

Teacher's Guide: Fact and Opinion: Parents, Teens, and Texting

Recommended Grade Level: 5-8

(also applicable to grades 9-12 for students requiring significant support in learning)

Suggested Time: About 50-60 minutes spread over one or more class periods, plus additional time to complete a writing assignment

Goals

Following are the big ideas that students should take away after completing this lesson:

- Debate helps you decide which of two different opinions is true.
- You need facts to support an opinion in a debate.
- Interpreting facts is an important part of forming an opinion.

Vocabulary

(See definitions on page 6.)

- debate
- interpret
- opinion
- persuade

Key Literacy Strategies

Following are the primary literacy strategies students will use to complete this activity:

- Identifying and using text features (screen 5 and 6)
- Comparing and contrasting information (screens 4 and 10; final assignment 2)
- Determining important information (screens 6, 7, and 8; final assignments 1 and 2)
- Understanding fact and opinion (screen 6)
- Making inferences (final assignments 1 and 2)

Note: In addition to the key literacy strategies listed above, students will also use each of these strategies to complete this lesson:

- Monitoring comprehension
- Synthesizing
- Making predictions
- Developing vocabulary
- Developing a topic in writing
- Identifying and using text features (photographs, captions, diagrams, and/or maps)

Overview

Fact and Opinion: Parents, Teens, and Texting is a student-directed learning experience. However, while students are expected to work through the lesson on their own, teachers should be available to keep the lesson on track, organize groupings, facilitate discussions, answer questions, and ensure that students meet all learning goals.

The following is a summary of the lesson screens:

- Screen 1: Students read about texting and how teens and parents see it very differently.
- Screen 2: Students read two facts about the number of texts teens send each day. They learn about both sides of the debate over whether teens text too much—parents usually say yes, teens usually say no. They then watch a video of teens describing how their lives would be if there were no such thing as texting. Students learn that they will use facts from a Pew Research Center study to form and support an opinion on texting.
- Screen 3: Students learn what the goals are for the lesson, which strategies they will be using to complete the lesson, and the important vocabulary words they will use during the lesson.
- Screen 4: Students learn about a teen named Summayyah, who wonders if she is addicted to texting—is she a “textaholic”? They watch a video about Summayyah’s texting and then write how Summayyah’s opinion on her texting is different from her mother’s opinion.
- Screen 5: Students look at graphs from the Pew Research Center on texting and learn that many parents limit and read their teens’ texts. Students consider the debate over whether this is acceptable or an invasion of teens’ privacy.
- Screen 6: Students look at another graph that seems to disprove the opinion that teens no longer have face-to-face conversations because of their texting habits. Then they write down their own opinion on texting, using information from the chart to support it.
- Screen 7: Students look at two more charts and read a PDF text on the debate over whether parents should be able to read their teens’ texts.
- Screen 8: Students answer three multiple-choice questions to show their comprehension of the difference between facts and opinions in the texting debate.
- Screen 9: Students complete an interactive vocabulary activity to demonstrate their understanding of the meanings of the words, and then choose two words from the vocabulary list and write a new sentence for each word. These tasks demonstrate their understanding of the meaning of the words.
- Screen 10: Students use an interactive activity to categorize facts from the Pew study that would support parents’ reading or not reading their children’s texts.
- Final
Assignment: Students select and complete a writing assignment about the lesson topic.

Before the Lesson

- ❑ Go through each screen of the lesson, including all the interactive activities, so that you can experience ahead of time what students will be doing. As you go through each screen, jot down your own expectations for students' responses.
- ❑ Determine if students will be working individually or in pairs on the lesson. Some students may be able to work independently with little or no support. Students who are less familiar with the subject area or who struggle with literacy skills may benefit from working with another student. An effective way to do this is to pair a stronger student with a less able reader. You can also have students work individually on certain tasks and in pairs on others, depending on their experience and needs. If students will be working in pairs on any portion of the lesson, let them know if they will be expected to type in their notes individually or together.
- ❑ Provide instruction on key vocabulary (vocabulary words are defined in the lesson on screen 3, and on page 6 of this guide).
- ❑ Determine what students already know about texting and about the debate between parents and teens over how much teens text. (You may want to use specific questions to start the discussion, such as: How many texts do you send or receive on an average day? Who sends texts to you? Who do you send texts to? What do your parents think about your texting habits? Do you think they read your texts?) Record their ideas on a chart, highlighting the words that may come up in the lesson. This will give you a sense of the background knowledge and possible misconceptions that students have before beginning this lesson. If time allows, return to the chart after students have completed the lesson to add new learning and correct misconceptions. Note: You may want to record their new learning in a different-colored ink so they can see how much they've learned.
- ❑ Arrange computers with Internet access so students can work individually or in pairs.
- ❑ Before students begin, suggest a timeline for completing the lesson, mention the different types of media they will encounter, and let them know how you expect them to submit their work. You may want to provide an outline of this information on a chart, chalkboard, or whiteboard, or as a handout.

Lesson Assessments

The following are descriptions of the lesson features that will be part of the packet of materials that students will submit. Students will use the packet for reference when writing their final assignment. It also serves as a formative assessment tool to monitor students' work as they are progressing through the lesson.

- **Notes** - Students write their ideas in response to a prompt on screens 4, 6, and 7. If time allows, review their notes before students begin their writing assignment.
- **Multiple-choice questions** - Students complete the three questions on screen 8. Walk around to make sure students answer all three questions before they continue. If students click to go to the next page before they finish, their work on the quiz will not be saved.

- **Match It!** - Students complete an interactive vocabulary activity on screen 9. They begin by dragging the vocabulary terms into the correct sentences. After they finish and save their work, they will be able to check their answers against an answer key. When they are done, they will be asked to choose two vocabulary words and write a new sentence for each word. Sentences should demonstrate a clear understanding of the meaning of each word. An inappropriate response would be “Facts are important.” An appropriate response would be “Using facts to support your opinion is important when you want to convince more people that you are right.”
- **Compare It!** - Students complete the comprehension activity Compare It! on screen 10. Students determine whether given facts about teen texting justify parents’ looking at their teen’s texts. Students will not be able to check their answers online, so you will need to provide them with correct answers when they are finished with the lesson. You can choose to review the answers as a class or return the corrected packet of materials to students before they begin the final assignment.

Need to read texts

- 88% of teens receive spam texts
- 26% of teens are bullied through texts
- 70% of teens have the costs of their cell phone paid for by their parents
- 47% of teens regret sending some texts

Do not need to read texts

- 95% of teens send texts just to say “hello”
- 70% of teens send texts to manage their school work
- 74% of teens have not been bullied through texts
- 89% of teens send texts to report their location to family and friends

- **Final Assignment** - Students complete one final writing assignment. You can choose to let students make their own selection or assign one according to your goals for the lesson. Use the rubric on page 7 to assess the writing assignments.

Lesson Aids and Extensions

Use the following suggestions to help students if they are stuck on a particular screen, to prepare students for completing their writing assignments, or as follow-up discussions to reinforce learning.

- **Watching Videos** - Encourage students to watch the videos more than once. After the initial viewing, provide students with a specific content focus to frame their next viewing(s) of the video. This will help them draw connections between the main topic and the information that the videos have to offer.
- **Participating in Discussions** - Organize class discussions or encourage students to talk about their questions in pairs. You may want to use the following discussion starters:

- o What is the difference between fact and opinion?
- o What are some issues you have debated in school or at home?
- o Why is it important to use facts when you give an opinion?
- o How can one fact be interpreted for two totally different opinions?
- **Reading the PDF Text** - Before they read the passage on screen 7, ask students to make predictions about which side of the debate over teen texting will be supported by the facts about texting.
- **Sharing Student Work** - It may be motivational, and a further learning opportunity, for students to post their final essays so that their classmates, peers, and/or parents can see them. This may also provide an opportunity for students to comment on and discuss each other's essays.

If you do not already have access to an online writing community, Teaching Matters™ provides TeXT, free classroom publishing tools that allow teachers and students to create and publish their own online eZine. More information and a free signup are available at Teaching Matters: TeXT (<http://text.teachingmatters.org>).

- **Reflection and Self-Assessment** - After students have turned in their writing assignments, you can choose to have them assess their learning. Bring students together as a whole class or in small groups to discuss the questions below. You may want to return to the chart of their ideas developed before the lesson and record their new learning. You may also have students respond individually to the questions and then convene the class to discuss the chart.
 - o What did you learn?
 - o What was surprising?
 - o What questions do you still have?
 - o What was the easiest for you to understand and do?
 - o What was the most difficult?

Vocabulary Definitions

debate

A discussion about a topic on which people have different views; the act of discussing these different views.

interpret

To bring out the meaning of something; if you interpret something in a particular way, you determine its meaning or importance.

opinion

A personal idea or belief about something that may or may not be supported by facts.

persuade

To use facts or other arguments to convince someone that a point of view is correct.

Final Assignment Rubric Fact and Opinion: Parents, Teens, and Texting

- Using the facts provided in the reading passage and in the activity, write your opinion on whether parents should look at teens' texts. Then support your opinion with specific facts from the videos, charts, and lesson text.
- There is an ongoing debate between parents and teens about whether texting has made teens unable to talk face-to-face. Using the data in the graph on the next page, write one to two paragraphs to support one side of the debate:
 - Viewpoint 1: Teens can no longer have conversations because of texting
 - Viewpoint 2: Texting does not affect teens' ability to talk face-to-face

4	3	2	1
<p>Provides a clear and accurate response to the question. Ideas are elaborated, with three or more relevant supporting details from the reading passage, video, and other materials in the lesson.</p>	<p>Provides an adequate response to the question. Topic and ideas are generally well organized, with two relevant supporting details from the reading passage, video, and other materials in the lesson.</p>	<p>Provides a generally accurate response, with one supporting detail from the reading passage, video, and other materials in the lesson.</p>	<p>Provides an inaccurate response to the question or fails to address the question. May include misinterpretations. Understanding of the topic is not apparent.</p>
<p>Uses at least three vocabulary words (or a form of the vocabulary words) from the lesson, and uses them all correctly.</p>	<p>Uses two vocabulary words (or a form of the vocabulary words) from the lesson, and uses them both correctly.</p>	<p>Uses one vocabulary word (or a form of the vocabulary word) from the lesson, and uses it correctly.</p>	<p>Does not use any vocabulary words, or uses vocabulary words incorrectly.</p>

Scoring the Rubric

Here are two suggestions for scoring the final assignment rubric. Select the option that best meets your needs or develop your own grading system.

Option 1: This option provides one score for each submitted assignment.

Assign a score of 4 or below for the written response (first row of the rubric) and a score of 4 or below for the use of vocabulary (second row of the rubric), for a total maximum score of 8. The interpretation of scores is as follows:

Score	Grade	Narrative Interpretation
7-8	A	Excellent
5-6	B	Good
4	C	Adequate (Fair)
3 or below	D	Minimal

Option 2: This option provides two scores for each submitted assignment: one for written content and one for the use of key vocabulary. An advantage of separate scores is that you can weight students' comprehension and composition differently than you do their knowledge of vocabulary. It can also help you identify specific needs for future instruction.

Assign a score of 4 or below for the written response (first row of the rubric) and a score of 4 or below for the use of vocabulary (second row of the rubric) and then score them separately. The interpretation of scores is as follows:

Score	Grade	Narrative Interpretation
4	A	Excellent
3	B	Good
2	C	Adequate (Fair)
1	D	Minimal

The final grade may look like this: A/B (A for content and B for vocabulary use).