

To Clone or Not to Clone...That is the Question

Task: Choose and answer one of the prompts listed below. You can write an essay, compose a story, write a letter to the president, design a website, make a podcast or create a video.

Prompt #1

Cloning, or making an identical copy of oneself, is a process that scientists are currently trying to perfect. They have successfully cloned a variety of animals, including mammals. If you had the chance to clone yourself, would you? Yes, the clone could help you out, but would you lose part of your uniqueness? Use specific evidence to support your position.

Prompt #2

Since the cloning of the sheep Dolly, there has been much debate over whether or not human beings should be cloned. Many people feel that cloning should be banned, while others believe it should a top priority for scientists. Do you believe it should be legal for scientists to clone human beings and other animals? Use specific evidence to support your position.

Prompt #3

Dinosaurs. Mammoths. Dodos. Tasmanian Tiger. What do all of these animals have in common? Well first of all, they are all extinct. And, secondly, scientists are thinking about trying to resurrect these animals by using the animal's DNA to clone them. Should scientists try to bring back extinct animals? Weigh the pros and cons of cloning, and share your thoughts. Use specific reasons and examples to support your position.

Tentative Schedule

<i>Tentative Schedule</i>	
2/9	Project Introduction & What do we know so far?
2/10	Research → Pros and Cons
2/11	Writing Drafts
2/12	Drafts, Peer-Editing, or Filming
2/13	Final Drafts Due

Tentative Due Date is February 13



OUTCOME	NOT YET	MS CRITERIA	ES CRITERIA
<p>Argue – Build a case for and defend conclusions reached, based in sound logic and valid evidence.</p>	<p>_ I am unable to defend and argue my case, because I provide minimal to no evidence, or the evidence that is provided is invalid or irrelevant.</p> <p>_ I do not accurately introduce quotes.</p> <p>_ My discussion is weak or may be missing completely.</p>	<p>_ I write a clear thesis statement with teacher-support</p> <p>_ I am able to produce a basic argument by developing my topic with facts, details, quotations, or other specific information from the book, but the evidence chosen could be stronger.</p> <p>_ I accurately introduce quotes.</p> <p>_ I am able to discuss my evidence and how it links and supports my thesis.</p> <p>_ I am able to introduce evidence that someone may use to argue against my viewpoint AND write a valid counterargument.</p>	<p>_ I write a clear thesis statement with my own words</p> <p>_ I produce an exceptionally strong argument by using the most effective and relevant facts, details, and quotations.</p> <p>_ I include evidence from a variety of reliable resources.</p> <p>_ When citing and introducing quotes, I use as much specificity as possible.</p> <p>_ My discussion strongly links and supports my thesis statement, and I show an extremely insightful analysis of the topic.</p> <p>_ I am able to explain in rich detail the evidence that someone may use to argue against my viewpoint AND write a clear and valid counterargument.</p>
<p>Be Precise – Accurately represent solutions, ideas and language.</p>	<p>_ My spelling and grammatical errors make it difficult to understand my argument</p>	<p>_ I have used proper spelling and grammar (<i>punctuation, capitalization, no run-on sentences</i>) techniques</p>	<p>__ I have integrated higher-level vocabulary and grammar techniques into my writing.</p>
<p>Discern – <i>View, read, and listen with focused attention to what matters.</i></p>		<p>_ I have included multiple in-text citations supporting my argument</p> <p>_ I have included at least 1 in-text citation supporting the opposing argument</p>	<p>MS Criteria AND</p> <p>_ I have applied the best supporting quotations, facts, and statistics in my writing</p>