

HighWire
MAGAZINE

Virtual World

RUF2T?

Life in a virtual world

Games That Never End

Secret missions in
cyberspace

Cyber Thieves

Your identity is a
precious thing

Volume 7, Issue 7 Teacher Guide



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Virtual World

Teacher Guide

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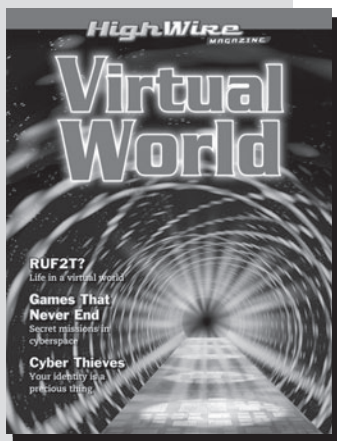
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The lesson plans in this Teacher Guide are supported by the *High Wire Magazine* Program and Assessment Guide. The Program and Assessment Guide contains:

- an overview of the components and features of *High Wire Magazine*
- a scope and sequence chart that outlines the key reading strategies that are highlighted in each issue of *High Wire Magazine*
- supporting information about the needs of adolescent readers
- descriptions of the instructional strategies, approaches, and activities used in the lesson plans
- assessment masters for the key reading strategies.

Brief explanations of instructional strategies are provided in the sidebar of the lesson plans alongside the first use of each strategy.



Virtual World

Key Reading Strategy: *Making Judgments*

The lesson plans in this issue of *High Wire Magazine* highlight the reading strategy Making Judgments. Opportunities to practice this strategy are indicated by the symbol ★. For more information on this strategy, see page 10. **Assessment Master 10** in the Program and Assessment Guide can be used for this strategy.

Curriculum Links: social studies, science, technology

Introducing the Magazine

Setting the Scene

Tell the students that this magazine is about technologies that have changed the way we communicate and live our lives. The topics of text messages, online games, and online shopping will be familiar to many of the students. This issue of *High Wire Magazine* provides plenty of opportunities to make judgments about the impact of the virtual world on our lives.

Making Connections

Have the students brainstorm a list of words and ideas that are relevant to the topic of computer technology. Ask questions such as the following:

- What forms of communication do you use?
- What new tools do you know about but haven't used?
- How have these tools changed the way that you and your family, school, and community operate?
- How did people in previous generations communicate with their friends and family?
- What are some negative aspects of computer technology?

Have the students look at the cover of the magazine and consider what the content might be. Ask questions such as the following:

- What is happening on the cover?
- Does the cover give you any clues as to what this magazine will be about?

Anticipation Guide

An Anticipation Guide contains several statements that relate to the text topic or theme. Students use the guide to prompt their thinking before they read a text.

Anticipation Guide

Hand out copies of **BLM 1**, Anticipation Guide, which contains general statements related to the magazine. Read aloud each statement as the students follow along. Ask them to rate their response to each statement: strongly agree, agree, disagree, or strongly disagree.

When the students have finished reading the magazine, have them return to their Anticipation Guide and consider whether their ideas have changed. Lead a whole-class discussion, encouraging them to share their views. Ask them to complete the Response after Reading column.

Lesson Focus

Making connections
Making judgements
Evaluating information

About This Selection

A cellphone is a powerful tool. This article discusses the pros and cons of text messaging and the ways that it influences friendships, language, and communication.

Word Talk

Glossary words: *evolves*, *abusive*

Other vocabulary: *pitfalls*, *addictive*, *technologies*, *cyberspace*

Say Something

Students work in pairs, taking turns to read sections of text aloud. The reader pauses occasionally to say something about the text, for example, a prediction, question, comment, or connection.

RUF2T?

page 2

Before Reading

Making Connections

To help the students make connections using their prior knowledge and experiences, ask questions such as the following:

- Have you ever sent or received a text message?
- Who do you text? Why?
- What language do you use when you text?

Discuss “texting” or “text speak” and share some examples.

Graphic Organizer

Ask the students to think about the positive and negative aspects of text speak and any other interesting points. On chart paper, draw a Plus-Minus-Interesting (PMI) chart with three columns headed “Plus,” “Minus,” and “Interesting.” Record the students’ responses on the chart.

During Reading

Ask the students to read page 2 independently. Discuss the conversation between Drcy and FlmGrl and compare some of the text spellings with the original spellings. For example:

- u/you
- D/the
- bro/brother
- bday/birthday

Look at the similarities and differences to identify the origins of text speak.

Say Something

Model Say Something, then have the students practice this strategy in pairs as they read page 3. When they have finished reading, ask questions such as the following:

- When is face-to-face communication better than texting?
- How has the Internet made people’s lives easier?
- What problems can be solved with cellphones?

Have the students continue to use Say Something as they read pages 4 and 5. Encourage them to add ideas to the PMI chart.

Scales

A Likert scale asks students to rate their level of agreement with a statement on a range from “strongly disagree” to “strongly agree.”



Assessment Tip

Look for the students who provide evidence and examples from this magazine, or from other sources, to support their opinions.

Text Reformulation

Text Reformulation is transforming a text into another type of text, for example, from a newspaper article into a poem.

Retelling

Have the students read independently to the end of the article. Then have them work in pairs to retell the content to each other. They could divide the article into sections, taking turns to retell each section.

After Reading

Scale

Have the students discuss the following statements. Ask them to rate their level of agreement with each statement from “strongly agree” to “strongly disagree.”

- Cellphones make life easier.
- Text speak should be allowed in schoolwork.
- It is better to talk to someone in person than to send a text message or an email.

Graphic Organizer

Revisit the PMI chart. Review the information, adding or changing the ideas. Have the students explain why their opinions have changed.

Text Reformulation

Ask the students to use text speak to write a story. Suggest they retell fairy tales, myths, or nursery rhymes that they know. Encourage them to share their work with the class. Can others read the work easily? Encourage the students to give one another feedback.

Featured Graphic Organizer: T-chart

A T-chart is a user-friendly way of organizing information. It is clear and concise to read and is useful when comparing and contrasting. Reading a T-chart helps readers to weigh up information and make judgments. The T-chart in this issue compares the advantages with the disadvantages of life in a virtual world.

Reading and Discussing the Page

Read aloud the introductory paragraph. Discuss T-charts with the students, asking questions such as the following:

- When have you used a T-chart?
- Was it an effective way of organizing information?
- Did it help you in your learning? How?

Read through the chart with the students. Ask questions such as the following:

- Can you think of any other advantages or disadvantages?
- Who would use this information? What would they use it for?
- Do you think that older members of your family would have the same points on their T-chart?

To prompt a discussion, ask the following question:

- Which is the most beneficial for teenagers – Internet gaming or playing sports?

Discuss the students' responses.

Ask the students to complete **BLM 2**, Using a T-Chart, as they read "Games That Never End."

Lesson Focus

Text features
Making judgments

About This Selection

Worldwide, massively multiplayer online role-playing games (MMORPGs) have about ten million players. This article describes how these games work, the skills a player needs, and how virtual games have influenced real life.

Word Talk

Glossary words: *chat forums, translate, accessories, strategies*
Other vocabulary: *virtual, minefield, gamer, mythology, descend*

Word Splash

Key words from the text are “splashed” or written onto an overhead transparency or chart paper. Students use the words to predict the content of the text.

Marking the Text

Students can use sticky notes or plain paper bookmarks to mark their thoughts, questions, predictions, or comments.



Assessment Tip

Look for the students who provide evidence and examples from this magazine, or from other sources, to support their opinions.

Games That Never End

page 10

Before Reading

Text Features

Have the students look through the article, taking note of the large quotations. Discuss their features (quotation marks, commas, exclamation marks).

Word Splash

Use a Word Splash to introduce the words in Word Talk. Then use the words to help the students predict the content of the article.

During Reading

Marking the Text

Ask the students to use sticky notes or bookmarks to record any words or phrases that are unfamiliar or that are causing confusion.

Guided Reading

Read aloud the introductory paragraph to the students. Write the following questions on chart paper. Tell the students to focus on the questions as they read.

Page 11

- How would you describe each of Cody's friends?
- What kind of games are the four friends involved in?

Page 12

- What is an avatar?
- How would you develop an avatar?
- In your opinion, what would make a great avatar?

Page 13

- How do you think gamers communicate if they speak different languages?
- What skills would you look for in teaming up with others?
- What is “virtual style”?

Page 14

- What attributes must a team leader have?
- What would happen if players didn't have a capable leader?

Page 15

- What does Cody mean when he says, “The virtual world never sleeps”?
- Does gaming appeal to you? Why/why not?

After Reading

★Making Judgments

Ask questions such as the following:

- What are the positives and negatives of online gaming?
- Is gaming a worthwhile activity? Why do you think that?

Creative/Aesthetic Response

The students could:

- create an advertisement that encourages people to register with an online game;
- create an artwork of their own avatar;
- write a poem about a dramatic event in a virtual game, using words from the Word Splash.

Key Reading Strategy: Making Judgments

Making judgments is something that good readers do to help them form opinions. It is an important part of understanding a text as it prompts readers to think deeply about what they are reading. It also prompts them to consider a piece of writing as one side of an argument. When good readers make judgments, they make connections between what they already know and what they have read. They find evidence to justify their opinions, and then they decide whether they can make an informed judgment or whether they need to read more.

Reading and Discussing the Page

Discuss the concept of making judgments, giving examples from everyday life. Encourage the students to share ideas about how to make a judgment. Ask questions such as the following:

- What judgments have you made today?
- What evidence did you consider?
- Why did you make the decision you did?

Discuss a well-known TV show or movie. Encourage the students to share their judgments about such things as the characters, their behavior, and their motivations. Ask questions such as the following:

- What is your overall opinion of this TV show/movie?
- What are you basing this judgment on?

Discuss what the students already know about the process of making judgments. Read aloud the text on page 16 and ask:

- Why is it important to make judgments when reading?

Have the students complete **BLM 3**, Making Judgments. If some of the students are struggling with the exercise, you may need to work with a small group to guide them through the activity.

Encourage the students to share their summaries. Emphasize that people form different opinions and judgments depending on what they know and believe.

Ask the students to reread “Games That Never End.” When they have done this, ask them to work in pairs through the first two bullet points of Try It Out. Have the students carry this out as an interview, with one person asking the questions and the second person responding. Ask the interviewer to share his or her partner’s responses with the class.

Have the students read “Virtually Real.” Ask them to swap roles, with one person asking questions from the last two bullet points in Try It Out and the other responding. You may need to go over the questions as a class to clarify any misunderstandings. For example, you could:

- model making a connection between yourself and one of the characters (“I can see why Hani was impatient to start the game. When I’m about to go on vacation, I feel eager to pack up and go.”);

- model using your knowledge and evidence from the text to make a judgment about the story (“Some virtual reality games are already available, and many are incredibly lifelike – just like the marketplace and forest in Ur – so the friends’ adventure seems believable to me.”);
- model making a judgment about the creator of the game (“The guy who created Ur didn’t mean to create the evil A.I.; he just wanted to make a really cool game. I think this because Tim said that the creator worked really hard to get the game right and tried to fix all of his mistakes.”).

Finally, have the interviewer share the responses of his or her partner with the class.

Lesson Focus

Making connections
Visualizing

About This Selection

In this story, three friends set out on a mission in virtual reality. When they begin following a robot-like figure named A.I., their adventure takes a turn for the worst and they're soon eager to return to real life.

Word Talk

Vocabulary: *virtual reality, console, lagged, orb, overwriting, ogre*

Probable Passage

The teacher lists key words from the selection and the students discuss them. They may be asked to arrange the words into categories. The students then use the words to fill in the blanks of a Probable Passage (one that might occur in the text) or to write their own Probable Passage.



Assessment Tip

Look for the students who are able to describe mental images that create a vivid representation of the text.



Reflection and Metacognition

Ask the students to reflect on how visualizing can help them to understand the text. Was this a helpful strategy for them to use? Why/why not?

Virtually Real

page 18

Before Reading

Probable Passage

Hand out copies of **BLM 4, Probable Passage**. Take the students through the list of words, making sure that they understand the meanings. Have them group the words according to their possible functions in the story, then ask them to write a Probable Passage.

Making Connections

Ask questions such as the following:

- Have you ever played a futuristic game? Tell us about it.
- Think of an electronic or online game that you play or have heard about. What might it look like in the future?

During Reading

Shared Reading

Read the first page of the story, encouraging the students to record their thoughts and questions on sticky notes. Discuss these before moving on to the Visualizing activity. Ask questions such as the following:

- Why do you think Steve's mom doesn't like virtual reality games?
- Have you ever tried to persuade a parent or other family member to give you permission to do something or go somewhere?

Visualizing

If students can form a mental image related to a text, it can aid their comprehension. Ask the students to read page 19. Model Visualizing by sharing some of your own mental images, including images about the setting. Encourage the students to visualize these images:

- Hani's room;
- the helmets and backpacks;
- the three friends as they follow Comp Hand's instructions;
- the consoles.

Discuss how the setting affects the events in the story.

Encourage the students to share their own mental images. Discuss the importance of visualizing to grasp the concepts and gain a deeper understanding of the story.

Ask the students to share the things that trigger their mental images, such as specific words or personal experiences. Demonstrate this for the students, showing how words, phrases, and descriptions can trigger mental images.

Ask the students to read pages 20 and 21 and share some of their mental images. Record these on chart paper or a transparency. Divide the rest of the story into two sections, stopping the students after each section to have them share their mental images.



Teaching Tip

Bookmark relevant websites in the “Favorites” list to save the students’ time when searching for novels or texts.

After Reading

Creative/Aesthetic Response

The students could either:

- write a different ending for the story;
- create an advertisement for the Ipo-VRG.

Additional Reading

Encourage the students to use the Internet or a library to generate a list of futuristic novels or texts for reading in the classroom.

Lesson Focus

Making connections
Synthesizing

About This Selection

In this blog, a game fanatic asks how virtual games can help people to learn. Three gaming experts explain how virtual gaming can be a valuable learning tool.

Word Talk

Glossary word: *motor skills*

Double/Triple Entry Journal

Two- or three-column charts are used for students to record parts of the text and their inferential or critical thinking about each part.

Ask an Expert: Play the Game

page 26

Before Reading

Making Connections

Ask the students where they would go to receive advice or collect information. Discuss their responses. Ask questions such as the following:

- Would you look for advice over the Internet? Why/why not?
- Have you ever read or written a blog?
- Why might someone keep a blog?

Share and discuss their experiences.

During Reading

Say Something

Read aloud Thoughts of Bonita “Mean Streak” Hernandez. Have the students work in pairs to use Say Something as they read each of the postings.

Double Entry Journal

Ask the students to make a Double Entry Journal as they are reading, thinking, and listening to their peers. Ask them to record the benefits of gaming in the first column. In the second column, they should note where in the text they found this information. Once the students have completed the journal, have them make one statement about whether online gaming should be encouraged.

After Reading

Text Reformulation

Have the students write a posting to add to Bonita Hernandez’s blog. Encourage them to share their postings with the class.

Creative/Aesthetic Response

The students could:

- create an artwork to show the variety of skills that gaming can teach people;
- work in pairs to role-play a conversation between Bonita and her friend, with Bonita explaining how gaming can help people learn.

Lesson Focus

Making connections
Making judgments

About This Selection

Identity theft is a growing problem. This article describes the tactics that cyber thieves use and how people can protect themselves.

Word Talk

Glossary words: *identity, transaction, cyberspace*
Other vocabulary: *social security numbers, online, hack, secure, padlock*

Extra Help

Remind the students to use the glossary to clarify the meanings of boldface words.

Silent Exchange

Students write an open-ended question. The questions are passed around the group, with each student writing a response to each question. At the end, they discuss the responses.

Cyber Thieves

page 28

Before Reading

Tell the students that they will be reading an article called “Cyber Thieves.”

Word Splash

Use a Word Splash to introduce new vocabulary from this article and to help the students predict what the content will be.

Making Connections

Ask questions such as the following:

- Have you (or your family or friends) ever bought anything online? Share your experiences.
- What are the positives and negatives of online shopping?

During Reading

Think Aloud

Model Think Aloud as you read aloud pages 28 and 29, by pausing occasionally to share your thinking and note the words that triggered your thoughts. Have the students try this in pairs as they read Breaking and Entering.

Text Features

Ask the students to read page 30 independently. Discuss the use of a footnote. Ask the students to take turns reading sections of page 31 in pairs, practicing Think Aloud.

After Reading

★Making Judgments

Organize the class into groups and have them carry out a Silent Exchange. Remind the students to make their questions open-ended to encourage discussion. Examples of open-ended questions include:

- If a person has crimes committed against them over the Internet, who is responsible?
- What kind of person would commit cyber crimes?
- How should cyber thieves be punished?
- Should a person have to pay back a loan for an item they haven’t bought? Why/why not?

Creative/Aesthetic Response

The students could create a brochure or pamphlet that warns or educates people about cyber thieves. Ensure that the students include information about how people can prevent cyber theft from happening to them.

★Making Judgments

Discuss the responsibilities people have when buying something on the Internet. Ask questions such as the following:

- Do security systems on the Internet protect consumers?
- How much should a consumer rely on protection from a website?
- If something is lost or stolen before it reaches the buyer, whose responsibility is it?

Introduce the idea of a scale. Tell the students that a scale can be used to rate their response to a statement.

Discuss the responsibility of the buyer and the seller when a transaction takes place over the Internet. Show the students a scale that includes levels of responsibility (from “no responsibility” to “total responsibility”). Ask them to mark on the scale the responsibility that a buyer has when purchasing items over the Internet. Ask them to use a different-colored pen to mark the level of responsibility that the seller has. Ask:

- What does the scale tell you when you compare the two marks?

Featured Project: Debate!

Tell the students they are going to take part in a debate. Write the topic on the board: “Which is the most useful technology for communicating with friends?” Choices include IM, email, cellphone, telephone, or text messaging.

Ask the students to think about the following questions:

- What does “useful” mean?
- In what situations do you communicate with your friends?
- In your opinion, what is the most useful technology for communicating with friends?

Read through the instructions and hand out copies of **BLM 5**, Debate! Ask the students if they have any questions. Clarify any points of confusion.

Organize the students into teams of at least five people, depending on their responses to the topic question. Ask them to choose a moderator and to vote whether the debate will be judged by an adjudicator or a show of hands. Have them assign the role of speaker to three people in their team. Have all team members work together as researchers and note takers. Remind them to use the “Here’s how” checklist as they work.

Have the students carry out their research and prepare their speeches, recording their notes on the blackline master.

After the debate, encourage the students to discuss whether they think each argument was successful. Remind them that when they are critical of an argument, they need to give constructive suggestions as to how it might be improved.

Anticipation Guide

Name: _____ Date: _____

What to do:

- Before reading *Virtual World*, read the statements in the table below. In the first column, write your response: strongly agree, agree, disagree, or strongly disagree.
- Read the magazine, then look back at the statements. Have you changed your ideas? Write your new response in the final column.

Response before Reading	Statements	Response after Reading
	The virtual world has changed the way people communicate.	
	There are no rules in cyberspace.	
	Cellphones and the Internet make it easy to keep in touch with friends.	
	Virtual reality is more exciting than real life.	
	It's impossible to protect yourself from criminals on the Internet.	

Using a T-chart

Name: _____ **Date:** _____

What to do:

- ➔ Read “Games That Never End” (*Virtual World*, pages 10–15).
- ➔ Using the ideas discussed on pages 8 and 9, complete the chart below.
- ➔ Write a brief summary about which activity, in your opinion, is the most beneficial for a teenager.

Benefits of Internet Gaming	Benefits of Sports
Summary	

Making Judgments

Name: _____ Date: _____

What to do:

- Reread “Games That Never End” (*Virtual World*, pages 10–15). Make a judgment about whether gaming should be encouraged or discouraged.
- Write information that supports your judgment and include evidence from the text.
- Write your summary statement in the last box. Include specific examples and evidence from the article as well as personal experiences and real-life examples.

Important Information	Evidence from Text
Did this article make you want to know more about online gaming? Why/why not?	
Write a summary statement about whether gaming should be encouraged or discouraged.	

Probable Passage

Name: _____ Date: _____

What to do:

- Read and discuss the words listed below from “Virtually Real” (*Virtual World*, pages 18–25). What do you think the story will be about?
- Use the words from the list to write a short passage that might appear in the story.

virtual reality
computer-generated
merchants
Artificial Intelligence

Black Hole
console
impatient
Invisibility Orb

server
marketplace
unexpected
Real Life

Debate!

Name: _____ Date: _____

What to do:

→ Fill in the box by carrying out the steps below:

1. Write the motion of your debate.
2. Choose a moderator.
3. Decide how you will judge – with an adjudicator or by a show of hands.
4. Have a team of at least five people.
5. Assign the role of speakers to three people in the team. Have all of the team work together as researchers.

→ Search for information that will help you to argue your points. Write your notes in the box provided. (You may need extra pages.)

→ Place your information in a logical sequence and have the speakers practice their speeches.

→ Debate!

Motion	
Moderator	
Judge	
Team	
Speakers	

Notes