Classroom, Inc.

AFTER THE STORM
DISCUSSION QUESTIONS

UNIT 2: *UNTOLD STORIES*

PRE-GAMEPLAY
Elicit Background Knowledge

To prepare students for playing "Untold Stories" of *After the Storm*, stimulate a discussion about op-eds and online privacy by asking these questions:

1. What is an opinion? (A belief or way of thinking about something.) When you read or listen to the opinions of others, how do you decide whether or not to agree with them? (e.g., I consider how knowledgeable I think the person is on the particular topic and how strongly he or she argues for and supports the opinion.)

2. In the first session of "Untold Stories" you'll read an op-ed and decide if the points the author makes are reasonable and well supported. What is an op-ed? (An op-ed is an article that expresses and supports the opinion of its writer.) Why do people write op-eds? (People write op-eds to persuade readers to agree with their opinion.)

3. In this unit, there is some confusion among *The Daily Byte* staff about online privacy. That's not surprising. In the real world, not everyone has the same idea about what online privacy is. For example, you might not want lots of people knowing what grade you got on a science test, but another person wouldn't mind if this information was put online. However, there are some types of online privacy everyone agrees on, such as our right to know that no one can get into bank accounts or steal credit card numbers online.

What are some examples of what *you* would consider an invasion of your privacy? Explain. (Answers will vary, e.g., a friend revealing a secret you told him or her on a social media site or through a group text.) <u>Note</u>: *Make sure that student examples are generic, such as the ones given above, and that they don't give specific content in their examples of their privacy being invaded online.*

POST-GAMEPLAY
Explore Meaning

To encourage students to delve deeper into their experience of Unit 2, direct students to their Student Packets to answer the following questions after completing each session of "Untold Stories."

"MORNING" SESSION

1. Who is I.Z. Sims and why would *The Daily Byte* cover news about him? (e.g., I.Z. Sims is a super star in the music world; any news about him attracts many readers to *The Daily Byte*.)

2. LaDonna got an idea for a story and started interviewing people for it without first discussing the idea with you. Do you think this was a good idea? Why or why not? (e.g., Yes, LaDonna knows what makes a great story, and she might have thought just going ahead would be the best way to get the editor-in-chief to agree to the story; No, the editor-in-chief is LaDonna's boss, and it's the boss's job to assign and approve what stories are published.)

3. LaDonna is writing an article about the slow pace of storm recovery in Port Douglas's poorer neighborhoods because she thinks if many people find out about the problem the city will act quickly to address it. Do you agree that her article will help get the problem solved? Why or why not? (e.g., Yes, because the Mayor doesn't want voters to think she's ignoring any parts of the city; No, because everyone has problems due to the storm.)

4. You were asked to explain in writing to Hilary Dubois why the I.Z. Sims' editorial was not "up to *The Byte's* standards." What does "standards" mean? (Standards are qualities that make something acceptable.) Based on what you learned by reviewing—and then rejecting—I.Z. Sim's op-ed, what basic standards do *The Daily Byte*'s op-eds have to meet? *(e.g., TDB's* op-eds must state a clear opinion that is well argued and supported by sourced facts and quotes. They must stay on topic.)

1. Why did Grace open Aziz's wallet? (She was looking for a form of identification.) She hesitated before she finally opened it. Do you think she was right to open the wallet? Why or why not? (e.g. Yes, these were very special circumstances and the staff at *TDB* needed this information to help find Aziz; No, it is never okay to go into someone's wallet—Aziz might keep very private things there.)

2. You finally agreed it was okay to open Aziz's wallet, but you were very unhappy when Ernie posted a notice on *TDB's* Facebook page and also Tweeted a message asking people if they knew where Aziz was. Why was it okay to open Aziz's wallet but not okay for Ernie to post the messages about him? (e.g., Although both actions were technically a violation of Aziz's privacy, opening his wallet to see if he had ID with him was key to finding out how serious his absence was. But Aziz had only been missing a couple of hours, which did not warrant posting notice of his disappearance for thousands of people, possibly including his family, to read.)

3. Why was it okay for LaDonna to look on Aziz's Facebook page for clues to his whereabouts? (He had accepted her as a Facebook friend, which entitled her to read or view anything he posted.)

4. Thinking about the whole unit, what was the most valuable clue or clues to finding Aziz? (Answers will vary, but students should realize that they needed to consider several key clues together to find Aziz: Maggie read a Tweet about "some guy" who was found unconscious in an abandoned building and who is now at Port Douglas Hospital; *On Aziz's Facebook page:* **1.** Aziz wrote that he planned to photograph wrecked buildings on Main Street; **2.** He wrote that he wanted to find the lost cat and dog; **3.** A friend posted a comment that he just saw someone who looked like Aziz headed to the hospital ER.)

5. Tell students that to successfully find Aziz, they had to put together several clues to draw a conclusion. What is the meaning of the word "conclusion" as I have just used it? (A judgment based on reasoning and available information.) *Note: If students don't offer this definition, write it on the board for them.* Tell about a time you successfully drew a conclusion about where someone was. (Answers will vary, but students should identify several clues that, when put together, let them know where the person was.)

1. What is a meme? (Something picked up and passed around the Internet; it might be in the form of a cartoon, a video clip, text, etc.) Ask volunteers to share examples of a meme they've received or passed on.

2. Maggie tells you that another news organization published the editorial by I.Z. Sims that you read earlier. What was his editorial about? (It was about the terrible job Mayor Young was doing in helping to restore Port Douglas after Dante.) She also tells you that the Mayor's office immediately responded that I.Z. Sims got his facts wrong. What does the Mayor need to do to get you to believe she is right about I.Z. Sims' editorial? (Answers will vary slightly, but students should realize that Mayor Young cannot say I.Z. Sims got his facts wrong without stating why each "fact" was wrong and telling the real facts, which she supports with proof such as data, eyewitness reports, and other evidence.)

3. In LaDonna's article "Dante Still Stinging for Some," she asked you to replace some of her language with figurative expressions. What *is* a figurative expression? (A phrase that means something different from what its individual words say.) Why do writers use figurative expressions? (e.g., They add liveliness to writing; they make a point in a catchy way.) How did you go about identifying the right figurative expression to use? If possible, give an example. (e.g., I carefully looked at the words LaDonna had written. I also looked at the images and thought about the meaning of the whole paragraph. *Possible example:* When she said that Metropolitan Hospital was standing empty and then I looked at the picture, I thought the hospital looked sad and forgotten, as a person might be when abandoned.)