

Creating a CRWP Text Set

Mini-Unit/Focus Argument Skill: Coming to Terms with Opposing Viewpoints	Content Topic: Genetic Modification

Possible Search Terms: Bio Engineering, Genetic Modification, Medical Ethics	Number of Texts Needed: 3-4
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Possibilities:				
Text	Genre	Text Details (Perspective, Information, Position, Angle, Audience)	Reading/Writing Strategies to use with this text	Notes about text complexity, grade levels, lexiles, etc.
http://theweek.com/articles/621317/how-scientists-are-harnessing-icemaking-powers-bacteria	Article	Pro- Modification, mentions prior disputed ethics, lists and discusses benefits to modification		Appropriate length, difficult scientific language
http://theweek.com/speedreads/564155/adults-who-know-more-about-science-are-less-afraid-eating-gmos-study-says	Infograph/article	Pro-Modification, chart with statistics, but might be misleading information- only shows weak/ medium correlation		Very short, easy to read graph
http://theweek.com/articles/552604/how-silicon-valleys-	Article	Anti-Modification, presents both sides, demonstrates potential to go too far		Very long article

billionaires-are-trying-defy-death				
http://www.npr.org/2016/12/24/506817063/big-leaps-in-gene-editing-raise-ethical-questions-about-human-application	Podcast, Interview	Presents both sides of the issue, reviews basics of the technology		Easy to understand, transcript available.
http://www.npr.org/sections/health-shots/2016/10/05/496532976/has-the-human-lifespan-hit-the-ceiling	Podcast/ interview	State of the issue: science and longevity		Easy to understand, incomplete transcript available.
http://time.com/4626571/crispr-gene-modification-evolution/?iid=sr-link2	Article and video	Video summary of CRISPR gene editing, anti-modification view presented		Very long article, difficult vocabulary

Possible claims supported by these texts:

- **Modifying human biology could result in longer, healthier lives**
- **Modifying animal and human biology could have unintended consequences**

REVIEW QUESTIONS:

Are there multiple genres?

Is there enough evidence to support multiple or nuanced claims?

Is there enough evidence to provide a line of reasoning?

Are there multiple perspectives or positions represented?

Is there text to provide a background of the topic?

Is there a range of reading and accessibility levels?

Other notes or considerations: (copies, reader accessibility, technology, assessment moments...)

Because this is a complex issue, it is difficult to locate a wide range of reading and accessibility levels, but charts and graphs as well as podcasts with transcripts may help.

The unifying theme of the unit runs through each text, but it might be necessary to narrow the focus a little. Possible topics include using technology to increase longevity and the ethics behind the CRISPR gene editing tool.

These are in addition to texts offered in the unit's PBA:

["To Clone or Not to Clone" article](#)

["Editing human germline cells debated" article](#)

["Designer Genes" article](#)

["Designer Babies" article](#)

["Critics Lash Out" article](#)

Additional texts are offered in the existing lesson sequence:

[TED Talk: Jennifer Kahn: Gene editing can now change an entire species -- forever](#)

[Gale Resources in Context for Genetically Engineered Foods](#) in BCPS Secondary Content and Databases
Collections Grade 12 textbook, "The Mosquito Solution" p. 453-467

The focus of the National Writing Project's College-Ready Writers Program (CRWP) is the teaching and learning of source-based argument writing that draws on non-fiction texts. As part of the program, local Writing Projects provide intensive professional development and specially developed resources for teachers as teachers help their students become skilled at writing arguments from non-fiction sources. The CRWP resources and tools have been developed collaboratively by experienced teachers of writing who are part of the National Writing Project network. The purpose of sharing already created resources is to support teachers and students in developing source-based arguments and to study the underlying teaching practices. Ultimately, teachers are invited to adapt and create their own mini-units which may be modeled upon these resources.

The CRWP National Leadership Team, which has led the creation of a number of CRWP instructional resources, includes Rachel Bear, National Writing Project; Linda Denstaedt, Oakland (MI) Writing Project; Casey Olsen, Montana Writing Project; Beth Rimer, Ohio Writing Project; and Jean Wolph, Louisville Writing Project.

The Creating a CRWP Text Set resource was adapted by Beth Rimer from a resource co-created with Angela Faulhaber, Ohio Writing Project.