

LDC Argumentative Module: Task 2

Cell Phones in School



LBD Argumentative Module

Module Title:

Uniforms in School

Module Description (overview):

This argumentation module encourages students to read a variety of persuasive texts, recognize the techniques writers use to influence their readers, and produce a letter to the editor responding to an editorial about the use of cell phones at school.

Template Task		
Task Number, Type, and Level	Template Prompt	Completed Prompt
<ul style="list-style-type: none">• Task 1• Argumentative• Level 2	After researching _____ (argumentative or informational texts), write an _____(essay or substitute) that argues your position on _____. (Content) L2 Be sure to acknowledge competing views.	After researching <u>informational articles</u> and <u>editorials</u> , write a <u>letter to the editor</u> that argues your position on <u>the use of cell phones at school</u> . Support your position with evidence from your research. L2 Be sure to acknowledge competing views.

Grade(s)/Level: Seven

Discipline: ELA

Course: Language Arts grade seven

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Section 1: Standards

Common Core Standards: Argumentation: The following College and Career Readiness (CCR) anchor standards apply to reading and writing in argumentative template tasks. Refer to the 6-12 standards for grade-appropriate specifics that fit each task and module being developed. The standards numbers and general content remain the same across all grades, but details vary.

Number	CCR Anchor Standards for Reading (Argumentation)
1	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.
3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
8	Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
10	Read and comprehend complex literary and informational texts independently and proficiently.
Number	CCR Anchor Standards for Writing (Argumentation)
1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
10	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 audience.

Template Task

Task Number/Type/Level	Template Prompt
<ul style="list-style-type: none">• Task 1• Argumentative• Level 2	After researching _____ (argumentative or informational texts), write an _____(essay or substitute) that argues your position on _____. (Content) L2 Be sure to acknowledge competing views.

Teaching Task

Background: This argumentation module completes a unit which requires the analysis of persuasive texts in the media. As an integral part of the unit, students are required to comprehend the purpose of media in general; interpret, analyze, and evaluate daily multi-media sources; and create both informational and persuasive texts in response.

After reading informational articles and editorials, write a letter to the editor that argues your position on the use of cell phones at school. Support your position with evidence from your research. **L2** Be sure to acknowledge competing views.

LBD Argumentation Rubric ADVANCED	
Focus	Addresses all aspects of the prompt with a highly focused and convincing response.
Reading/Research	Demonstrates accurate and effective use of reading materials to develop argument or proposal and a solid understanding of content as presented in the prompt.
Controlling Idea	Establishes a substantive and credible claim or proposal (L2) Acknowledges relevant competing arguments, defending or qualifying the claim or proposal as appropriate.
Development	Develops a detailed and convincing argument or proposal; provides relevant evidence in the form of examples or explanations with statements from reading material. (L3) Makes a clarifying connection(s) that illuminates argument and adds depth to reasoning.
Organization	Applies an appropriate text structure that develops reasoning; applies a logic model, such as deductive reasoning.
Conventions	Demonstrates a well-developed command of standard English conventions and cohesion; employs language and tone appropriate to audience and purpose.
MEETS EXPECTATIONS	
Focus	Addresses the prompt and stays on task; provides a generally convincing response.
Reading/Research	Demonstrates generally effective use of reading materials to develop argument or proposal and an understanding of the content as presented in the prompt.
Controlling Idea	Establishes a credible claim or proposal (L2) Acknowledges competing arguments while defending the claim or proposal.
Development	Develops a satisfactory argument or proposal using reasoning with adequate detail to support claim or proposal; provides evidence from text(s) in the form of examples or explanations relevant to the argument or proposal. (L3) Makes a relevant connection that helps to clarify argument or proposal.
Organization	Applies an appropriate text structure that develops reasoning; applies a logic model.
Conventions	Demonstrates a satisfactory command of standard English conventions and cohesion; employs language and tone appropriate to audience and purpose.
NOT YET	
Focus	Attempts to address prompt but lacks focus or is off-task.
Reading/Research	Demonstrates weak use of reading materials to develop argument or proposal.
Controlling Idea	Establishes a claim or proposal but is weak or off task; (L2) Attempts to acknowledge competing arguments.
Development	Lacks details to support reasoning; examples or explanations are weak or not relevant. (L3) Connection is not relevant.
Organization	Provides a weak text structure; composition is confusing.
Conventions	Demonstrates a weak command of standard English conventions; lacks cohesion; language and tone are not appropriate to audience and purpose.

Use this scoring guide throughout the module to clarify expectations for student products.

Overview: LBD Argumentative Instructional Ladder

Classroom Pre-Instruction

1. Pre-test (optional)	Ability to read a text or multiple texts on a topic or issue and to write an informational product.
2. Bridging conversation	Ability to establish knowledge base and assess skills and strategies necessary to manage task.
3. Begin instructional sequence	Ability to understand and explain the teaching task's prompt and rubric
4. Student project planning	Ability to plan a task so that reading and writing processes are accomplished on time

Reading Process

1. Reading "habits of mind"	Ability to select appropriate texts and understand necessary reading strategies needed for the task.
2. Essential vocabulary	Ability to apply strategies for developing an understanding of a text by locating words and phrases that identify key concepts and facts, or information.
3. Note-taking I and/or II	Ability to read purposefully and select relevant information; to summarize and/or paraphrase. (Refer to levels applied to prompt.) Ability to prioritize and narrow supporting information.

Transition to Writing

1. Bridging conversation	Ability to establish knowledge base and assess skills and strategies necessary to manage task.
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Writing Process

1. Initiation of task	Ability to establish a controlling idea and consolidate information relevant to task.
2. Planning	Ability to develop a line of thought and text structure appropriate to an Argumentative task.
3. Development	Ability to construct an initial draft with an emerging line of thought and structure.
4. Revision/Editing	Ability to apply revision strategies to refine development of argument, including line of thought, language usage, and tone as appropriate to audience and purpose. Ability to apply editing strategies and presentation applications.
5. Final draft	Submit your final draft before or on due date for scoring and feedback.
6. Extensions	Ability to apply what is learned in the classroom to an experience involving non-school audiences and situations.

Instructional Ladder Section 1 – Classroom Pre-Instruction

1. **Pre-test (optional):** Informal Poll: Should public schools allow students to have and use cell phones at school? Students will divide into four- corner activity based on response to prompt. *Definitely yes, definitely no, maybe yes, maybe no* represents each corner. Students will discuss their position and will be allowed to change corners if their opinion changes.
2. **Bridging Conversation:** Think about your current position on cell phones in school. Over the next three weeks, you will be asked to reevaluate your position based on textual evidence.
3. **Prompt:** Using Attachment 1, commit your position and write three reasons to support your opinion.

Product: position statement (Attachment 1)

Scoring guide: Teacher visually scores for completion.

Instructional strategies:

- Post position criteria in corners of classroom.
- Discuss positions held.

4. **Begin instructional sequence:** Ability to understand and explain the teaching task’s prompt and rubric.

Prompt: In your own words, write a brief explanation of what the instructional task asks you to do. What knowledge and skills must you employ to complete this task?

Product: Letter to the Editor Skills Needed Cluster (Attachment 2)

Scoring guide: Teacher visually scans for completion following whole group discussion.

Instructional strategies:

- Discuss skills needed.
- Visually scan to assess student understanding.
- Clear up misconceptions.

5. **Student project planning:** Provide students with a timeline for completing the instructional task. (Attachment 3)

Instructional Ladder Section 2 – Reading Process (Development of Skills and Cognition)

1. **Reading “habits of mind”:** Teacher selected texts.

Passage 1: City Schools Cut Parents’ Lifeline (the Cellphone) by Elissa Gootman. (Attachment 4)

Prompt: During shared reading, students will mark the text for supporting/opposing statements.

Product : Response to Questions about City Schools (Attachment 5)

Instructional strategies:

- Circulate among students while partners underline opposing arguments and circle supporting arguments from text.

- Project the article and ask students to identify text that supports/opposes argument.
- Complete Attachment 5 independently.
- Formatively assess responses and give feedback

Meets	Not yet
Student correctly identifies cause and effect, analogy or authority in response to marked text.	Attempts to meet the criteria for Proficient

Passage II:

Prompt: Recognize the differences and similarities between articles and editorials by comparing Passage I to Passage II.

Product: Attachment 7, Venn Diagram News Article/Editorial

Instructional strategies:

- *Hang it Up* by OP-ED CONTRIBUTOR Jesse Scaccia. While doing shared reading of Passage II, mark the text by highlighting words and phrases that express the writer’s opinion about cell phone usage and determine which side of the issue the author supports.
- Project the editorial and ask students to identify text that identifies the author’s opinion.
- Ask students whether the author address the opposition fairly using textual support.
- Lead a discussion about the similarities and differences between editorials and articles.
- Student complete Venn Diagram.

Meets	Not yet
Student completes graphic organizer with similarities and differences between an article and an editorial.	Attempts to meet the criteria for Proficient

2. **Essential Vocabulary:** Ability to apply strategies for developing and understanding of writing by locating words and phrases that identify key concepts and facts, or information.

Prior to this module, students have been using persuasive techniques including: bandwagon, avant-garde, testimonial, facts and figures, and transfer.

Revisit Passage I and II: Hang it Up by OP-ED CONTRIBUTOR Jesse Scaccia and *City Schools Cut Parents’ Lifeline (the Cellphone)* by Elissa Gootman

Prompt: While reading passage I and II, examine and evaluate arguments and appeals that convince readers to support their position, and explain its intended effect on Attachment 8.

Instructional strategies:

- Introduce and define the three appeals. (Ethos, Pathos, Logos)
- Divide class into groups of three or four. Assign each group one of the two passages listed on the graphic organizer.
- Students skim the text and identify which appeals the author uses. Fill in organizer.
- Jigsaw the members of groups so that one member from each group becomes part of another group with a different text. Ask each new member to share conclusions with the group.
- While sharing information in whole group, students should complete their graphic organizer and discuss and support which type of appeal they find most convincing based on the text.

Scoring guide:

Meets	Not yet
<ul style="list-style-type: none">Accurately completes graphic organizer with text examples of ethos/pathos/logos and explains the author’s intended effect.	Attempts to meet the criteria for Proficient

3. Reading “habits of mind”: Teacher selected texts.

Passage III: *LETTER TO THE EDITOR Cell Phones in School* by Jill Reiss. Re: “Hang It Up,” by Jesse Scaccia (Attachment 9)

Prompt: How does the purpose and audience shape the content in a persuasive text?

Product: Quick Write- Response to Letter to the Editor

Instructional Strategies:

- During shared reading in groups of 3-4 of the letter to the editor, “Cell phones in School,” students mark the text by identifying the types of appeals (ethos, pathos, logos) in the margins.
- For each appeal, students indicate whether they agree or disagree with the author.
- Discuss what the author does with her language to convey her feelings on the subject.
- Discuss what the effect is on the reader.
- Complete *Quick Write* asking students to respond to the *Letter to the Editor* by agreeing/disagreeing with Reiss’ position using three examples from the text.

Scoring guide:

Meets	Not yet
Student responds to Reiss’ position and identifies three text examples.	Attempts to meet the criteria for Proficient

4. Note-taking: Ability to select appropriate texts and understand necessary reading strategies needed for the task.

Passage IV: *Balancing Act on Cell Phones* by Memphis Commercial Appeal (Attachment 10)

Prompt: While reading *Balancing Act*, students will analyze and evaluate an editorial argument.

Product: Reading an Editorial (Attachment 11)

Instructional Strategies:

- Discuss the main purpose of an editorial: Persuading the audience to support the writer’s position on an issue.
- Using *Reading an Editorial* (Attachment 11), students take notes in their own words what the terms *predict, identify, reflect, evidence, counter-arguments, and appeals* mean. Remind students to leave room on their graphic organizer to take additional notes during reading.
- Using the notes from Attachment 11, students will read *Balancing Act* in pairs and find text examples for each.
- Discuss student responses in whole group while clearing up misconceptions.

Scoring guide: Visually scanning for completion.

5. Reading “habits of mind”: Teacher selected texts.

Passage V: School Should Allow Cell Phones, with limits (Attachment 12)

Prompt: While reading *School Should Allow Cell Phones, with limits*, students will analyze editorial.

Product: *Guidelines for Reading an Editorial (Attachment 13)*

Instructional Strategies:

- Bell ringer: What is the main purpose of an editorial?
- Using *Guidelines for Reading an Editorial (Attachment 13)*, students will read *School Should Allow Cell Phones, with limits* in pairs and find text examples for each.
- Discuss student responses in whole group while clearing up misconceptions.

Scoring guide: Visual scan for completion

Instructional Ladder Section 3 – Transition to Writing

- I. Bridging Conversation:** Ability to establish knowledge base and assess skills and strategies necessary to manage task.

Prompt: After reading passages 1 through 5, use manipulatives to arrange components of letter to the editor into business letter format and begin pre-writing.

Product: Prewriting Graphic Organizer

Instructional Strategies:

- Prepare manipulatives: Date, Heading, Inside Address, Salutation, Body of the Letter, Complimentary Closing, Signature to review business letter format.
- Have students arrange manipulatives in groups of three.
- Refer students back to *Cellphones in School (Passage 3)*, assuring their format matches the example given as instructor labels each part.
- From the editorials provided, students will generate ideas for their own Letter to the Editor on the Prewriting graphic organizer (Attachment 14).

Scoring: Scan for completion.

Ladder Section 4 – Writing Process (Development of Skills and Cognition)

- I. Initiation of Task/Planning:** Ability to develop a line of thought and text structure appropriate to an argumentative task.

Prompt: Create an outline for your Letter to the Editor including key elements drawn from your research.

Product: Outline/plan

Scoring guide: Outline

<i>Proficient</i>	<i>Not yet</i>
<ul style="list-style-type: none">• Applies an outline strategy to develop reasoning for argument• Provides citations and references with elements for correct form• Draws a credible implication from information about an issue or topic	Attempts to meet the criteria for Proficient

<ul style="list-style-type: none"> Writes in readable prose 	
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Instructional strategies: Prior to creating an outline, review the elements of proficiency:

- Indicate the specific editorial you are responding to, including publication date, at the beginning of your letter.
- State your position early in your piece.
- Refute or support one or two specific arguments from the editorial.
- Offer a solution to the problem.
- Maintain a professional tone.

2. Development: Ability to construct an initial draft with an emerging line of thought and structure.

Prompt 1: Write an opening that states your position within the first two sentences.

Product: Opening paragraph

Scoring guide: Opening/Lead Paragraph(s)

Proficient	Not yet
<ul style="list-style-type: none"> Provides an opening that states your position within first two sentences. Writes in readable prose 	Teacher supports student work.

Prompt 2: Write an initial draft to include multiple paragraphs: an opening, development of your argument, and ending to include a solution, if appropriate.

Product: Rough Draft

Scoring guide:

Proficient	Not yet
<ul style="list-style-type: none"> Provides an opening to include a controlling idea (claim) and an opening strategy . Develops a detailed and convincing argument for claim, provides relevant evidence in the form of examples or explanations with statements from reading material support/citation. Acknowledges counter-claim. Writes in readable prose 	Attempts to meet the criteria for Proficient

Instructional strategies:

- At the beginning of the letter, indicate the specific editorial you are responding to including the date of publication.
- State your position on the issue within the first two sentences.
- Refute or support one or two specific arguments and support your position with a variety of appeals.
- Acknowledge counter-claims .
- Offer a solution to the problem, if appropriate.
- Draft your letter in business letter format.

Revision: Ability to apply revision strategies to refine development of argument, including format, organization, ideas, and language.

Editing: Ability to apply editing strategies and presentation applications.

Prompt: Apply revision strategies for clarity, logic, language, cohesion (students should do at least 2 drafts even if they do not re-write them in their entirety). Finalize draft for the readership; applying finishing touches (e.g. neatness, formatting, copy/editing).

Product: Revised draft

Instructional strategies:

- Develop ways to manage revision process so that students get feedback in timely and helpful ways
- Draft study (students volunteer a segment for class or small group help and discussion)
- Peer feedback on clarity of thinking and development of claim/argument
- Read-aloud for peer and adult feedback
- Strategies for embedding informational – citation methods, quoting, paraphrasing
- Use of error analysis to encourage self-correction of language usage and grammatical errors

Final Draft: Submit your final draft before or on due date for scoring and feedback.

Prompt: Teaching task

Product: Letter to the Editor

Scoring: See teaching task rubric

Student Reflection:

Prompt: Write a reflection on how you have incorporated your knowledge of persuasive appeals and techniques into your letter to the editor. Be sure to identify the particular appeals and techniques you used, and explain why you think these are effective choices.

Product: Student reflection

Section 4: Materials, References, and Supports

There are a variety of materials and supports available that teachers and students can access to support the teaching and learning of literacy skills – and, through the learning of those skills content area knowledge. This section includes the materials (or citations) necessary to teach the module. It may also include supports students can access on their own.

Section 5: Student Work Samples

Student work samples allow educators to begin to calibrate understanding of what student achievement of the CCR anchor standards looks like at each grade level and across school, town and state lines. Student work samples are critical to successful scoring; rubrics are not enough on their own. This section includes scored student work samples representative of each level on the rubric for both the teaching task and the classroom assessment task.

Section 6: Following Up

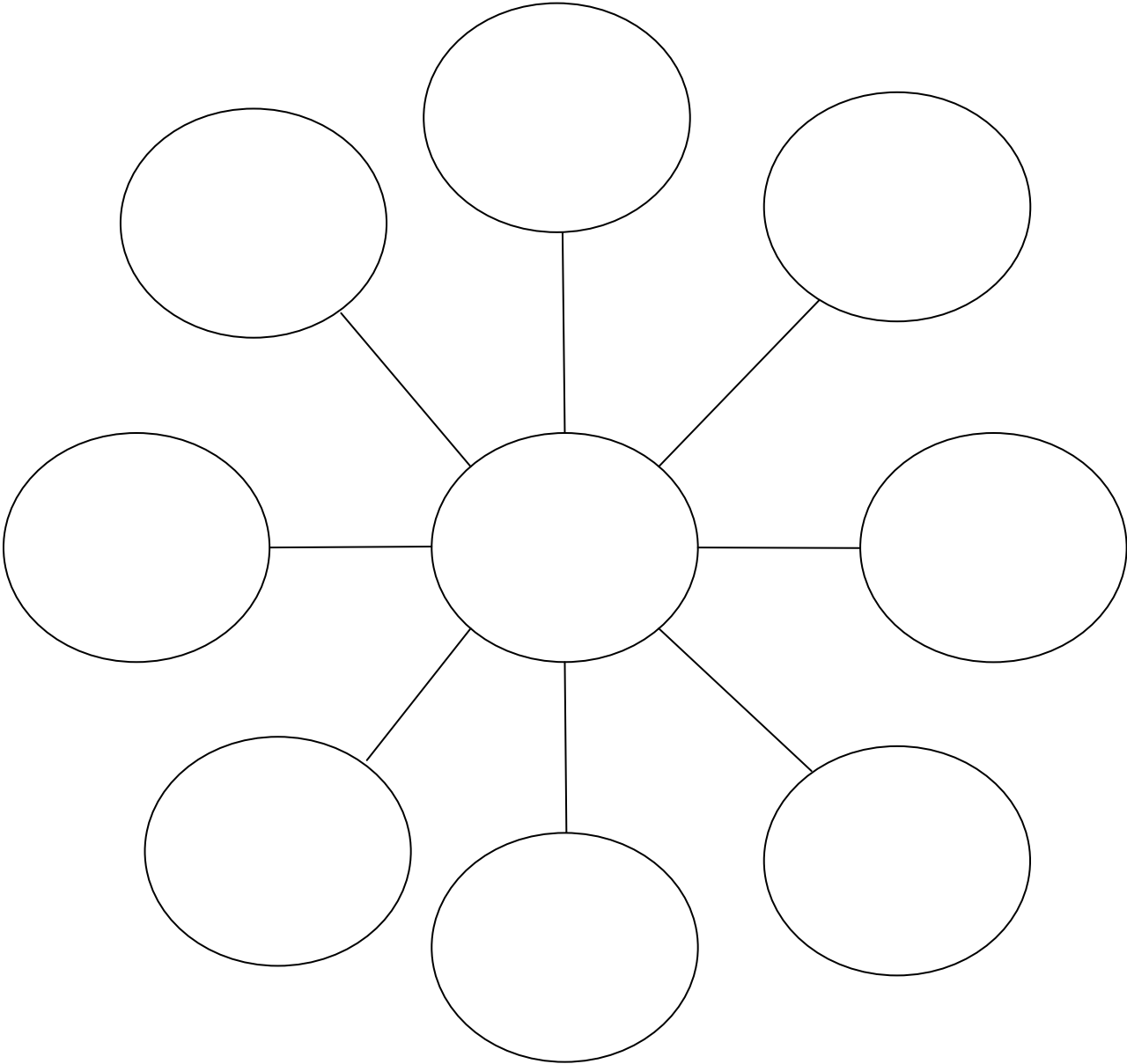
The LBD modules and tasks are just the beginning. It is putting these—and others—into play in many classrooms with many different students that will allow individual teachers and all of us together to improve on how we build students reading and writing skills to meet the common core standards. This is a working section for teachers. It should include teacher notes including:

- What worked? What didn't?
- What changes would make, if had it to do over
- Evaluation information
- Ideas for spin-offs or extensions to the module

Name: _____
Date: _____
Class Period: _____
Position held (for/against):
Three details that support your opinion:
1
2
3.

After reading informational articles and editorials on uniforms in school write a letter to the editor that argues your position on whether uniforms should be required in public school. Support your position with evidence from your research.

Letter to the Editor
Skills Needed



Spring Board Timeline

Name: _____ Date: _____ Core: _____

- Complete Springboard book through 2.15

Timeline

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<p>Class Survey</p> <p>Bridging Conversation with Graphic Organizer (attachment one)</p> <p>Skills Needed Graphic Organizer (attachment two)</p> <p>Pass out timeline (attachment 3)</p>	<p>Read Article “City Schools Cut Parents’ Lifeline (the Cell phone)” by Elissa Gootman (attachment 4) and mark the text.</p> <p>Complete City Schools Questions (attachment 5)</p> <p>2.16 page 147-149 questions page 152, 1-3</p>	<p>Mark the text, highlight words that express the writers’ opinion in “Hang it Up” (Attachment 6)</p> <p>Discuss the similarities and Differences in an article and editorial using the Venn diagram (attachment 7)</p> <p>2.16 page 150-152 completing page 153</p>	<p>2.16 Page 154 with articles provided from Missy.</p>	<p>2.17 as written</p> <p>Quick Write-What is Reiss’s position, do you agree or disagree with her using support from the text.</p>
<p>MONDAY</p> <p>Page 159, 2.18 Examining and Evaluating Argument Graphic organizer(attachment 8) while revisiting “City Schools Cut Parents’ lifeline (the cell phone),” and “Hang it Up”</p>	<p>TUESDAY</p> <p>Page 160, 2.18 Letter to the Editor (attachment 9) Mark the text, highlighting and labeling types of appeals Organizer (attachment 13)</p>	<p>WEDNESDAY</p> <p>2.19 use article provided by Missy and graphic organizer on page 167 Steps to read an editorial with notes on Reading an Editorial Notes</p> <p>Read (Schools Should Allow Cell Phones with limits, (attachment 12) and complete the Guidelines for Reading an Editorial Graphic)</p>	<p>THURSDAY</p> <p>2-20 page 165 Manipulative for Business Letter and introduce prewrite graphic organizer. (attachment 14) How to open a letter to the Editor?</p>	<p>FRIDAY</p> <p>Embedded Assessment 2 Opening Paragraph and additional paragraphs.</p> <p>Outline/Plan</p>

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<p data-bbox="196 268 459 373">Complete body and closing paragraphs in Letter to the Editor.</p> <p data-bbox="248 415 407 451">Rough Draft</p>	<p data-bbox="505 268 691 485">Share your draft in your writing groups to gather suggestions for revisions.</p> <p data-bbox="557 527 639 562">Revise</p>	<p data-bbox="740 268 948 338">Revise and write your final draft</p>	<p data-bbox="997 268 1195 338">Reflection page 170</p>	

Name: _____ Date: _____ Core: _____

Timeline

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<p>Class Survey</p> <p>Bridging Conversation with Graphic Organizer (attachment one)</p> <p>Skills Needed Graphic Organizer (attachment two)</p> <p>Pass out timeline (attachment 3)</p>	<p>Read Article “City Schools Cut Parents’ Lifeline (the Cell phone)” by Elissa Gootman (attachment 4) and mark the text.</p> <p>Complete City Schools Questions (attachment 5)</p>	<p>Mark the text, highlight words that express the writers’ opinion in “Hang it Up” (Attachment 6)</p> <p>Discuss the similarities and Differences in an article and editorial using the Venn diagram (attachment 7)</p>	<p>Examining and Evaluating Argument Graphic organizer(attachment 8) while revisiting “City Schools Cut Parents’ lifeline (the cell phone),” and “Hang it Up”</p>	<p>Letter to the Editor (attachment 9)</p> <p>Mark the text, highlighting and labeling types of appeals</p> <p>Quick Write-What is Reiss’s position, do you agree or disagree with her using support from the text.</p>
MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<p>Steps to read an editorial with notes on Reading an Editorial Notes (attachment 11).</p> <p>Read “Balancing Act on Cell Phones” (attachment 10) while competing graphic organizer (attachment 11)</p>	<p>Read “Schools Should Allow Cell Phones, with limits (attachment 12) and complete the Guidelines for Reading an Editorial Graphic Organizer (attachment 13)</p>	<p>Manipulatives for Business Letter and introduce prewrite graphic organizer. (attachment 14)</p>	<p>How to open a letter to the Editor? Opening Paragraph and additional paragraphs.</p> <p>Outline/Plan</p>	<p>Complete body and closing paragraphs in Letter to the Editor.</p> <p>Rough Draft</p>

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<p data-bbox="191 268 399 485">Share your draft in your writing groups to gather suggestions for revisions.</p> <p data-bbox="256 527 334 562">Revise</p>	<p data-bbox="435 268 634 373">Revise and write your final draft</p>	<p data-bbox="716 268 849 304">Reflection</p>		

City Schools Cut Parents' Lifeline (the Cellphone)

By [ELISSA GOOTMAN](#)

Published: April 27, 2006



Students are facing an enforced ban on cellphones in school.

During the final stretch of David Ritter's hourlong trip to middle school, he pulls a cellphone from his jeans and calls his mother in Washington Heights to say he is out of the subway and moments from the Salk School of Science on East 20th Street.

"It's one thing I can cross off my list of things to worry about," his mother, Elizabeth Lorris Ritter, said. "It's a required part of our everyday life. We have a refrigerator, we have running water, we have cellphones."

Cellphones are the urban parent's umbilical cord, the lifeline connecting them to children on buses, emerging from subways, crisscrossing boroughs and traipsing through unknown neighborhoods.

Though the phones have been banned in New York City schools for years, parents say that many schools without metal detectors have operated under a kind of "don't ask, don't tell" policy, with the cellphones ignored as long as they do not ring in the middle of class.

But as the city began random security scanning at middle and high schools yesterday in its latest effort to seize weapons, the gap between school rules and parents' expectations has set off a furor. Some principals recently sent home letters reminding parents that cellphones are not allowed, and at the one school searched yesterday, 129 cellphones were confiscated.

Anxious parents say that cellphones are not a frill but the mortar holding New York City's families together in these times of demanding schedules, mounting extracurricular activities, tutoring sessions and long treks to school.

Some of these parents, also fearful of child predators and terrorist attacks, say that sending their children to school without cellphones is unimaginable. "I have her call me when she gets out of school, and she's supposed to get on the bus right away," Lindsay Walt, an artist, said of her daughter, Eve Thomson, 11, a sixth grader at Salk. "Then I have her call me when she gets off the bus, and I have her call me when she gets in the house. The chancellor will have civil disobedience on his hands. No one in New York is going to let their child go to school without a cellphone."

Dr. Moira Kennedy, a psychiatrist with daughters at the New York City Lab School for Collaborative Studies and at Stuyvesant High School, said the policy indicated "a disregard for the concerns of parents," adding, "I think it shows a big lack of awareness of the essential nature of having a way to communicate with your child during the day."

Police officers set up a random scanning operation at the Acorn High School for Social Justice in Brooklyn yesterday, Department of Education officials said. Along with the 129 cellphones, 10 CD players and two iPods were confiscated, along with a box cutter and a knife that was left in a trash can. A student carrying marijuana ran away after seeing the scanning operation, Schools Chancellor [Joel I. Klein](#) said. The electronic items will be returned.

Chancellor Klein defended the scanning and the cellphone ban yesterday, telling reporters that students had used cellphones to take pictures in locker rooms, cheat on exams and summon friends to start fights.

"We all understand the concerns that parents are talking about, but I think they have to see it from our point of view," he said. "There is always an enforcement issue, but the enforcement issue doesn't mean the policy is wrong. And obviously through the work we're doing now, I think that will improve enforcement."

Dumbfounded students said cellphones were essential, so familiar they were like an extra limb. But they had different reasons from their parents'. "I feel so empty," said May Chom, 14, speaking wistfully after hearing of the policy and leaving her phone at home in Queens. With no cellphone, May said, there was also no way to listen to music on the way to the Lab School, on West 17th Street, making for a "really, really boring" trip.

Another Lab student, Noah Benezra, 18, carried his phone yesterday despite the new scanning program, saying it was "pretty much vital" to his social life.

Blocks away, Ayoni Warburton, 17, made no effort to conceal her cellphone, arriving at the High School of Fashion Industries with it prominently affixed to her hip. "Electronics are part of the fashion statement," she said, adding, "My mother calls me a lot."

A fellow student, who identified himself as Jose but was whisked inside the school by safety agents before he could give his last name, said he needed his phone for emergencies.

"Don't lie — girls," corrected his friend.

At the Acorn school, Lisa Miller, an English teacher, said the phones were a distraction, adding, "If it's really an emergency, the parents can call the school."

Parents say they are not satisfied with that answer, or even with efforts by some principals to distance themselves from the cellphone ban by assuring parents that phones taken during random security checks will be returned.

"We sit here and we tell our parents, 'Care about your kids, do this, do that,' and then you say, 'You've just lost that safety net that you rely on,'" said Jane Reiff, a Queens parent whose daughter Nikki, 12, uses her cellphone to call for a ride if the friends she usually walks home with are out sick. "It's just not safe out there."

Kate Hammer contributed reporting for this article.

<http://www.nytimes.com/2006/04/27/nyregion/27schools.html>

City Schools Questions

1. Look at the opening paragraph, identify who, what, when, where, why, and how of the article.
2. Identify who is against having cell phones in schools. What type of argument are they using? Is it cause and effect, analogy, authority?
3. Identify who is in support of having cell phones in school. What are their main reasons? What type of arguments are they using, cause and effect, analogy, or authority?

OP-ED CONTRIBUTOR

Hang It Up

By JESSE SCACCIA

Published: May 23, 2006

YOU'RE a teacher in the New York City public school system. It's September, and you're lecturing the class on the structure of an essay. Your students need to know this information to pass your class and the Regents exam, and you, of course, hope that one day your talented students will dazzle and amaze English professors all over the country.

Readers' Opinions

Forum: [Contemporary Education](#)

You turn your back to write the definition of "thesis" on the chalk board. It takes about 15 seconds. You turn around to the class expecting to see 25 students scribbling the concept in their notebook. Instead, you see a group of students who have sprung appendages of technology.

Jose has grown an earphone. Maria's thumbs have sprouted a two-way. Man Keung, recently arrived from China, is texting away on a cellphone connected to his wrist. And Christina appears to be playing Mine Sweeper on a Pocket PC on her lap.

Come the end of the term, a handful will fail the class. A number will never pass the Regents. As we all know, far too many will drop out of school. And I can tell you with no hint of pride that it isn't the teacher's fault. As much as any other problem plaguing our schools, the onus for failure should be placed on distractions in the classroom, specifically the cellphone.

Though electronic devices have been banned in public schools for years, the issue came to the forefront last month when Chancellor Joel Klein announced the random placement of metal detectors in schools. The result: more than 800 cellphones have been confiscated.

Students and their parents, who say they rely on cellphones for safety reasons, are outraged. There's even talk of a lawsuit arguing that the rule should be struck down.

But as a former New York City public school teacher, I can tell you that cellphones don't belong in the classroom. A student with a cellphone is an uninterested student, one with a short attention span who cares more about his social life than education.

Parents think of cellphones as a connection to their children in an emergency. I have a few questions for those parents: First, when was the last situation that genuinely called for immediate interaction with your child? In most cases, the hospital or the police would seem more urgent. Second, is phoning the main office and having it patch you through to your child not quick enough? And third, do you know why your children really want to take cellphones to school?

Because just like the new Jordans and Rocawear they desire, cellphones are status symbols. Because when their cellphone rings while the teacher is talking, everyone laughs. Because playing video games on their cell makes them look cool. Because text messaging their friend in the next room is more fun than learning about the topic sentence. So is listening to the new Three 6 Mafia song they just downloaded onto their cell.

And saying students can store their phones in the locker is a joke. If they have cellphones, they're going to bring them into class.

There are legitimate causes that parents should be taking on. Rally against crowding in the classroom. Fight against the oppressive and culturally biased Regents tests. But you're wrong on this cellphone issue. In this case, you are part of the problem, not the solution.

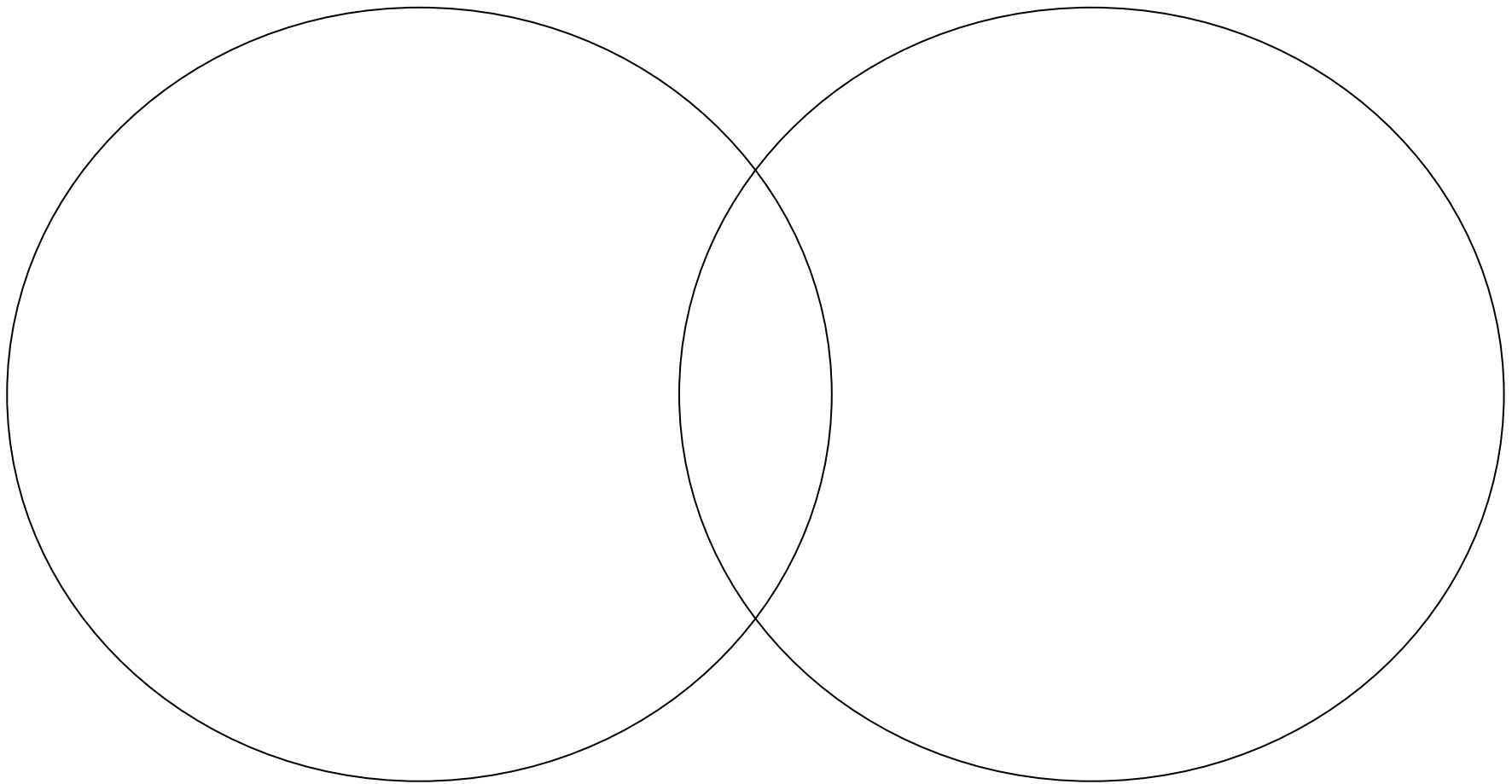
Jesse Scaccia, a film producer, taught at Franklin D. Roosevelt High School in Brooklyn.

<http://www.nytimes.com/2006/05/23/opinion/23scaccia.html>

Venn Diagram- News Article/Editorial

News Article

Editorial



Examining and Evaluating Arguments

Writers of opinion pieces or editorials use one or more appeals to convince readers to support their positions:

Ethos: the source's credibility, the speaker's/author's authority

Logos: the logic used to support a claim (induction and deduction); can also be the facts and statistics used to help support the argument.

Pathos: the emotional or motivational appeals; vivid language, emotional language and numerous sensory details.

Title and Author	Persuasive Arguments	Appeal(s)	Intended Effect
“City Schools Cut Parents’ Lifeline (the Cellphone),” by Elissa Gootman			
“Hang It Up” by Jesse Scaccia			

Cellphones in School

To the Editor:

Re: "Hang It Up," by Jesse Scaccia (Op-Ed, May 23):

Schools should not be confiscating student cellphones. Using metal detectors to alert school administrators to student possession of cellphones does not seem to reflect the original intent of using metal detectors. Walking into a school with a phone should not raise the same alarms as carrying concealed weapons.

Administrators and teachers know that most students have cellphones. Parents agree that cellphones should not be used during the time students are in school. The actual issue in the cellphone debate is about parents being able to contact their children before and after school.

A blanket policy that bans all cellphones from the school grounds does not allow parents the basic right to monitor the safety of their children. I have provided my 15-year-old daughter with a cellphone so that I can keep track of her whereabouts before and after school. Part of my responsibility as a parent is to know where my child is. In addition, if she needs help I want to be readily available to give this help.

There needs to be some flexibility in this policy. Parents' concerns about safety must be balanced against educators' concerns about students being off-task in class. A more logical approach must be discussed and agreed upon by parents, students, and educators.

Sincerely,

Jill Reiss
New York

Balancing Act on Cell Phones

Schools should have rational policies that keep students safe and classrooms orderly.

Posted September 3, 2008 at 12:04 a.m.

Most parents and public education officials ultimately want the same things for children - a good education, discipline, a safe environment.

It's not easy to find the right balance for those needs, though -- a difficulty that has been brought into sharp focus as public school districts in Memphis and Shelby County clamp down on students who misuse cell phones in the schools.

Families of the 21st Century have incorporated cell phone communication in their daily routines to accommodate busy schedules and to enhance the safety of children in an increasingly violent world.

The child walking home from school needs to be able to call 911 when she's being harassed by a dirty old man in a car. The soccer goalie needs to tell a parent to pick him or her up early because practice has been cancelled.

Misused, however, the cell phones are a menace.

At Shelby County Schools, a crackdown is under way because parents have been sending children text messages in class and students have been using them to cheat on tests and snap inappropriate pictures at school. But students are still allowed to take cell phones to school, as long as they're kept in the locker.

At Memphis City Schools, two years ago the Board of Education voted 7-1 against a policy that would have allowed students to use cell phones before and after school, retaining a policy that outlaws cell phones in school altogether.

Supt. Kriner Cash made it clear at the beginning of the school year in a recorded message to students' homes that the policy would be enforced to the letter.

This is clearly an issue, however, on which a search for middle ground should be under way.

Taken from <http://www.commercialappeal.com/news/2008/sep/03/editorials-balancing-act-on-cell-phones/>

Reading an Editorial Notes Graphic Organizer

Title Author Issue

Process	Notes
1 predict	
2 identify	
3 Reflect	
4 Evidence	
5 Counter-Argument	
6 Appeals and Techniques	
7 Response	

EDITORIAL: Schools should allow cell phones, with limits

By Enterprise editorial staff

Updated 12:44 p.m., Tuesday, September 6, 2011

Cell phones are a fact of 21st-century existence. They have been technological and cultural game-changers. But for all their benefits, they are not without negatives, from the annoying to the dangerous.

Vidor ISD discovered this after an incident last November in which a student allegedly circulated an inappropriate photo he took with his cell phone at school. The student recently was indicted.

As a result, the district took the major step of banning the possession of cell phones on its campuses. Mind you, not just their use, but their mere presence. In fact, under the district's new policy, phones may be seized and held until a parent pays a fee to the district.

We see problems with this.

As we have noted before, zero-tolerance policies seldom work. They're impossible to enforce, and those on the front lines often don't believe as strongly in their enforcement as the policymakers, which leads to the erosion of their credibility.

While 99 percent of teenagers' cell-phone usage could probably be considered unnecessary, we can picture many scenarios, on both a daily and an emergency basis, where they can be of great benefit to a family. Half the reason Mom and Dad shelled out for the super-share-a-lot plan was to be reassured about their children's safety.

This is a case where it would have made more sense to actively promote and enforce existing laws and policies rather than create a sweeping new rule that sticks the district's head in the sand, eliminates the limited but immeasurable value of cell phones at school and risks unanticipated and potentially problematic consequences.

Read more: <http://www.beaumontenterprise.com/opinions/editorials/article/EDITORIAL-Schools-should-allow-cell-phones-with-2153365.php#ixzz1fPIaC8SM>

Name _____

Reading an Editorial

Title _____ Author _____ Topic _____

Process	Notes
<p>Examine the headline, sub-headline and related cartoon (if possible).</p> <p>Predict what the editorial will be about.</p>	
<p>Determine the author's position. Stop Reading.</p> <p>Reflect on the opposing viewpoint. Who might think differently? Which arguments might support the other side?</p>	
<p>Finish reading the editorial.</p> <p>Identify the most prominent details that support the author's opinion.</p>	
<p>Does the writer have a counter argument?</p> <p>If so give an example. What do you think the author leaves out? Is the author fair to both sides? Why or Why not?</p>	
<p>Reread the editorial and highlight logos, pathos, and ethos. Underline the persuasive techniques. Explain how these appeals and techniques affect your attitude toward the issues.</p>	

Name: _____

Date: _____

Class Period: _____

Prewriting: Map out your position on the issue you are writing your letter about.

1. I am writing this letter to convince _____ (Audience) that they should _____
_____ (position).

2. What do you think your audience currently believes about the issue? Why?

3. How will you convince your audience to accept your position?

Appeals:

Techniques:
