist: Reading Comprehension, Discussion, and Written Response p. 8
3. When Your Parent Has Diabetes: Reading, Discussion, and Persuasive Writing p. 10
4. Learning to Ask the Hard Questions: Practice for Regents Exam, Reading, Vocabulary, Test-taking p. 12
5. Election 2012: Why More Youth Should Vote: Reading Comprehension, Discussion, and Written Response p. 15

YOUTH
COMMUNICATION

Read. Write. Succeed.



Announcements

***YCteen* Writing Contests**

Apply online at ycteen.org

Contest #214: Deadline extended to October 15, 2012

The 2012 presidential election is approaching. What can and should the U.S. president do to improve the lives of teens in America, and why? What's the most important promise you'd make to teens if you were a candidate?

Contest #215: Due December 21, 2012

Describe one of your favorite books. What is it about, and why do you like it so much? What kind of wisdom or discovery about yourself and/or the world did you gain from this book?

Teachers: Check out our latest catalog

The new Youth Communication catalog is here! Stock your library with compelling, nonfiction stories for reluctant readers. You can view the catalog as a PDF at bit.ly/YouthCommCatalog or request a hard copy catalog by sending an email to zjarvis@youthcomm.org.

Issue Review

This issue focuses on religion and also includes a special package of stories about youth participation in the 2012 presidential election, with accompanying video. Beyond the lessons featured in our guide, the religion-themed stories offer a great opportunity for students to research and compare/contrast faith traditions, and to think critically about faith, ethics, and philosophy.

Stories English Language Arts teachers can use:

Why I Became An Atheist, pp. 3-4

The author explores several religions in her quest to find one that feels right to her and ultimately decides on no religion.

See Lesson 2

Bible Camp, pp. 5-6

After cutting ties with a group of friends that were leading him down a bad path, Malik attends a Christian retreat. To his surprise, he quickly makes friends who respect him and share his values.

Being Bicultural, pp. 6-7

Born in the U.S. to Pakistani parents, Baaria is constantly negotiating between two very different cultures.

Learning to Ask the Hard Questions, pp. 8-9

After attending a controversial opera about the Israeli-Palestinian conflict with a group that promotes greater understanding between Muslims and Jews, Eileen realizes the importance of reaching across religious and cultural lines.

See Lesson 4

Can Faith Heal? pp. 10-11

The author believes she experienced a healing miracle and vows to no longer take life for granted.

Election 2012: Why More Youth Should Vote, pp. 12-14

George is frustrated by the apathy he sees among his peers when it comes to voting. But he also realizes that being a good citizen is about more than voting: you also have to be informed on the issues. This package of stories on the election also includes George's research into President Barack Obama's and Governor Mitt Romney's positions on college funding, opposing opinions from two other *YCteen* writers about the importance of voting, and links to Youth Communication videos about the election campaign.

See the videos [Teen Guide to the 2012 Election](http://bit.ly/teen guide) at bit.ly/teen guide (9:54) and [Why Should We Vote?](http://bit.ly/teensvote) at bit.ly/teensvote (2:12)

See Lesson 5

The Secret Muslim, pp. 22-23

The author, a Latin American immigrant, becomes intrigued by Islam and decides to convert against her parents' wishes.

What's Wrong With Reading? p. 24

Anthony is teased when his classmates catch him reading a book for fun, but he refuses to change his ways. In fact, he argues that his peers should read more, not less.

See the videos [Does Reading Make You a Nerd...or Make You Heard?](https://www.youtube.com/watch?v=...) at bit.ly/teensreading (3:49) and [Teens: Why Do You Read?](https://www.youtube.com/watch?v=...) at bit.ly/whydoyouread (2:33)

Stories that guidance counselors, college advisors, transfer school staff, GED instructors, and others can use:**So You Want to Go to College? Get Organized, p. 21**

Use these easy-to-follow tips to help students feel confident about preparing for college. Includes a month-by-month calendar students can use during senior year to stay on top of the application process and financial aid.

Stories health educators can use:**When Your Parent Has Diabetes, pp. 15-16**

Isaura is frustrated that her mom doesn't take better care of herself to prevent her diabetes from getting worse. She tries to convince her mom to eat healthier and exercise more.

See Lesson 3

Teen Sex on TV Doesn't Reflect Reality, p. 17

Christine analyzes several popular TV shows and finds portrayals of teen sex to be exaggerated and shallow. She criticizes television for failing to help teens practice safe sex and understand the emotions involved with sex and relationships.

Lesson 1. Why Read: Reading Comprehension, Discussion, and Written Response

Story to Use: “[What’s Wrong With Reading?](#)” p. 24

Video 1: “[Does Reading Make You a Nerd...or Make You Heard?](#)” at bit.ly/teensreading (3:49)

Video 2: “[Teens: Why Do You Read?](#)” at bit.ly/whydoyouread (2:33)

Objectives:

- Students will read about the how one person feels alienated from his peers for reading, an activity he believes is empowering.
- Students will develop thoughtful arguments to convince peers.
- Students will be able to both articulate and write compelling arguments.

Before the Activity:

- Ask students if they’ve ever experienced—or observed someone else—being teased or put down for reading, and how they felt about that. Invite volunteers to share with the class.
- Tell the students, “We’re going to watch a video where a group of teens talk about the perception and power of reading and make arguments in support of reading. While you are watching this short video, take notes on what reading represents to each teen. Which of their arguments did you connect most strongly with, and why?”
- Play the first video (“Does Reading Make You a Nerd...Or Make You Heard?”)
- Tell teens to take a couple of minutes to reflect (in writing or with a partner) on which of the teens’ arguments they connected with most strongly, and why. Ask for volunteers to share with the class.

Activity 1: Reading

Introduce “What’s Wrong With Reading?” as an article that shows one teen’s struggle with peer pressure and his love of literature. You can say, “In this essay, the author shares his experiences being caught reading by his peers. He challenges their view that reading is a useless pastime.”

In small groups (3-5 students), have the students read the story. Ask them to underline or make a note of the ideas that they believe are compelling.

Activity 2: Writing

Tell students the following: “Take a minute to gather your ideas about the importance of reading. If you had to convince a younger sibling, cousin, or friend that reading was a worthwhile activity, what would you tell that person? Write down five separate reasons why people should read. Make sure to be specific and highlight why this would benefit the person. Make sure to appeal to your specific audience when developing your arguments.” Also, encourage them to highlight different types of writing that could be beneficial, including newspapers, fiction, biographies, and essays.

Activity 3: Discussion

Bring the class back together and ask them to share the ideas and arguments they developed. Ask students to address why the author's peers seemed to be against reading and if there is any way to help them change their opinions.

Activity 4: Homework

Introduce the second video ("Teens: Why Do You Read?") by saying, "In this video, a few students share the reasons why they read and what they have gained from reading."

While watching this video ask the students to add to their notes from the beginning of class about reasons that are persuasive about reading.

For homework, have students describe a favorite book or story in 2-3 well-formed paragraphs that respond to [YCteen Contest #215](#): Describe one of your favorite books. What is it about, and why do you like it so much? What kind of wisdom or discovery about yourself and/or the world did you gain from this book? (Send contest entries to us at ycteenmail@youthcomm.org by December 21, 2012. Winners receive cash prizes and get their essays published in *YCteen*.)

In presenting the assignment, be sure to review paragraph structure with students. You may wish to model the assignment by describing a favorite book of yours, emphasizing things like character, description, theme, etc. that students could elaborate on in describing their chosen book.

Common Core Anchor Standards for Reading**Key Ideas and details**

- Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

Common Core Anchor Standards for Writing**Text types and Purposes**

- Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Production and distribution of Writing

- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Range of Writing

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

Common Core Anchor Standards for Speaking and Listening

Comprehension and Collaboration

- Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

Presentation of Knowledge and Ideas

- Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

Lesson 2. Atheism: Reading Comprehension, Discussion, and Written Response

Story to Use: "[Why I Became an Atheist](#)," pp. 3-4

Objectives:

- Students will read about one person's journey to religious and spiritual self-discovery.
- Students will do a close reading of a particular quotation and use that to help them create an argument.
- Students will write persuasively expressing their opinion on a controversial topic.

Activity 1: Writing

Write the following quote from the article on the board: "People rarely seem to get what they truly deserve during their lifetimes, and a heaven where good people finally get what they deserve seemed like wishful thinking. Based on science, the sky is just the sky: There's no proof that heaven exists anywhere, which made it difficult for me to believe in it."

Tell students that this is a provocative quotation from the piece they are about to read. Ask them to write a short response explaining if they agree or disagree with the author. They should support their perspectives with their own experiences and knowledge.

Activity 2: Reading

Introduce the piece as an essay about one person's journey to find spiritual meaning. Explain that not everyone is going to agree with this person's path but that you ask the students to put themselves in her shoes and try to understand her journey.

In small groups, have the students read the story aloud. Ask them to underline or make a note of the statements by the author that they feel strongly about, whether they agree or disagree with those statements. Tell the groups that each member must have the opportunity to share at least one statement or passage that moved them, and share a brief argument explaining why they agreed or disagreed with the passage/statement.

Encourage students to discuss the passages and develop arguments after they have completed the reading.

Activity 3: Discussion

Bring the class back together and ask volunteers to share with the class one statement they chose from the text, and the argument they developed opposing or supporting the author's stance. Push students to connect their opinions back to the text. Ask questions to help develop the students' arguments further, such as:

- Why do you think the author wrote that?
- Why do you feel strongly about this particular statement?
- What experiences have you had that were similar to the author's, even if your conclusions or actions were different?

Activity 4: Homework

Students will use the group discussion as a basis for writing a formal two-paragraph response to the story. The first paragraph should summarize the author's point of view. The second should

explain why they agree or disagree with that assertion. Instruct them to refer to specific textual evidence in making their argument. It is important that they support their personal response to the story with evidence from other sources or from their own experiences.

Common Core Anchor Standards for Reading:

Key Ideas and details

- Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

Common Core Anchor Standards for Writing:

Text types and Purposes

- Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Production and distribution of Writing

- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Range of Writing

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

Common Core Anchor Standards for Speaking and Listening

Comprehension and Collaboration

- Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Presentation of Knowledge and Ideas

- Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

Lesson 3. Diabetes Education - Reading, Discussion, and Persuasive Writing

Story to use: "[When Your Parent Has Diabetes](#)," pp. 15-16

Objectives:

- Students will identify and evaluate different symptoms, causes, and effects of diabetes.
- Students will identify different approaches to prevent and cope with diabetes.
- Students will be able to articulate healthy eating habits and write persuasively about the benefits of healthy eating.

Activity 1: Discussion and Analysis

Create a Know-Want-Learn chart on the board, modeled below.

What We KNOW	What We Want to Know	What We Learned

Ask students what they **know** about diabetes. Fill in the chart based upon the students' responses. Ask what they **want** to learn about diabetes. You can prompt them with questions like:

- "What indications are there that one is likely to be diagnosed with diabetes?"
- "What are some things that might happen to someone who has diabetes?"
- "How can someone stay healthy if they have diabetes?"
- "Which dietary guidelines are important to someone with diabetes?"
- "What other questions do you have about the disease?"

Leave the third section blank for the time being.

Activity 2: Reading

Read the story with the students (taking turns or silently). Address the questions that the students put in the "Want to Know" box.

- Which questions were answered?
- Having read the story, did it prompt any further questions?
- Finally, ask, "Did you learn anything new or surprising?"
- Use these responses to complete the third column of the chart, "What We Learned."

Activity 3: Writing

Ask students to review the chart on the board and then write a short piece explaining how to prevent and manage diabetes. Tell students the following:

"You are writing a letter to the author's mother. Remember that in order to convince her, you must help her understand her diagnosis. What might you say that could help convince her of the seriousness of her condition? Provide detailed advice on easy lifestyle changes that might improve her health." Remind them to include items from the chart, and tell them that a sympathetic and respectful tone will help the reader feel more comfortable.

Common Core Anchor Standards for Reading:

Key Ideas and details

- Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- Cite strong and thorough textual evidence to support analysis of what the text says.

Range of Reading and Level of Text Complexity

- Read and comprehend complex literary and informational texts independently and proficiently.

Common Core Anchor Standards for Writing:

Text types and Purposes

- Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Production and distribution of Writing

- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Range of Writing

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

Common Core Anchor Standards for Speaking and Listening:

Comprehension and Collaboration

- Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

Lesson 4. Practice for Regents Exam Reading Section

Story to use: "[Learning to Ask the Hard Questions](#)," pp. 8-9

Objectives:

- Students will take an exam in order to analyze specific writing and assess an author's tone and style.
- Students will improve skills needed to do well on the Regents reading section: Making inferences, identifying the tone of a piece of writing, recognizing key facts and the main point in a text, understanding the purpose of individual sentences, etc.

Note: The Regents English exam has a section that requires students to read a passage between 400 and 600 words long, and answer six multiple-choice questions. The passage here is slightly longer than the typical Regents passage and there are more than six questions on the practice test, which is included at the end of the lesson.

Vocabulary:

Inadvertently	Generates	Culminate
Abolition	Lament	Octogenarian
Poignant	Fervent	Secular

Instructions: Before the class, make copies of the multiple-choice questions and hand them out. Next, put these directions on the board or read them slowly: "Read the story. After you complete the story, begin the multiple-choice section. Read each question and all the answers. Then choose the best option for each question."

Answer Key: Question 1-Answer 2, 2-4, 3-2, 4-1, 5-4, 6-3, 7-1, 8-3, 9-3

Explanations

1. Sarcasm (2) is the correct answer for this question because it is based on a specific paragraph and not on the entire piece.
2. The quotation marks around these items suggest that the author is being tongue-in-cheek, meaning it is a mockery of art snobbery (4).
3. The definition is "make clear" (2). Guide students to try to figure it out through context clues.
4. All of these activities are explored in the piece but it is the cathartic experience of watching the opera (1) that helps the author understand her own spirituality.
5. This should be pretty clear, but if students are struggling ask them to look at the adjectives first to help them connect the question to the tone of the story. She views the performance as insightful (4).
6. This might be harder to figure out from context clues, so suggest that students think about derivatives. "Laudable" has the same root as "applaud" which means to show strong approval through clapping. That definition is most similar to "praiseworthy" (3).
7. The main themes in this piece are tolerance and empathy (1). Students may think violence is a theme of the story, but it is only a theme of the performance, not the story written about that performance. It is a subtle difference. If they are struggling, suggest they find a textual evidence to support each theme that they see. They will be hard pressed to find a quotation that supports violence as theme.

8. This is a comprehension question. Students should know that the controversy around the opera was based on people finding it offensive (3).
9. The title should reflect what the story is about. “Life and Death on the High Seas” is about the opera, not the article about it; “The Ignorant People of My Hometown” is the author’s entry point, but not the main idea; “Musical Awakening at the Opera” does not at all reflect the author’s experience since she was not drawn to the music but to the ideas of the opera; the most appropriate title is “Cultural Understanding Through Arias” (3).

Common Core Anchor Standards for Reading:

Key Ideas and details

- Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Craft and Structure

- Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

Common Core Anchor Standards for Language:

Vocabulary Acquisition and Use

- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Regents Practice Question Sheet

Name _____ Date _____

1) What is the tone of paragraph 4?

- 1) Nostalgic
- 2) Sarcastic
- 3) Light hearted
- 4) Passionate

2) The reference to a “discerning palate” is meant to convey a sense of what?

- 1) An aloof appreciation of religion
- 2) A classist understanding of opera
- 3) An envy of elite art consumption
- 4) A mockery of art snobbery

3) The author writes, “The Death of Klinghoffer helped elucidate why one might feel so desperate that he would turn to terrorism.” What does the word elucidate most closely mean?

- 1) Dispute
- 2) Make clear
- 3) Articulate
- 4) Instigate

4) What prompted the author to feel more connected to her spirituality?

- 1) The opera.
- 2) The Leadership Conference.
- 3) A cruise off the coast of Egypt.
- 4) Dealing with ignorant evangelists.

5) How would you best describe the performance from the author’s perspective?

- 1) A mysterious exploration into the psyche of a terrorist
- 2) An exciting adventure on the high seas
- 3) A hilarious farce about cultures colliding
- 4) An insightful glimpse into others’ perspectives

6) The author writes, “What could easily have been a disaster became a laudable success.” What does the word laudable most closely mean?

- 1) Huge
- 2) Disappointing
- 3) Praiseworthy
- 4) Unexpected

7) Which of the following themes are highlighted in the story?

- 1) Tolerance
- 2) Empathy
- 3) Violence
- 4) I and II

8) People in the author’s town were unhappy about the performance because:

- 1) It was too big for the local theater.
- 2) It examined a very violent historical event.
- 3) Some religious groups found it offensive.
- 4) The performance was disappointing.

9) What would be an appropriate title for this story?

- 1) Life and Death on the High Seas
- 2) The Ignorant People of My Hometown
- 3) Cultural Understanding Through Arias
- 4) Musical Awakening at the Opera

Lesson 5. Voting: Reading Comprehension, Discussion, Written Response

Stories to Use: “[Election 2012: Why More Youth Should Vote](#)” and “[Paying for College: Where do Romney and Obama Stand?](#)” pp. 12-13

Video: “[Teen Guide to the 2012 Election](#)” at bit.ly/teen_guide (9:54)

Objectives:

- Students will reflect on the impact of the U.S. president on the lives of young people, and why it’s therefore important to participate in the political process and be an informed voter.
- Students will read one teen’s account of becoming an active, informed citizen by conducting research into presidential candidates’ positions on an issue important to him.
- Students will engage with multimedia sources in order to better understand the 2012 presidential candidates’ positions on key issues.
- Students will be able to differentiate between valid and invalid research sources.
- Students will identify a clear topic and write persuasive paragraphs

Activity 1: Video

- Prepare students to watch the video by asking your class the following questions: “Do you believe it is important to vote? Why? Does watching the news make you feel more or less like voting? Why?”
- Tell the students: “We are going to watch a video about a group of teenagers who feel apathetic about voting. They decide to turn off the TV and find out for themselves what the candidates really believe. Let’s see what they discover.” Ask them to jot down any questions and opinions they have as they watch the video. Instruct them to keep a running tally of the issues addressed in the video and the sources that students in the video use to find reliable information.
- Watch the video: “[Teen Guide to the 2012 Election](#)” at bit.ly/teen_guide (9:54)

Activity 2: Pre-Writing

- Copy the graphic organizer below on to the board. You can model the first row with the students, then break them into small groups to fill in the rest of the information.
- Spend a few minutes focusing on how to conduct research. Ask them why the students in the video chose the sources that they did. Ask them what makes an acceptable source. Point out that all research should be from a source that is trustworthy and authentic. That means websites or articles that conduct fact checking, such as news outlets, academic journals, and government publications. This does not include blogs or Wikipedia, which are often more opinion than fact and the information is not systematically fact checked.

Campaign Issue	Romney Position	Obama Position	Evidence	Notes, Opinions, Questions
The Economy	Lower taxes for all individuals /companies, cut social service spending	Tax cuts primarily for working class citizens	BarackObama.com, MittRomney.com, Politifact.com, Factcheck.org, Congressional Budget Office, Center on Budget and Policy Priorities, CBS Local	
Healthcare				
Gay Rights				
Reproductive Rights				
Education				

Activity 3: Reading

Introduce “Election 2012: Why More Youth Should Vote” as a personal essay that shows one person’s journey to understanding an important responsibility as a citizen of this country. In this story, the author explains his point of view about valuing the right to vote, and how that right came to be. In the accompanying sidebar, “Paying for College: Where do Romney and Obama Stand?” he describes his own research into the presidential candidates’ positions to show how he came to a thoughtful choice about whom to vote for in his first election.

Have the students take turns reading the story and then the sidebar out loud. Ask them to add details to the graphic organizer that they just completed as they discover more about the candidates’ positions, particularly about education.

After reading, have students briefly share the new information they discovered.

Activity 4: Writing Homework*

Ask students to pick an issue that they feel strongly about, one on which they believe the government should act. Then instruct them to write two paragraphs explaining the issue and their beliefs on it. In the first paragraph, they should introduce and explain the issue, and what makes it relevant in the upcoming election. In the second they should explain the candidates’ positions on that issue. They will have to do some research in order to defend their assertions.

Tell students the following: “When you have identified your topic, you will want to convince everyone that it is an important issue in the presidential election. Explain why this is such an important issue and then look at the candidates and how they have responded to this issue. State your opinion of each candidate’s position.”

*Since this assignment requires internet access in order to research the candidates’ positions, you may wish to have students complete this activity in subsequent class sessions rather than as homework. If time permits, you could also have students make brief presentations about their chosen issue, using the teens in the video as a model.

Common Core Anchor Standards for Reading:

Key Ideas and details

- Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

Common Core Anchor Standards for Writing:

Text types and Purposes

- Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Production and distribution of Writing

- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

Range of Writing

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

Common Core Anchor Standards for Speaking and Listening:

Comprehension and Collaboration

- Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

Presentation of Knowledge and Ideas

- Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.