Unit 2: Research Study: Effects of Screen Time on the Developing Brain

In this unit, students will continue to conduct close readings and then engage in independent research into the ways that the developing adolescent brain may be affected by screen time. Students will keep a researcher’s notebook in which they document their research findings, generate supporting research questions, and analyze the credibility of their sources as they determine how different authors use evidence to prove their points. Part 1 of the mid-unit assessment will ask students to analyze and evaluate two arguments: one presented in text and the other presented in a video (RI.7.5, RI.7.8, SL.7.3). Then, in Part 2, students will engage in a simulated research task focused on adolescents and screen time (RI.7.9, W.7.7, W.7.8, L.7.4c, L.7.4d). The assessment will incorporate selected response and short constructed response questions in order to assess students’ ability to research.

After the mid-unit assessment, students engage in a structured decision-making process to address the question: “Should the AAP raise its recommended daily screen time from two hours to four hours?” The process guides students to consider the information they gathered while researching, as well as the consequences and impact on stakeholders of each possible position. This leads students to the two-part end of unit assessment. In Part 1, students engage in a Fishbowl discussion about the possible positions they can take (SL.7.1). In Part 2, students formally present their position (SL.7.4, SL.7.5, SL.7.6).

Guiding Questions and Big Ideas

- How is the adolescent brain changing?
- Should screen time be limited? Why or why not?
- How can I make an informed decision about an issue and then effectively argue my position?
- The effect of screen time on the adolescent brain is a complex question that is still under investigation.
- Research requires finding high-quality sources and relevant information.
- Making informed decisions includes weighing evidence and considering personal values.
## Mid-Unit 2 Assessment

This is a two-part assessment. Both Parts 1 and 2 share one reading, “Can You Unplug for 24 Hours?” Each part also includes additional video or text.

**Part I: Tracing and Evaluating Arguments**

Part 1 of this assessment centers on NYSP12 ELA CCLS RI.7.8 and SL.7.3. Students will watch a video, read a related text, and then trace and evaluate the arguments of both pieces.

**Part II: Research Task: Comparing and Contrasting Texts**

Part 2 of this assessment centers on NYSP12 ELA CCLS RI.7.9, W.7.7, W.7.8, L.7.4c, and L.7.4d. Students will answer selected response and short constructed response questions about two related texts and the research process. Then they compare and contrast the arguments of both pieces.

## End of Unit 2 Assessment

**Making a Claim about the AAP Recommended Screen Time**

This assessment has two parts. Part 1 centers on NYSP12 ELA CCLS SL.7.1, SL.7.1a, and SL.7.1e. Students engage in a Fishbowl discussion of the two possible answers to the question: “Should the AAP raise its recommended daily screen time from two hours to four hours?” Part 2 of the assessment centers on NYSP12 ELA CCLS SL.7.3a, SL.7.4, SL.7.5, SL.7.6, and RI.7.9. Students individually present their position in answer to the same question they discussed in Part 1. They will craft and use a visual aid to support their oral presentation.
Content Connections

This module is designed to address English Language Arts standards as students read informational texts about adolescent brain development. This ELA module is designed to expose students to informational text from various sources and encourage the interaction with texts through multiple modalities (e.g. books, articles, electronic, digital). However, this ELA module does not supplant the regular science curriculum and instructional program at the local level aligned to the NYS Learning Standards in Science for this grade level. The informational text in this module intentionally incorporates Science concepts and themes to support potential cross-standards connections to this compelling content. These intentional connections are described below.

NYS Learning Standards in Science:
Standard 4: The Living Environment
Key Idea 1: Living Things are both similar to and different from each other and from nonliving things.
Performance Indicators 1.1; Major Understandings 1.1e, 1.1g, 1.1h
Performance Indicators 1.2; Major Understanding 1.2h

Key Idea 4: The continuity of life is sustained through reproduction and development.
Performance indicator 4.3 Major Understanding 4.3c

Big ideas and guiding questions are informed by the Next Generation Science Standards:
Science and Engineering Practices
The eight practices of science and engineering that the Framework identifies as essential for all students to learn and describes in detail are listed below:
8. Obtaining, evaluating, and communicating information

Central Texts


Research Study:
The Effects of Screen Time on the Developing Brain

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<th>Central Texts (continued)</th>
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| 7. Sy Mukherjee, “Why Facebook Could Actually Be Good for Your Mental Health,” ThinkProgress, March 19, 2013, as found at http://thinkprogress.org/health/2013/03/19/1737701/facebook-your-mental-health/.


13. Various research sources (beginning in Lesson 9).
This unit is approximately 4 weeks or 19 sessions of instruction.

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<th>Lesson</th>
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| Lesson 1 | Analyzing Interactions: Launching the Unit | • I can analyze the interactions between individuals, events, and ideas in a text. (RI.7.3)  
• I can evaluate the credibility and accuracy of each source. (W.7.8) | • I can use close reading strategies to determine the details of the AAP recommendation for children’s screen time.  
• I can evaluate the credibility and accuracy of the AAP recommendation. | • Reader’s Notes for AAP Recommendation  
• Answers to Text-Dependent Questions for the Excerpts from the AAP Recommendation  
• Thinking Log | • Speaking and Listening anchor chart  
• Position Paper Prompt anchor chart  
• Domain-Specific Vocabulary anchor chart  
• Assessing Sources anchor chart  
• Jigsaw protocol  
• Triad Talks protocol |
| Lesson 2 | Logic and Argument: Evaluating the Argument in “Beyond the Brain” | • I can identify the argument and specific claims in a text. (RI.7.8)  
• I can evaluate the argument and specific claims in a text for sound reasoning and relevant, sufficient evidence. (RI.7.8) | • I can evaluate an argument’s use of evidence and reasoning in an excerpt from “Beyond the Brain.” | • Neurologist’s Notebook #6 (from homework)  
• Answers to Text-Dependent Questions: “Beyond the Brain” | • Evaluating an Argument anchor chart |
| Lesson 3 | Evaluating an Argument: “Is Google Making Us Stupid?” | • I can outline a speaker’s argument and specific claims. (SL.7.3)  
• I can evaluate the reasoning and evidence presented for soundness, relevance, and sufficiency. (SL.7.3)  
• I can identify and then evaluate an argument and specific claims in a text for sound reasoning and relevant, sufficient evidence. (RI.7.8) | • I can evaluate the arguments in “Is Google Making Us Stupid?” | • Tracing an Argument note-catcher, Part 1 (from homework)  
• Thinking Log | • Brain Development anchor chart |
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| Lesson 4 | Finding Relevant Information and Asking Research Questions: The Benefits of Video Games | • I can conduct short research projects to answer a question. (W.7.7)  
• I can generate additional questions for further research. (W.7.7) | • I can generate strong supporting research questions.  
• I can gather relevant evidence from “The Many Benefits, for Kids, of Playing Video Games.” | • Thinking Log from Lesson 3 (from homework)  
• Researcher’s notebook, section 1 (completed for homework) | • Overarching Research Question anchor chart  
• Researcher’s Roadmap anchor chart  
• Brain Development anchor chart  
• Give One, Get One, Move On protocol |
| Lesson 5 | Paraphrasing and Evaluating Sources: “Gaming Can Make a Better World”       | • I can gather relevant information from a variety of sources. (W.7.8)  
• I can evaluate the credibility and accuracy of each source. (W.7.8)  
• I can quote or paraphrase others’ work while avoiding plagiarism. (W.7.8) | • I can correctly paraphrase information I gather from “Gaming Can Make a Better World.”  
• I can gather relevant information from “Gaming Can Make a Better World.” | • Researcher’s notebook, section 1 (from homework)  
• Researcher’s notebook, section 2  
• Exit ticket | • Domain-Specific Vocabulary anchor chart |
| Lesson 6 | Contrasting Evidence: “Games Can Make a Better World” and “Video games Benefit Children, Study Finds” | • I can contrast how multiple authors emphasize evidence or interpret facts differently when presenting information on the same topic. (RI.7-9) | • I can contrast how a video and an article use different evidence to prove similar claims. | • Researcher’s notebook, section 3 (from homework)  
• Venn diagram and Venn diagram reflection questions | • Domain-Specific Vocabulary anchor chart |
| Lesson 7 | Evaluating Sources: The ONLINE EDUCA Debate 2009 (Part 2 of 10)             | • I can use a variety of strategies to determine the meaning of unknown words or phrases. (L.7-4)  
• I can gather relevant information from a variety of sources. (W.7.8)  
• I can evaluate the credibility and accuracy of each source. (W.7.8)  
• I can quote or paraphrase others’ work while avoiding plagiarism. (W.7.8) | • I can consult a dictionary to determine or clarify the meaning of a word.  
• I can evaluate the credibility and accuracy of a source. | • Researcher’s notebook, section 4 (from homework)  
• Venn diagram (from Lesson 6) | • Domain-Specific Vocabulary anchor chart  
• Brain Development anchor chart  
• Speaking and Listening anchor chart |
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| Lesson 8 | Using Effective Search Terms: Researching Screen Time | • I can gather relevant information from a variety of sources. (W.7.8)  
• I can quote or paraphrase others’ work while avoiding plagiarism. (W.7.8)  
• I can use search terms effectively. (W.7.8) | • I can use search terms effectively to gather relevant information about screen time.  
• I can gather relevant information from “Attached to Technology and Paying the Price.” | • Answers to Text-dependent Questions: “Attached to Technology and Paying the Price”  
• Venn diagram for Researcher’s notebook, sections 5 and 6  
• Exit ticket | • Speaking and Listening anchor chart  
• Evaluating an Argument anchor chart  
• Triad Talk protocol |
| Lesson 9 | Gathering Information about Screen Time: Assessing and Reading Internet Sources, Day 1 | • I can gather relevant information from a variety of sources. (W.7.8)  
• I can use search terms effectively. (W.7.8) | • I can use search terms effectively to gather relevant information about screen time and the adolescent brain.  
• I can evaluate a source’s accuracy and credibility. | • Researcher’s notebook, sections 7-9 | |
| Lesson 10 | Gathering Information about Screen Time: Assessing and Reading Internet Sources, Day 2 | • I can gather relevant information from a variety of sources. (W.7.8)  
• I can use search terms effectively. (W.7.8)  
• I can evaluate the credibility and accuracy of each source. (W.7.8) | • I can use search terms effectively to gather information about screen time.  
• I can evaluate a source’s accuracy and credibility. | • Researcher’s notebook, sections 7-9  
• Assessing Sources document  
• Exit Ticket: Next Steps | • Domain-Specific Vocabulary anchor chart |
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<td>Lesson 11</td>
<td>Mid-Unit Assessment, Part 1: Tracing and Evaluating Arguments</td>
<td>• I can identify the argument and specific claims in a text. (RI.7.8)</td>
<td>• I can outline a speaker’s argument and specific claims. (SL.7.3)</td>
<td>• Mid-Unit 2 Assessment, Part 1</td>
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<td>• I can evaluate the argument and specific claims in a text for sound reasoning and relevant, sufficient evidence. (RI.7.8)</td>
<td>• I can outline the argument and specific claims in the video “Nicholas Carr’s ‘The Shallows: What the Internet is Doing to Our Brains.’”</td>
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<td>• I can outline a speaker’s argument and specific claims. (SL.7.3)</td>
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<td>• I can evaluate the reasoning and evidence presented for soundness, relevance, and sufficiency. (SL.7.3)</td>
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| Lesson 12 | **Mid-Unit Assessment, Part II: Research Task: Comparing and Contrasting Texts** | • I can contrast how multiple authors emphasize evidence or interpret facts differently when presenting information on the same topic. (RI.7.9)  
• I can conduct short research projects to answer a question. (W.7.7)  
• I can generate additional questions for further research. (W.7.7)  
• I can gather relevant information from a variety of sources. (W.7.8)  
• I can use search terms effectively. (W.7.8)  
• I can evaluate the credibility and accuracy of each source. (W.7.8)  
• I can quote or paraphrase others’ work while avoiding plagiarism. (W.7.8)  
• I can use a variety of strategies to determine the meaning of unknown words or phrases. (L.7.4) | • I can contrast how two authors emphasize different evidence on the topic of screen time.  
• I can gather relevant information from sources.  
• I can correctly paraphrase information I gather from “Guest Opinion: Step Away from the Screen.”  
• I can generate strong supporting research questions.  
• I can use search terms effectively to gather relevant information about screen time.  
• I can evaluate a source’s accuracy and credibility.  
• I can consult a dictionary to determine or clarify the meaning of a word.  
• I can use a dictionary to verify the preliminary determination of the meaning of a word or phrase. | • Mid-Unit 2 Assessment, Part 2 | • Mid-Unit Assessment, Part II  
• Researcher's notebook, all sections  
• Position Paper Prompt anchor chart  
• Brain Development anchor chart |
| Lesson 13 | **Forming a Research-Based Claim: Introducing Stakeholders and Consequences** | • I can write arguments to support claims with clear reasons and relevant evidence. (W.7.1)  
• I can select evidence from literary or informational texts to support analysis, reflection, and research. (W.7.9) | • I can identify stakeholders in the AAP recommendation on entertainment screen time.  
• I can create a Cascading Consequences chart based on effects of screen time on adolescents using my researcher’s notebook. | | |
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| Lesson 14 | Forming a Research-Based Claim: Comparing Cascading Consequences | • I can write arguments to support claims with clear reasons and relevant evidence. (W.7.1)  
• I can select evidence from literary or informational texts to support analysis, reflection, and research. (W.7.9)  
• I can use effective speaking techniques (appropriate eye contact, adequate volume, and clear pronunciation). (SL.7.4) | • I can create a Comparing Risks and Benefits chart based on teenagers and screen time, using my Cascading Consequences chart and researcher’s notebook. | • Cascading Consequences chart for teens on screens (from homework)  
• Comparing Risks and Benefits chart | • Position Paper Prompt anchor chart  
• Triad Talk protocol |
| Lesson 15 | Forming a Research-Based Claim: Analyzing Risks and Benefits for Stakeholder | • I can write arguments to support claims with clear reasons and relevant evidence. (W.7.1)  
• I can select evidence from literary or informational texts to support analysis, reflection, and research. (W.7.9)  
• I can use my experience and knowledge of language and logic to address problems and advocate persuasively. (RI.7.9a, SL.7.2a)  
• I can use effective speaking techniques (appropriate eye contact, adequate volume, and clear pronunciation). (SL.7.4) | • I can analyze the risks and benefits of entertainment screen time for adolescents.  
• I can use my knowledge of the effects of screen time on the development of teenagers to argue persuasively about how much to limit screen time.  
• I can practice the skills and expectations of a Fishbowl discussion. | • Students’ discussion during World Café | • Position Paper Prompt anchor chart  
• World Café protocol |
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| Lesson 16 | End of Unit 2 Assessment, Parts 1A and 1B: Fishbowl on Screen Time and Adolescents | • I can present claims and findings with descriptions, facts, details, and examples, using effective speaking techniques (appropriate eye contact, adequate volume, and clear pronunciation). (SL.7.4)  
• I can come to discussions prepared to refer to evidence on the topic, text, or issue that probes and reflects on ideas under discussion. (SL.7.1 and SL.7.1a)  
• I can use my experience and knowledge of language and logic, as well as culture, to think analytically, address problems creatively, and advocate persuasively. (RI.7.9a and SL.7.9a)  
• I can write arguments to support claims with clear reasons and relevant evidence. (W.7.1)  | • I can prepare for a class discussion and participate in it effectively by collecting and explaining appropriate evidence to support my claims.  
• I can engage with my peers to discuss the recommended screen time by the AAP and persuade them to agree with my point of view using logic, evidence, and appropriate speaking techniques to advocate for my position. | • Fishbowl graphic organizer (from homework)  
• Fishbowl Statement  
• End of Unit 2 Assessment, Parts 1A and 1B: Fishbowl | • Fishbowl protocol                                                                 | • Fishbowl protocol  |
| Lesson 17 | Choosing a Position: Screen Time and Adolescents                             | • I can write arguments to support claims with clear reasons and relevant evidence. (W.7.1)  
• I can select evidence from literary or informational texts to support analysis, reflection, and research. (W.7.9)  
• I can self-select a text based on personal preferences and read it independently. (RI.7.11a)  
• I can read grade-level literary texts proficiently and independently. (RL.7.9)  
• I can read grade-level informational texts proficiently and independently. (RI.7.9)  | • I can select text-based evidence from my research to support my position on the AAP recommended screen time.  
• I can read independently and proficiently. | • Thinking Log                                                                 | • Position Paper Prompt anchor chart  
• Brain Development anchor chart  |
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| **Lesson 18** | **Using Multimedia in Presentations:** Preparing to Present Claims | • I can include multimedia components and visual displays in a presentation to clarify claims and to add emphasis. (SL.7.5)  
• I can present claims and findings with descriptions, facts, details, and examples. (SL.7.4)  
• I can use effective speaking techniques (appropriate eye contact, adequate volume, and clear pronunciation). (SL.7.4) | • I can create a visual display to clarify the claim in my presentation.  
• I can speak clearly, with appropriate eye contact and adequate volume. | • Visual display |                       |
| **Lesson 19** | **End of Unit Assessment, Part 2:** Presenting a Claim       | • I can present claims and findings with descriptions, facts, details, and examples. (SL.7.4)  
• I can use effective speaking techniques (appropriate eye contact, adequate volume, and clear pronunciation). (SL.7.4)  
• I can include multimedia components and visual displays in a presentation to clarify claims and to add emphasis. (SL.7.5)  
• I can adapt my speech for a variety of contexts and tasks, using formal English when indicated or appropriate. (SL.7.6)  
• I can use my experience and knowledge of language and logic to advocate persuasively. (RI.7.9a and SL.7.9a) | • I can present my claim about the AAP recommendation using facts, reasons, details, and examples.  
• I can use effective speaking techniques in my presentation.  
• I can include a multimedia visual display in my presentation to clarify my claim and add emphasis.  
• I can use formal English in my presentation.  
• I can use my experience and knowledge of language and logic to advocate persuasively. | • Visual display  
• End of Unit 2 Assessment, Part 2  
• Exit ticket |                       |
## Optional: Experts, Fieldwork, and Service

### Experts:
- Invite a local researcher, psychologist, neurologist, or pediatrician to talk to the students about recent findings in the field of adolescent development, especially in terms of the effects of screen time on adolescents.
- Invite a game designer, Web site designer, or computer programmer to present more information on his or her field.
- Contact Campaign for a Commercial Free Childhood or a similar organization to answer students’ questions about the effects of screen time on children.

### Fieldwork:
- Visit an fMRI research lab or scan center to see the research first-hand.
- Visit a public space to monitor the use of digital devices and the way that technology affects the interactions between individuals.

### Service:
- Prepare students to share their findings with community members or peers with a goal of educating the community about adolescent brain development and the possible effects of screen time.

## Optional: Extensions

- Students can make formal speeches based on their position. Consider providing an outside audience as well: parents, community members, or students from other schools.
- Students could spend a week “screen free” and write a journal on their experience.
- After they complete the Cascading Consequences exercises in Lesson 13, students could write an “ode” to their digital media device. In the ode they could articulate both the positive and negative consequences of being “plugged in.”
Preparation and Materials

This module centers on content that historically has not been taught in an English Language Arts classroom. To familiarize yourself with the content of this unit, be sure to read all of the texts for this unit in advance. See Module Overview for more details.

Because this unit is foundational for the position paper the students write at the end of the module, familiarize yourself with the writing prompt and the model from Unit 3. This will help you direct discussion of the texts in this unit, and in particular, the “if/then” statements the class will add to the Brain Development anchor chart.

In addition, this module builds on the learning around argument texts from Module 2A/2B. You may want familiarize yourself with those modules (Unit 2 in particular).

In the Lesson 2 and 3, students will be introduced to argument writing: using sound, sufficient, and relevant evidence to support reasons, which in turn support a clear and specific claim. You may want to review Module 2A, Unit 1, or Module 2B, Unit 2, both of which center on argument writing.

This unit includes several routines.

1. Neurologist's notebooks

Students use the neurologist’s notebook (from Unit 1) one last time in Unit 2, Lesson 1. Set up a place for students to keep their completed neurologist’s notebook (such as a folder) so they can return to it as needed for comprehension.

Consider collecting the neurologist’s notebook to check for completion and informally assess students’ understanding.

2. Thinking Logs

Students will continue to add to their Thinking Logs (see Unit 1 Overview).

Be sure to have a place where students can easily store and retrieve their Thinking Logs.

Consider collecting the Thinking Logs occasionally to check for completion and informally assess students’ understanding.
3. Talking Triads

Periodically in the unit, students will be asked to gather into groups of three as an opening activity and discuss a prompt, guided by the Speaking and Listening standards upon which they will be assessed at the end of the unit in Lessons 15–19. The triads will allow students to have plenty of practice in meeting these standards before the end of the unit. Grouping of the triads can be set at the beginning of the unit or changed during each lesson.

3. Researcher’s notebook

In addition to the neurologist’s notebook and the Thinking Log, Unit 2 introduces a researcher’s notebook. Students use this researcher’s notebook consistently throughout Unit 2, as they do increasingly independent research. It is designed with two purposes: 1) to scaffold research skills for students; and 2) to provide students with an organized system to record their research notes, questions, and vocabulary. In many instances, students will add to their researcher’s notebooks for homework. Consider how to support students in terms of organization, so that they will have access to their researcher’s notebook throughout Units 2 and 3.

The entire notebook is included in the supporting materials of Lesson 4 and is intended to be a packet that students use for the rest of the module. Lesson 4 also includes a teacher’s guide of the researcher’s notebook, which is meant to provide a model of the information, questions, and vocabulary students might incorporate based on readings, although students’ research will vary. The teacher’s guide does not provide modeling for the research that students do independently; therefore, be prepared to informally assess students’ researcher’s notebooks as they collect information to be sure they are taking accurate notes. Consider collecting the researcher’s notebook early in the process (Lesson 6) to give formative feedback and then again at the end of unit to formally assess the notebook. The students will need it in Unit 3, Lesson 1.

4. Stakeholder Consequences Decision-Making process

Before launching Unit 2, review or revisit the Module Overview notes on the Stakeholder Consequences Decision-Making (SCDM) process. In advance, read the article about the SCDM process to build your own background knowledge about it. You can download the article, “Learning to Make Systematic Decisions,” here:


This article is not used with students during the module, but it provides some examples of how students have used this process in a science curriculum. Also, note that in this module students are not using the entire SCDM process; they will be learning only the Cascading Consequences and a modified version of the Stakeholders charts (which in this module is called the “Comparing Risks and Benefits chart”). Preview Lessons 13–15 in particular to understand how this work will unfold.
5. Independent reading

This unit assumes that you have launched an independent reading program with your students. Often the homework assignment in this unit is reading independent reading books, and the plans include time in class to check in on independent reading. See two separate stand-alone documents on EngageNY.org, The Importance of Increasing the Volume of Reading and Launching Independent Reading in Grades 6–8: Sample Plan, provide the rationale and practical guidance for a robust independent reading program. Once students have all learned how to select books and complete the reading log, it takes less class time. After the launch period, the independent reading takes about 15 minutes every other week, with an additional day near the end of a unit or module for students to review and share their books. Unit 2 includes time to maintain the independent reading routine (calendared into the lessons) but does not set a particular routine. As you support students in setting and meeting independent reading goals, encourage them to be done with their books by Unit 3, Lesson 6. Students who have chosen longer books should set a goal partway through their books, and do the culminating project (in Unit 3) based on part of the book.

Routines and Professional Judgment

Review these documents before you launch the unit and decide which method of organizing these assignments and checking homework will work best for you and your students. The recommended approach, described above, reduces the amount of paper that students are handling and gives them feedback on homework partway through the routine.

You may need to modify this plan to meet the needs of your students. Your routine should allow you to look closely at students’ work several days into the homework routine to make sure they are on track.

Your routine also needs to allow students to use the researcher’s notebook in class daily and to keep track of it.

This unit, and the units that follow, include instructions for pacing and timing of lessons, oral presentation of material to students, and method of grading assessments. All of these instructions, however, are subject to the knowledge and best professional judgment of teachers about your content area, classroom, school, students, and larger community.
### Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

I can analyze the interactions between individuals, events, and ideas in a text. (RI.7.3)
I can evaluate the credibility and accuracy of each source. (W.7.8)

### Supporting Learning Targets

<table>
<thead>
<tr>
<th>Supporting Learning Targets</th>
<th>Ongoing Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>• I can use close reading strategies to determine the details of the AAP recommendation for children’s screen time.</td>
<td>• Reader’s Notes for AAP Recommendation</td>
</tr>
<tr>
<td>• I can evaluate the credibility and accuracy of the AAP recommendation.</td>
<td>• Answers to Text-Dependent Questions for the Excerpts from the AAP Recommendation</td>
</tr>
<tr>
<td></td>
<td>• Thinking Log</td>
</tr>
</tbody>
</table>
### Agenda

<table>
<thead>
<tr>
<th>1. Opening</th>
<th>2. Work Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Unpacking Learning Targets/Introducing the Triad Talk (5 minutes)</td>
<td>A. Close Read/Jigsaw: The AAP Recommendation for Screen Time (25 minutes)</td>
</tr>
<tr>
<td></td>
<td>B. Review AAP Recommendation Process/Introduce Prompt (5 minutes)</td>
</tr>
<tr>
<td></td>
<td>C. Mini Lesson: Credible Sources (5 minutes)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3. Closing and Assessment</th>
<th>4. Homework</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Is the AAP Recommendation a Credible Source? (5 minutes)</td>
<td>A. Fill in neurologist’s notebook #6.</td>
</tr>
<tr>
<td></td>
<td>B. Continue independent reading (at least 20 minutes).</td>
</tr>
</tbody>
</table>

### Teaching Notes

- This is the first lesson in a full unit arc that scaffolds background knowledge, research skills, and note-taking toward a final written argument in which students will present a position on whether the American Academy of Pediatrics should increase its recent recommendation for screen time for children from two hours to four hours. Preview Lessons 13-19 in particular, to understand the writing that students will be asked to do, so it is clear how their reading in the first half of the unit scaffolds them toward success with this writing task.

- This first lesson lays the foundation for the rest of the unit and launches a number of key routines.

- First, students examine the actual AAP recommendation. They then look at the process the AAP uses to create its recommendations. This not only gives authenticity to the unit, but also highlights the importance of evidentiary argument in real-world applications. Finally, the writing prompt is introduced. The prompt will be posted as an anchor chart for reference throughout the unit. The same prompt is formally given to the students in Lesson 13 as the basis for developing their positions.

- The texts used in this lesson from the AAP are authentic, which is important in order for students to understand the real overarching issues of screen time. However, the texts also are very complex, ranging in Lexile measures from approximately 1100 (subsections) to 1700 (the introduction). The lesson builds in a scaffolded close read and peer support as students work through these texts, but bear in mind that more support may be needed. As always, use your professional judgment as to how these texts are used: given the needs of your students, consider chunking the texts more, or allowing more time.

- Later, in Lesson 2, students will begin reading, taking notes, and evaluating their research in earnest.

- To orient students to the location of certain portions of the text, consider numbering the paragraphs on printouts of the PDF. This also will help students keep track of text they can use to answer the text-dependent questions.

- This lesson also introduces a speaking protocol, Triad Talks, which will be used to begin to prepare students for the Speaking and Listening Standards that will be assessed at the end of the unit (in Lesson 16). Although the Common Core Standards focus mainly on reading and writing, it is essential for students to be able to listen and speak effectively as well; this skill is especially important when orally outlining an argument and evidence to support it. Consider whether student triads will be standing groups of three or rotating groups.
### Agenda

<table>
<thead>
<tr>
<th>Teaching Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>• In this lesson, students are also introduced to the Assessing Sources document. This serves as a guide as they locate and gather information from Internet sources. Consider keeping extra copies on hand for those who would benefit from using it as a concrete checklist.</td>
</tr>
<tr>
<td>• In the Closing, collect the independent reading homework students that completed in Unit 1, Lesson 10. Review this to get feedback as to whether the students have chosen books that are a good match for their abilities and interests.</td>
</tr>
<tr>
<td>• For independent reading throughout this unit, students may continue to read their self-selected books. Or some students may choose to re-read the articles that the class read together in lessons.</td>
</tr>
<tr>
<td>• In advance:</td>
</tr>
<tr>
<td>– Consider how to group students into triads for Triad Talks.</td>
</tr>
<tr>
<td>– Review Jigsaw protocol (see Appendix); an adapted version of this is used in Work Time A.</td>
</tr>
<tr>
<td>• Post:</td>
</tr>
<tr>
<td>– Position Paper Prompt anchor chart.</td>
</tr>
<tr>
<td>– Assessing Sources anchor chart.</td>
</tr>
<tr>
<td>– Learning targets.</td>
</tr>
</tbody>
</table>
### Lesson Vocabulary

- AAP (American Academy of Pediatrics), pediatrician, screen time, peer review, substantially, prosocial, penetration, necessitates, mitigate

### Materials

- Speaking and Listening anchor chart (new, teacher-created)
- AAP Policy Statement: “Children, Adolescents, and the Media” (one per student)
- Text-Dependent Questions: Introduction to the “AAP Policy Statement: Children, Adolescents, and the Media” (one per student)
- AAP Policy Statement note-catcher (one per student)
- Explanation of the AAP Recommendation Process (one per student and one to display)
- Document camera
- Position Paper Prompt anchor chart (new, teacher-created)
- Domain-Specific Vocabulary anchor chart (from Unit 1, Lesson 1)
- Assessing Sources document (one per student and one to print and ideally enlarge as anchor chart)
- Assessing Sources anchor chart (see above)
- Neurologist’s notebook #6 (one per student)
### Opening

A. Unpacking Learning Targets/Introducing the Triad Talk (5 minutes)

- Greet students and arrange them into triads.
- Direct their attention to the learning targets:
  - “I can use close reading strategies to determine the details of the AAP recommendation for children’s screen time.”
  - “I can evaluate the credibility and accuracy of the AAP recommendation.”
- Explain that AAP stands for American Academy of Pediatrics and ask triads to discuss whether anyone knows what this organization is or does.
- Cold call two or three triads for their answers. Explain if needed that the AAP is a large professional organization of pediatricians, or doctors who specialize in treating children.
- Explain that the AAP makes many health recommendations based on its members’ collective professional opinion and that students will look at one of those recommendations today, dealing with screen time.
- Tell students that they will often have brief discussions in triads as an opening to the lessons in this unit, to practice the speaking skills they will need at the end of the unit. Refer them to the Speaking and Listening anchor chart posted in the room. Read through the criteria briefly.
- Ask triads to discuss a last brief prompt, encouraging them to use the criteria on the Speaking and Listening anchor chart to guide their discussion:
  - “Predict what the AAP will recommend about screen time and children’s use of screen time.” (If needed, clarify that screen time covers television, media, and portable media such as cell phones, tablets, and e-readers.)
- Circulate as triads address the prompt. Provide feedback for groups based on the Speaking and Listening criteria, such as:
  - “I really like how you’re making eye contact with one another.”
  - “I’m having trouble hearing you. Could you increase your volume?”

### Meeting Students’ Needs

- Consider assigning single vocabulary words for both the Opening and Work Time A to students with emergent literacy. Ask them to serve as the expert on that word and to volunteer the definition when it is needed in class. Call on that student when the vocabulary word is encountered. Alternatively, pre-teach the vocabulary to students with emergent literacy.
- Triads may be arranged ahead of time to meet students’ academic or social needs. Consider the benefits of homogenous versus heterogeneous groups in terms of reading level, or matching levels of introversion and extroversion.
### Work Time

**A. Close Read/Jigsaw: The AAP Recommendation for Screen Time (25 minutes)**

- Have students look through the AAP policy statement, conducting a “notice and wonder” for a few minutes. Assure them that this document is important and interesting, but not as complex as it looks.
- Ask a few students to share out their notices and wonders.
- If students do not comment on some of the organizing text features that you feel would be helpful for students to navigate the text, point these out: subheadings, columns, bullets, and so on.
- Direct students’ attention to the introduction of the AAP policy statement. Use the Close Reading Guide: Introduction to the AAP Policy Statement: “Children, Adolescents, and the Media” to guide students through a series of text-dependent questions based on this section of the document.
- Distribute the AAP Policy Statement note-catchers.
- Using student triads from the Opening, at your discretion, have them read and take notes on these sections of the AAP policy statement, assigning one section to each student in the triad. (Notes in the margin are recommended here, but consider using any notation system with which students have experience).
  - “Recommendations for Pediatricians and Other Health Care Providers”
  - “Pediatricians Should Recommend the Following to Parents”
  - “Recommendations for Schools”
- After about 15 minutes, give specific positive feedback on students’ focus and stamina. Invite them to take a quick stretch.
- Then ask them to gather in groups of three with other students who read the same section.
- Invite these new groups of three to spend several minutes comparing and revising their notes on their sections.
- Ask students to return to their original triads and share their notes.
- If there is time, conduct a whole-class debrief on any points of the AAP policy statement that were confusing to students.
- Wrap up by noting to the class that the AAP recommendation for children’s screen time is two hours a day, maximum. This is the recommendation that students are going to use to create their position statement on screen time for adolescents. Ask whether the recommendation matches students’ predictions from the Opening.

### Meeting Students’ Needs

- Consider assigning smaller, more manageable sections of text to students with emergent literacy. An alternative is to pull those who need reading support into a small group and work with them on a section of the document of your choice during this work time. Of the three sections listed here, “Pediatricians Should Recommend the Following to Parents” is the least complex.
B. Review AAP Recommendation Process/Introduce Prompt (5 minutes)

- Distribute the Explanation of the AAP Recommendation Process and display a copy using a document camera.
- Explain that what is pictured is the actual process by which the American Academy of Pediatrics makes a recommendation.
- Review the steps briefly and define any words or phrases that may be confusing to the students, such as peer review.
- Ask students to briefly discuss these prompts and share their answers, one prompt at a time:
  * “Knowing that this is the process the AAP went through, what can we infer about the recommendation for screen time?”
  * “You’ve been studying a great deal about evidence this year. How does this recommendation process demonstrate the real-life importance of evidence?”
- Listen for answers such as: “The AAP didn’t make this decision up; it considered evidence first” or “The AAP formed a committee specifically to review evidence.”

- Direct students’ attention to the Position Paper Prompt anchor chart and read the prompt aloud, explaining that the research and note-taking students will do in Unit 2 will be gathering evidence to answer this question. Note the connection between the prompt and the real-life decision-making process of the AAP.
C. Mini Lesson: Credible Sources (5 minutes)

- Point out to students that they have been reading a lot of articles about the topic, and will continue to read more throughout the unit. They are doing real research.

- Speak to students about the importance of using credible sources to build up their background knowledge and conduct research. On the Domain-Specific Vocabulary anchor chart, briefly create a class definition of credible source, including but not limited to: “uses a significant amount of verifiable evidence and is as unbiased as possible.”

- Hand out the Assessing Sources document. Briefly review its contents with the class.

- Refer back to the definition of a credible source on the Domain-Specific Vocabulary anchor chart. Ask students to have a 30-second discussion with a partner about one thing they would change, keep, or modify about the definition, now that they have reviewed the Assessing Sources document.

- Cold call two or three students for their answers. Make the changes suggested on the anchor chart. If students do not offer a key point of determining a credible source or incorrectly identify a change, model adding an accurate response on the anchor chart for the class.

- Direct students’ attention to the Assessing Sources anchor chart and remind them that it will be posted for the remainder of the unit for their reference.
### Closing and Assessment

<table>
<thead>
<tr>
<th>A. Is the AAP Recommendation a Credible Source? (5 minutes)</th>
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</thead>
<tbody>
<tr>
<td>• Bring students’ attention back to the learning targets. State that now that students have read the AAP recommendation for screen time (the first learning target), they will take the last few minutes of class to apply their knowledge on assessing sources to the AAP recommendation (the second learning target).</td>
</tr>
<tr>
<td>• Focus them on the second set of criteria (Assess the Text’s Credibility and Accuracy). Have students work with a partner to apply each of the criteria to the AAP recommendation.</td>
</tr>
<tr>
<td>• Debrief with the class on their answers. Listen for answers similar to these:</td>
</tr>
<tr>
<td>– Is the author an expert on the topic? (yes—professional organization, expert committee)</td>
</tr>
<tr>
<td>– Is the purpose to inform or to persuade/sell? (inform and persuade, but not to sell)</td>
</tr>
<tr>
<td>– When was the text first published? (2013)</td>
</tr>
<tr>
<td>– How current is the information on the topic? (current)</td>
</tr>
<tr>
<td>– Does the text have specific facts and details to support the ideas? (yes—footnotes)</td>
</tr>
<tr>
<td>– Does the information in this text expand on or contradict what I already know about the topic? (Students may correctly answer that the recommendation expands and/or contradicts their background knowledge. Encourage them to specify exactly how this may be.)</td>
</tr>
<tr>
<td>• Hand out <strong>neurologist’s notebook #6</strong> for homework.</td>
</tr>
<tr>
<td>• Collect the independent reading homework from Unit 1, Lesson 10.</td>
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</table>

### Homework

<table>
<thead>
<tr>
<th>Meeting Students’ Needs</th>
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</thead>
<tbody>
<tr>
<td>• Fill in neurologist’s notebook #6.</td>
</tr>
<tr>
<td>• Continue independent reading (at least 20 minutes).</td>
</tr>
</tbody>
</table>
During our conversations in this unit, I am expected to …

<table>
<thead>
<tr>
<th>Activity</th>
<th>Expectation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Present my knowledge in a focused, logical, and coherent manner</td>
<td></td>
</tr>
<tr>
<td>Incorporate relevant facts, descriptions, details, and examples to support claims</td>
<td></td>
</tr>
<tr>
<td>Use appropriate eye contact</td>
<td></td>
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<tr>
<td>Use adequate volume</td>
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<tr>
<td>Use clear pronunciation</td>
<td></td>
</tr>
<tr>
<td>Use formal English:</td>
<td></td>
</tr>
<tr>
<td>• Academic and domain-specific vocabulary</td>
<td></td>
</tr>
<tr>
<td>• Language that expresses ideas precisely, eliminating wordiness and redundancy</td>
<td></td>
</tr>
<tr>
<td>Be an active listener: face the speaker, make eye contact, and make thoughtful statements/ask thoughtful questions.</td>
<td></td>
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</tbody>
</table>
AAP Policy Statement: “Children, Adolescents, and the Media”

Children, Adolescents, and the Media
COUNCIL ON COMMUNICATIONS AND MEDIA
Pediatrics; originally published online October 28, 2013;
DOI: 10.1542/peds.2013-2656

The online version of this article, along with updated information and services, is
located on the World Wide Web at:
http://pediatrics.aappublications.org/content/early/2013/10/24/peds.2013-2656
AAP Policy Statement: “Children, Adolescents, and the Media”

POLICY STATEMENT

Children, Adolescents, and the Media

Abstract

Media, from television to the “new media” (including cell phones, iPads, and social media), are a dominant force in children's lives. Although television is still the predominant medium for children and adolescents, new technologies are increasingly popular. The American Academy of Pediatrics continues to be concerned by evidence about the potential harmful effects of media messages and images; however, important positive and prosocial effects of media use should also be recognized. Pediatricians are encouraged to take a media history and ask 2 media questions at every well-child visit: How much recreational screen time does your child or teenager consume daily? Is there a television set or Internet-connected device in the child's bedroom? Parents are encouraged to establish a family home use plan for all media. Media influences on children and teenagers should be recognized by schools, policymakers, product advertisers, and entertainment producers. Pediatrics 2013;122:588-591

Introduction

Media, from traditional television to the “new media” (including cell phones, iPads, and social media), are a dominant force in children's lives. Although media are not the leading cause of any major health problem in the United States, the evidence is now clear that they can and do contribute substantially to many different risks and health problems and that children and teenagers learn from, and may be negatively influenced by, the media. However, media literacy and prosocial uses of media may enhance knowledge, connectedness, and health. The overwhelming penetration of media into children's and teenagers' lives necessitates a renewed commitment to changing the way pediatricians, parents, teachers, and society address the use of media to mitigate potential health risks and foster appropriate media use.

According to a recent study, the average 8- to 10-year-old spends nearly 8 hours a day with a variety of different media, and older children and teenagers spend >11 hours per day. Presence of a television (TV) set in a child's bedroom increases these figures even more, and 71% of children and teenagers report having a TV in their bedroom. Young people now spend more time with media than they do in school—it is the leading activity for children and teenagers other than sleeping. In addition to time spent with media, what has changed dramatically is the media landscape: TV remains the predominant medium (>4 hours per day) but nearly one-third of TV programming is viewed on alternative platforms (computers, iPads, or cell phones). Nearly all children and teenagers have Internet access (88%), often high-speed, and one-third have

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AAP Policy Statement: “Children, Adolescents, and the Media”

For nearly 3 decades, the AAP has expressed concerns about the amount of time that children and teenagers spend with media and about some of the content they view. In a series of policy statements, the AAP has delineated its concerns about media violence, sex in the media, substance use, music and music videos, obesity and the media, and infant media use. At the same time, existing AAP policy does not address the positive, prosocial uses of media and the need for media education in schools and at home. Shows like “Sesame Street” can help children learn numbers and letters, and the media can also teach empathy, racial and ethnic tolerance, and a whole variety of interpersonal skills.

Prosocial media may also influence teenagers. Helping behaviors increase after listening to prosocial (rather than neutral) songs or polished, and positive information about adolescent health is increasingly available through new media including YouTube videos and campaigns that incorporate cell phone text messages.

RECOMMENDATIONS FOR PEDIATRICIANS AND OTHER HEALTH CARE PROVIDERS

- Become educated about critical media topics (media use, violence, sex, obesity, substance use, new technology) via continuing medical education programs. Ask 2 media questions and provide age-appropriate counseling for families at every well child visit. How much recreational screen time does your child or teenager consume daily? Is there a TV set or an Internet-connected electronic device (computer, iPad, cell phone) in the child’s or teenager’s bedroom? In a busy clinic or office, these 2 targeted questions are key. There is considerable evidence that a bedroom TV increases the risk for obesity, substance use, and exposure to sexual content.

- Take a more detailed media history with children or teenagers who demonstrate aggressive behavior, are overweight or obese, use tobacco, alcohol, or other drugs, or have difficulties in school.

- Examine your own media use habits; pediatricians who watch more TV are less likely to advise families to follow AAP recommendations.

RECOMMENDATIONS FOR SCHOOLS

- Limit the amount of total entertainment screen time to <1 to 2 hours per day.

- Discourage screen media exposure for children <2 years of age.

- Keep the TV set and Internet-connected electronic devices out of the child’s bedroom.

- Monitor what media their children are using and accessing, including any Web sites they are visiting and social media sites they may be using.

- Coview TV, movies, and videos with children and teenagers, and use this as a way of discussing important family values.

- Model active parenting by establishing a family home use plan for all media. As part of the plan, enforce a mealtime and bedtime “curfew” for media devices, including cell phones. Establish reasonable but firm rules about cell phones, texting, Internet, and social media use.
AAP Policy Statement: “Children, Adolescents, and the Media”

those serving as school physicians or school medical advisors should:

- Educate school boards and school administrators about evidence-based health risks associated with unsupervised, unlimited media access and use by children and adolescents, as well as ways to mitigate those risks, such as violence prevention, sex education, and drug use-prevention programs.

- Encourage the continuation and expansion of media education programs, or initiate implementation of media education programs in settings where they are currently lacking.

- Encourage innovative use of technology where it is not already being used, such as online education programs for children with extended but medically justified school absences.

- Work collaboratively with parent-teacher associations to encourage parental guidance in limiting or monitoring age-appropriate screen times. In addition, schools that do use new technology like iPads need to have strict rules about what students can access.

PEDiatrics Should work with the AAP and local Chapters to challenge the entertainment industry to do the following:

- Establish an ongoing dialogue with health organizations like the AAP, the American Medical Association, the American Psychological Association, and the American Public Health Association to minimize prosocial content in media and minimize harmful effects (e.g., portrayals of smoking, violence, etc.).

- Make movies smoke-free, without characters smoking or product placement.

- PEDIATRICS SHOULD work with the AAP and local Chapters to challenge manufacturers of products with public health implications (tobacco, alcohol, food) to do the following:

- Make socially responsible decisions on marketing products to youth, betterment of their health is the ultimate goal.

- PEDIATRICS SHOULD work with the AAP and local Chapters to challenge the federal government to do the following:

- Advocate for a federal report within either the National Institutes of Health or the Institute of Medicine on the impact of media on children and adolescents that would establish a baseline of what is currently known and what new research needs to be conducted.

- Encourage the entertainment industry and the advertising industry to create more prosocial programming and to reassess the effects of their current programming.

- Issue strong regulations—self-regulation is not likely to work—that would restrict the advertising of junk food and fast food to children and adolescents.

- Establish an ongoing funding mechanism for new media research.

- Initiate legislation and rules that would ban alcohol advertising from television.

- Work with the Department of Education to support the creation and implementation of media education curriculum for schoolchildren and teenagers.

LEAD AUTHORS
Victor C. Streebinger, MD, FAPA
Marjorie J. Hogan, MD, FAPA

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American Academy of Pediatrics
DEDICATED TO THE HEALTH OF ALL CHILDREN®
Introduction to the AAP Policy Statement: “Children, Adolescents, and the Media”

Name:  
Date:  

<table>
<thead>
<tr>
<th>Questions</th>
<th>Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The statement begins by saying that although media does not <strong>cause</strong> health problems in children, the evidence is that media can <strong>contribute</strong> to those health problems. What is the difference between “causing” an outcome to happen and “contributing” to that outcome?</td>
<td></td>
</tr>
<tr>
<td>2. The text states we must “change the way pediatricians, parents, teachers, and society address the use of media to mitigate potential health risks and foster appropriate media use.” Using the context of the sentence, find synonyms for the words <strong>mitigate</strong> and <strong>foster</strong>.</td>
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</tbody>
</table>
### Text-Dependent Questions:

Introduction to the AAP Policy Statement: “Children, Adolescents, and the Media”

<table>
<thead>
<tr>
<th>Questions</th>
<th>Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. What is the significant change being described in Paragraph 2?</td>
<td></td>
</tr>
<tr>
<td>4. Paragraph 3 uses several pieces of evidence to illustrate the fact that the “media landscape has changed dramatically”: in other words, that the types of media being used by children have become very diverse. Choose one of these pieces of evidence and describe how it supports the fact.</td>
<td></td>
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</tbody>
</table>
Text-Dependent Questions:
Introduction to the AAP Policy Statement: “Children, Adolescents, and the Media”

<table>
<thead>
<tr>
<th>Questions</th>
<th>Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>5. Paragraph 4 documents that many parents and families do not have guidelines in place for use of media. Why would the AAP feel the need to include this information in the introduction to its policy statement?</td>
<td></td>
</tr>
<tr>
<td>6. Paragraph 5 summarizes the statements the AAP has already made about media and children. Name one concern the AAP has about media and children, and one benefit the AAP has noted.</td>
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</tbody>
</table>
**Time: 15 minutes**

<table>
<thead>
<tr>
<th>Questions</th>
<th>Close Reading Guide</th>
</tr>
</thead>
</table>
| 1. The statement begins by saying that although media does not **cause** health problems in children, the evidence is that media can **contribute** to those health problems. What is the difference between “causing” an outcome to happen and “contributing” to that outcome? | **Say to students:**  
* “Read along silently in your heads as I read aloud. Be sure to reread the text in your heads as well, after I give you the questions to answer.”  
**Read the first two sentences of the introduction aloud.**  
**Read Question 1.**  
**Have students write down their answers with their partners.**  
**Call on students to share out their answers. Listen for something such as: “Media does not directly make health problems happen, but it is one of many things that help to develop those health problems.”** |
| 2. The text states we must “change the way pediatricians, parents, teachers, and society address the use of media to mitigate potential health risks and foster appropriate media use.” Using the context of the sentence, find synonyms for the words **mitigate** and **foster**. | **Read the next two sentences of the introduction aloud (finishing the first paragraph).**  
**Read Question 2.**  
**Have students write down their answers with their partners.**  
**Call on students to share out their answers. Be sure they note that **mitigate** means “to make less severe” and **foster** means “to help the growth and development of.”** |
## Close Reading Guide:

Introduction to the AAP Policy Statement: “Children, Adolescents, and the Media”
(For Teacher Reference)

<table>
<thead>
<tr>
<th>Questions</th>
<th>Close Reading Guide</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. What is the significant change being described in Paragraph 2?</td>
<td>Read aloud the second paragraph without interruption.</td>
</tr>
<tr>
<td></td>
<td>Read Question 3.</td>
</tr>
<tr>
<td></td>
<td>Have students write down their answers with their partners.</td>
</tr>
<tr>
<td></td>
<td>Call on students to share out their answers. Listen for answers that indicate that children spend more time with media than ever before.</td>
</tr>
<tr>
<td>4. Paragraph 3 uses several pieces of evidence to support the claim that</td>
<td>Read the third paragraph without interruption. This paragraph is long and has much evidence in it; go slowly, pausing after each “chunk” of evidence. Consider supporting the paragraph with visuals if it would increase comprehension</td>
</tr>
<tr>
<td>the “media landscape has changed dramatically”: in other words, that the</td>
<td>Read Question 4.</td>
</tr>
<tr>
<td>types of media being used by children have become very diverse. Choose</td>
<td>Have students write down their answers with their partners.</td>
</tr>
<tr>
<td>one of these pieces of evidence and describe how it supports the claim.</td>
<td>Call on students to share out their answers. Correct answers may vary (for example, students could discuss that 84 percent of children now have access to the Internet), but all answers should connect the evidence to the claim (for example, indicating that 84 percent is a large percentage of children).</td>
</tr>
</tbody>
</table>
## Close Reading Guide:
### Introduction to the AAP Policy Statement: “Children, Adolescents, and the Media”

<table>
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</table>
| 5. Paragraph 4 documents that many parents and families do not have guidelines in place for use of media. Why would the AAP feel the need to include this information in the introduction to its policy statement? | Read the fourth paragraph without interruption.  
Read Question 5.  
Have students write down their answers with their partners.  
Call on students to share out their answers. Listen for answers such as: “They want to show that there is a need for a statement from the AAP on this topic, because parents and families don’t really know what to do about it, or don’t understand how important it is to guide their children’s use of media.” |
| 6. Paragraph 5 summarizes the statements the AAP has already made about media and children. Name one concern the AAP has about media and children, and one benefit the AAP has noted. | Read the final paragraph without interruption.  
Read Question 6.  
Have students write down their answers with their partners.  
Call on students to share out their answers. Correct answers may vary. Listen for those that directly reference the text, such as the connection to obesity and/or the extensive learning opportunities available through media. |
Name of Section Assigned

Below, jot down the main ideas and supporting details of the section you have just read.

<table>
<thead>
<tr>
<th>Main idea:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supporting detail:</td>
</tr>
<tr>
<td>Supporting detail:</td>
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<tr>
<td>Supporting detail:</td>
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<tr>
<td>Supporting detail:</td>
</tr>
</tbody>
</table>
Explanation of the AAP Recommendation Process

Researchers identify problems they want to study and seek funding from private and public (like the federal government) sources.

Researchers publish findings in medical journals, and other researchers try to replicate and test their findings. They also present their findings at conferences. This is called the peer review process.

The American Academy of Pediatrics appoints an Expert Advisory Committee to comb through medical journals and find those studies that have been peer-reviewed and proved to be sound. The Expert Advisory Committee focuses on one specific aspect of pediatric care and is made up of experts in that field.

The Expert Advisory Committee decides what recommendation should be made using several criteria. Among the questions members ask themselves:

1. How strong is the evidence that this recommendation should be made?
2. What is the balance between potential harm and potential benefit?
3. What has been recommended before? Is there new information that should change the existing recommendation?
4. How important is this to public health? How many people will this affect?
5. How likely is this recommendation going to address the health problem?

Finally the Expert Advisory Committee writes the recommendation, and the AAP disseminates the information to physicians and the public.
Position Paper Prompt Anchor Chart

You are part of the Children and Media Expert Advisory Committee. Your job is to help the American Academy of Pediatrics revisit the recommendation that children older than 2 should spend no more than two hours a day on entertainment screen time. After examining both the potential benefits and risks of entertainment screen time, particularly to the development of teenagers, make a recommendation: Should the AAP raise its recommended daily entertainment screen time from two hours to four hours?
When you find a text you think you might use for research, you first need to assess it by asking these questions.

1. Assess the Text’s Accessibility
   - Am I able to read and comprehend the text easily?
   - Do I have adequate background knowledge to understand the terminology, information, and ideas in the text?

2. Assess the Text’s Credibility and Accuracy
   - Is the author an expert on the topic?
   - Is the purpose to inform or to persuade/sell?
   - When was the text first published?
   - How current is the information on the topic?
   - Does the text have specific facts and details to support the ideas?
   - Does the information in this text expand on or contradict what I already know about the topic?

3. Assess the Text’s Relevance
   - Does the text have information that helps me answer my research questions? Is it information that I don’t have already?
   - How does the information in the text relate to other texts I have found?

Informed by “Assessing Sources,” designed by Odell Education
Neurologist’s Notebook #6
The AAP Policy Statement: “Children, Adolescents, and the Media”

Name:  
Date:  

Read this quote from the AAP policy statement:

“They [teenagers] are also avid multitaskers, often using several technologies simultaneously, but multitasking teenagers are inefficient. For example, using a mobile phone while driving may result in both poor communication and dangerous driving.”

How could the following aspects of adolescent neurology possibly explain, or connect to, the phenomenon described above?

<table>
<thead>
<tr>
<th>Adolescent Neurology</th>
<th>How It Might Connect to the AAP Quote</th>
</tr>
</thead>
<tbody>
<tr>
<td>The still-developing pre-frontal cortex</td>
<td></td>
</tr>
<tr>
<td>The dopamine-based limbic system (also called the “risk/reward system”)</td>
<td></td>
</tr>
</tbody>
</table>
Grade 7: Module 4A: Unit 2: Lesson 2
Logic and Argument: Evaluating the Argument in
“Beyond the Brain”
### Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

I can identify the argument and specific claims in a text. (RI.7.8)  
I can evaluate the argument and specific claims in a text for sound reasoning and relevant, sufficient evidence. (RI.7.8)

<table>
<thead>
<tr>
<th>Supporting Learning Target</th>
<th>Ongoing Assessment</th>
</tr>
</thead>
</table>
| • I can evaluate an argument’s use of evidence and reasoning in an excerpt from “Beyond the Brain.” | • Neurologist’s Notebook #6 (from homework)  
• Answers to Text-Dependent Questions: “Beyond the Brain” |
# Agenda

<table>
<thead>
<tr>
<th>Opening</th>
<th>Reviewing Learning Target/Evaluating a Flawed Argument: Argument A (5 minutes)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Work Time</td>
<td>Evaluating an Argument: Argument B; Relevant and Sufficient Evidence and Sound Reasoning (10 minutes)</td>
</tr>
<tr>
<td></td>
<td>Text-dependent Questions for “Beyond the Brain” (20 minutes)</td>
</tr>
<tr>
<td>Closing and Assessment</td>
<td>Preview Homework: Tracing an Argument Note-catcher for “Beyond the Brain” (10 minutes)</td>
</tr>
<tr>
<td>Homework</td>
<td>Finish page 1 of the Tracing the Argument note-catcher for “Beyond the Brain.”</td>
</tr>
<tr>
<td></td>
<td>Continue independent reading (at least 20 minutes).</td>
</tr>
</tbody>
</table>

### Teaching Notes

- This lesson draws on students’ understanding of main idea and supporting details from the previous unit but marks a shift in genre that students are reading. In Unit 1, students read text written to inform or explain. Now, in Unit 2, students prepare to read argument writing. In argument writing, the main idea is called “claim” and supporting details are called “reasoning,” and “evidence.” Be sure to explain that although the terminology changes, the skill of determining and analyzing the main idea (or the central “claim” is the same).
- Students also draw on their learning from Module 2 about what makes evidence relevant. This lesson offers a review, which will help any who may not have been present in Module 2. It also develops further understanding by adding the concepts of sufficient evidence and sound reasoning to support the claim, as students begin to trace an argument and identify and evaluate claims and evidence in different informational texts. If your students do not do Module 2, consider how the lesson might need to be adapted. Review Module 2 instruction on argument writing (M2A Unit 1 or M2B Unit 2).
- In Work Time B, students use the criteria they built for evaluating evidence to trace a central claim and the use of evidence in an excerpt from the text “Beyond the Brain.” This skill will be reinforced throughout the next several lessons through the use of the Tracing the Argument note-catcher, which is introduced today. Students will use this note-catcher repeatedly to trace and evaluate arguments in texts and videos.
- “Beyond the Brain” also plays an important role in the module as it reminds students to read arguments based on brain science with a bit of skepticism and to be wary of texts that oversimplify the neuroscience. Given the newness and the complexity of neuroscience, this is important advice.
- “Beyond the Brain” is a complex text. The Close Reading Guide focuses on only the most salient paragraphs for mapping out its argument. Consider assigning the entire piece as a challenge for your academically proficient readers.
- “Beyond the Brain” also very briefly references the culturally sensitive topic of sexual arousal. The piece remains a strong, well-organized argument, and it is felt that its benefits outweigh its risks in that regard. Bear in mind that this phrase exists within the text and plan for managing any potentially distracting student reactions.
### Agenda

<table>
<thead>
<tr>
<th>Teaching Notes</th>
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<tbody>
<tr>
<td>• In advance:</td>
</tr>
<tr>
<td>– Create a blank Evaluating an Argument anchor chart (see supporting materials).</td>
</tr>
<tr>
<td>• Review:</td>
</tr>
<tr>
<td>– Fist to Five in Checking for Understanding Techniques (see Appendix).</td>
</tr>
<tr>
<td>– Close Reading Guide for “Beyond the Brain.”</td>
</tr>
<tr>
<td>• Post: Learning target.</td>
</tr>
</tbody>
</table>

### Lesson Vocabulary

- argument writing, informational writing, claim, evidence, evaluate, sound reasoning, unsound reasoning, relevant, sufficient, logical; captivate, refute

### Materials

- Document camera
- Argument A (one to display)
- Argument B (one to display)
- Evaluating an Argument anchor chart (new; co-created with students in Work Time A; see blank example in supporting materials)
- Evaluating an Argument anchor chart (model, for teacher reference)
- “Beyond the Brain” (one per student and one to display)
- Text-Dependent Questions: “Beyond the Brain” (one per student)
- Close Reading Guide: “Beyond the Brain” (for teacher reference)
- Tracing an Argument note-catcher (one per student and one to display)
- Tracing an Argument note-catcher (answers, for teacher reference)
### A. Reviewing Learning Target/Evaluating a Flawed Argument: Argument A (5 minutes)

- Read aloud the learning target or invite a volunteer to do so:
  * “I can evaluate an argument’s use of evidence and reasoning in an excerpt from ‘Beyond the Brain.’”

- Explain that students will read a different kind of writing today. This text is *argument writing*, which means it is trying to use reasons and evidence to persuade us to think like the author. Up to this point in the module, they have read *informational writing*, which has been giving them information. When they read informational texts, they look for main idea and supporting details. Remind them that when they read argument writing, however, the central idea is called the *claim* and the claim is supported by *evidence*, as they learned in previous modules.

- Tell students that since they eventually will write an argument (position paper) on the prompt they read in Lesson 1, they will look primarily at texts in Unit 2 that also make arguments about children and screen time. This will help them prepare their own arguments.

- Tell students that today’s lesson will help them learn to trace and *evaluate* arguments. Explain that when we evaluate an argument, we assess whether it is strong and successful at proving its claim.

- Using a **document camera**, project Argument A. Invite students to evaluate this argument as you read it aloud:
  * “I should not have to limit my video game playing. First, I love my video games more than I love my own family. Plus, it’s annoying to have to turn my Xbox off. I finish my homework before I play any games anyway, so it shouldn’t matter if I limit my screen time or not. How dangerous can it actually be for me?”

- Ask:
  * “What is the claim?”

- Cold call a student to share out. Listen for: “The claim is that the writer shouldn’t have to limit his screen time.”

- Ask:
  * “What reasons does the writer give to support the claim?”

- Cold call students and listen for: “He loves his video games,” “It’s annoying to turn off the Xbox,” and “He finishes his schoolwork before he plays, so it shouldn’t matter if he limits his screen time or not.”
### Opening (continued)

- **Ask:**
  - “What is the problem with these reasons?”
- **Listen for:** “The reasons are based on his feelings and don’t have to do with facts or evidence.”
- If students struggle to see this, you can probe their thinking by asking:
  - “Does he give solid evidence for his reasons? What are his reasons based on?”
- **Then ask:**
  - “What is wrong with this argument? Does it make sense overall?”
- Cold call students and listen for responses such as: “It’s based on his feelings but not evidence,” “It has unrelated supporting details,” or “It isn’t logical.”
- Explain that the proper use of reasons in an argument is called the argument’s *reasoning*. If an argument makes sense, it is considered *sound*. If an argument does not have solid reasons and evidence to support the claim, or if it uses reasons and evidence that do not make sense, it has *unsound* reasoning. Remind the class that the prefix *un-* means “not.”
- **Invite students to turn to a partner and discuss:**
  - “Do you think the reasoning in this argument is sound or unsound?”
- Give them 30 seconds to discuss, and then get their attention and cold call a pair to share out. Listen for: “The argument is unsound.”
- **Ask students to discuss with their partners for 30 seconds:**
  - “Does this argument provide any evidence?”
- Cold call a different pair. Listen for: “It offers statements that could be considered evidence, but they’re all based on feelings, and none of them are facts” or “There is very little supporting evidence, if any.”

### Meeting Students’ Needs

- Students may struggle with the idea that a good argument is not based solely on one’s personal feelings; be prepared to give additional instruction on this point if needed. For example, just because a student might feel very strongly about being able to play unlimited video games doesn’t mean that the student has made an effective argument. Consider drawing an analogy to a young child who wants to touch a stove and when asked why says, “Because I want to.”
<table>
<thead>
<tr>
<th><strong>Work Time</strong></th>
<th><strong>Meeting Students’ Needs</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. Evaluating an Argument: Argument B; Relevant and Sufficient Evidence and Sound Reasoning (10 minutes)</strong></td>
<td></td>
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<tr>
<td>• Tell students:</td>
<td>• Consider assigning partners for the discussions in Work Time A and B so students can work with different classmates and stay focused.</td>
</tr>
<tr>
<td>* “Now we will look at an argument that is stronger. As we analyze it, I want you to think about why this argument is stronger than the first one.”</td>
<td>• Anchor charts offer students a visual cue about what to do when you ask them to work independently. They also serve as note-catchers when the class is co-constructing ideas.</td>
</tr>
<tr>
<td>• Display Argument B and invite students to follow along as you read it aloud:</td>
<td>• For students who struggle with following multiple-step directions, consider displaying these directions using a document camera or interactive white board. Another option is to type up these instructions for students to have in hand.</td>
</tr>
<tr>
<td>* “It’s important to limit your video game playing. First, playing video games isn’t good for your mind. It exposes young people to violence. Violent video games have been linked to aggression in kids. Also, it isn’t good for your health. The more video games you play, the less physical activity you are getting. Obesity and levels of video game playing are linked in research. Finally, playing video games limits the important social interactions you have in real life with friends and family. We miss talking with you around here because you’re always playing games!”</td>
<td></td>
</tr>
<tr>
<td>• Ask students to identify the claim. Cold call someone who hasn’t been called on. Listen for: “The claim is that it’s important to limit video game playing.”</td>
<td></td>
</tr>
<tr>
<td>• Ask:</td>
<td></td>
</tr>
<tr>
<td>* “What reasons does the writer give?”</td>
<td></td>
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<tr>
<td>• Listen for: “It exposes kids to violence,” “It cuts down on your physical activity,” and “It limits the face-to-face interaction you have with real people.”</td>
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</tr>
<tr>
<td>• Ask:</td>
<td></td>
</tr>
<tr>
<td>* “Does the writer give any specific evidence to support those reasons?”</td>
<td></td>
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<tr>
<td>• Listen for: “Yes. Video game violence and aggression have been linked” and “Obesity and video game playing are linked.”</td>
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</tr>
<tr>
<td>• Then ask students to turn to a partner and discuss:</td>
<td></td>
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<tr>
<td>* “What does relevant evidence mean?”</td>
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<tr>
<td>• Cold call a student to share out. Listen for: “Relevant evidence is something that relates to the claim and helps to prove it accurately.”</td>
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</tr>
<tr>
<td>• Use the Fist to Five Checking for Understanding technique to have students rate the relevance of the evidence given in this argument. Look for them to hold up 4s or 5s. If any have 3s or lower, ask them to explain their reasoning so you can clarify their understanding.</td>
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</tbody>
</table>
Work Time (continued)

- Define the term *sufficient* for students. Explain that sufficient evidence is high in both quantity and quality. For there to be sufficient evidence for a claim, there needs to be enough supporting pieces of evidence to convince the reader. There is not a set amount of evidence that is “enough”; this depends very much on the task and the audience. However, a good rule of thumb for beginning argument writers is “more is better.”

- Prompt students:
  * “Discuss with your partners whether the evidence provided here is sufficient to prove the claim.”

- After a minute, cold call some students who have not yet spoken. Listen for: “The writer provides different reasons and pieces of evidence that all support the claim, so for a short piece like this, that is sufficient.”

- Next, tell students to look at the reasoning, or logic, provided in the argument. Ask them to look for sound reasoning, or solid logic, in which the reasons and evidence connect and work together to prove the claim.

- Ask:
  * “Can you find any examples of sound reasoning in this argument?”

- Cold call students and listen for them to point out the lines: “The link between video games and aggression is sound reasoning for saying it’s not good for your health”; “The link between obesity and video games is sound reasoning that it isn’t good for your body or your mind”; and “The family misses talking to the little brother because he plays so many video games, which is sound reasoning for the effect the video games are having on his social interaction.”

- If students struggle to understand the concept of “sound reasoning,” you can explain it further as a way of organizing one’s reasons and use of evidence in a logical and connected way so that, after taking into account everything the writer/speaker has presented, you view the claim as legitimate and valid, even if you don’t agree with it.

- Post the blank *Evaluating an Argument anchor chart*. Introduce it to students and explain that they will help you build the descriptors for each term. Chart student responses as you progress through the next few questions:
  * “Now that you have seen some examples of irrelevant and relevant evidence, how can we capture what ‘relevant evidence’ means on our chart?”
  * “How can we describe what ‘sufficient evidence’ means on our chart?”
  * “How can we explain what ‘sound reasoning’ means on our chart?”

Meeting Students’ Needs

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<td>* “Discuss with your partners whether the evidence provided here is sufficient to prove the claim.”</td>
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<tr>
<td>- After a minute, cold call some students who have not yet spoken. Listen for: “The writer provides different reasons and pieces of evidence that all support the claim, so for a short piece like this, that is sufficient.”</td>
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<td>- Cold call students and listen for them to point out the lines: “The link between video games and aggression is sound reasoning for saying it’s not good for your health”; “The link between obesity and video games is sound reasoning that it isn’t good for your body or your mind”; and “The family misses talking to the little brother because he plays so many video games, which is sound reasoning for the effect the video games are having on his social interaction.”</td>
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<tr>
<td>* “How can we explain what ‘sound reasoning’ means on our chart?”</td>
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</table>
Work Time (continued)

- Guide and prompt students as you fill out the anchor chart with appropriate descriptors, referring to the Evaluating an Argument anchor chart (model, for teacher reference) as needed.
- Explain that if an argument has sound reasoning supported by relevant and sufficient evidence, it creates a valid claim.
- Invite students to look over this chart and tell them that they will refer back to it throughout this lesson and in future lessons.

B. Text-dependent Questions for “Beyond the Brain” (20 minutes)

- Tell students that now they will apply what they’ve just learned about analyzing claims, reasoning, and evidence to their reading for today.
- Distribute and display “Beyond the Brain” and the Text-Dependent Questions: “Beyond the Brain.”
- Have students find a partner.
- Use the Close Reading Guide: “Beyond the Brain” to guide the class through a series of text-dependent questions. Let students know that they will be looking specifically for claims, reasons, and evidence in “Beyond the Brain.” Their work in class will assist them in doing their homework.
### Closing and Assessment

**A. Preview Homework: Tracing an Argument Note-catcher for “Beyond the Brain” (10 minutes)**

- Distribute and display the **Tracing an Argument note-catcher**. Refer to the **Tracing an Argument note-catcher (answers, for teacher reference)** as needed while working with students.

- Give directions:
  1. Put your name at the top of this new note-catcher.
  2. Fill out the title of the text in the appropriate section.
  3. Write “David Brooks” under Author’s Name.

- Ask:
  * “What was the author’s central claim? Use your text-dependent question notes to help you.”

- Cold call a student, or several, to get a sense of what they thought the claim was. Listen for responses such as: “The brain is not the mind” or “Looking at a brain scan does not predict a person’s emotions or actions.”

- Ask students to write the claim in the appropriate spot on the Tracing an Argument note-catcher.

- Then prompt students to talk with an elbow partner:
  * “You can see that the reason the author gives in Paragraph 6 to support his claim is filled in for you here. What evidence did the author use first to support this reason in Paragraph 6? Use your text-dependent question notes to help you. Remember the structure we discussed.”

- Give pairs a couple of minutes to discuss the evidence, then cold call a pair to share out. Listen for: “You don’t know what you’re seeing when you look at a brain scan because it could be many different activities” or “The amygdala or other parts of the brain handle different activities or emotions, so how do you know what you’re looking at?”

- Model writing the evidence under Supporting Evidence 1 on the note-catcher.

- Now ask students to discuss whether the evidence is relevant and why. Remind them that relevant means “relates to the claim and helps to prove it.” Refer to the Evaluating an Argument anchor chart if needed.

- Before the discussion starts, note that the answer to this question is structured on the note-catcher as an “If ... then” statement. Remind students that they worked with “If ... then” statements in Unit 1, Lessons 6–8. Note that the “If ... then” statement is a good way to make sure the connection between the claim and the evidence is identified.
### Closing and Assessment (continued)

- Point out to students that the “then” portion of the statement has already been filled in. Ask whether they recognize it. Listen for: “It’s the claim.”
- Cold call a student to explain why Supporting Evidence 1 is relevant. Encourage him or her to use the “If … then” format.
- Model writing down the appropriate answer in the correct space on the note-catcher.
- Let students know that they will fill out the rest of Part 1 for homework. Specify that this means they will identify evidence for Paragraph 7, using their text-dependent questions, and determine whether that evidence is relevant. They will also read and analyze Paragraph 8 on their own.
- Be sure students understand that the other questions, in Part 2, will be completed in the next class. Remind them to take their text-dependent questions home with them for assistance.

### Homework

- Finish page 1 of the Tracing the Argument note-catcher for “Beyond the Brain.”
- Continue independent reading (at least 20 minutes).
Argument A

Consider this argument, given by a middle school student to his parents:

“I should not have to limit my video game playing. First, I love my video games more than I love my own family. Plus, it’s annoying to have to turn my Xbox off. I finish my homework before I play any games anyway, so it shouldn’t matter if I limit my screen time or not. How dangerous can it actually be for me?”
Now consider this argument, given by a middle school student to her little brother:

“It’s important to limit your video game playing. First, playing video games isn’t good for your mind. It exposes young people to violence. Violent video games have been linked to aggression in kids. Also, it isn’t good for your health. The more video games you play, the less physical activity you are getting. Obesity and levels of video game playing are linked in research. Finally, playing video games limits the important social interactions you have in real life with friends and family. We miss talking with you around here because you’re always playing games!”
## Evaluating an Argument Anchor Chart

<table>
<thead>
<tr>
<th>Relevant Evidence</th>
<th>Sufficient Evidence</th>
<th>Sound Reasoning</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>
Evaluating an Argument Anchor Chart
(Model, for Teacher Reference)

<table>
<thead>
<tr>
<th>Relevant Evidence</th>
<th>Sufficient Evidence</th>
<th>Sound Reasoning</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Related to the claim</td>
<td>• Enough evidence to prove the claim</td>
<td>• Logical argument</td>
</tr>
<tr>
<td>• Accurate</td>
<td>• More than one piece of evidence</td>
<td>• Based on facts, not just feelings</td>
</tr>
<tr>
<td>• Proves the point</td>
<td>• Might give several supporting pieces of evidence or just really strong</td>
<td>• Acknowledged as valid, even if you disagree with</td>
</tr>
<tr>
<td>• Supports the argument</td>
<td>evidence</td>
<td>it</td>
</tr>
<tr>
<td>• Can be facts, statistics, or examples</td>
<td>• Can be quantity of evidence and/or high-quality evidence</td>
<td>• Makes sense</td>
</tr>
<tr>
<td>• Not just personal opinions</td>
<td></td>
<td>• No gaps or holes in the argument</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Ideas connect to one another logically</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Can’t find exceptions</td>
</tr>
</tbody>
</table>

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NYS Common Core ELA Curriculum • G7:M4A:U2:L2 • January 2014 • 15
It’s a pattern as old as time. Somebody makes an important scientific breakthrough, which explains a piece of the world. But then people get caught up in the excitement of this breakthrough and try to use it to explain everything.

This is what’s happening right now with neuroscience. The field is obviously incredibly important and exciting. From personal experience, I can tell you that you get captivated by it and sometimes go off to extremes, as if understanding the brain is the solution to understanding all thought and behavior.

This is happening at two levels. At the lowbrow level, there are the conference circuit neuro-mappers. These are people who take pretty brain-scan images and claim they can use them to predict what product somebody will buy, what party they will vote for, whether they are lying or not, or whether a criminal should be held responsible for his crime.

At the highbrow end, there are scholars and theorists that some have called the “nothing buttists.” Human beings are nothing but neurons, they assert. Once we understand the brain well enough, we will be able to understand behavior. We will see the chain of physical causations that determine actions. We will see that many behaviors like addiction are nothing more than brain diseases. We will see that people don’t really possess free will; their actions are caused by material processes emerging directly out of nature. Neuroscience will replace psychology and other fields as the way to understand action.

These two forms of extremism are refuted by the same reality. The brain is not the mind. It is probably impossible to look at a map of brain activity and predict or even understand the emotions, reactions, hopes and desires of the mind.

The first basic problem is that regions of the brain handle a wide variety of different tasks. As Sally Satel and Scott O. Lilienfeld explained in their compelling and highly readable book, “Brainwashed: The Seductive Appeal of Mindless Neuroscience,” you put somebody in an fMRI machine and see that the amygdala or the insula lights up during certain activities. But the amygdala lights up during fear, happiness, novelty, anger or sexual arousal (at least in women). The insula plays a role in processing trust, insight, empathy, aversion and disbelief. So what are you really looking at?
7. Then there is the problem that one activity is usually distributed over many different places in the brain. In his book, “Brain Imaging,” the Yale biophysicist Robert Shulman notes that we have this useful concept, “working memory,” but the activity described by this concept is widely distributed across at least 30 regions of the brain. Furthermore, there appears to be no dispersed pattern of activation that we can look at and say, “That person is experiencing hatred.”

8. Then there is the problem that one action can arise out of many different brain states and the same event can trigger many different brain reactions. As the eminent psychologist Jerome Kagan has argued, you may order the same salad, but your brain activity will look different, depending on whether you are drunk or sober, alert or tired.

9. Then, as Kagan also notes, there is the problem of meaning. A glass of water may be more meaningful to you when you are dying of thirst than when you are not. Your lover means more than your friend. It's as hard to study neurons and understand the flavors of meaning as it is to study Shakespeare's spelling and understand the passions aroused by Macbeth.

10. Finally, there is the problem of agency, the problem that bedevils all methods that mimic physics to predict human behavior. People are smokers one day but quit the next. People can change their brains in unique and unpredictable ways by shifting the patterns of their attention.

11. What Satel and Lilienfeld call “neurocentrism” is an effort to take the indeterminacy of life and reduce it to measurable, scientific categories.

12. Right now we are compelled to rely on different disciplines to try to understand behavior on multiple levels, with inherent tensions between them. Some people want to reduce that ambiguity by making one discipline all-explaining. They want to eliminate the confusing ambiguity of human freedom by reducing everything to material determinism.

13. But that is the form of intellectual utopianism that always leads to error. An important task these days is to harvest the exciting gains made by science and data while understanding the limits of science and data. The next time somebody tells you what a brain scan says, be a little skeptical. The brain is not the mind.

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## Text-Dependent Questions: “Beyond the Brain”

<table>
<thead>
<tr>
<th>Questions</th>
<th>Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The text states that the author sometimes becomes excited, <em>captivated</em> by brain research, and goes to an extreme, trying to use it to explain everything about human behavior. Use your knowledge of the verb <em>capture</em> to make a prediction about what the verb <em>captivate</em> might mean.</td>
<td></td>
</tr>
<tr>
<td>2. The author’s main claim is in Paragraph 5. What do you think it is?</td>
<td></td>
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<tr>
<td>3. How does the first sentence, “The brain is not the mind,” relate to the second sentence, “It is probably impossible to look at a map of brain activity and predict or even understand the emotions, reactions, hopes and desires of the mind”?</td>
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<tr>
<td>4. How does the claim “the brain is not the mind” relate to the brain science that you have been learning so far?</td>
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</table>
## Text-Dependent Questions:

**“Beyond the Brain”**

<table>
<thead>
<tr>
<th>Questions</th>
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<tr>
<td>5. To support his claim, what is the <em>reason</em> the author gives in Paragraph 6?</td>
<td></td>
</tr>
<tr>
<td>6. Give an example in Paragraph 6 of <em>evidence</em> that supports the reason.</td>
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<tr>
<td>7. To support his claim, what is the <em>reason</em> the author gives in Paragraph 7?</td>
<td></td>
</tr>
<tr>
<td>8. Give an example in Paragraph 7 of <em>evidence</em> that supports the reason.</td>
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</table>
### Time: 20 minutes

<table>
<thead>
<tr>
<th>Questions</th>
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</tr>
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</table>
| 1. The text states that the author sometimes becomes excited, *captivated* by brain research, and goes to an extreme, trying to use it to explain everything about human behavior. Use your knowledge of the verb *capture* to make a prediction about what the verb *captivate* might mean. | Say to students:  
* “Read silently in your heads while I read aloud.”  
Emphasize that students should reread the text before writing down their answers.  
Read Paragraphs 1 and 2 without stopping.  
Read Question 1.  
Have students answer the question in writing with their partners.  
Ask students to share out their answers. Listen for responses such as: “to become so excited about information that it captures your attention completely.”  
Give students the official definition of *captivate*: “to influence or fascinate by some special charm.” |
**Time: 20 minutes**

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<tr>
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<tr>
<td>2. The author’s main claim is in Paragraph 5. What do you think it is?</td>
<td>Let students know that you will summarize the next two paragraphs (3 and 4) for the sake of time and keeping the reading simple. The main point is that there are two types of people who misinterpret brain science and use it to an extreme: people who use it to sell products or attempt to make magical predictions about behavior, and scientists who believe that everything about human behavior can be explained by the human brain.</td>
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<td></td>
<td>Read Paragraph 5 aloud, beginning with: “These two forms of extremism are refuted by the same reality.” Explain that when something is <em>refuted</em>, it is proven wrong.</td>
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<td></td>
<td>Read Question 2. Have students answer the question in writing with their partners.</td>
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<td></td>
<td>Ask students to share out their answers. Listen for: “The brain is not the mind” or “It is probably impossible ...”</td>
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### Questions

<table>
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<tr>
<td>3. How does the first sentence, “The brain is not the mind,” relate to</td>
<td>Have students underline or make a side note in their texts that indicates that either one of these sentences, or both, serves as the author’s claim.</td>
</tr>
<tr>
<td>the second sentence, “It is probably impossible to look at a map of brain</td>
<td>Read Question 3.</td>
</tr>
<tr>
<td>activity and predict or even understand the emotions, reactions, hopes and</td>
<td></td>
</tr>
<tr>
<td>desires of the mind”?</td>
<td>Have students answer the question in writing with their partners.</td>
</tr>
<tr>
<td>4. How does this claim relate to the brain science that you have been</td>
<td>Ask students to share out their answers. Listen for ideas such as: “The brain is the hard wiring. The mind is the emotions, reactions, and so on. The</td>
</tr>
<tr>
<td>learning so far?</td>
<td>author is saying that these two things are not the same.”</td>
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<tr>
<td></td>
<td>Read Question 4. Have students answer the question in writing with their partners.</td>
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<td></td>
<td>Ask students to share out their answers. Listen for responses such as: “We’ve been learning about neurons, the limbic system, and other brain science.</td>
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<tr>
<td></td>
<td>The author is saying that knowing those things about the brain still doesn’t predict what people are going to do and say or feel.”</td>
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<td></td>
<td>This is an abstract concept, so some probing questions and examples may be needed here. For example:</td>
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<td>* “We’ve learned that the prefrontal lobe is not completely formed yet in adolescents. Would the author believe that looking at a brain scan of a</td>
</tr>
<tr>
<td></td>
<td>teen’s prefrontal lobe can absolutely predict their behavior or emotions?”</td>
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</tbody>
</table>
### Questions

5. To support his claim, what is the **reason** the author gives in Paragraph 6?

6. Give an example in Paragraph 6 of **evidence** that supports the reason.

### Close Reading Guide

- **Read Paragraph 6 aloud without interruption.**
- **Point out that this paragraph has a very clear structure. It states a reason that supports the author’s claim and then gives evidence to support the reason. (You could also ask students to identify this structure on their own.)**

- **Read Question 5. Have students answer the question in writing with their partners.**
- **Ask students to share out their answers. Listen for: “Regions of the brain handle a wide variety of different tasks.”**
- **Have students label this as a reason that supports the claim.**
- **Explain that this means that one area of the brain, such as the limbic system or the prefrontal cortex, does many jobs. Just looking at brain activity in that area doesn’t mean you can predict what a person is thinking or feeling as a result.**

- **Read Question 6. Have students answer the question in writing with their partners.**
- **Ask students to share out their answers. Listen for any information from the next two sentences in Paragraph 6.**
- **Have students label these sentences as evidence.**
- **(If needed, point out explicitly that the structure is very simple: The topic sentence is the reason, and the following sentences are the evidence.)**
<table>
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<tbody>
<tr>
<td>7. To support his claim, what is the <em>reason</em> the author gives in Paragraph 7?</td>
<td>Read Paragraph 7 aloud.</td>
</tr>
<tr>
<td>8. Give an example in Paragraph 7 of <em>evidence</em> that supports the reason.</td>
<td>Read Questions 7 and 8 for Paragraph 7. Have students write, then share, their answers. Listen for the first sentence as the reason and the following sentences as the evidence.</td>
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<tr>
<td></td>
<td>Have students label the reason and evidence.</td>
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<tr>
<td></td>
<td>Point out the similarity of this pattern to Paragraph 6.</td>
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<td></td>
<td>Also point out that each supporting reason begins with the same phrase: “Then there is the problem ...” (you could also ask students to identify this transitional phrase on their own).</td>
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<td></td>
<td>Explain/restate that the author is saying here that the tasks our brains do, such as “memory,” can involve many different parts of our brain. This is another reason, Brooks believes, that brain science cannot be used to easily predict people’s minds—that is, what people will do, feel, or say.</td>
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<td></td>
<td>Let the students know that they will not be reading the entire article, but they will work with Paragraph 8 for homework.</td>
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</table>

“Beyond the Brain”
(For Teacher Reference)
### Part 1

<table>
<thead>
<tr>
<th>Name of Text/Excerpt/Clip:</th>
<th>Author/Speaker's Name:</th>
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<tbody>
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</tbody>
</table>

**Claim:**

**Reason, Paragraph 6:**

One brain region can handle many different tasks.

**Reason, Paragraph 7:**

One activity occurs in many different places in the brain.

**Reason, Paragraph 8:**

**Supporting Evidence 1**

**Supporting Evidence 2**

**Supporting Evidence 3**
<table>
<thead>
<tr>
<th>Is this evidence relevant?</th>
<th>Is this evidence relevant?</th>
<th>Is this evidence relevant?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes / No</td>
<td>Yes / No</td>
<td>Yes / No</td>
</tr>
<tr>
<td>Explain why this evidence is or is not relevant to the claim:</td>
<td>Explain why this evidence is or is not relevant to the claim:</td>
<td>Explain why this evidence is or is not relevant to the claim:</td>
</tr>
<tr>
<td>If ...</td>
<td>If ...</td>
<td>If ...</td>
</tr>
<tr>
<td>Then ... you cannot predict from a person’s brain scan what is happening to the person.</td>
<td>Then ... you cannot predict from a person’s brain scan what is happening to the person.</td>
<td>Then ... you cannot predict from a person’s brain scan what is happening to the person.</td>
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</table>
### Part 2

<table>
<thead>
<tr>
<th>Question</th>
<th>Response</th>
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<tbody>
<tr>
<td>Did the author provide sufficient evidence? Explain why or why not.</td>
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<tr>
<td>Was the reasoning sound? Explain why or why not.</td>
<td></td>
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<tr>
<td>Overall, does the author successfully prove the claim? Why or why not?</td>
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Refer to what you wrote above about relevant and sufficient evidence and sound reasoning.
Name of Text/Excerpt/Clip: “Beyond the Brain”

Author/Speaker’s Name: David Brooks

Claim: The brain is not the mind. Looking at a person’s brain scans, or brain activity, is not a good way to predict the feelings, hopes, dreams, and actions of the person.

<table>
<thead>
<tr>
<th>Reason, Paragraph 6:</th>
<th>Reason, Paragraph 7:</th>
<th>Reason, Paragraph 8:</th>
</tr>
</thead>
<tbody>
<tr>
<td>One brain region can handle many different tasks.</td>
<td>One activity occurs in many different places in the brain.</td>
<td>The same action can trigger many different responses in the brain.</td>
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</table>

<table>
<thead>
<tr>
<th>Supporting Evidence 1</th>
<th>Supporting Evidence 2</th>
<th>Supporting Evidence 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>The amygdala lights up on a brain scan during many different events.</td>
<td>“Working memory” uses over 30 different parts of the brain.</td>
<td>Ordering a salad will look different in your brain if you are tired or well-rested.</td>
</tr>
<tr>
<td>Is this evidence relevant?</td>
<td>Yes / No</td>
<td>Explain why this evidence is or is not relevant to the claim:</td>
</tr>
<tr>
<td>--------------------------</td>
<td>----------</td>
<td>------------------------------------------------------------</td>
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<tr>
<td></td>
<td></td>
<td>If ... every part of the brain handles many activities ...</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Then ... you cannot predict from a person’s brain scan what is happening to the person.</td>
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Grade 7: Module 4A: Unit 2: Lesson 3
Evaluating an Argument: “Is Google Making Us Stupid?”
### Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

<table>
<thead>
<tr>
<th>Target</th>
<th>SL.7.3 or RI.7.8</th>
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<tbody>
<tr>
<td>I can outline a speaker’s argument and specific claims.</td>
<td>(SL.7.3)</td>
</tr>
<tr>
<td>I can evaluate the reasoning and evidence presented for soundness,</td>
<td>(SL.7.3)</td>
</tr>
<tr>
<td>relevance, and sufficiency.</td>
<td>(SL.7.3)</td>
</tr>
<tr>
<td>I can identify and then evaluate an argument and specific claims in</td>
<td>(RI.7.8)</td>
</tr>
<tr>
<td>a text for sound reasoning and relevant, sufficient evidence.</td>
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### Supporting Learning Target

- I can evaluate the arguments in “Is Google Making Us Stupid?”

### Ongoing Assessment

- Tracing an Argument note-catcher, Part 1 (from homework)
- Thinking Log
### Agenda

1. Opening  
   A. Revisiting Homework (10 minutes)

2. Work Time  
   A. Tracing an Argument in “Is Google Making Us Stupid—YES” (15 minutes)  
   B. Tracing an Argument in “Is Google Making Us Stupid—NO” (15 minutes)

3. Closing and Assessment  
   A. Adding to the Brain Development Anchor Chart: “Is Google Making us Stupid?” (5 minutes)

4. Homework  
   A. Fill out your Thinking Log for Lesson 3. How did today’s reading help clarify your thinking about the issue of screen time?  
   B. Continue independent reading (at least 20 minutes).

### Teaching Notes

- In this lesson, students read an argument text which links neuroscience and digital media. This lesson continues the implementation of the Tracing an Argument note-catcher, which students will use twice in order to evaluate both sides of a yes/no debate piece on the question “Is Google Making Us Stupid?”

- “Is Google Making Us Stupid?” walks a potentially confusing line between educational and entertainment screen time. Remind students that they are only considering the benefits and risks of *entertainment* screen time. If they want to use some of the information presented in this article as evidence in their own papers, they need to contextualize the information carefully.

- Work Time A guides students through using the note-catcher on the “YES” portion of the “Is Google Making Us Stupid?” article.

- Work Time B gives them another opportunity to practice using the note-catcher on the “NO” portion of the article, this time independently. Students will turn in their note-catchers for this work time so you can review them and provide feedback. If possible, return them with feedback before Lesson 5, when students will again fill in a Tracing an Argument note-catcher as part of their researcher’s notebook.

- In advance: Determine pairs for the Closing activity.

- Post: Learning target.
### Lesson Vocabulary

- sound reasoning, unsound reasoning, relevant, claim, reason, evidence

### Materials

- Tracing an Argument note-catcher (for “Beyond the Brain”; answers for Part 2, for teacher reference)
- “Is Google Making Us Stupid?” (one per student)
- Document camera
- Tracing an Argument note-catcher (from Lesson 2; two new blank copies per student)
- Tracing an Argument note-catcher (for “Is Google Making Us Stupid—YES?”; answers, for teacher reference)
- Tracing an Argument note-catcher (for “Is Google Making Us Stupid—NO”; answers, for teacher reference)
- Brain Development anchor chart—student version (from Unit 1, Lesson 2)
- Model Brain Development anchor chart (for teacher reference)
### Opening

A. Revisiting Homework (10 minutes)
- Have students get out their homework and copies of “Beyond the Brain” from Lesson 2.
- Review the correct answers for evidence and evaluation of evidence from Paragraph 7 and the entire section of Paragraph 8. Display the Page 1 teacher reference version from Lesson 2 if needed. Ask students to volunteer their answers.
- Have students make corrections on their note-catchers as needed.
- Ask students to turn to page 2. Refer to the **Tracing an Argument note-catcher Page 2 (answers, for teacher reference)**, provided in the supporting materials, as needed. Together, consider the questions one by one, asking them to volunteer to answer and/or cold calling:
  * “Did the author provide sufficient evidence? Explain why or why not.”
- Listen for: “Yes. He provided at least one piece of evidence for each of the reasons he gave in each paragraph.” Note here that the author also provided evidence in Paragraphs 9 and 10, even though students didn’t read them in class.
  * “Was the reasoning sound? Explain why or why not.”
- Listen for: “Yes. Each reason connected strongly to the claim.”
  * “Overall, does the author successfully prove the claim? Why or why not? Refer to what you wrote above about relevant and sufficient evidence and sound reasoning.”
- Listen for: “Since the author’s evidence was relevant, sufficient and sound, he successfully created a valid argument.”
- If questions have not otherwise arisen, ask students if there was any point for which they felt the reasoning and evidence was not sufficient, relevant, or sound. Discuss these points of critique as a whole class.
- Finally, direct students to the last paragraph of “Beyond the Brain” and read it out loud.
- Ask students where, in this last paragraph, the author restates his claim. Listen for: “In the sentences about ‘being skeptical’ and ‘the brain is not the mind.’”
- Remind them that restating the claim is a solid and effective way to end an argument piece.
- Refer students to the learning target:
  * “I can evaluate the arguments in 'Is Google Making Us Stupid?'”
**Opening (continued)**

- Let students know that today, they will continue to “play” with arguments by tracing two sides of a debate about Google. Encourage them to see this activity as pertinent and interesting by connecting it to their everyday use of the Internet and Google, as well as criticisms they may have heard in real life about both of those activities. Remind them that both the technology and the brain science are very new to us as human beings, so both topics remain controversial.

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<thead>
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<th>Meeting Students’ Needs</th>
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**Work Time**

**A. Tracing an Argument in “Is Google Making Us Stupid—YES” (15 minutes)**

- Distribute “Is Google Making Us Stupid?” and the two new blank copies of the Tracing an Argument note-catcher per student. Display one note-catcher under the document camera. Ask students:
  - What do you notice about this note-catcher?
- Listen for students to recognize that this is the same note-catcher they worked with in Lesson 2 and for homework, when they were analyzing the article “Beyond the Brain.” Reinforce the thinking behind this note-catcher: it is a tool to help students trace author’s arguments.
- Have students find a partner.
- Explain that today, students will read a debate piece that asks two authors to write about opposing views on the question of whether Google, and the Internet in general, is negatively affecting our brains. Note who the authors are: Nicholas Carr, a writer who specializes in brain science, and Peter Norvig, the director of research for Google. You may wish to have a brief discussion here about why these authors were assigned which sides of the debate, and/or about bias.
- Read “Is Google Making Us Stupid—YES” aloud. Have students read along silently in their heads as they listen.
- Ask students to identify which sentence(s) is the claim of this piece. Remind them where a claim usually lies in argumentative pieces: toward the beginning. Listen for: “Google is doing something damaging to our brains” and/or “Google is distracting us, and so we think less deeply and understand less.”
- Have students record the claim on their note-catchers and model doing so under the document camera.
- Ask students to discuss with their partners what supporting reasons are in this piece. Accurate answers may vary. Listen for: “We need to think deeply in order to think ‘brilliantly,’” “When we’re online, we are constantly distracted,” and “Google encourages us to move superficially through information, because that’s how it makes money.”

<table>
<thead>
<tr>
<th>Meeting Students’ Needs</th>
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<tbody>
<tr>
<td>“Is Google Making Us Stupid?” is generally an accessible text for middle school students. However, for those with emergent literacy, considering previewing or pre-reading the text together in a small group before teaching it in class.</td>
</tr>
<tr>
<td>For students needing additional supports, you may want to provide a partially filled-in note-catcher. Consider also providing a fully filled-in note-catcher for Work Time A. This will allow students with emergent literacy to act as “experts” with their peer partners and/or in whole-class discussion.</td>
</tr>
</tbody>
</table>
### Work Time (continued)

- Record two reasons on the note-catcher. (Explain that students are working with only two reasons for the sake of time.)
- For each reason given or developed by the class, have partners discuss a piece of evidence the author uses to support the reason. Record accurate answers on the note-catcher along with the students. Examples may include: “Science has demonstrated that we need calm minds in order to think deeply,” “The Internet is designed to bombard us with messages and interruptions,” and “Google allows us to ‘zip’ through the net so that it can show us more ads.”
- Partners will now discuss whether the evidence is relevant, using the sentence stem “If ... then.” Remind them that the “then” section is where they link the evidence back to the claim. Again, accurate answers may vary.
- Listen for answers such as:
  - “If science has demonstrated that we need calm minds in order to think deeply, then Google is bad for us,”
  - “If the Internet is designed to bombard us with messages and interruptions, then we will struggle to think deeply while online,” and
  - “If Google allows us to ‘zip’ through the net so that it can show us more ads and make more money, then Google is bad for us.”

### B. Tracing an Argument in “Is Google Making Us Stupid—NO” (15 minutes)

- Read “Is Google Making Us Stupid—NO” aloud two times.
- The first time, students silently read in their heads as they listen.
- The second time, have students begin to fill in their second note-catcher independently.
- Instruct them to fill out the remaining sections of the Tracing an Argument note-catcher and then turn it in to you. Circulate and offer assistance where needed, but with a “light touch,” as this second note-catcher will serve as a formative assessment.
- Collect the Tracing an Argument note-catchers. Use the **Tracing an Argument note-catcher (answers, for teacher reference)** to give written feedback and return in the next lesson if at all possible.
Evaluating an Argument: “Is Google Making Us Stupid?”

### Closing and Assessment

<table>
<thead>
<tr>
<th>A. Adding to the Brain Development Anchor Chart: “Is Google Making Us Stupid?” (5 minutes)</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Direct students’ attention to the Brain Development anchor chart—student version, and let them know that together, the class will connect the thinking in the lesson text to the brain science they learned in Unit 1. Remind them to record their connections in the researcher’s notebook as you record them on the anchor chart, using the “if/then” format.</td>
</tr>
<tr>
<td>- Discuss that the “if/then” format works in reverse in Unit 2. Instead of starting with the brain science and connecting it to its results in the real world, the texts begin with real-world arguments about screen time; students must think about how those arguments might connect to teen brain science.</td>
</tr>
<tr>
<td>- Model, using the Model Brain Development Anchor Chart as a guide for yourself</td>
</tr>
<tr>
<td>* “If we need calm minds to think, then overuse of technology such as Google might cause us to synaptically prune our brains to be distracted, and our thinking will be negatively affected.”</td>
</tr>
<tr>
<td>* “If we are exposed to more, and more diverse, information through Google, then our brains will synaptically prune to use better information to make decisions. This might also counteract the effect of the immature prefrontal cortex.”</td>
</tr>
</tbody>
</table>

### Homework

<table>
<thead>
<tr>
<th>Meeting Students’ Needs</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Fill out your Thinking Log for Lesson 3: How did today’s reading help clarify your thinking about the issue of teen brains and screen time?</td>
</tr>
<tr>
<td>- Continue independent reading (at least 20 minutes).</td>
</tr>
</tbody>
</table>
**Tracing an Argument Note-Catcher**  
For “Beyond the Brain”  
(Answers, for Teacher Reference)

**Part 2**

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Did the author provide sufficient evidence? Explain why or why not.</td>
<td>Yes. He provided at least one piece of evidence for each of the reasons he gave in each paragraph.</td>
</tr>
<tr>
<td>Was the reasoning sound? Explain why or why not.</td>
<td>Yes. Each reason connected strongly to the claim.</td>
</tr>
<tr>
<td>Overall, does the author successfully prove the claim? Why or why not?</td>
<td>Since the author’s evidence was relevant, sufficient, and sound, he successfully proved his claim.</td>
</tr>
</tbody>
</table>
“Is Google Making Us Stupid?”

YES: Nicholas Carr, author of The Shallows: What the Internet Is Doing to Our Brains

Who doesn't love Google? In the blink of an eye, the search engine delivers useful information about pretty much any subject imaginable. I use it all the time, and I'm guessing you do too. But I worry about what Google is doing to our brains. What really makes us intelligent isn't our ability to find lots of information quickly. It's our ability to think deeply about that information. And deep thinking, brain scientists have discovered, happens only when our minds are calm and attentive. The greater our concentration, the richer our thoughts. If we're distracted, we understand less, remember less, and learn less.

That's the problem with Google—and with the Internet in general. When we use our computers and our cellphones all the time, we're always distracted. The Net bombards us with messages and other bits of data, and every one of those interruptions breaks our train of thought. We end up scatterbrained. The fact is, you'll never think deeply if you're always Googling, texting, and surfing.

Google doesn't want us to slow down. The faster we zip across the Web, clicking links and skimming words and pictures, the more ads Google is able to show us and the more money it makes. So even as Google is giving us all that useful information, it's also encouraging us to think superficially. It's making us shallow.

If you're really interested in developing your mind, you should turn off your computer and your cellphone—and start thinking. Really thinking. You can Google all the facts you want, but you'll never Google your way to brilliance.
NO: Peter Norvig, director of research, Google Inc.

Any new information technology has both advocates and critics. More than 2,000 years ago, the classical Greek philosopher Socrates complained that the new technology of writing "will create forgetfulness in the learners' souls because they will not use their memories."

Today, Google is the new technology. The Internet contains the world's best writing, images, and ideas; Google lets us find the relevant pieces instantly.

Suppose I'm interested in the guidance computers on Apollo spacecraft in the 1960s. My local library has no books on that specific subject—just 18 books about the Apollo missions in general. I could hunt through those or turn to Google, which returns 45,000 pages, including a definitive encyclopedia article and instructions for building a unit.

Just as a car allows us to move faster and a telescope lets us see farther, access to the Internet's information lets us think better and faster. By considering a wide range of information, we can arrive at more creative and informed solutions. Internet users are more likely to be exposed to a diversity of ideas. In politics, for example, they are likely to see ideas from left and right, and see how news is reported in other countries.

There's no doubt the Internet can create distractions. But 81 percent of experts polled by the Pew Internet Research Project say the opportunities outweigh the distractions. Socrates was wrong to fear the coming of the written word: Writing has improved our law, science, arts, culture, and our memory. When the history of our current age is written, it will say that Google has made us smarter—both individually and collectively—because we have ready and free access to information.
**Name of Text/Excerpt/Clip:** “Is Google Making Us Stupid—YES”

**Author/Speaker’s Name:** Nicholas Carr

**Claim:**
Google is doing something damaging to our brains.

<table>
<thead>
<tr>
<th>Reason:</th>
</tr>
</thead>
<tbody>
<tr>
<td>– We need to think deeply in order to think “brilliantly.”</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Reason:</th>
</tr>
</thead>
<tbody>
<tr>
<td>– When we’re online, we are constantly distracted.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Reason:</th>
</tr>
</thead>
<tbody>
<tr>
<td>– Google encourages us to move superficially through information, because that’s how it makes money.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Supporting Evidence 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science has demonstrated that we need calm minds in order to think deeply.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Supporting Evidence 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Internet is designed to bombard us with messages and interruptions.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Supporting Evidence 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Google allows us to “zip” through the net so that it can show us more ads.</td>
</tr>
</tbody>
</table>
## Tracing an Argument Note-catcher
For “Is Google Making Us *Stupid—YES*”
(Answers, for Teacher Reference)

<table>
<thead>
<tr>
<th>Is this evidence relevant?</th>
<th>Is this evidence relevant?</th>
<th>Is this evidence relevant?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Yes / No</strong></td>
<td><strong>Yes / No</strong></td>
<td><strong>Yes / No</strong></td>
</tr>
<tr>
<td>Explain why this evidence is or is not relevant to the claim:</td>
<td>Explain why this evidence is or is not relevant to the claim:</td>
<td>Explain why this evidence is or is not relevant to the claim:</td>
</tr>
<tr>
<td><strong>If ...</strong> <em>we need calm minds to think deeply, and the Internet does not help us have calm minds ...</em></td>
<td><strong>If ...</strong> <em>the Internet fractures our attention, and we do not have calm minds ...</em></td>
<td><strong>If ...</strong> <em>Google fractures our attention further by encouraging speedy interactions with information ...</em></td>
</tr>
<tr>
<td><strong>Then ... Google is doing something damaging to our brains.</strong></td>
<td><strong>Then ... Google is doing something damaging to our brains.</strong></td>
<td><strong>Then ... Google is doing something damaging to our brains.</strong></td>
</tr>
</tbody>
</table>
Name of Text/Excerpt/Clip: “Is Google Making Us Stupid—NO”

Author/Speaker’s Name: Peter Norvig

Claim: Google has made us smarter—both individually and collectively—because we have ready and free access to information.

<table>
<thead>
<tr>
<th>Reason:</th>
<th>Reason:</th>
<th>Reason:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Google lets us find relevant information instantly.</td>
<td>By considering a wide range of information, we can arrive at more creative and informed solutions.</td>
<td>The Internet’s opportunities outweigh its distractions.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Supporting Evidence 1</th>
<th>Supporting Evidence 2</th>
<th>Supporting Evidence 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>My local library has no books on that specific subject—just 18 books about the Apollo missions in general. I could hunt through those or turn to Google, which returns 45,000 pages.</td>
<td>In politics, for example, they are likely to see ideas from left and right, and see how news is reported in other countries.</td>
<td>But 81 percent of experts polled by the Pew Internet Research Project say the opportunities outweigh the distractions.</td>
</tr>
<tr>
<td>Is this evidence relevant?</td>
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<tr>
<td>---------------------------</td>
<td>---------------------------</td>
<td>---------------------------</td>
</tr>
<tr>
<td>Yes / No</td>
<td>Yes / No</td>
<td>Yes / No</td>
</tr>
</tbody>
</table>

Explain why this evidence is or is not relevant to the claim:

<table>
<thead>
<tr>
<th>If ... Google can get us more specific information faster ...</th>
<th>If ... we have access to a diversity of information through Google ...</th>
<th>If ... people believe the Internet’s advantages outweigh the disadvantages ...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Then ... Google has made us smarter.</td>
<td>Then ... Google has made us smarter.</td>
<td>Then ... Google has made us smarter.</td>
</tr>
</tbody>
</table>
Note: This chart is filled out in different lessons. The bolded items are added in this lesson.

<table>
<thead>
<tr>
<th>Other developmental information</th>
<th>Prefrontal cortex</th>
<th>Neurons</th>
<th>Limbic system</th>
<th>So what?</th>
</tr>
</thead>
<tbody>
<tr>
<td>The brain needs sleep to take things from your short term memory to your long term memory (Knox)</td>
<td>Also called the “frontal lobe” (Knox)</td>
<td>“White matter” is called myelin, and it coats the nerves and makes them “communicate” more effectively (Knox)</td>
<td>Develops earlier than the PFC (Scholastic)</td>
<td>So if the PFC is not as efficient, then teens may make decisions without fully realizing long-term consequences. If they do that, THEN this can be good (they take daring risks) and bad (they take dangerous risks).</td>
</tr>
<tr>
<td>Your brain does not fully develop until the mid-20s (Scholastic)</td>
<td>This area helps with insight and understanding the effect of your behavior on someone else (Knox)</td>
<td>In order for your brain to make a decision, tiny specialized cells “talk” with each other through a series of neurotransmitters, like a circuit in a computer. Then the whole network puts out a response, which becomes your outward behavior. (Scholastic)</td>
<td>Plays a central role in your emotional response (Scholastic)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Matures later than other parts of the brain (Scholastic)</td>
<td></td>
<td>Associated with decisions made in feeling (Scholastic)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Right behind your forehead (Scholastic)</td>
<td></td>
<td>When teens make decisions in emotionally charged situations, this one weighs in heavily (Scholastic)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Helps with thinking ahead and sizing up risk and reward (Scholastic)</td>
<td></td>
<td>If the PFC is the social hub and it is still developing in teens, then teens may still need practice with social skills.</td>
<td></td>
</tr>
</tbody>
</table>
### Model Brain Development Anchor Chart
(For Teacher Reference)

<table>
<thead>
<tr>
<th>Other developmental information</th>
<th>Prefrontal cortex</th>
<th>Neurons</th>
<th>Limbic system</th>
<th>So what?</th>
</tr>
</thead>
<tbody>
<tr>
<td>The PFC is the central hub of social circuitry (Giedd)</td>
<td>Information travels from neuron to neuron by way of their axons and dendrites (Scholastic)</td>
<td>The limbic system in the teen brain is more sensitive to risk and reward and gets a bigger shot of dopamine in rewarding situations. So it is more biased toward seeking out new information. (Galvan)</td>
<td>If there are non-verbal social cues that can only be learned in the physical presence of a person, then someone mostly socializing online may not learn those skills.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The space between one neuron’s axon and the other neuron’s dendrites is called its synapse (Scholastic)</td>
<td>Dopamine is the main neurotransmitter in the limbic system (Giedd)</td>
<td>If video games activate dopamine in the brain similarly to addictive behaviors, then a person may become addicted to video games in the same way someone can be addicted to behaviors.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>To make the connection better, the axons wrap themselves in myelin through a process called myelination (Scholastic)</td>
<td>The limbic system is activated during basic biological drives, by substance abuse, and addictive behaviors. It is also activated by video games. (Giedd)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Model Brain Development Anchor Chart
(For Teacher Reference)

<table>
<thead>
<tr>
<th>Other developmental information</th>
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<th>Neurons</th>
<th>Limbic system</th>
<th>So what?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Also, if a synapse isn’t used often, it is pruned through synaptic pruning. Then that energy is redirected into a more active synapse. (Scholastic)</td>
<td></td>
<td></td>
<td></td>
<td>“If the brain is branching and pruning in adolescence, then it is highly adaptable.” (Giedd)</td>
</tr>
<tr>
<td>Synaptic pruning occurs based on the choices, the behavior, and the environment of an individual (Scholastic)</td>
<td></td>
<td></td>
<td></td>
<td>If it adapted in the past, then it may adapt today. If it is adaptable, then it may be able to adapt to the digital world.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>So if synapses are being pruned or strengthened by the activities that teens spend their time on, then teens can shape their brain. And if activities shape one’s brain, then one should be mindful about the activities that one is doing. As Dr. Willis says, “Practice makes permanent.”</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>If we need calm minds to think, then overuse of technology such as Google might cause us to synthetically prune our brains to be distracted, and our thinking will be negatively affected.</td>
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<tr>
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<td>If we are exposed to more, and more diverse, information through Google, then our brains will synthetically prune to use better information to make decisions. This might also counteract the effect of the immature prefrontal cortex.</td>
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</table>
Grade 7: Module 4A: Unit 2: Lesson 4
Finding Relevant Information and Asking Research Questions: The Benefits of Video Games
### Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

I can conduct short research projects to answer a question. (W.7.7)
I can generate additional questions for further research. (W.7.7)

### Supporting Learning Targets

<table>
<thead>
<tr>
<th>Supporting Learning Targets</th>
<th>Ongoing Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>• I can generate strong supporting research questions.</td>
<td>• Thinking Log from Lesson 3 (from homework)</td>
</tr>
<tr>
<td>• I can gather relevant evidence from “The Many Benefits, for Kids, of Playing Video Games.”</td>
<td>• Researcher’s notebook, section 1 (completed for homework)</td>
</tr>
</tbody>
</table>
### Agenda

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Opening</td>
<td></td>
</tr>
<tr>
<td></td>
<td>A. Thinking Log: Personal Reflection on Video Game Use (5 minutes)</td>
</tr>
<tr>
<td>2. Work Time</td>
<td></td>
</tr>
<tr>
<td></td>
<td>A. Introducing the Overarching Research Question: Reviewing the Researcher’s Roadmap and Notebook (10 minutes)</td>
</tr>
<tr>
<td></td>
<td>B. “The Many Benefits, for Kids, of Playing Video Games” (17 minutes)</td>
</tr>
<tr>
<td></td>
<td>C. Supporting Research Questions (8 minutes)</td>
</tr>
<tr>
<td>3. Closing and Assessment</td>
<td></td>
</tr>
<tr>
<td></td>
<td>A. Adding to the Brain Development Anchor Chart (5 minutes)</td>
</tr>
<tr>
<td>4. Homework</td>
<td></td>
</tr>
<tr>
<td></td>
<td>A. Complete Section 1 of the researcher’s notebook</td>
</tr>
</tbody>
</table>

### Teaching Notes

- Today’s lesson is students’ formal introduction to the overarching research question of the unit: “What are the potential benefits and risks of entertainment screen time, particularly to the development of teenagers?” The overarching research question serves as the “big idea” for students’ research; it will serve as the lens through which the research is focused, as the focus questions have done in previous writing assignments. The overarching research question should be referred to regularly throughout instruction as a means of anchoring students’ work.

- In turn, students are responsible for generating original supporting research questions. These are specific, smaller questions that will direct their inquiry, and later their position paper and presentation.

- The researcher’s roadmap and researcher’s notebook build from those used in Modules 2A and 2B, and the lesson is written as a review of their use. However, if this is the first time your students have seen these materials, consider how the lesson might be adapted to become a full introduction to the roadmap and notebook.

- For the first few lessons in the research arc, students will work specifically with pro-screen time argumentative texts as their source as they hone their research skills. Later, they will do the same with anti-screen time texts. Finally, they will have an opportunity to find and use other sources in their research.

- Encourage students to return to the original texts at any point for any clarification they require. Returning to the text consistently is a “habit of mind” that should be emphasized.

- Note that at this point, students are using the researcher’s notebook to develop a background level of knowledge, as they learn and capture information about the issue. They are not yet gathering information to answer specific questions.

- The “Questions I Now Have” section does not necessarily relate specifically to this text; the questions are sparked in some way by this reading and can be used for future research but are not necessarily answerable by this specific reading.

- For text selections in the researcher’s notebooks, a teacher guide has been provided for you in the supporting materials of this lesson. Once students transition to finding their own research texts, informally assess students’ notebooks to be sure they are taking accurate notes.
<table>
<thead>
<tr>
<th>Agenda</th>
<th>Teaching Notes (continued)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• In advance:</td>
</tr>
<tr>
<td></td>
<td>– Review the researcher’s roadmap and researcher’s notebook, especially if your students are being introduced to these materials for the first time. Consider how the researcher’s notebook should be stored—in a binder, a folder, or other means of keeping multiple pages connected and organized.</td>
</tr>
<tr>
<td></td>
<td>– At your discretion, assign specific students to read these three sections of the text:</td>
</tr>
<tr>
<td></td>
<td>• “Computers are the most important tools of modern society ...”</td>
</tr>
<tr>
<td></td>
<td>• “Research refutes the frightening myths ...”</td>
</tr>
<tr>
<td></td>
<td>• “Video games have been shown to have many positive effects ...”</td>
</tr>
<tr>
<td></td>
<td>– Review the GoGoMo protocol (see Appendix) for Work Time B.</td>
</tr>
<tr>
<td></td>
<td>• Post:</td>
</tr>
<tr>
<td></td>
<td>– Learning targets</td>
</tr>
<tr>
<td></td>
<td>– Researcher’s roadmap chart</td>
</tr>
<tr>
<td></td>
<td>– Overarching Research Question anchor chart</td>
</tr>
</tbody>
</table>
GRADE 7: MODULE 4A: UNIT 2: LESSON 4
Finding Relevant Information and Asking Research Questions: The Benefits of Video Games

Lesson Vocabulary

<table>
<thead>
<tr>
<th>Lesson Vocabulary</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>overarching research question, supporting research questions</td>
<td>• Thinking Logs (from Unit 1, Lesson 2)</td>
</tr>
<tr>
<td></td>
<td>• Overarching Research Question anchor chart (new; teacher-created)</td>
</tr>
<tr>
<td></td>
<td>• Researcher’s roadmap (one per student and one to display as an anchor chart)</td>
</tr>
<tr>
<td></td>
<td>• Researcher’s notebook (one per student and one to display)</td>
</tr>
<tr>
<td></td>
<td>• Teacher Guide: Researcher’s notebook (answers, for teacher reference)</td>
</tr>
<tr>
<td></td>
<td>• Sticky notes</td>
</tr>
<tr>
<td></td>
<td>• “The Many Benefits, for Kids, of Playing Video Games” (one per student and one to display)</td>
</tr>
<tr>
<td></td>
<td>• Document camera</td>
</tr>
<tr>
<td></td>
<td>• Research Questions Selected Response (one to display)</td>
</tr>
<tr>
<td></td>
<td>• Brain Development anchor chart (begun in Unit 1, Lesson 2)</td>
</tr>
<tr>
<td></td>
<td>• Model Brain Development anchor chart (for teacher reference)</td>
</tr>
</tbody>
</table>

Opening

A. Thinking Log: Personal Reflection on Video Game Use (5 minutes)

• Have students take out their Thinking Logs.
• Cold call two or three students to briefly share their answers from the homework in Lesson 3.
• Then, have students answer the Questions for Unit 2, Lesson 4:
  * “What role do video games play in your life? How often do you play them? With whom? What in your view are the benefits of playing video games?
• Ask for students to volunteer their answers. Conduct a brief whole-class discussion based on their responses.
• Wrap up by letting students know they will read about video games today and asking them to be mindful of how the reading supports, or perhaps contradicts, their personal experience with video games.
### Work Time

**A. Introducing the Overarching Research Question: Reviewing the Researcher’s Roadmap and Notebook** *(10 minutes)*

- Direct students’ attention to the Overarching Research Question anchor chart posted in the classroom and read it aloud. Distribute the researcher’s roadmap, researcher’s notebook, and sticky notes. Remind students that these materials should look familiar to them, as they used them during Module 2. Give them 3 or 4 minutes to look over the materials to refresh their memories, using sticky note codes to flag places where they have questions or observations they want to share with the class.
- Share out questions and observations.
- Invite students to look at the researcher’s roadmap (use the poster-size roadmap as a visual reference). Say:
  * “You’ll remember that the roadmap gives researchers specific steps to follow. What steps have we already accomplished as a class so far? Where do you think we need to go next?”
- Listen for students to identify that the class has set a purpose for the research through the overarching research question and that the class as a whole has been working on Step 2, using the brain science articles they read in Unit 1. Clarify, if needed, that Step 3 is yet to arrive, but that soon students will be branching out into finding and using other resources.

### Meeting Students’ Needs

- Think about how you might shape the brief presentation of the overarching research question to generate engagement and excitement. Students could rise and recite the question dramatically; technology may be used to create a visually engaging PowerPoint slide for display during the research; or you may have established classroom chants or response protocols that would work here.
- Sticky note codes are a way to mark up the text without obscuring the text itself with handwriting. Places where students have questions can be marked with a “?”; observations can be marked with a “!” or with a drawing of an eye or asterisk.
- Questions during Work Time A that the students want to discuss should serve to elucidate or clarify the materials only. Students can place larger questions about the project itself on a Parking Lot chart for future reference, or you may address them individually after class or during independent work time.
## Work Time (continued)

### B. “The Many Benefits, for Kids, of Playing Video Games” (17 minutes)

- Distribute *The Many Benefits, for Kids, of Playing Video Games* and display a copy under the document camera. Ask students to open their researcher’s notebook to Section 1.
- Let them know you’ll read the first four paragraphs together in class, and then split off to read the next three sections independently.
- Read the first paragraph aloud, having students read along silently in their heads as you do so. As you read, briefly define any words that you feel may be confusing to your students. Have them jot down those definitions on their texts.
- Ask students to underline the sentence that seems to capture the gist of the paragraph. They may confer with a partner while they do this.
- Have students share out their answers. Correct answers may vary; listen for any sentence that captures the idea that children naturally and independently make good choices in how they spend their leisure time.
- Repeat the read-aloud and gist underline for the second paragraph.
- Have students share out their answers. Listen for: “Children are suffering from too much adult control over their lives.”
- Repeat the read-aloud and gist underline for the third paragraph.
- Have students share out their answers. Listen for: “Kids who are free really know what’s best for them.”
- Repeat the read-aloud and gist underline for the fourth and final paragraph.
- Have students share out their answers. Listen for answers that capture the idea that self-chosen activities, such as computer time, are more valuable to the students’ learning than forced activities.
- Display the researcher’s notebook under the document camera. Note that the heading information for this text has been filled in for them this time, and briefly review it. Later, students will be expected to do this on their own.
- Tell students that you are now going to give them a challenge: to take the four gist sentences and synthesize them into one note to place in their researcher’s notebook. Give them the option to work in pairs or triads as they do this.
- As they work, circulate and offer assistance where necessary. Note the strongest examples and ask for permission to share them under the document camera. Look for answers that summarize the claim that children who are given freedom in their choice of leisure time, such as on computers, will naturally find meaningful learning in it; students may need assistance in making this specific connection.

### Meeting Students’ Needs

- “The Many Benefits, for Kids, of Playing Video Games” is quite long but generally very accessible in terms of vocabulary and syntax. Work Time B is intended to facilitate a common sharing of the information found in the article that is efficient and accurate. Consider assigning smaller or less complex sections to students with emergent literacy. Of the three assigned to students in this work time, “Video games have been shown to have many positive effects …” is the shortest; the first paragraph of “Computers are the most important tools of modern society …” has the least complex vocabulary and syntax.
### Work Time (continued)

- Share the strongest student work under the document camera. Have students correct or modify their own answers if needed. Confirm that this summarized statement is the claim of the text.

- Ask students to read their assigned sections independently. Point out that the title of each section is a separate reason that supports the claim. (Alternatively, have students identify this pattern on their own.)

- Due to time constraints, students will skim their sections and find one supporting piece of evidence for the claim in the title. Once found, they should write it in their researcher’s notebooks.

- Have the students stand, bringing a writing utensil and their researcher’s notebooks, and engage in the Give One, Get One, Move On protocol until everyone has had a chance to write down one or two more key ideas from the text.

- As students work with the researcher’s notebook in this lesson and future ones, use the **Teacher Guide: Researcher’s Notebook** as a reference guide. (Note that students may provide different, but still accurate answers; the teacher’s version is meant as a guide only).

### C. Supporting Research Questions (8 minutes)

- Congratulate students on their hard work up to this point.

- Inform them that they are now going to draft some supporting research questions. Display the **Research Questions Selected Response** on the document camera. Ask which criteria they would choose. Listen for: “a, c, and e.” Lead a brief whole-class discussion on why b and d are not appropriate answers. Listen for: “Long and/or complicated questions actually bog the research process down and make it harder.”

- Cold call two or three students:
  - “Let us know the most interesting or important fact you came across in the article we read today.”

- Choose one of these answers to model writing a supporting research question under the document camera. For example:
  - “I see that the author says that people claim that video games can contribute to violence, but he doesn’t give any specific evidence about that. I want to look into that more. So I write: ‘What research has been done on the link between video games and violence?’ Then, I check: ‘Is my question specific? Is it relevant? Is it answerable?’”

- Have students complete drafts of at least one supporting research question individually, based on their notes. Circulate and offer assistance where needed.
### Closing and Assessment

**A. Adding to the Brain Development Anchor Chart (5 minutes)**

- Direct students’ attention to the class **Brain Development anchor chart** and let them know that together the class will connect the thinking in the lesson text to the brain science they learned in Unit 1. Tell them that when they do this, now and in future lessons, they will record their connections in the researcher’s notebook as you record them on the anchor chart, using the “if/then” format.

- Discuss how the “if/then” format works in reverse in Unit 2. Instead of starting with the brain science and connecting it to its results in the real world, the texts begin with real-world arguments about screen time; students must think about how those arguments might connect to teen brain science.

- Model (using the **Model Brain Development anchor chart** as a guide for yourself):
  
  * “If it is true that children learn more from self-chosen learning, such as on computers, then this might be because of the bigger shot of dopamine the teen brain gets in rewarding situations.”
  
  * “If teens play video games, then their working memory and visuospatial skills (or neurons) increase, according to studies.”

### Meeting Students’ Needs

- The modeling of these connections will be very straightforward for the first few lessons; then, in a gradual release model, students will eventually create “if/then” connections independently in their researcher’s notebooks.

### Homework

- Complete Section 1 of the researcher’s notebook.
What are the potential benefits and risks of entertainment screen time, particularly to the development of teenagers?
Good researchers stop often to look around and see where they are, check their maps, and set their course toward their final destination. They sometimes take side trips, but they use their route-finding tools to reach their destinations.

INITIATING INQUIRY
Step 1: Set a purpose for research: What is the overarching research question? What information do you need to find? Why does this inquiry matter?
Step 2: Gather background information about your topic from a reliable source and generate supporting research questions.
- Relevant
- Specific
- Answerable

GATHERING SOURCES
Step 3: Gather a variety of reliable and relevant sources.

ANALYZING SOURCES
Step 4: Use your sources. For each source:
- Skim the source to see if it is useful for you.
- If it is useful, read it and mark parts of the text that are relevant to your research.
- On your note-taking sheet, record the source information and take notes in your own words on ideas and information that are relevant.

EVALUATING RESEARCH
Step 5: After you are done reading a source, step back and evaluate:
- Which of my supporting research questions have I answered, either partially or completely?
- What additional supporting research questions did I generate?
- How thorough is my answer to the overarching research question?
- Which source might I use next?

DEVELOPING AN EVIDENCE-BASED PERSPECTIVE
Step 6: When you have enough information, synthesize and share your findings.
This is your place to gather information, generate questions, and keep track of your findings as you complete this research project. This will help you practice for and write your position paper and demonstrate your progress toward the following learning targets:

- I can conduct short research projects to answer a question. (W.7.7)
- I can generate additional questions for further research. (W.7.7)
- I can gather relevant information from a variety of sources. (W.7.8)
- I can evaluate the credibility and accuracy of each source. (W.7.8)
- I can quote or paraphrase others’ work while avoiding plagiarism. (W.7.8)
- I can use a variety of strategies to determine the meaning of unknown words or phrases. (L.7.4)

**RESEARCH QUESTION(S):** What are the potential benefits and risks of entertainment screen time, particularly to the development of teenagers?

The following pages will help you organize your notes on your sources and your ideas about them.
<table>
<thead>
<tr>
<th>Section 1</th>
</tr>
</thead>
</table>

This text will help you learn information about screen time. This will help you begin to generate relevant questions about your topic.

**Track the bibliographic information for this source. The first entry has been mostly filled out for you:**

- **Title:** “The Many Benefits, for Kids, of Playing Video Games”
- **Author:** Peter Gray
- **Print or Digital:** Digital
- **Source Type:** *Psychology Today* (magazine, online)
- **Credible?** Yes
- **Page #**(s): n/a

**My notes from this source:**

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Brain Connections:
Remember to write connections in the “if/then” format.

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Vocabulary:

Identify a word from the text that is new to you:

What is your initial idea of its meaning?

What strategy did you use to determine an initial meaning for this word?

Look this word up in a reference (dictionary, thesaurus, glossary). What is the definition of this word?
Paragraph to sum up new information from this text about the benefits of video games:

Questions I now have (keep these relevant, specific, and answerable):
## Section 2

**Name of Text:** “Gaming Can Make a Better World”

**Author/Speaker’s Name:** Jane McGonigal

**Claim:**

<table>
<thead>
<tr>
<th>Supporting Evidence 1</th>
<th>Supporting Evidence 2</th>
<th>Supporting Evidence 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What type of evidence is this?</strong> (Circle one)</td>
<td><strong>What type of evidence is this?</strong> (Circle one)</td>
<td><strong>What type of evidence is this?</strong> (Circle one)</td>
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<tr>
<td>anecdote</td>
<td>anecdote</td>
<td>anecdote</td>
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<tr>
<td>analogy/metaphor</td>
<td>analogy/metaphor</td>
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<td>fact/statistic</td>
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<td>fact/statistic</td>
</tr>
<tr>
<td>testimony</td>
<td>testimony</td>
<td>testimony</td>
</tr>
<tr>
<td>Supporting Evidence 4</td>
<td>Supporting Evidence 5</td>
<td>Supporting Evidence 6</td>
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<tr>
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<tr>
<td><strong>What type of evidence is this?</strong> (Circle one)</td>
<td><strong>What type of evidence is this?</strong> (Circle one)</td>
<td><strong>What type of evidence is this?</strong> (Circle one)</td>
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<td>fact/statistic</td>
<td>fact/statistic</td>
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<td>testimony</td>
<td>testimony</td>
<td>testimony</td>
</tr>
</tbody>
</table>
### Section 3

<table>
<thead>
<tr>
<th>Name of Text/Excerpt/Clip:</th>
<th>“Video Games Benefit Children, Study Finds.”</th>
</tr>
</thead>
<tbody>
<tr>
<td>Author/ Speaker’s Name:</td>
<td>Medical Xpress</td>
</tr>
<tr>
<td>Claim:</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
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<tbody>
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<table>
<thead>
<tr>
<th>Supporting Evidence</th>
<th>Supporting Evidence</th>
<th>Supporting Evidence</th>
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<tbody>
<tr>
<td></td>
<td></td>
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<tr>
<td>Is this evidence relevant?</td>
<td>Yes / No</td>
<td>Is this evidence relevant?</td>
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<tr>
<td>---------------------------</td>
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</tr>
<tr>
<td>Explain why this evidence is or is not relevant to the claim:</td>
<td>If ...</td>
<td>Explain why this evidence is or is not relevant to the claim:</td>
</tr>
<tr>
<td>Then ...</td>
<td>Then ...</td>
<td>Then ...</td>
</tr>
</tbody>
</table>
1. **Read for gist.** Is this a source that is relevant to your topic and questions?

2. **Reread the text** to find **key vocabulary** (enter below) and **information about the effects of screen time**. While you read, text-code important passages.

3. After you’ve read, **paraphrase the excerpt** by using one of these sentence stems:

<table>
<thead>
<tr>
<th>According to +</th>
<th>source</th>
<th>+ paraphrased fact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Source +</td>
<td>writes illustrates notes observes states reports claims</td>
<td>+ paraphrased fact</td>
</tr>
</tbody>
</table>

   **Example:**
   
   *According to the New York Times, the ways we currently use technology are unhealthy.*

   *According to the interview with Peter Gray, we need to think more about how we use video games.*
<table>
<thead>
<tr>
<th>Section 4</th>
</tr>
</thead>
</table>

This text will help you learn information about screen time. This will help you begin to generate relevant questions about your topic.

**Track the bibliographic information for this source:**

- **Title:**
- **Author:**
- **Print or Digital:**
- **Source Type:**
- **Credible?**
- **Page #(s):**

**Use the steps on page 19 to help you paraphrase this source.**

**Paraphrased information from this text about screen time:**

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Brain Connections:
Remember to write connections in the “if/then” format.

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Vocabulary:
Identify a word from the text that is new to you: ____________________________
What is your initial idea of its meaning? ____________________________
What strategy did you use to determine an initial meaning for this word? ________________

Look this word up in a reference (dictionary, thesaurus, glossary). What is the definition of this word? ____________________________
Questions that will guide my further research (remember to keep these relevant, specific, and answerable):

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## Section 5

This text will help you learn information about screen time. This will help you begin to generate relevant questions about your topic.

**Track the bibliographic information for this source:**

- **Title:**
- **Author:**
- **Print or Digital:**
- **Source Type:**
- **Credible?**
- **Page #(#s):**

**Use the steps on page 19 to help you paraphrase this source.**

**Paraphrased information from this text about screen time:**

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### Brain Connections:
Remember to write connections in the “if/then” format.

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### Vocabulary:
Identify a word from the text that is new to you: virtual

What is your initial idea of its meaning? 

What strategy did you use to determine an initial meaning for this word? 

Look this word up in a reference (dictionary, thesaurus, glossary). What is the definition of this word? 

Questions that will guide my further research (remember to keep these relevant, specific, and answerable):

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This text will help you learn information about screen time. This will help you begin to generate relevant questions about your topic.

**Track the bibliographic information for this source:**

- **Title:**  
- **Author:**  
- **Print or Digital:**  
- **Source Type:**  
- **Credible?**  
- **Page #(s):**

**Use the steps on page 19 to help you paraphrase this source.**

**Paraphrased information from this text about screen time:**

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Brain Connections:
Remember to write connections in the “if/then” format.

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Vocabulary:

Identify a word from the text that is new to you: __________________________________________

What is your initial idea of its meaning? __________________________________________

What strategy did you use to determine an initial meaning for this word? ___________________________

Look this word up in a reference (dictionary, thesaurus, glossary). What is the definition of this word? __________________________________________
Questions that will guide my further research (remember to keep these relevant, specific, and answerable):

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Section 7—Internet Research

This text will help you learn information about screen time. This will help you begin to generate relevant questions about your topic.

**Track the bibliographic information for this source:**

<table>
<thead>
<tr>
<th>Title:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Author:</td>
<td></td>
</tr>
<tr>
<td>Title of Web Site Where Found:</td>
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</tr>
<tr>
<td>Name of Sponsoring Institution (if any):</td>
<td></td>
</tr>
<tr>
<td>Date of Publication:</td>
<td></td>
</tr>
<tr>
<td>Date of Access:</td>
<td></td>
</tr>
<tr>
<td>URL:</td>
<td></td>
</tr>
<tr>
<td>Credible?</td>
<td></td>
</tr>
</tbody>
</table>

Use the steps on page 19 to help you paraphrase this source.
### Paraphrased information from this text about screen time:

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### Brain Connections:
**Remember to write connections in the “if/then” format.**

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Vocabulary:

Identify a word from the text that is new to you: ________________________________

What is your initial idea of its meaning? _________________________________________

What strategy did you use to determine an initial meaning for this word? _________________

Look this word up in a reference (dictionary, thesaurus, glossary). What is the definition of this word? ________________________________

Questions that will guide my further research (remember to keep these relevant, specific, and answerable):

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Section 8—Internet Research

This text will help you learn information about screen time. This will help you begin to generate relevant questions about your topic.

**Track the bibliographic information for this source:**

- **Title:**
- **Author:**
- **Title of Web Site Where Found:**
- **Name of Sponsoring Institution (if any):**
- **Date of Publication:**
- **Date of Access:**
- **URL:**
- **Credible?**

**Use the steps on page 19 to help you paraphrase this source.**
Paraphrased information from this text about screen time:

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Brain Connections:  
Remember to write connections in the “if/then” format.

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Researcher’s Notebook

**Vocabulary:**

Identify a word from the text that is new to you: ________________________________

What is your initial idea of its meaning? _______________________________________

What strategy did you use to determine an initial meaning for this word? __________

Look this word up in a reference (dictionary, thesaurus, glossary). What is the definition of this word? ________________________________

**Questions that will guide my further research (remember to keep these relevant, specific, and answerable):**

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### Section 9—Internet Research

This text will help you learn information about screen time. This will help you begin to generate relevant questions about your topic.

**Track the bibliographic information for this source:**

- **Title:** 
- **Author:** 
- **Title of Web Site Where Found:** 
- **Name of Sponsoring Institution (if any):** 
- **Date of Publication:** 
- **Date of Access:**
- **URL:**
- **Credible?**

**Use the steps on page 19 to help you paraphrase this source.**
### Paraphrased information from this text about screen time:
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### Brain Connections:
Remember to write connections in the “if/then” format.
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Vocabulary:

Identify a word from the text that is new to you: ________________________________

What is your initial idea of its meaning? ________________________________________

What strategy did you use to determine an initial meaning for this word? __________

Look this word up in a reference (dictionary, thesaurus, glossary). What is the definition of this word? ________________________________

Questions that will guide my further research (remember to keep these relevant, specific, and answerable):

•

•

•

•
This is your place to gather information, generate questions, and keep track of your findings as you complete this research project. This will help you practice for and write your position paper and demonstrate your progress toward the following learning targets:

- I can conduct short research projects to answer a question. (W.7.7)
- I can generate additional questions for further research. (W.7.7)
- I can gather relevant information from a variety of sources. (W.7.8)
- I can evaluate the credibility and accuracy of each source. (W.7.8)
- I can quote or paraphrase others’ work while avoiding plagiarism. (W.7.8)
- I can use a variety of strategies to determine the meaning of unknown words or phrases. (L.7.4)

RESEARCH QUESTION(S): What are the potential benefits and risks of entertainment screen time, particularly to the development of teenagers?

The following pages will help you organize your notes on your sources and your ideas about them.
### Section 1

This text will help you learn information about screen time. This will help you begin to generate relevant questions about your topic.

**Track the bibliographic information for this source. The first entry has been mostly filled out for you:**

<table>
<thead>
<tr>
<th>Title:</th>
<th>“The Many Benefits, for Kids, of Playing Video Games”</th>
</tr>
</thead>
<tbody>
<tr>
<td>Author:</td>
<td>Peter Gray</td>
</tr>
<tr>
<td>Print or Digital:</td>
<td>Digital</td>
</tr>
<tr>
<td>Source Type:</td>
<td><em>Psychology Today</em> (magazine, online)</td>
</tr>
<tr>
<td>Credible?</td>
<td>Yes</td>
</tr>
<tr>
<td>Page #(s):</td>
<td>n/a</td>
</tr>
</tbody>
</table>

**My notes from this source:**

- *Kids will naturally make good decisions about how to spend their time, if given good choices online.*
- *Computers are the most important tool of the future.*
- *The “scary” research on the effect of computer games is an overreaction.*
- *Games have positive effects on brain power.*
- *Role-playing games are especially positive.*
Brain Connections:
Remember to write connections in the “if/then” format.

- “If teens play video games, then their working memory and visuospatial skills increase, according to studies.”
- “If it is true that children learn more from self-chosen learning, such as on computers, then this might be because of the bigger shot of dopamine the teen brain gets in rewarding situations.”

Vocabulary:
Identify a word from the text that is new to you:  **advisability**

What is your initial idea of its meaning?  **wisdom or goodness**

What strategy did you use to determine an initial meaning for this word?  **put another word into the sentence that would make sense**

Look this word up in a reference (dictionary, thesaurus, glossary). What is the definition of this word?  **wisdom**
Paragraph to sum up new information from this text about the benefits of video games:

We need to trust kids more to spend their time doing things that benefit them and help them learn. Video games could be one of those things. They have benefits for brain power and learning that we need to acknowledge, and the negative press around them is exaggerated.

Questions I now have (keep these relevant, specific, and answerable):

- Are there specific role-playing games that have learning benefits?
- Where is some research that backs up the idea that self-directed learning on computers is effective?
## Section 2

**Name of Text:** “Gaming Can Make a Better World”

**Author/Speaker’s Name:** Jane McGonigal

**Claim:** We need to play more games in order to solve the world’s problems.

<table>
<thead>
<tr>
<th>Reason:</th>
<th>Reason:</th>
<th>Reason:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Our young people, who are experts at games, are incredible resources for problem-solving.</td>
<td>Gamers are experts at skills we need to solve the world’s problems.</td>
<td>Gamers are experts at skills we need to solve the world’s problems. (Note: This reason is repeated only to give room on the organizer for the supporting evidence.)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Supporting Evidence 1</th>
<th>Supporting Evidence 2</th>
<th>Supporting Evidence 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>10,000 hours of gaming by age 21</td>
<td>Urgent optimism: Gamers believe an epic win is possible.</td>
<td>Blissful productivity: World of Warcraft gamers play 22 hours a week. Gamers work hard and are happier doing it.</td>
</tr>
<tr>
<td>Tight social fabric: Research indicates that we like people better when we play a game with someone. Gaming builds trust.</td>
<td>Epic meaning: Gamers want to be attached to meaningful stories. An example: World of Warcraft has the largest wiki in the world.</td>
<td></td>
</tr>
<tr>
<td>Is this evidence relevant?</td>
<td>Is this evidence relevant?</td>
<td>Is this evidence relevant?</td>
</tr>
<tr>
<td>---------------------------</td>
<td>---------------------------</td>
<td>---------------------------</td>
</tr>
<tr>
<td><strong>Yes / No</strong></td>
<td><strong>Yes / No</strong></td>
<td><strong>Yes / No</strong></td>
</tr>
<tr>
<td>Explain why this evidence is or is not relevant to the claim:</td>
<td>Explain why this evidence is or is not relevant to the claim:</td>
<td>Explain why this evidence is or is not relevant to the claim:</td>
</tr>
<tr>
<td>If ... gamers play 10,000 hours of games by the time they are 21 ...</td>
<td>If ... gamers are experts at urgent optimism and weaving tight social fabric ...</td>
<td>If ... gamers are blissfully productive and want meaning in their lives ...</td>
</tr>
<tr>
<td>Then ... we have a resource that can solve the world’s problems.</td>
<td>Then ... they have the skills to solve the world’s problems.</td>
<td>Then ... they have the skills to solve the world’s problems.</td>
</tr>
<tr>
<td>Name of Text/Excerpt/Clip:</td>
<td>“Video Games Benefit Children, Study Finds.”</td>
<td></td>
</tr>
<tr>
<td>---------------------------</td>
<td>--------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Author/ Speaker’s Name:</td>
<td>Medical Xpress</td>
<td></td>
</tr>
<tr>
<td>Claim:</td>
<td>Children receive benefits from active screen time.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Reason:</th>
<th>Reason:</th>
<th>Reason:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Playing video games is interactive.</td>
<td>Active screen time is different from passive screen time (example: television).</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Supporting Evidence</th>
<th>Supporting Evidence</th>
<th>Supporting Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Video and computer games are interactive, with research showing they boost children's self-esteem, cognitive skills such as problem-solving, and, in some cases, physical activity levels.</td>
<td>Active screen time involves cognitively or physically engaging screen-based activities, such as playing video games or completing homework on a computer.</td>
<td></td>
</tr>
<tr>
<td>Is this evidence relevant?</td>
<td>Yes / No</td>
<td>Explain why this evidence is or is not relevant to the claim:</td>
</tr>
<tr>
<td>---------------------------</td>
<td>---------</td>
<td>---------------------------------------------------------------</td>
</tr>
<tr>
<td></td>
<td></td>
<td>If ... interactive time on screens has benefits versus passive time ...</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Then ... children receive benefits from screen time.</td>
</tr>
</tbody>
</table>

If ... interactive time on screens has benefits versus passive time ... Then ... children receive benefits from screen time.

If ... active screen time has specific benefits such as cognitive or physical engagement ... Then ... children receive benefits from screen time.

If ... Then ...
1. **Read for gist.** Is this a source that is relevant to your topic and questions?

2. **Reread the text** to find **key vocabulary** (enter below) and **information about the effects of screen time**. While you read, text-code important passages.

3. After you’ve read, **paraphrase the excerpt** by using one of these sentence stems:

   **According to +**  
   **source**  
   **+ paraphrased fact**

   **Source +**  
   writes  
   illustrates  
   notes  
   observes  
   states  
   reports  
   claims  
   **+ paraphrased fact**

**Example:**

*According to the New York Times, the ways we currently use technology are unhealthy.*

*According to the interview with Peter Gray, we need to think more about how we use video games.*
### Section 4

This text will help you learn information about screen time. This will help you begin to generate relevant questions about your topic.

**Track the bibliographic information for this source:**

<table>
<thead>
<tr>
<th>Title:</th>
<th>“Facebook Could Actually Be Good for Your Health”</th>
</tr>
</thead>
<tbody>
<tr>
<td>Author:</td>
<td>Sy Mukherjee</td>
</tr>
<tr>
<td>Print or Digital:</td>
<td>digital</td>
</tr>
<tr>
<td>Source Type:</td>
<td>magazine</td>
</tr>
<tr>
<td>Credible?</td>
<td>yes</td>
</tr>
<tr>
<td>Page #(s):</td>
<td>n/a</td>
</tr>
</tbody>
</table>

**Use the steps on page 19 to help you paraphrase this source.**

**Paraphrased information from this text about screen time:**

- According to Mukherjee, going through old Facebook notifications is like flipping through favorite photographs.
- Remembering connections with friends and family boosts the user’s sense of well-being, according to the article “Facebook Could Be Good for Your Health.”
- According to Mukherjee, going through Facebook feeds, however, has been demonstrated to depress users.
### Brain Connections:
Remember to write connections in the “if/then” format.
- *If old Facebook notifications help boost well-being, then it might increase the dopamine in a teen brain.*
- *If Facebook feeds make people feel depressed, then they might stay on Facebook longer to seek the dopamine high.*

### Vocabulary:
Identify a word from the text that is new to you: **reminiscent**

What is your initial idea of its meaning? **having to do with memory**

What strategy did you use to determine an initial meaning for this word? **Context of the sentence**

Look this word up in a reference (dictionary, thesaurus, glossary). What is the definition of this word? **reminding one of someone or something else**
Questions that will guide my further research (remember to keep these relevant, specific, and answerable):

- Are there other aspects of Facebook that result in positive mental health?
- Why specifically do people get depressed when looking at Facebook feeds?
- How much time do teens spend on Facebook on average?
Section 5

This text will help you learn information about screen time. This will help you begin to generate relevant questions about your topic.

**Track the bibliographic information for this source:**

<table>
<thead>
<tr>
<th>Title</th>
<th>The ONLINE EDUCA Debate (Part 2 of 10)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Author</td>
<td>Aric Sigman</td>
</tr>
<tr>
<td>Print or Digital</td>
<td>digital</td>
</tr>
<tr>
<td>Source Type</td>
<td>video (YouTube)</td>
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<tr>
<td>Credible?</td>
<td>yes</td>
</tr>
<tr>
<td>Page #(s)</td>
<td>n/a</td>
</tr>
</tbody>
</table>

**Use the steps on page 19 to help you paraphrase this source.**

**Paraphrased information from this text about screen time:**

- *According to Aric Sigman, cultures all around the world are suffering from a decrease of face-to-face time when screens are introduced to their societies.*
- *According to the video, over the last 20 years, face-to-face interactions have decreased as social technology has increased.*
- *According to the video, a study at Stanford University confirmed the correlation between social technology and decreased face-to-face interaction.*
### Brain Connections:
Remember to write connections in the “if/then” format.

- **If young people spend too much time on screens, then it might be because of the limbic system’s role in risk and reward.**
- **If young people spend too much time on screens, then neurons might prune themselves to not emphasize face-to-face skills.**

### Vocabulary:

Identify a word from the text that is new to you: **virtual**

What is your initial idea of its meaning?: **something to do with “virtue”**

What strategy did you use to determine an initial meaning for this word?: **I see the same root of “virtue” in “virtual”**

Look this word up in a reference (dictionary, thesaurus, glossary). What is the definition of this word?: **being similar to something, but not that thing in fact.**
Questions that will guide my further research (remember to keep these relevant, specific, and answerable):

- What social media is Aric Sigman talking about specifically?
- *Have any other studies made a strong connection between screen time and lack of social skills?*
This text will help you learn information about screen time. This will help you begin to generate relevant questions about your topic.

Track the bibliographic information for this source:

Title:  *Attached to Technology and Paying a Price*

Author:  *Matt Richtel*

Print or Digital:  *print*

Source Type:  *newspaper*

Credible?  *yes*

Page #(s):  *n/a*

Use the steps on page 19 to help you paraphrase this source.

Paraphrased information from this text about screen time:
- *According to Matt Richtel, technology can be very distracting for the son, Connor, and his sister.*
- *According to “Attached to Technology and Paying the Price,” screens are central to the family’s leisure time together.*
- *According to Richtel, researchers worry about the distracting impact of technology on the brain.*
Brain Connections:
Remember to write connections in the “if/then” format.

• If the prefrontal cortex is not completely developed in teens, then maybe it would contribute to making poor decisions, like spending more time online than on homework.

Vocabulary:
Identify a word from the text that is new to you: relentless
What is your initial idea of its meaning? huge, unstoppable
What strategy did you use to determine an initial meaning for this word? tried substituting a word that made sense into the sentence.
Look this word up in a reference (dictionary, thesaurus, glossary). What is the definition of this word? not lessening in severity, intensity, strength, or pace.
Questions that will guide my further research (remember to keep these relevant, specific, and answerable):

- What does the rest of the article discuss in terms of screen time?
- Is there any research being done on the impact of social technology on school?
- What’s the average age in America for kids to start having significant screen time?
### Section 7—Internet Research

This text will help you learn information about screen time. This will help you begin to generate relevant questions about your topic.

**Track the bibliographic information for this source:**

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<tbody>
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<tr>
<td>Author</td>
<td></td>
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<tr>
<td>Title of Web Site Where Found</td>
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<tr>
<td>Name of Sponsoring Institution (if any)</td>
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</tr>
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<td>Date of Access</td>
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**Use the steps on page 19 to help you paraphrase this source.**
<table>
<thead>
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<th>Paraphrased information from this text about screen time:</th>
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<tbody>
<tr>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Brain Connections:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Remember to write connections in the “if/then” format.</td>
</tr>
<tr>
<td>•</td>
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<tr>
<td>•</td>
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<tr>
<td>•</td>
</tr>
</tbody>
</table>
### Vocabulary:

Identify a word from the text that is new to you: ________________________________

What is your initial idea of its meaning? ________________________________

What strategy did you use to determine an initial meaning for this word? ________________________________

Look this word up in a reference (dictionary, thesaurus, glossary). What is the definition of this word? ________________________________

### Questions that will guide my further research (remember to keep these relevant, specific, and answerable):

- 
- 
- 
- 
### Section 8—Internet Research

This text will help you learn information about screen time. This will help you begin to generate relevant questions about your topic.

**Track the bibliographic information for this source:**

- **Title:** 
- **Author:** 
- **Title of Web Site Where Found:** 
- **Name of Sponsoring Institution (if any):** 
- **Date of Publication:** 
- **Date of Access:** 
- **URL:** 
- **Credible?** 

**Use the steps on page 19 to help you paraphrase this source.**
Paraphrased information from this text about screen time:

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- 
- 
- 
- 

Brain Connections:
Remember to write connections in the “if/then” format.

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- 
- 
- 
- 
Vocabulary:

Identify a word from the text that is new to you: ________________________________

What is your initial idea of its meaning? ________________________________

What strategy did you use to determine an initial meaning for this word? ________________

Look this word up in a reference (dictionary, thesaurus, glossary). What is the definition of this word? ________________________________

Questions that will guide my further research (remember to keep these relevant, specific, and answerable):

•

•

•

•
### Section 9—Internet Research

This text will help you learn information about screen time. This will help you begin to generate relevant questions about your topic.

**Track the bibliographic information for this source:**

- **Title:**
- **Author:**
- **Title of Web Site Where Found:**
- **Name of Sponsoring Institution (if any):**
- **Date of Publication:**
- **Date of Access:**
- **URL:**
- **Credible?**

*Use the steps on page 19 to help you paraphrase this source.*
Paraphrased information from this text about screen time:

- 
- 
- 
- 
- 

Brain Connections:
Remember to write connections in the “if/then” format.

- 
- 
- 
- 
- 
Vocabulary:

Identify a word from the text that is new to you: ____________________________________________

What is your initial idea of its meaning? ____________________________________________________

What strategy did you use to determine an initial meaning for this word? ________________________

Look this word up in a reference (dictionary, thesaurus, glossary). What is the definition of this word? ________________________________________________________________

Questions that will guide my further research (remember to keep these relevant, specific, and answerable):

•
•
•
Quite a few parents have asked me, at talks I've given, about the advisability of their limiting their kids' computer play. Others have told me that they do limit their kids' computer play, or their total daily "screen time," in a tone that seemed to suggest that any reasonable parent would do that.

People who have been reading this blog can probably guess my reaction. I have a very high opinion of children's abilities to make good choices about how to use their free time, as long as they really have choices. Some kids go through long periods of doing what seems like just one thing, and then some adults think there's something wrong, because they (the adults) would not make that choice. But in my experience, if kids are really free to play and explore in lots of different ways, and they end up playing or exploring in what seems to be just one way, then they are doing that because they are getting something really meaningful out of it. For a nice example of this, you might watch the film on the home page of the Sudbury Valley School website, where a young man describes his year of doing almost nothing but computer play.

It is always a mistake, I think, to tell kids what they must or must not do, except in those cases where you are telling them that they must do their share of the chores around the house or must not do things that hurt you or other people. Whenever we prevent our kids from playing or exploring in the ways they prefer, we place another brick in a barrier between them and us. We are saying, in essence, "I don't trust you to control your own life." Children are suffering today not from too much computer play or too much screen time. They are suffering from too much adult control over their lives and not enough freedom (see essay on rise of depression and anxiety).
The Many Benefits, for Kids, of Playing Video Games
By Peter Gray

Kids who are really free know what is best for them, especially concerning how they should spend their free time. Every kid is different, just as every adult is, and we can't get into their heads and find out just what they are getting out of something that we don't understand. I know well a kid who, for years, spent hours per day watching television shows that I thought were really disgustingly dumb; but, over time, I discovered that she was getting a lot out of them. They were making her think in new ways. She understood all the ways in which the shows were dumb, at least as well as I did; but she also saw ways in which they were smart, and she analyzed them and learned from them. They contributed greatly to her abilities as an actress (she eventually had major parts in high-school plays), because she acted out the parts vicariously, in her mind, as she watched. They also contributed to her fascination with certain aspects of human psychology. She now wants to go into clinical psychology as a career.

I've also known kids who spent huge amounts of time reading—just sitting and reading, "doing nothing!" for maybe 10 hours a day. There were always some kids like that, even when I was a kid. I could never understand why they would want to just sit and read when they could go fishing with me instead. What a waste of time. However, I've never known a parent to limit their kids' reading time. Why is it any better to limit TV or computer time than to limit book-reading time? Why do we worry about a kid's spending maybe 4 or 5 hours a day at a computer screen, doing what he wants to do, but don't worry about the same kid sitting at school for 6 hours a day and then doing homework for another couple of hours—doing what others are forcing him to do? I ask you to consider the possibility that the kid is learning more valuable lessons at the computer than at school, in part because the computer activity is self-chosen and the school activity is not.
The Many Benefits, for Kids, of Playing Video Games

By Peter Gray

Computers are the most important tools of modern society. Why would we limit kids' opportunities to play with them?

Why would we want to limit a kid's computer time? The computer is, without question, the single most important tool of modern society. Our limiting kids' computer time would be like hunter-gatherer adults limiting their kids' bow-and-arrow time. Children come into the world designed to look around and figure out what they need to know in order to make it in the culture into which they are born. They are much better at that than adults are. That's why they learn language so quickly and learn about the real world around them so much faster than adults do. That's why kids of immigrant families pay more attention to the language spoken by their new peers, in the new culture, than to the old language spoken by their parents. That's also why, whenever there's a new technological innovation, kids learn how to use it more quickly than their parents do. They know, instinctively, what they must learn in order to succeed.

Why do we keep hearing warnings from "authorities"—including the American Academy of Pediatricians—that we must limit kids' computer play? Some of the fear mongering comes, I think, from a general tendency on the part of us older folks to distrust any new media. Plato, in The Republic, argued that plays and poetry should be banned because of their harmful effects on the young. When writing came about and became technically easier, and was enthusiastically seized upon by the young, some of their elders warned that this would rot their minds; they would no longer have to exercise their memories. When printed novels became available to the masses, many warned that these would lead the young, especially girls and young women, to moral degeneracy. When televisions began to
appear in people's homes, all sorts of dire warnings were sounded about the physical, psychological, and social damage they would cause.

Video games have been under attack by the fear-mongers ever since they first appeared, and the attacks have not diminished. If you Google around the Internet using harmful effects of video games as a search phrase, you will find all sorts of frightening claims. One site warns that video games can cause depression, physical aggression, poor sleep, somatic complaints, obesity, attention disorders, and ... the list went on. The only malady they seemed to have left out was housemaid's knee. The most common complaints about video games are that they (1) are socially isolating, (2) reduce opportunities for outdoor activities and thereby lead to obesity and poor physical health, and (3) promote violence in kids, if the games have violent content. On the face of it, of course, the first two of these claims should be truer of book reading than of video gaming. Concerning the third claim, I don't see any obvious reason why pretend murder of animated characters in video games should be any more likely to provoke real murder than, say, reading Shakespeare's account of Hamlet's murder of his stepfather. Yet we make kids read Hamlet in school.

Research refutes the frightening myths about harmful effects of computer games.

If you look into the actual research literature, you find very little if any evidence supporting the fear-mongers claims, and considerable evidence against those claims. In fact, systematic surveys have shown that regular video-game players are, if anything, more physically fit, less likely to be obese, more likely to also enjoy outdoor play, more socially engaged, more socially well-adjusted, and more civic minded than are their non-gaming peers.[1] A large-scale study in four cities in Holland showed—

[1] A large-scale study in four cities in Holland showed—
The Many Benefits, for Kids, of Playing Video Games
By Peter Gray

contrary to what I assume was the initial hypothesis—that kids who had a computer and/or a television set in their own room were significantly more likely to play outside than were otherwise similar kids who didn't have such easy and private access to screen play.[2] A study by the Pew Research Center concluded that video games, far from being socially isolating, serve to connect young people with their peers and to society at large.[3] Other research has documented, qualitatively, the many ways that video games promote social interactions and friendships.[4] Kids make friends with other gamers, both in person and online. They talk about their games with one another, teach one another strategies, and often play together, either in the same room or online.

Concerning violence, meta-analyses of the many studies designed to find effects of violent video games on real-world violence have concluded that, taken as a whole, there is precious little or no evidence at all of such effects.[5] It's interesting, also, to note that over the decades in which violent video gaming has been steadily rising, there has been a steady and large decline in real-world violence by youth.[6] I'm not about to claim that the decline in real-world violence is in any significant way caused by the rise in violent video games, but, there is some evidence that playing such games helps people learn how to control their hostility. In one experiment, college students were presented with a frustrating mental task and then were assessed for their feelings both of depression and hostility. The significant finding was that regular players of violent video games felt less depressed and less hostile 45 minutes after the frustrating experience than did otherwise similar students who didn't play such games.[7]
I have to admit that I personally hate graphic depictions of violence, in games or anywhere else, but I claim no moral virtue in that. I'm just squeamish. My wife and step-kids, who are every bit as nonviolent in real life as I am, tease me about it. They talk about screening movies for me, and they have gotten used to going to certain movies without me.

**Video games have been shown to have many positive effects on brainpower.**

Quite a few well-controlled research studies have documented positive effects of video games on mental development. Repeated experiments have shown that playing fast-paced action video games can quite markedly increase players' scores on tests of visuospatial ability, including tests that are used as components of standard IQ tests.[8] Other studies suggest that, depending on the type of game, video games can also increase scores on measures of working memory (the ability to hold several items of information in mind at once), critical thinking, and problem solving.[9] In addition, there is growing evidence that kids who previously showed little interest in reading and writing are now acquiring advanced literacy skills through the text-based communication in online video games.[10]

When kids are asked, in focus groups and surveys, what they like about video games, they generally talk about freedom, self-direction, and competence.[11] In the game, they make their own decisions and strive to meet challenges that they themselves have chosen. At school and in other adult-dominated contexts they may be treated as idiots who need constant direction, but in the game they
The Many Benefits, for Kids, of Playing Video Games
By Peter Gray

are in charge and can solve difficult problems and exhibit extraordinary skills. In the game, age does not matter, but skill does. In these ways, video games are like all other forms of true play.

The special benefits of MMORPGs

Over time, video games have become increasingly complex and multifaceted. Perhaps the most interesting games today are the so-called Massively Multiplayer Online Role Playing Games (MMORPGs), such as *World of Warcraft*, which are even more social than were previous video games and offer endless opportunities for creativity and problem solving.[12]

In these online games, players create a character (an avatar), which has unique physical and psychological traits and assets, and, with that character, enter a complex and exciting virtual world that is simultaneously occupied by countless other players, who in their real-life forms may be sitting anywhere on the planet. Players go on quests within this virtual world, and along the way they meet other players, who might become friends or foes. Players may start off playing solo, avoiding others, but to advance to the higher levels they have to make friends and join with others in mutual quests. Making friends within the game requires essentially the same skills as making friends in the real world. You can't be rude. You have to understand the etiquette of the culture you are in and abide by that etiquette. You have to learn about the goals of a potential friend and help that individual to achieve those goals. Depending on how you behave, players may put you on their friends list or their ignore list, and they may communicate positive or negative information about you to other
players. The games offer players endless opportunities to experiment with different personalities and ways of behaving, in a fantasy world where there are no real-life consequences for failing.

Players in these games can also join special-interest groups called guilds. To join a guild, a player (or, more accurately, the player's avatar) must fill out an application form, much like a job application, explaining why he or she would be a valuable member. Guilds generally have structures that are similar to companies in the real world, with leaders, executive boards, and even recruitment personnel. Such games are, in many ways, like the imaginative sociodramatic games of preschool children, but played in a virtual world, with communication by online text, and raised up many notches in sophistication to fit the interests and abilities of the older children, teenagers, and adults who play them. Like all sociodramatic games, they are very much anchored in an understanding of the real world, and they exercise concepts and social skills that are quite relevant to that world. In fact, a study commissioned by the IBM Corporation concluded that the leadership skills exercised within MMORPGs are essentially the same as those required to run a modern company.[13]
Which of these criteria describe all good research questions?

a. relevant
b. long
c. specific
d. answerable
e. complicated
f. broad
Note: This chart is filled out in different lessons. The bolded items are added in this lesson.

<table>
<thead>
<tr>
<th>Other developmental information</th>
<th>Prefrontal cortex</th>
<th>Neurons</th>
<th>Limbic system</th>
<th>So what?</th>
</tr>
</thead>
<tbody>
<tr>
<td>The brain needs sleep to take things from your short term memory to your long term memory (Knox)</td>
<td>Also called the “frontal lobe” (Knox)</td>
<td>“White matter” is called myelin, and it coats the nerves and makes them “communicate” more effectively (Knox)</td>
<td>Develops earlier than the PFC (Scholastic)</td>
<td>So if the PFC is not as efficient, then teens may make decisions without fully realizing long-term consequences. If they do that, THEN this can be good (they take daring risks) and bad (they take dangerous risks).</td>
</tr>
<tr>
<td>Your brain does not fully develop until the mid-20s (Scholastic)</td>
<td>This area helps with insight and understanding the effect of your behavior on someone else (Knox)</td>
<td>In order for your brain to make a decision, tiny specialized cells “talk” with each other through a series of neurotransmitters, like a circuit in a computer. Then the whole network puts out a response, which becomes your outward behavior. (Scholastic)</td>
<td>Plays a central role in your emotional response (Scholastic)</td>
<td>If the PFC is the social hub and it is still developing in teens, then teens may still need practice with social skills.</td>
</tr>
<tr>
<td></td>
<td>Matures later than other parts of the brain (Scholastic)</td>
<td></td>
<td>Associated with decisions made in feeling (Scholastic)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Right behind your forehead (Scholastic)</td>
<td></td>
<td>When teens make decisions in emotionally charged situations, this one weighs in heavily (Scholastic)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Helps with thinking ahead and sizing up risk and reward (Scholastic)</td>
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<td></td>
<td></td>
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</tbody>
</table>
### Model Brain Development Anchor Chart
(For Teacher Reference)

<table>
<thead>
<tr>
<th>Other developmental information</th>
<th>Prefrontal cortex</th>
<th>Neurons</th>
<th>Limbic system</th>
<th>So what?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The PFC is the central hub of social circuitry (Giedd)</td>
<td>Information travels from neuron to neuron by way of their axons and dendrites (Scholastic)</td>
<td>The limbic system in the teen brain is more sensitive to risk and reward and gets a bigger shot of dopamine in rewarding situations. So it is more biased toward seeking out new information. (Galvan)</td>
<td>If there are non-verbal social cues that can only be learned in the physical presence of a person, then someone mostly socializing online may not learn those skills.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The space between one neuron’s axon and the other neuron’s dendrites is called its synapse (Scholastic)</td>
<td></td>
<td>If video games activate dopamine in the brain similarly to addictive behaviors, then a person may become addicted to video games in the same way someone can be addicted to behaviors.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>To make the connection better, the axons wrap themselves in myelin through a process called myelination (Scholastic)</td>
<td>Dopamine is the main neurotransmitter in the limbic system (Giedd)</td>
<td></td>
</tr>
</tbody>
</table>

Created by Expeditionary Learning, on behalf of Public Consulting Group, Inc. © Public Consulting Group, Inc., with a perpetual license granted to Expeditionary Learning Outward Bound, Inc.
<table>
<thead>
<tr>
<th>Other developmental information</th>
<th>Prefrontal cortex</th>
<th>Neurons</th>
<th>Limbic system</th>
<th>So what?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Also, if a synapse isn’t used often, it is pruned through synaptic pruning. Then that energy is redirected into a more active synapse. (Scholastic)</td>
<td>The limbic system is activated during basic biological drives, by substance abuse, and addictive behaviors. It is also activated by video games. (Giedd)</td>
<td>“If the brain is branching and pruning in adolescence, then it is highly adaptable.” (Giedd)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Synaptic pruning occurs based on the choices, the behavior, and the environment of an individual (Scholastic)</td>
<td></td>
<td>If it adapted in the past, then it may adapt today. If it is adaptable, then it may be able to adapt to the digital world.</td>
</tr>
</tbody>
</table>
So if synapses are being pruned or strengthened by the activities that teens spend their time on, then teens can shape their brain. And if activities shape one’s brain, then one should be mindful about the activities that one is doing. As Dr. Willis says, “Practice makes permanent.”

If we need calm minds to think, then overuse of technology such as Google might cause us to synaptically prune our brains to be distracted, and our thinking will be negatively affected.

If we are exposed to more, and more diverse, information through Google, then our brains will synaptically prune to use better information to make decisions. This might also counteract the effect of the immature prefrontal cortex.
### Model Brain Development Anchor Chart

(For Teacher Reference)

<table>
<thead>
<tr>
<th>Other developmental information</th>
<th>Prefrontal cortex</th>
<th>Neurons</th>
<th>Limbic system</th>
<th>So what?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>If it is true that children learn more from self-chosen learning, such as on computers, then this might be because of the bigger shot of dopamine the teen brain gets in rewarding situations.</strong> (Gray)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>If teens play video games, then their working memory and visuospatial skills (or neurons) increase, according to studies.</strong> (Gray)</td>
</tr>
</tbody>
</table>
Grade 7: Module 4A: Unit 2: Lesson 5
Paraphrasing and Evaluating Sources: “Gaming Can Make a Better World”
Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

I can gather relevant information from a variety of sources. (W.7.8)
I can evaluate the credibility and accuracy of each source. (W.7.8)
I can quote or paraphrase others’ work while avoiding plagiarism. (W.7.8)

<table>
<thead>
<tr>
<th>Supporting Learning Targets</th>
<th>Ongoing Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>• I can correctly paraphrase information I gather from “Gaming Can Make a Better World.”</td>
<td>• Researcher’s notebook, section 1 (from homework)</td>
</tr>
<tr>
<td>• I can gather relevant information from “Gaming Can Make a Better World.”</td>
<td>• Researcher’s notebook, section 2</td>
</tr>
<tr>
<td></td>
<td>• Exit ticket</td>
</tr>
</tbody>
</table>
### Agenda

1. Opening
   - A. “What Is a Consequence?” (7 minutes)
2. Work Time
   - A. Review: How to Paraphrase (5 minutes)
   - B. “Gaming Can Make a Better World” (24 minutes)
3. Closing and Assessment
   - A. Homework Read-aloud (5 minutes)
   - B. Exit Ticket: Practice Paraphrasing (4 minutes)
4. Homework
   - A. Read “Video Games Benefit Children, Study Finds” and add to researcher’s notebook, Section 3.

### Teaching Notes

- This lesson offers a quick review of the skill of paraphrasing, which is taught in Module 2. In the event that your class did not do Module 2, or you have new students, there is enough review here to give them a good foundation. During Work Time A, if you notice students struggling with the meaning of “paraphrase,” you may want to take some additional time to review this concept.

- This lesson also continues the launch of the researcher’s notebook. Students will likely still be getting accustomed to using the researcher’s notebook, so pay special attention to whether any are facing obstacles as they follow the steps of paraphrasing in this lesson. You may want to ask students to take out their researcher’s notebook entries from the previous lesson, so you can take a quick peek at them as you circulate during the entry task and exit tickets to see if there are any general patterns of confusion that you can address.

- This researcher’s notebook entry is formatted a little differently to help students analyze the argument presented in the video. However, in the interest of simplifying the loose papers that students must keep, it is included in the notebook packet.

- In this lesson, you remind students to collect information about their sources in their researcher’s notebooks. Unit 3 includes a formal lesson on MLA citation; for now, continue to remind students to fill in the appropriate section of their researcher’s notebooks.

- “Gaming Makes a Better World” is an engaging but lengthy video. Given time constraints, students focus on the aspects of the video that most clearly delineate the speaker’s claim (Clip 1) and evidence for the claim (Clip 2).

- The Opening asks you to introduce the concept of positive consequences. In this unit, you will continue to discuss the idea of consequences of different types of digital media as you scaffold students’ understanding for Unit 3, when they will make a claim about the potential benefits and risks of entertainment screen time. Lesson 13 will bring the idea of consequences into full flower; the unit introduces it now as a means of acquainting students with the idea throughout this and following lessons.
### Agenda

<table>
<thead>
<tr>
<th>Teaching Notes (continued)</th>
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</table>

### Lesson Vocabulary

<table>
<thead>
<tr>
<th>consequence, paraphrase</th>
</tr>
</thead>
<tbody>
<tr>
<td>Materials</td>
</tr>
</tbody>
</table>
| • Entry task, Lesson 5 (one per student)  
| • Domain-Specific Vocabulary anchor chart (from Unit 1, Lesson 1)  
| • Researcher’s notebook (from Lesson 4)  
| • Video clip 1: “Gaming Can Make a Better World” (00:00–3:06; see Teaching Notes)  
| • Video clip 2: “Gaming Can Make a Better World” (6:54–11:06; see Teaching Notes)  
| • Teacher Guide: Researcher’s Notebook (from Lesson 4, for teacher reference)  
| • “Video Games Benefit Children, Study Finds” (one per student)  
| • Exit ticket: Practicing Paraphrasing (one per student) |
## Opening

**A. Entry Task: What Is a Consequence? (7 minutes)**
- Individually, have students answer the **entry task, Lesson 5** question:
  * “What is a consequence?”
- Together, on the **Domain-Specific Vocabulary anchor chart**, create a class definition of the word *consequence*. Listen for and include elements such as: “a result,” “an effect,” and “what results from an action or a series of actions.” Steer students away from the idea that consequences are always negative; this idea will be discussed in detail in Lesson 13, but for now, simply note that not all consequences are negative.
- Explain that today students begin to work on their research projects on screen time and that the word *consequence* will become very important within the research. Ask:
  * “Can you give some predictions for how the word *consequence* might fit into the idea of screen time?”
- Cold call several students to get their responses.
- Direct students’ attention to the learning targets and have them read the targets aloud with you:
  * “I can correctly paraphrase information I gather from ‘Gaming Can Make a Better World.’”
  * “I can gather relevant evidence from ‘Gaming Can Make a Better World.’”
- Ask students how the word *consequence* might fit into one or more of the learning targets. Cold call two or three for their answers. Listen for connections such as: “We will probably read about some consequences of screen time” or “Maybe our research will end up talking about what consequences there are for certain amounts of screen time.”

## Meeting Students’ Needs
- Consider selecting students ahead of time for cold calls. Those who need practice in oral response or extended processing time can be told the prompt before class begins to prepare for their participation. This also allows for a public experience of academic success for students who may struggle with on-demand questioning or for struggling students in general.
- Whenever possible, have students who need physical activity take on the active roles of managing and writing on the anchor chart, handing out the materials, or making the necessary notes on the teacher reference materials under the document camera.
**Work Time**

**A. Review: How to Paraphrase (5 minutes)**
- Write the word *paraphrase* on the board.
- Ask students to turn and talk to their seat partners for 1 minute about what *paraphrase* means.
- Cold call a pair of students to share out. Listen for: “Paraphrasing means to put an author’s ideas into your own words while still giving credit to the author in some way.” If students do not remember all these details, remind them why it’s important to paraphrase while doing research. Explain that we want to avoid putting our entire research paper in quotes, but we also cannot take the ideas of another writer word-for-word. Paraphrasing allows us to give credit to a writer’s ideas while writing things in our own words.
- In addition, explain that students often quote directly because they don’t understand the text well enough to paraphrase it. A benefit to paraphrasing is that it pushes them to understand what they’re talking about.
- Explain that students will continue to read texts and take notes in their researcher’s notebooks for the next few lessons as they think about the overarching research question. From this point on, beginning with this lesson’s homework, there will be a place in the researcher’s notebook asking them to paraphrase key ideas from the texts.
- Remind students that as they conduct their research, they must keep all their information about their sources so they can properly cite them later using the MLA format. They learned how to collect information about sources in Module 2. Explain that in this module, during Unit 3, you will teach them the MLA format. For now, they should just fill out all the blanks in their researcher’s notebook so they are ready for that step when the time comes.

**Meeting Students’ Needs**
- Hearing a complex text read slowly, fluently, and without interruption or explanation promotes fluency for students: They are hearing a strong reader read the text aloud with accuracy and expression and are simultaneously looking at and thinking about the words on the printed page. Be sure to set clear expectations that students read along silently in their heads as you read the text aloud.
B. “Gaming Can Make a Better World” (24 minutes)

- Explain that you will play short clips from a video from the TED Talks website called “Gaming Can Make a Better World” that is about the benefits of video games.
- Have students open up their researcher’s notebook to Section 2. Note that the formatting of this section models the Tracing an Argument note-catchers that students worked with in Lessons 2 and 3.
- Let students know that they will watch the video three times. The first time through, they should listen for the claim.
- Play video clip 1: “Gaming Can Make a Better World” (00:00–3:06) once.
- Ask students to write down what they think the claim is on the note-catchers in Section 2. Cold call one or two to share out. Listen for them to say the claim is that we need to play more games in order to solve the world’s problems.
- Explain that students will watch the clip two more times, just as they would reread a text.
- Play video clip 1 a second and third time. As students watch again, ask them to write down the reasons and evidence that support the claim.
- Play video clip 2: “Gaming Can Make a Better World” (6:54–11:06) and then give students about 2 minutes to add to their note-catcher.
- Play video clip 2 a second and third time, again giving students a few minutes to add to their notes, specifically to evaluate the evidence for relevancy. Point out that close listening, like close reading, means that you often notice more details and deepen your understanding each time you watch a video like this. Encourage students to paraphrase their notes, as they reviewed during Work Time A.
- After students have finished writing, ask them to form groups of three and compare their work. Encourage them to talk about any discrepancies in their answers and revise their work accordingly.
- Cold call students to share the supporting reasons and evidence. Refer to the Teacher’s Guide: Researcher’s Notebook for possible responses.

Meeting Students’ Needs

- Feel free to increase the number of times these video clips are watched. Also consider pausing the video at key points to allow students to take notes and “catch up” on what they are listening to.
- Consider making the clips available to students electronically so that they may continue to watch them (or the rest of the video) at their leisure.
### Closing and Assessment

<table>
<thead>
<tr>
<th>A. Homework Read-aloud (5 minutes)</th>
<th>Meeting Students’ Needs</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Distribute “Video Games Benefit Children, Study Finds.” Explain that students will read this</td>
<td>• The homework is a short and generally accessible article and should be manageable as</td>
</tr>
<tr>
<td>text independently for homework, and that you will read it aloud now to help their comprehension.</td>
<td>independent homework reading, along with the scaffolding of reading it aloud. Consider</td>
</tr>
<tr>
<td>Encourage students to annotate the text as they read, circling unknown words, underlining key</td>
<td>other methods of scaffolding the homework for students with emergent literacy: providing</td>
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<tr>
<td>ideas, and so on.</td>
<td>a glossary, assigning smaller or less complex parts of the text, or filling in the</td>
</tr>
<tr>
<td>• Read the article aloud while students read along silently in their heads.</td>
<td>researcher’s notebook.</td>
</tr>
<tr>
<td>• Note for students that for this article, they will fill in Section 3 of their researcher’s</td>
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<tr>
<td>notebook, which is another Tracing an Argument note-catcher. Encourage students to paraphrase</td>
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<td>their notes, as they reviewed in Work Time A.</td>
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<tr>
<th>B. Exit Ticket: Practice Paraphrasing (4 minutes)</th>
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<tbody>
<tr>
<td>• Distribute an Exit ticket: Practicing Paraphrasing to each student.</td>
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<tr>
<td>• Circulate as students fill them out, providing guidance for anyone who may be struggling.</td>
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<tr>
<td>• Collect and review the exit tickets before the next class so you can clarify any confusion and</td>
<td></td>
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<tr>
<td>identify students who may need additional support with paraphrasing.</td>
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### Homework

<table>
<thead>
<tr>
<th>Homework</th>
<th>Meeting Students’ Needs</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Read “Video Games Benefit Children, Study Finds” and add to Section 3 of your researcher’s</td>
<td>• The homework is a</td>
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<td>with the scaffolding of</td>
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<td>reading it aloud.</td>
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<td>Consider other methods</td>
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<td>text, or filling in the</td>
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<td>researcher’s notebook.</td>
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**NYS Common Core ELA Curriculum** • G7:M4A:U2:L5 • January 2014 • 7
Grade 7: Module 4A: Unit 2: Lesson 5
Supporting Materials
Answer these questions in a few brief sentences:

What is a *consequence*?

When have you or someone you know experienced a *consequence* in your life? What was it?
Children could be better off playing video games this holiday season than watching television, a QUT (Queensland University of Technology) study shows.

Dr. Penny Sweetser, Dr. Daniel Johnson and Dr. Peta Wyeth, from QUT’s Games Research and Interaction Design (GRID) Lab, investigated the amount of time children spent watching television and DVDs compared to video game and computer use.

The paper, “Active versus Passive Screen Time for Young Children,” published in the *Australian Journal for Early Childhood*, showed the majority of children aged two to five exceeded government recommendations of a maximum of one hour of “screen time” per day.

Their analysis of data from the Longitudinal Study of Australian Children found children in this age group spent, on average, some two to three hours watching television compared to less than a half hour playing video games or using computers.

Dr. Johnson said while watching television was a “passive” experience, video and computer games were interactive, with research showing it boosted children’s self-esteem, cognitive skills such as problem-solving and, in some cases, physical activity levels.

"There is a lot of negative press about gaming and that's not well-supported. Where there is a negative effect, research shows it's on the minority of people," he said.

"Video games are a mainstream pastime. More than 92 percent of Australian homes have at least one device for playing video games.

"Emerging research has shown that active video games such as Nintendo Wii, Sony PlayStation Move, and the Xbox Kinect can be used to motivate young children to exercise and be more active outside of the game setting."

Dr. Sweetser said computer use and video game play should not be classed as the same type of activity as watching television.

She said screen-time recommendations, which are based on the sum of all screen-related activities, should be divided into two categories, active and passive screen time.

The research found active screen time involved cognitively or physically engaging screen-based activities, such as playing video games or completing homework on a computer.
"This distinction provides a more accurate classification of screen time and a better lens through which to consider the benefits and detrimental effects for young children," she said.

Dr. Sweetser said parents should monitor the amount of time and type of games children play on game consoles and computers.

"Clearly, certain forms of media such as violent video games are not appropriate for children, and games should be played in moderation," she said.
Read the quote from “Gaming Can Make a Better World” below. Then, on the lines below, paraphrase the excerpt in your own words.

“Gamers love to be attached to awe-inspired missions.”
Grade 7: Module 4A: Unit 2: Lesson 6
Contrasting Evidence: “Games Can Make a Better World” and “Video Games Benefit Children, Study Finds”
GRADE 7: MODULE 4A: UNIT 2: LESSON 6
Contrasting Evidence:
“Games Can Make a Better World” and
“Video Games Benefit Children, Study Finds”

Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

I can contrast how multiple authors emphasize evidence or interpret facts differently when presenting information on the same topic. (RI.7.9)

<table>
<thead>
<tr>
<th>Supporting Learning Target</th>
<th>Ongoing Assessment</th>
</tr>
</thead>
</table>
| • I can contrast how a video and an article use different evidence to prove similar claims. | • Researcher’s notebook, section 3 (from homework)  
• Venn diagram and Venn diagram reflection questions |
## Agenda

<table>
<thead>
<tr>
<th>1. Opening</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Entry Task: Defining Contrast (2 minutes)</td>
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<tr>
<th>2. Work Time</th>
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</thead>
<tbody>
<tr>
<td>A. Introducing/Reviewing Venn Diagram and Common Claim (1 minute)</td>
</tr>
<tr>
<td>B. Contrasting Researcher’s Notebook Sections 2 and 3 Using Venn Diagram (8 minutes)</td>
</tr>
<tr>
<td>C. Analyzing Evidence on the Venn Diagram and Reflection Questions (27 minutes)</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>3. Closing and Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Homework Read-aloud and Reviewing Learning Target (7 minutes)</td>
</tr>
</tbody>
</table>

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<tr>
<th>4. Homework</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Read “Why Facebook Could Actually Be Good for Your Mental Health” and fill in Section 4 of your researcher’s notebook.</td>
</tr>
</tbody>
</table>

## Teaching Notes

- The purpose of this lesson is to give students a sense of how differing arguments can support the same claim. In categorizing the types of evidence the researchers use, the students will begin to see how authors choose both the quantity and the quality of their evidence carefully, with attention to the differing effects that certain types of evidence have upon the audience.

- Bear in mind that there is a subtle distinction between the video, which is a pure argument piece, and the article, which is an informative text *reporting* on an argument that researchers are making.

- Engaging students in a discussion about what types of evidence are the most powerful, and under which circumstances, can be a compelling corollary to the academic work of this lesson. Consider discussing, for example, that the video is being filmed and performed for a live audience, versus the article. How might this affect their use of evidence?

- Also bear in mind that evidence from both materials may also overlap categorization. An anecdote, for example, may or may not necessarily include facts.

- This lesson requires using several organizers and note sheets simultaneously. Preview the lesson carefully in advance to envision the logistics. As the lesson proceeds, consider modeling how to set up these papers physically in the student workspace for the most efficient use.

- Encourage students to return to the original materials at any point for any clarification they require. Returning to the source consistently is a “habit of mind” that should be emphasized.

- Venn diagrams are used in this lesson and in previous modules; here, they are used as a tool for students to examine the evidence in both the video and the article. However, students may not have used one or may not have participated in previous modules. The lesson is written specifically to address those who may not have used this type of graphic organizer before; as always, use your professional judgment to determine whether any part of the lesson needs to be modified for students who may not be familiar with certain classroom materials, protocols, or routines.

- It is assumed that students will have noted evidence on the Venn diagram in order of appearance in both materials; it may be beneficial to remind them to order their notes in this fashion before they begin.
### Agenda

<table>
<thead>
<tr>
<th>Teaching Notes (continued)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Note that the Venn diagram is for the purposes of comparing and contrasting types of evidence only. If it is useful, it is possible to expand the conversation around the diagram to include claims, reasons, and reasoning, but it is not required at this point.</td>
</tr>
<tr>
<td>• Expert testimony may include both facts and anecdotes. As long as students are categorizing their evidence accurately, their interpretations are acceptable, even if they differ from one another. It might be useful to point this out to students.</td>
</tr>
<tr>
<td>• The lesson hinges on the accurate and full completion of two note-catchers: one for “Gaming Can Make a Better World” (Section 2 of the researcher’s notebook), and one for “Video Games Benefit Children, Study Finds” (Section 3 of the researcher’s notebook). Think ahead to whether any previous modifications to these materials for students with special needs will require related modifications in this lesson. Also, if students have had challenges in gathering information on note-catchers, consider pairing them with a proficient partner or offering examples from the text on sticky notes.</td>
</tr>
<tr>
<td>• In advance: Familiarize yourself with the types of evidence used and the reasons that ground the use of these examples.</td>
</tr>
<tr>
<td>• Post: Learning target.</td>
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### Lesson Vocabulary

<table>
<thead>
<tr>
<th>Lesson Vocabulary</th>
<th>Materials</th>
</tr>
</thead>
</table>
| contrast          | • Entry task, Lesson 6 (one per student)  
|                   | • Domain-Specific Vocabulary anchor chart (from Unit 1, Lesson 1)  
|                   | • Venn diagram (one per student and one to display)  
|                   | • Document camera  
|                   | • Researcher’s notebook (from Lesson 4)  
|                   | • Venn diagram (answers, for teacher reference)  
|                   | • Four Types of Evidence/Identify the Evidence note-catcher (one per student and one to display)  
|                   | • Four Types of Evidence/Identify the Evidence note-catcher (Side B; answers, for teacher reference)  
|                   | • Colored pencils (four per student, each of the four a different color)  
|                   | • Venn diagram reflection questions (one per student and one to display)  
|                   | • Venn diagram reflection questions (answers, for teacher reference)  
|                   | • “Why Facebook Could Actually Be Good for Your Mental Health” (one per student)  |
### Opening

**A. Entry Task: Defining Contrast 2 minutes**

- As students enter the room, have them fill in the **entry task, Lesson 6**:
  
  * “Complete the following statement in your own words: When you *contrast* two things, it means that you are ...”
  
- Cold call three or four students for their answers. Based on their wording, create a class definition for the word *contrast* and place this word and the definition on the **Domain-Specific Vocabulary anchor chart**. The class definition of *contrast* will necessarily change depending on how students respond on their entry task slip. As a baseline, however, the definition should include the idea that to *contrast* means “to compare two people or items as to show the differences between them.”

<table>
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<tr>
<td>• When possible, have students who need physical activity take on the active roles of managing and writing on the anchor chart or handing out the materials.</td>
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<td>• Consider selecting students ahead of time to respond to cold calls. Students who need practice in oral response or extended processing time can be told the prompt before class begins to prepare for their participation. This also allows for a public experience of academic success for those who may struggle with on-demand questioning, or for struggling students in general.</td>
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## Work Time

### A. Introducing/Reviewing Venn Diagram and Common Claim (1 minute)
- Hand out the **Venn diagram** and ask students to raise their hand if they have seen or worked with a Venn diagram before. Make note of those who are not familiar with a Venn diagram so you can check to see whether they need additional support as they work.
- Using the **document camera**, quickly review how a Venn diagram works (items common to both texts go in the overlapping middle space; differences go in the appropriately labeled circles on the left and right).
- Explain that today students will use their homework and past classwork to compare the arguments of the video and the article they read for homework, both of which argue that video games have positive aspects. Note that both authors are making a similar claim, which is written above the Venn diagram. Have a volunteer read the common claim aloud:
  * “Playing video games has benefits for the players and their world.”

### Meeting Students’ Needs
- Keep in mind that this lesson requires visual comparison and written transferral of information. If students are visually or physically challenged, this process might be modified for them ahead of time so they are not unnecessarily impeded in categorizing and analyzing the evidence. Possible modifications include partially completed Venn diagrams, creating a Venn diagram on chart paper and/or lined paper instead of 8.5- by 11-inch paper, or giving them items from the readings on sticky notes to physically sort on the Venn diagram.

### B. Contrasting Researcher’s Notebook Sections 2 and 3 Using Venn Diagram (8 minutes)
- Ask students to set aside (but not put away) the Venn diagram and take out their homework: researcher’s notebook Section 3. With an elbow partner have students discuss the supporting evidence they recorded on Section 3. Ask:
  * “What evidence did you find? Was it relevant to the claim? Why or why not?”
- Point out how these questions correlate to the elements of the note-catcher (each question is exactly the same as those listed in the second row of boxes on the note-catcher).
### Work Time (continued)

- Tell students to make sure they have easy access to both Section 3 and Section 2 of their researcher’s notebook, which are both Tracing an Argument note-catchers. Remind them that the authors are making a similar claim, noted at the top of the Venn diagram. Explain that now students will **contrast** the evidence the authors use to support the common claim.

- Ask them to predict how a Venn diagram would look if someone is focusing on contrasting evidence. Listen for: “The circles to the right and left should be filled out.”

- Reassure students that if they find evidence that is the same in both texts, they can record it in the middle overlapping section; however, they should be most mindful today of the contrasting, different evidence the authors use. Students should feel free to talk through any points of confusion with an elbow partner.

- Circulate as students complete the Venn diagram, giving individual assistance where needed and referring to the Venn diagram (answers, for teacher reference) as needed. Check in with those who are unfamiliar with the Venn diagram first to make sure they understand how to use one. Remind students to record evidence in the same order as it is found in the sources.

- When finished, have the students put away both note-catchers. From this point on in the lesson, they will work primarily with the Venn diagram.

### Meeting Students’ Needs

- About halfway through Work Time C, if needed, you are strongly encouraged to conduct a brief “mop-up model” using the document camera for the benefit of students who need more support. Ask volunteers to provide you with an example of contrasting evidence from both texts. Discuss how each piece supports the claim and model recording it on the Venn diagram. Also consider doing this for a piece of evidence that is shared between the texts.
### Work Time (continued)

**C. Analyzing Evidence on the Venn Diagram and Reflection Questions (27 minutes)**

- Distribute and display the **Four Types of Evidence/Identify the Evidence note-catcher**. Focus students on Side A. Ask for volunteers to read each type aloud. Follow along, using the document camera. As each of the types is defined, include each word (*anecdote*, *testimony*, *analogy/metaphor*, *statistic/fact*) on the Domain-Specific Vocabulary anchor chart. Point out that the most powerful arguments ground themselves in multiple types of evidence.

- Have students individually complete the fill-in-the-blank Identify the Evidence mini game on Side B of the note-catcher.

- Go over the answers as a class and have students correct their papers as you reveal the correct answers via the document camera using the **Four Types of Evidence/Identify the Evidence note-catcher (Side B; answers, for teacher reference)**.

- Distribute four different **colored pencils** to each student.

- As a class, decide which of the four colors of pencils will correspond to each of the four types of evidence. Using the blank version of the Venn diagram under the document camera, briefly model using the colored pencils to code one or two pieces of evidence.

- Next, ask students to use the colored pencils to code the types of evidence they have recorded on the Venn diagram. They may consult with an elbow partner if they have a question.

- Circulate as they complete the color coding, giving individual assistance where needed.

- When students are finished, distribute the **Venn diagram reflection questions**. Give them 3 minutes to complete these silently and individually.

- Ask for volunteers to share their answers to each question. After each shared answer, ask students to raise their hand if they wrote a similar answer. Discuss any patterns that emerge.

- Follow up each shared answer with the questions on the Venn diagram:
  - "Why do you think the author chose to arrange the evidence this way? Does it strengthen or weaken the author’s argument? Why?"

- Note all correct answers on the blank version under the document camera, referring to the **Venn diagram reflection questions (answers, for teacher reference)** as needed.

---

**Meeting Students’ Needs**

- The Venn diagrams will not be assessed. However, they may be collected at your discretion for review to determine whether students have achieved the learning targets.

- Should a student work more efficiently without color coding for some reason, or should colored pencils not be available, an alternative is labeling each piece of evidence with a letter or brief code indicating its type.
# Closing and Assessment

### A. Homework Read-aloud and Reviewing Learning Target (7 minutes)

<table>
<thead>
<tr>
<th>Meeting Students’ Needs</th>
</tr>
</thead>
<tbody>
<tr>
<td>The homework is a short and generally accessible article and should be manageable as independent homework reading, along with the scaffolding of reading it aloud. Consider other methods of scaffolding the homework for students with emergent literacy: providing a glossary, assigning smaller or less complex parts of the text, or filling in the researcher’s notebook.</td>
</tr>
</tbody>
</table>

- Distribute “Why Facebook Could Actually Be Good for Your Mental Health.” Explain that students will read this text independently for homework, and that you will read it aloud now to help their comprehension. Encourage them to annotate the text as they read during this time: circling unknown words, underlining key ideas, and so on.
- Read the article aloud while students read along silently in their heads.
- Note for students that for this article, they will be filling in Section 4 of their researcher’s notebook.
- Direct students’ attention to the learning target
  
  * “I can contrast how a text and a video use different evidence to prove similar claims.”
- Have students give a thumbs-up or thumbs-down, depending on how well they think they achieved the learning target today.

### Homework

<table>
<thead>
<tr>
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<tbody>
<tr>
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</tr>
</tbody>
</table>

- Read “Why Facebook Could Actually Be Good for Your Mental Health” and fill in Section 4 of your researcher’s notebook.
Complete this statement in your own words:

When you contrast two things, it means that you are ...
Common claim: Playing video games has benefits for the players and their world.

Evidence ONLY from the video    Evidence from BOTH the video and the article    Evidence ONLY from the article
**Common claim:** Playing video games has benefits for the players and their world.

**Evidence ONLY from the video**
- Children on average play 10,000 hours of video games before the age of 21.
- 4 superpowers:
  - Gamers believe an epic win is possible.
  - Research indicates that we like people better when we play a game with someone. Gaming builds trust.
  - Blissful productivity: gamers play 22 hours a week. Gamers work hard and are happy doing it.
  - Epic meaning: Gamers want to be attached to meaningful stories. World of Warcraft has the largest wiki in the world.

**Evidence from BOTH the video and the article**
- Both video and text discuss the happiness factor in playing video games.
- Both video and text discuss the fact that gamers are productive/active.
- Both video and text discuss the fact that gamers are cognitively engaged in their games.

**Evidence ONLY from the article**
- Video and computer games are interactive, with research showing they boost children’s self-esteem, cognitive skills such as problem-solving, and, in some cases, physical activity levels.
- Active screen time involves cognitively or physically engaging screen-based activities, such as playing video games or completing homework on a computer, as opposed to television.

Note: The evidence and answers listed here are a sample only; Fishman and Kingsolver use multiple types of evidence in their texts, and students may respond in a number of ways that are accurate and thoughtful.
### Four Types of Evidence/Identify the Evidence Note-catcher

**Side A**

<table>
<thead>
<tr>
<th>Type of Evidence</th>
<th>Definition</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>anecdote</td>
<td>a brief story about something interesting or funny in real life that may give an example of the author’s claim or serve as evidence for a claim</td>
<td>“There’s a reason World of Warcraft gamers play 22 hours a week.... It’s because we know we are happier working hard than just ‘relaxing’ or ‘hanging out.’”</td>
</tr>
<tr>
<td>analogy/metaphor</td>
<td>a comparison between two things that allows the reader to understand the author’s evidence or claim in a clear way</td>
<td>“Gamers are virtuosos at weaving a tight social fabric.”</td>
</tr>
<tr>
<td>fact/statistic</td>
<td>a piece of information about something, presented as true and accurate, that supports the author’s claim. A statistic specifically counts something by number.</td>
<td>10,000 hours of game play by the age of 21</td>
</tr>
<tr>
<td>expert testimony</td>
<td>a statement that supports the author’s claim, made by a person with special skill or knowledge</td>
<td>“There is a lot of negative press about gaming and that’s not well-supported. Where there is a negative effect, research shows it’s on the minority of people,” Dr. Johnson said.</td>
</tr>
</tbody>
</table>
Identify the Evidence Mini-Game:
Below are four examples of evidence. Label each with the correct type.

“Research indicates that we like someone better after we’ve played a game with them.”

“So what do these four superpowers of gamers add up to?”

“Some of you may have heard of Malcolm Gladwell’s book, Outliers. So you would have heard of his theory of success.”

“This is a portrait by a photographer named Phil Toledano. He wanted to capture the emotion of gaming, so he set up a camera in front of gamers while they were playing.”
Identify the Evidence Mini-Game:
Below are four examples of evidence. Label each with the correct type.

“Research indicates that we like someone better after we’ve played a game with them.”

**fact/statistic**

“So what do these four superpowers of gamers add up to?”

**metaphor**

“Some of you may have heard of Malcolm Gladwell’s book, *Outliers*. So you would have heard of his theory of success.”

**Expert testimony**

“This is a portrait by a photographer named Phil Toledano. He wanted to capture the emotion of gaming, so he set up a camera in front of gamers while they were playing.”

**Anecdote**
**Venn Diagram Reflection Questions**

<table>
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<tr>
<th>Question</th>
<th>Video</th>
<th>Article</th>
</tr>
</thead>
<tbody>
<tr>
<td>What types of evidence are used the most?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What types of evidence are used the least?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do you see any other patterns in the types of evidence used?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Why do you think the author chose the evidence he/she did?</td>
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Venn Diagram Reflection Questions
(Answers, for Teacher Reference)

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<td>fact/statistics</td>
<td>fact/statistics</td>
</tr>
<tr>
<td>What types of evidence are used the least?</td>
<td>anecdote</td>
<td>anecdote (none)</td>
</tr>
<tr>
<td>Do you see any other patterns in the types of evidence used?</td>
<td>McGonigal uses metaphor (“tight social fabric,” “superpowers”).</td>
<td>The researchers are discussing facts that resulted from their own work, not just others’. They are their own experts.</td>
</tr>
<tr>
<td>Why do you think the author chose the evidence he/she did?</td>
<td>McGonigal is trying to convince a live audience of her claim, so she’s also trying to entertain them. She might be using metaphor to make her evidence more interesting to them—to make it come alive.</td>
<td>The researchers are discussing their own scientific research, so it would make sense to ground it in statistics and facts.</td>
</tr>
</tbody>
</table>
Go ahead—check those notifications. According to a new pilot study conducted by Dr. Alice Good of the University of Portsmouth, the vast majority of Facebook users use the social network to lift their spirits when they’re feeling down by navigating their old photos and wall posts in which they’ve interacted with family and friends—a “self-soothing” coping mechanism somewhat akin to flipping through a photo album or watching old home videos.

Researchers argue that that could be a big boost for users who are prone to anxiety or depression by providing a healthy emotional conduit for reminiscing about the good times in one’s life. The findings also shed new light into what, exactly, users are looking to achieve when they use social media to share their feelings and experiences:

Psychologist Dr. Clare Wilson, also of the University of Portsmouth, said: “Although this is a pilot study, these findings are fascinating.

“Facebook is marketed as a means of communicating with others. Yet this research shows we are more likely to use it to connect with our past selves, perhaps when our present selves need reassuring.

“The pictures we often post are reminders of a positive past event. When in the grip of a negative mood, it is too easy to forget how good we often feel. Our positive posts can remind us of this.”

Dr. Good’s study has concluded that looking at comforting photos, known as reminiscent therapy, could be an effective method of treating mental health. […]

The act of self-soothing is an essential tool in helping people to calm down, especially if they have an existing mental health condition.

The findings are particularly interesting given past studies that have indicated that Facebook users end up feeling depressed after a browsing session. For instance, one German study found that “one in three people felt worse after visiting the site and more dissatisfied with their lives, while people who browsed without contributing were affected the most.”
Why Facebook Could Actually Be Good for Your Mental Health

By Sy Mukherjee

But those findings derived from users’ envy at their friends’ vacations, life milestones, and various successes. The new preliminary data from Dr. Good’s study suggests that, used in a different way—i.e., actively “self-soothing” rather than passively sulking—browsing through one’s Facebook history could be a net benefit. And that could be very good news from a global mental health perspective for the social network, which has over a billion users worldwide and counting.
Grade 7: Module 4A: Unit 2: Lesson 7
Evaluating Sources, Continued: The ONLINE EDUCA Debate 2009 (Part 2 of 10)
Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

I can use a variety of strategies to determine the meaning of unknown words or phrases. (L.7.4)
I can gather relevant information from a variety of sources. (W.7.8)
I can evaluate the credibility and accuracy of each source. (W.7.8)
I can quote or paraphrase others' work while avoiding plagiarism. (W.7.8)

Supporting Learning Targets

- I can consult a dictionary to determine or clarify the meaning of a word.
- I can evaluate the credibility and accuracy of a source.

Ongoing Assessment

- Researcher’s notebook, section 4 (from homework)
- Venn diagram (from Lesson 6)

Agenda

1. Opening
   A. Entry Task: Dictionary Definitions (10 minutes)
   B. Homework Review (9 minutes)
2. Work Time
   A. Brain Development Anchor Chart (10 minutes)
   B. The ONLINE EDUCA Debate 2009 (Part 2 of 10) (15 minutes)
3. Closing and Assessment
   A. Reviewing Domain-Specific Vocabulary Chart (1 minute)
4. Homework
   A. Read “Attached to Technology and Paying the Price.”
   B. Continue independent reading (at least 20 minutes).

Teaching Notes

- This lesson completes the arc of pro-screen time argument texts and begins the arc of anti-screen time argument texts (Lessons 7–8 and Part II of the Mid-Unit 2 Assessment). Here, the screen time issues of face-to-face social impact and distraction are addressed by the texts. This balance of argumentative texts ensures that students have a wide and diverse set of information on which to draw when they make the final decision as to what position they will take on the recommendation for screen time in Lesson 17.
- Work Time B asks you to work further with the concept of positive consequences. In this unit, you will continue to discuss the idea of consequences as you scaffold students’ understanding for Unit 3, when they will make a claim about the best recommendation for screen time use, taking into account the consequences of the two approaches available to them.
- In Work Time B, students view just Part 2 of a 10-part video that can be found at http://www.youtube.com/watch?v=GRi4DPu6WGc.
- The homework article, “Attached to Technology and Paying the Price,” is quite long and reproduced in its entirety here due to copyright issues, and also to give proficient students a challenge if the teacher so desires. Students need to read only about two pages for the assignment.
- In advance: Have dictionaries or computers accessible for the entry task.
- Post: Learning targets.
Lesson Vocabulary | Materials
--- | ---
positive consequences, virtual | • Entry task, Lesson 7 (one per student)
 | • Class set of dictionaries or computers with Internet access
 | • Domain-Specific Vocabulary anchor chart (from Unit 1, Lesson 1)
 | • Researcher’s notebook (from Lesson 4)
 | • Teacher Guide: Researcher’s Notebook (from Lesson 4)
 | • Document camera
 | • Brain Development anchor chart (from Unit 1, Lesson 2)
 | • Model Brain Development anchor chart (for teacher reference)
 | • The ONLINE EDUCA Debate 2009 (Part 2 of 10; from 00:00-3:03; see Teaching Notes)
 | • Digital projector
 | • Speaking and Listening anchor chart (from Lesson 1)
 | • “Attached to Technology and Paying the Price” (one per student and one to display)

Opening

**A. Entry Task: Dictionary Definitions (10 minutes)**
- As students enter the room, distribute the **entry task, Lesson 7** and direct them to use the **class set of dictionaries or computers with Internet access** to follow the directions on the slip. Depending on numbers, students may need to share these resources.
- Allow them 5 minutes to fill out their entry tasks. As they are writing, circulate and check which definition of *akin* the students are writing down. Look for them to write down something such as: “like” or “similar to.”
- When students are finished with the entry task, cold call someone who wrote down the correct definition to share it and why he or she chose it. Add the definition to the **Domain-Specific Vocabulary anchor chart**.

Meeting Students’ Needs

- When possible, have students who need physical activity take on the active role of managing the distribution and collection of materials.
### Opening (continued)

- Listen for the student to say: “I chose this because I used the context clues of ‘flipping through a photo album’ to realize that the sentence was saying that using Facebook was similar to flipping through a photo album. The other definitions did not make sense in this context.”
- If any students chose a different definition, discuss the other possibilities and why they do not fit in this context.
- Let students know that this task served as a quick reminder of the most effective process to look up words. This is something they should be doing often, both as their researcher’s notebook requires and as they encounter new and interesting words in their reading.

### B. Homework Review (9 minutes)

- Ask students to turn to their homework in the researcher’s notebook.
- Display Section 4 of the Teacher Guide: Researcher’s Notebook under the document camera.
- Ask students to turn to a partner and briefly discuss the gist of their reading last night. Call on volunteers for answers. Listen for: “When people use Facebook to review their own lives and connections with friends and families, it helps them feel more positive mentally.”
- Review the rest of Section 4 with the students, making sure they are aware that they may have different but equally valid answers. Ask for volunteers to share some of the paraphrased information, vocabulary, and additional research questions that they developed. Should anyone volunteer information that is inaccurate, gently guide them to more valid answers, asking the class members for their input.
- Have students look at the Brain Connections box of Section 4 and ask something like the following:
  - “How did you think the information in this article might connect to our knowledge of teen brain science? Discuss this with a partner for a few minutes. Develop an “if ... then” statement we can use. Use the Brain Development anchor chart as a reference.”
- Model one of these statements for the students by writing it on the Brain Development anchor chart: “If using Facebook helps people feel more positive, then it might have an even stronger impact on teens because of the stronger reward system.”
**Opening (continued)**

- Ask students to volunteer some “if/then” statements. Listen for statements such as: “If teens use Facebook a lot, then their neurons might prune themselves so that they have a positive response mentally to Facebook.” Record these on the anchor chart and ask students to write them down in their researcher’s notebooks.
- Be prepared to further model these statements if students are still getting used to the challenge of making the connection between brain science and their reading.

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**Meeting Students’ Needs**

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**Work Time**

**A. Brain Development Anchor Chart (10 minutes)**

- Have students take out their Venn diagrams from Lesson 6. Remind them that the class has spent the past several lessons reading pro-screen time argumentative texts. Let students know that you are now going to wrap up the pro-screen time arguments by connecting the information on the Venn diagram to the Brain Development anchor chart. As in the Opening, ask something like:
  
  * “How did you think the information in these articles might connect to our knowledge of teen brain science? Discuss this with a partner for a few minutes. Develop an “if/then” statement we can use. Use the Brain Development anchor chart as a reference.”

- Releasing gradually from the Opening, do not model now. Instead, if needed, circulate and offer individual assistance.
- Ask students to volunteer some “if/then” statements. Listen for statements such as: “If teens experience ‘blissful productivity,’ then it might indicate that the risk/reward system in the brain is in high operation during video games” or “If teens are good at video games, then it might be because of synaptic pruning; they shape their brains by putting so many hours into playing.”
- Record these on the anchor chart and ask students to write them down in their researcher’s notebooks.
### Work Time

**B. The ONLINE EDUCA Debate 2009 (Part 2 of 10) (15 minutes)**

- Have students turn to Section 5 of their researcher’s notebooks as you cue up *The ONLINE EDUCA Debate 2009 (Part 2 of 10)* on the digital projector.
- Lead them through filling in the top header with the appropriate information for the video.
- Explain that you will play a short video of child psychologist Aric Sigman, who is based in the United Kingdom. He is speaking to a professional association of educators, trying to persuade them to adopt a resolution that screen time needs to be reduced for children. Tell students that the video starts in the middle of Dr. Sigman’s presentation, so it “jumps in” to the content quickly; he is discussing the first- and second-world countries he has visited that have been negatively affected by an increase in the use of social media and computers.
- Let students know that they will watch the video three times. The first time through, they should listen for the claim.
- Play *The ONLINE EDUCA Debate 2009 (Part 2 of 10)* (00:00-3:03) once.
- In the Paraphrased Information section, have students write down what they think the claim is. Cold call one or two to share the claim. Listen for them to say the claim is that screen time negatively affects the amount of time children spending interacting with family and loved ones face-to-face.
- Explain that students will watch the video two more times, just as they would reread a text. As they watch again, ask them to write down the reasons and evidence that support the claim.
- Play the video a second time, then give students about 2 minutes to add to their notes independently.
- Play the video a third time, again giving students a few minutes to add to their notes.
- After students have finished writing, ask them to form groups of three and compare their work. Encourage them to talk about any discrepancies in their answers and revise their work accordingly. Refer them to the *Speaking and Listening anchor chart* so they can practice those skills while working on revisions together.
- Cold call students to share the reasons and evidence. Refer to the Teacher Guide: Researcher’s Notebook for possible responses.
- Using the skills students practiced in the Opening, have them complete the Vocabulary section for the word *virtual*, as in this sentence from the video: “Life has become virtual.” Cold call students, listening for an answer such as: “being similar to something, but not that thing in fact.”
### Work Time (continued)

- Finally, have the students work on the Brain Connections box independently. Ask them to volunteer some “if/then” statements, such as: “If young people spend too much time on screens, then it might be because of the limbic system’s role in risk and reward.” Record these on the anchor chart and ask students to write them down in their researcher’s notebooks.

### Closing and Assessment

#### A. Reviewing Domain-Specific Vocabulary Chart (1 minute)

- Ask:
  - “What new words were in today’s video that we should add to the Domain-Specific Vocabulary anchor chart?”
- Cold call students and listen for them to provide vocabulary words such as *virtual*. Write those words on the chart.
- Hand out “Attached to Technology and Paying the Price” for homework. Let students know that they can skim the article, which is quite long, but to read carefully the first page and the section titled “The Toll on Children.”

### Homework

- Read “Attached to Technology and Paying the Price.”
- Continue independent reading (at least 20 minutes).
The article “Why Facebook Could Actually Be Good for Your Mental Health” states: “The vast majority of Facebook users use the social network to lift their spirits when they’re feeling down by navigating their old photos and wall posts in which they’ve interacted with family and friends—a ‘self-soothing’ coping mechanism somewhat akin to flipping through a photo album or watching old home videos."

1. What do you think the word *akin* means in this context? Write your ideas below:

2. Now look up the word *akin* in a dictionary. Potentially there will be several different definitions. Read all of them, then select what you think is the best definition for this context.

3. Write the definition you chose here:

4. Explain how you determined that this is the correct definition:
Note: This chart is filled out in different lessons. The bolded items are added in this lesson.

<table>
<thead>
<tr>
<th>Other developmental information</th>
<th>Prefrontal cortex</th>
<th>Neurons</th>
<th>Limbic system</th>
<th>So what?</th>
</tr>
</thead>
<tbody>
<tr>
<td>The brain needs sleep to take things from your short term memory to your long term memory (Knox)</td>
<td>Also called the “frontal lobe” (Knox)</td>
<td>“White matter” is called myelin, and it coats the nerves and makes them “communicate” more effectively (Knox)</td>
<td>Develops earlier than the PFC (Scholastic)</td>
<td>So if the PFC is not as efficient, then teens may make decisions without fully realizing long-term consequences. If they do that, THEN this can be good (they take daring risks) and bad (they take dangerous risks).</td>
</tr>
<tr>
<td>Your brain does not fully develop until the mid-20s (Scholastic)</td>
<td>This area helps with insight and understanding the effect of your behavior on someone else (Knox)</td>
<td>In order for your brain to make a decision, tiny specialized cells “talk” with each other through a series of neurotransmitters, like a circuit in a computer. Then the whole network puts out a response, which becomes your outward behavior. (Scholastic)</td>
<td>Plays a central role in your emotional response (Scholastic)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Matures later than other parts of the brain (Scholastic)</td>
<td></td>
<td>Associated with decisions made in feeling (Scholastic)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Right behind your forehead (Scholastic)</td>
<td></td>
<td>When teens make decisions in emotionally charged situations, this one weighs in heavily (Scholastic)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Helps with thinking ahead and sizing up risk and reward (Scholastic)</td>
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“White matter” is called myelin, and it coats the nerves and makes them “communicate” more effectively (Knox).

In order for your brain to make a decision, tiny specialized cells “talk” with each other through a series of neurotransmitters, like a circuit in a computer. Then the whole network puts out a response, which becomes your outward behavior. (Scholastic)

Develops earlier than the PFC (Scholastic)

Plays a central role in your emotional response (Scholastic)

Associated with decisions made in feeling (Scholastic)

When teens make decisions in emotionally charged situations, this one weighs in heavily (Scholastic)
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<tbody>
<tr>
<td></td>
<td>The PFC is the central hub of social circuitry (Giedd)</td>
<td>Information travels from neuron to neuron by way of their axons and dendrites (Scholastic)</td>
<td>The limbic system in the teen brain is more sensitive to risk and reward and gets a bigger shot of dopamine in rewarding situations. So it is more biased toward seeking out new information. (Galvan)</td>
<td>If there are non-verbal social cues that can only be learned in the physical presence of a person, then someone mostly socializing online may not learn those skills.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The space between one neuron’s axon and the other neuron’s dendrites is called its synapse (Scholastic)</td>
<td>Dopamine is the main neurotransmitter in the limbic system (Giedd)</td>
<td>If video games activate dopamine in the brain similarly to addictive behaviors, then a person may become addicted to video games in the same way someone can be addicted to behaviors.</td>
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<td>To make the connection better, the axons wrap themselves in myelin through a process called myelination (Scholastic)</td>
<td>The limbic system is activated during basic biological drives, by substance abuse, and addictive behaviors. It is also activated by video games. (Giedd)</td>
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<td>Also, if a synapse isn’t used often, it is pruned through synaptic pruning. Then that energy is redirected into a more active synapse. (Scholastic) Synaptic pruning occurs based on the choices, the behavior, and the environment of an individual (Scholastic)</td>
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<td>“If the brain is branching and pruning in adolescence, then it is highly adaptable.” (Giedd) If it adapted in the past, then it may adapt today. If it is adaptable, then it may be able to adapt to the digital world.</td>
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So if synapses are being pruned or strengthened by the activities that teens spend their time on, then teens can shape their brain. And if activities shape one’s brain, then one should be mindful about the activities that one is doing. As Dr. Willis says, “Practice makes permanent.”

If we need calm minds to think, then overuse of technology such as Google might cause us to synaptically prune our brains to be distracted, and our thinking will be negatively affected.

If we are exposed to more, and more diverse, information through Google, then our brains will synaptically prune to use better information to make decisions. This might also counteract the effect of the immature prefrontal cortex.

If it is true that children learn more from self-chosen learning, such as on computers, then this might be because of the bigger shot of dopamine the teen brain gets in rewarding situations. (Gray)
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If teens play video games, then their working memory and visuospacial skills (or neurons) increase, according to studies. (Gray)

If using Facebook helps people feel more positive, then it might have an even stronger impact on teens because of the stronger reward system.

If teens experience “blissful productivity,” then it might indicate that the risk/reward system in the brain is in high operation during video game play.

If teens are good at video games, then it might be because of synaptic pruning; they shape their brains by putting so many hours into playing.

If young people spend too much time on screens, then it might be because of the limbic system’s role in risk and reward.
SAN FRANCISCO—When one of the most important e-mail messages of his life landed in his in-box a few years ago, Kord Campbell overlooked it.

Not just for a day or two, but 12 days. He finally saw it while sifting through old messages: a big company wanted to buy his Internet start-up.

“I stood up from my desk and said, ‘Oh my God, oh my God, oh my God,’” Mr. Campbell said. “It’s kind of hard to miss an e-mail like that, but I did.”

The message had slipped by him amid an electronic flood: two computer screens alive with e-mail, instant messages, online chats, a Web browser and the computer code he was writing. (While he managed to salvage the $1.3 million deal after apologizing to his suitor, Mr. Campbell continues to struggle with the effects of the deluge of data. Even after he unplugs, he craves the stimulation he gets from his electronic gadgets. He forgets things like dinner plans, and he has trouble focusing on his family.

His wife, Brenda, complains, “It seems like he can no longer be fully in the moment.”

This is your brain on computers.

Scientists say juggling e-mail, phone calls and other incoming information can change how people think and behave. They say our ability to focus is being undermined by bursts of information.

These play to a primitive impulse to respond to immediate opportunities and threats. The stimulation provokes excitement—a dopamine squirt—that researchers say can be addictive. In its absence, people feel bored.

The resulting distractions can have deadly consequences, as when cellphone-wielding drivers and train engineers cause wrecks. And for millions of people like Mr. Campbell, these urges can inflict nicks and cuts on creativity and deep thought, interrupting work and family life.

While many people say multitasking makes them more productive, research shows otherwise. Heavy multitaskers actually have more trouble focusing and shutting out irrelevant information, scientists say, and they experience more stress.
And scientists are discovering that even after the multitasking ends, fractured thinking and lack of focus persist. In other words, this is also your brain off computers.

“The technology is rewiring our brains,” said Nora Volkow, director of the National Institute of Drug Abuse and one of the world’s leading brain scientists. She and other researchers compare the lure of digital stimulation less to that of drugs and alcohol than to food and sex, which are essential but counterproductive in excess.

Technology use can benefit the brain in some ways, researchers say. Imaging studies show the brains of Internet users become more efficient at finding information. And players of some video games develop better visual acuity.

More broadly, cellphones and computers have transformed life. They let people escape their cubicles and work anywhere. They shrink distances and handle countless mundane tasks, freeing up time for more exciting pursuits.

For better or worse, the consumption of media, as varied as e-mail and TV, has exploded. In 2008, people consumed three times as much information each day as they did in 1960. And they are constantly shifting their attention. Computer users at work change windows or check e-mail or other programs nearly 37 times an hour, new research shows.

The nonstop interactivity is one of the most significant shifts ever in the human environment, said Adam Gazzaley, a neuroscientist at the University of California, San Francisco.

“We are exposing our brains to an environment and asking them to do things we weren’t necessarily evolved to do,” he said. “We know already there are consequences.”

Mr. Campbell, 43, came of age with the personal computer, and he is a heavier user of technology than most. But researchers say the habits and struggles of Mr. Campbell and his family typify what many experience—and what many more will, if trends continue.

For him, the tensions feel increasingly acute, and the effects harder to shake.
The Campbells recently moved to California from Oklahoma to start a software venture. Mr. Campbell’s life revolves around computers. (He goes to sleep with a laptop or iPhone on his chest, and when he wakes, he goes online. He and Mrs. Campbell, 39, head to the tidy kitchen in their four-bedroom hillside rental in Orinda, an affluent suburb of San Francisco, where she makes breakfast and watches a TV news feed in the corner of the computer screen while he uses the rest of the monitor to check his e-mail.

Major spats have arisen because Mr. Campbell escapes into video games during tough emotional stretches. On family vacations, he has trouble putting down his devices. When he rides the subway to San Francisco, he knows he will be offline 221 seconds as the train goes through a tunnel.

Their 16-year-old son, Connor, tall and polite like his father, recently received his first C’s, which his family blames on distraction from his gadgets. Their 8-year-old daughter, Lily, like her mother, playfully tells her father that he favors technology over family.

“I would love for him to totally unplug, to be totally engaged,” says Mrs. Campbell, who adds that he becomes “crotchety until he gets his fix.” But she would not try to force a change.

“He loves it. Technology is part of the fabric of who he is,” she says. “If I hated technology, I’d be hating him, and a part of who my son is too.”

**Always On**

Mr. Campbell, whose given name is Thomas, had an early start with technology in Oklahoma City. When he was in third grade, his parents bought him Pong, a video game. Then came a string of game consoles and PCs, which he learned to program.

In high school, he balanced computers, basketball and a romance with Brenda, a cheerleader with a gorgeous singing voice. He studied too, with focus, uninterrupted by e-mail. “I did my homework because I needed to get it done,” he said. “I didn’t have anything else to do.”

He left college to help with a family business, then set up a lawn mowing service. At night he would read, play video games, hang out with Brenda and, as she remembers it, “talk a lot more.”

In 1996, he started a successful Internet provider. Then he built the start-up that he sold for $1.3 million in 2003 to LookSmart, a search engine.
Mr. Campbell loves the rush of modern life and keeping up with the latest information. “I want to be the first to hear when the aliens land,” he said, laughing. But other times, he fantasizes about living in pioneer days when things moved more slowly: “I can’t keep everything in my head.”

No wonder. As he came of age, so did a new era of data and communication.

At home, people consume 12 hours of media a day on average, when an hour spent with, say, the Internet and TV simultaneously counts as two hours. That compares with five hours in 1960, say researchers at the University of California, San Diego. Computer users visit an average of 40 Web sites a day, according to research by RescueTime, which offers time-management tools.

As computers have changed, so has the understanding of the human brain. Until 15 years ago, scientists thought the brain stopped developing after childhood. Now they understand that its neural networks continue to develop, influenced by things like learning skills.

So not long after Eyal Ophir arrived at Stanford in 2004, he wondered whether heavy multitasking might be leading to changes in a characteristic of the brain long thought immutable: that humans can process only a single stream of information at a time.

Going back a half-century, tests had shown that the brain could barely process two streams, and could not simultaneously make decisions about them. But Mr. Ophir, a student-turned-researcher, thought multitaskers might be rewiring themselves to handle the load.

His passion was personal. He had spent seven years in Israeli intelligence after being weeded out of the air force—partly, he felt, because he was not a good multitasker. Could his brain be retrained?

Mr. Ophir, like others around the country studying how technology bent the brain, was startled by what he discovered.

The Myth of Multitasking

The test subjects were divided into two groups: those classified as heavy multitaskers based on their answers to questions about how they used technology, and those who were not.
In a test created by Mr. Ophir and his colleagues, subjects at a computer were briefly shown an image of red rectangles. Then they saw a similar image and were asked whether any of the rectangles had moved. It was a simple task until the addition of a twist: blue rectangles were added, and the subjects were told to ignore them. (The multitaskers then did a significantly worse job than the non-multitaskers at recognizing whether red rectangles had changed position. In other words, they had trouble filtering out the blue ones—the irrelevant information.)

So, too, the multitaskers took longer than non-multitaskers to switch among tasks, like differentiating vowels from consonants and then odd from even numbers. The multitaskers were shown to be less efficient at juggling problems.

Other tests at Stanford, an important center for research in this fast-growing field, showed multitaskers tended to search for new information rather than accept a reward for putting older, more valuable information to work.

Researchers say these findings point to an interesting dynamic: multitaskers seem more sensitive than non-multitaskers to incoming information.

The results also illustrate an age-old conflict in the brain, one that technology may be intensifying. A portion of the brain acts as a control tower, helping a person focus and set priorities. More primitive parts of the brain, like those that process sight and sound, demand that it pay attention to new information, bombarding the control tower when they are stimulated.

Researchers say there is an evolutionary rationale for the pressure this barrage puts on the brain. The lower-brain functions alert humans to danger, like a nearby lion, overriding goals like building a hut. In the modern world, the chime of incoming e-mail can override the goal of writing a business plan or playing catch with the children.

“Throughout evolutionary history, a big surprise would get everyone’s brain thinking,” said Clifford Nass, a communications professor at Stanford. “But we’ve got a large and growing group of people who think the slightest hint that something interesting might be going on is like catnip. They can’t ignore it.”

Mr. Nass says the Stanford studies are important because they show multitasking’s lingering effects: “The scary part for guys like Kord is, they can’t shut off their multitasking tendencies when they’re not multitasking.”
Melina Uncapher, a neurobiologist on the Stanford team, said she and other researchers were unsure whether the muddied multitaskers were simply prone to distraction and would have had trouble focusing in any era. But she added that the idea that information overload causes distraction was supported by more and more research.

A study at the University of California, Irvine, found that people interrupted by e-mail reported significantly increased stress compared with those left to focus. Stress hormones have been shown to reduce short-term memory, said Gary Small, a psychiatrist at the University of California, Los Angeles.

Preliminary research shows some people can more easily juggle multiple information streams. These “supertaskers” represent less than 3 percent of the population, according to scientists at the University of Utah.

Other research shows computer use has neurological advantages. In imaging studies, Dr. Small observed that Internet users showed greater brain activity than nonusers, suggesting they were growing their neural circuitry.

At the University of Rochester, researchers found that players of some fast-paced video games can track the movement of a third more objects on a screen than nonplayers. They say the games can improve reaction and the ability to pick out details amid clutter.

“In a sense, those games have a very strong both rehabilitative and educational power,” said the lead researcher, Daphne Bavelier, who is working with others in the field to channel these changes into real-world benefits like safer driving.

There is a vibrant debate among scientists over whether technology’s influence on behavior and the brain is good or bad, and how significant it is.

“The bottom line is, the brain is wired to adapt,” said Steven Yantis, a professor of brain sciences at Johns Hopkins University. “There’s no question that rewiring goes on all the time,” he added. But he said it was too early to say whether the changes caused by technology were materially different from others in the past.

Mr. Ophir is loath to call the cognitive changes bad or good, though the impact on analysis and creativity worries him.
Attached to Technology and Paying the Price

He is not just worried about other people. Shortly after he came to Stanford, a professor thanked him for being the one student in class paying full attention and not using a computer or phone. But he recently began using an iPhone and noticed a change; he felt its pull, even when playing with his daughter.

“The media is changing me,” he said. “I hear this internal ping that says: check e-mail and voice mail.”

“I have to work to suppress it.”

Kord Campbell does not bother to suppress it, or no longer can.

Interrupted by a Corpse

It is a Wednesday in April, and in 10 minutes, Mr. Campbell has an online conference call that could determine the fate of his new venture, called Loggly. It makes software that helps companies understand the clicking and buying patterns of their online customers.

Mr. Campbell and his colleagues, each working from a home office, are frantically trying to set up a program that will let them share images with executives at their prospective partner.

But at the moment when Mr. Campbell most needs to focus on that urgent task, something else competes for his attention: “Man Found Dead Inside His Business.”

That is the tweet that appears on the left-most of Mr. Campbell’s array of monitors, which he has expanded to three screens, at times adding a laptop and an iPad.

On the left screen, Mr. Campbell follows the tweets of 1,100 people, along with instant messages and group chats. The middle monitor displays a dark field filled with computer code, along with Skype, a service that allows Mr. Campbell to talk to his colleagues, sometimes using video. The monitor on the right keeps e-mail, a calendar, a Web browser and a music player.

Even with the meeting fast approaching, Mr. Campbell cannot resist the tweet about the corpse. He clicks on the link in it, glances at the article and dismisses it. “It’s some article about something somewhere,” he says, annoyed by the ads for jeans popping up.

The program gets fixed, and the meeting turns out to be fruitful: the partners are ready to do business. A colleague says via instant message: “YES.”
Attached to Technology and Paying the Price

Other times, Mr. Campbell’s information juggling has taken a more serious toll. A few weeks earlier, he once again overlooked an e-mail message from a prospective investor. Another time, Mr. Campbell signed the company up for the wrong type of business account on Amazon.com, costing $300 a month for six months before he got around to correcting it. He has burned hamburgers on the grill, forgotten to pick up the children and lingered in the bathroom playing video games on an iPhone.

Mr. Campbell can be unaware of his own habits. In a two-and-a-half hour stretch one recent morning, he switched rapidly between e-mail and several other programs, according to data from RescueTime, which monitored his computer use with his permission. But when asked later what he was doing in that period, Mr. Campbell said he had been on a long Skype call, and “may have pulled up an e-mail or two.”

The kind of disconnection Mr. Campbell experiences is not an entirely new problem, of course. As they did in earlier eras, people can become so lost in work, hobbies or TV that they fail to pay attention to family.

Mr. Campbell concedes that, even without technology, he may work or play obsessively, just as his father immersed himself in crossword puzzles. But he says this era is different because he can multitask anyplace, anytime.

“It’s a mixed blessing,” he said. “If you’re not careful, your marriage can fall apart or your kids can be ready to play and you’ll get distracted.”

The Toll on Children

Father and son sit in armchairs. Controllers in hand, they engage in a fierce video game battle, displayed on the nearby flat-panel TV, as Lily watches.

They are playing Super Smash Bros. Brawl, a cartoonish animated fight between characters that battle using anvils, explosives and other weapons.

“Kill him, Dad,” Lily screams. To no avail. Connor regularly beats his father, prompting expletives and, once, a thrown pillow. But there is bonding and mutual respect.

“He’s a lot more tactical,” says Connor. “But I’m really good at quick reflexes.”
Attached to Technology and Paying the Price

Screens big and small are central to the Campbell family’s leisure time. Connor and his mother relax while watching TV shows like “Heroes.” Lily has an iPod Touch, a portable DVD player and her own laptop, which she uses to watch videos, listen to music and play games.

Lily, a second-grader, is allowed only an hour a day of unstructured time, which she often spends with her devices. The laptop can consume her.

“When she’s on it, you can holler her name all day and she won’t hear,” Mrs. Campbell said.

Researchers worry that constant digital stimulation like this creates attention problems for children with brains that are still developing, who already struggle to set priorities and resist impulses.

Connor’s troubles started late last year. He could not focus on homework. No wonder, perhaps. On his bedroom desk sit two monitors, one with his music collection, one with Facebook and Reddit, a social site with news links that he and his father love. His iPhone availed him to relentless texting with his girlfriend.

When he studied, “a little voice would be saying, ‘Look up’ at the computer, and I’d look up,” Connor said. “Normally, I’d say I want to only read for a few minutes, but I’d search every corner of Reddit and then check Facebook.”

His Web browsing informs him. “He’s a fact hound,” Mr. Campbell brags. “Connor is, other than programming, extremely technical. He’s 100 percent Internet savvy.”

But the parents worry too. “Connor is obsessed,” his mother said. “Kord says we have to teach him balance.”

So in January, they held a family meeting. Study time now takes place in a group setting at the dinner table after everyone has finished eating. It feels, Mr. Campbell says, like togetherness.

No Vacations

For spring break, the family rented a cottage in Carmel, Calif. Mrs. Campbell hoped everyone would unplug.
Attached to Technology and Paying the Price

But the day before they left, the iPad from Apple came out, and Mr. Campbell snapped one up. The next night, their first on vacation, “We didn’t go out to dinner,” Mrs. Campbell mourned. “We just sat there on our devices.”

She rallied the troops the next day to the aquarium. Her husband joined them for a bit but then begged out to do e-mail on his phone.

Later she found him playing video games.

The trip came as Mr. Campbell was trying to raise several million dollars for his new venture, a goal that he achieved. Brenda said she understood that his pursuit required intensity but was less understanding of the accompanying surge in video game use.

His behavior brought about a discussion between them. Mrs. Campbell said he told her that he was capable of logging off, citing a trip to Hawaii several years ago that they called their second honeymoon.

“What trip are you thinking about?” she said she asked him. She recalled that he had spent two hours a day online in the hotel’s business center.

On Thursday, their fourth day in Carmel, Mr. Campbell spent the day at the beach with his family. They flew a kite and played whiffle ball.

Connor unplugged too. “It changes the mood of everything when everybody is present,” Mrs. Campbell said.

The next day, the family drove home, and Mr. Campbell disappeared into his office.

Technology use is growing for Mrs. Campbell as well. She divides her time between keeping the books of her husband’s company, homemaking and working at the school library. She checks e-mail 25 times a day, sends texts and uses Facebook.

Recently, she was baking peanut butter cookies for Teacher Appreciation Day when her phone chimed in the living room. She answered a text, then became lost in Facebook, forgot about the cookies and burned them. She started a new batch, but heard the phone again, got lost in messaging, and burned those too. Out of ingredients and shamed, she bought cookies at the store.
Attached to Technology and Paying the Price

She feels less focused and has trouble completing projects. Some days, she promises herself she will ignore her device. “It’s like a diet—you have good intentions in the morning and then you’re like, ‘There went that,’” she said.

Mr. Nass at Stanford thinks the ultimate risk of heavy technology use is that it diminishes empathy by limiting how much people engage with one another, even in the same room.

“The way we become more human is by paying attention to each other,” he said. “It shows how much you care.”

That empathy, Mr. Nass said, is essential to the human condition. “We are at an inflection point,” he said. “A significant fraction of people’s experiences are now fragmented.”
Grade 7: Module 4A: Unit 2: Lesson 8
Using Effective Search Terms: Researching Screen Time
### Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

I can gather relevant information from a variety of sources. (W.7.8)
I can quote or paraphrase others’ work while avoiding plagiarism. (W.7.8)
I can use search terms effectively. (W.7.8)

### Supporting Learning Targets

- I can use search terms effectively to gather relevant information about screen time.
- I can gather relevant information from “Attached to Technology and Paying the Price.”

### Ongoing Assessment

- Answers to Text-dependent Questions: “Attached to Technology and Paying the Price”
- Venn diagram for Researcher’s notebook, sections 5 and 6
- Exit ticket
**Agenda**

1. Opening
   - A. Triad Talk: Learning Targets (5 minutes)
2. Work Time
   - A. Read-aloud of “Attached to Technology and Paying the Price” with Text-Dependent Questions (15 minutes)
   - B. Contrasting Authors’ Use of Evidence (10 minutes)
3. Closing and Assessment
   - A. Using Search Terms Effectively (15 minutes)
4. Homework
   - A. Finish adding “Attached to Technology and Paying the Price” into the researcher’s notebook, Section 6.
   - B. Continue independent reading (at least 20 minutes).

**Teaching Notes**

- This lesson ties in with the concept of cascading consequences, which will be introduced in Lesson 13. See the module overview and Unit 3 overview for details. Be sure to preview Lesson 13 in advance, so you can foreshadow ideas from that future lesson as you move through the article read here in Lesson 8. In particular, consider having students discuss how the consequences in Question 3 are “cascading consequences”—that is, how one consequence causes another in a domino-type effect.

- This lesson hinges on the accurate and full completion of two documents: Sections 5 and 6 of the researcher’s notebook. Think ahead to whether any previous modifications to these materials for students with special needs will require similar modifications in this lesson. If a student struggles with taking notes, consider pairing him or her with a proficient student or giving examples from the text on sticky notes.

- This lesson marks the transition to preparing to use self-selected sources from the Internet. To do this successfully, students practice using search terms effectively in Work Time B. They also fill out an exit ticket that can serve as a formative assessment of this skill. You may want to provide feedback on the exit tickets and return them in the next lesson to make sure students are on track.

- Consider that search results will change according to your school’s access to the Internet. It might be helpful to run a “pilot” search on your own, to get a sense of what students’ results might be.

- This lesson is also a continuation and refinement of skills learned in previous lessons within this unit, particularly Lesson 6, when students contrasted different authors’ use of evidence. This skill (RI.7.9) will be a part of the mid-unit assessment. The Closing incorporates a Venn diagram similar to that of Lesson 6, contrasting the Sigman video and the text read in this lesson using the researcher’s notebook. If time allows, consider asking students to assess the credibility of these sources.

- Students return to the Triad Talk protocol established in Lesson 1. Consider whether you will continue the same groupings.

- In advance: Set up a projector and computer (open to a search engine of your choosing) for a quick transition to the Closing.

- Post: Learning targets.
### Lesson Vocabulary

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<th>Materials</th>
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<tr>
<td>• Speaking and Listening anchor chart (from Lesson 1)</td>
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<td>• Projector and computer</td>
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<tr>
<td>• “Attached to Technology and Paying the Price” (from Lesson 7)</td>
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<td>• Text-Dependent Questions: “Attached to Technology and Paying the Price” (one per student and one to display)</td>
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<td>• Document camera</td>
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<td>• Close Reading Guide: “Attached to Technology and Paying the Price” (for teacher reference)</td>
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<tr>
<td>• Researcher’s notebook (from Lesson 4)</td>
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<td>• Four Types of Evidence/Identify the Evidence note-catcher (from Lesson 6)</td>
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<td>• Evaluating an Argument anchor chart (from Lesson 6)</td>
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<td>• Venn diagram (one per student)</td>
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<td>• Exit Ticket: Lesson 8 (one per student)</td>
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### Opening

**A. Triad Talk: Learning Targets (5 minutes)**

- Ask students to get into triads for Triad Talks and respond to this prompt, using the criteria on the **Speaking and Listening anchor chart**:
  * “Based on what you read for homework, how have you expanded your understanding of screen time? What else are you wondering about the effects of screen time?”
  * “Which of these learning targets do you anticipate will be easiest for you today? Which will offer the most challenge?”
    - “I can use search terms effectively to gather relevant information about screen time.”
    - “I can gather relevant information from ‘Attached to Technology and Paying the Price.'”

### Meeting Students’ Needs

- Consider making this Opening a formative assessment strategy by walking around and giving feedback via the criteria on the Speaking and Listening anchor chart.
### Work Time

**A. Read-aloud of “Attached to Technology and Paying the Price” with Text-Dependent Questions (15 minutes)**

- Have students take out “Attached to Technology and Paying the Price.” Distribute Text-Dependent Questions: “Attached to Technology and Paying the Price” and display a copy using a document camera. Guide students through the text and this handout by using the Close Reading Guide: “Attached to Technology and Paying the Price” (for teacher reference).
- Give students a few minutes to begin Section 6 of their researcher’s notebooks using this text and their text-dependent questions for reference.

### Meeting Students’ Needs

- Keep in mind that this lesson requires visual comparison and written transferal of information. If students are visually or physically challenged, this process might be modified for them ahead of time so they are not unnecessarily impeded. Possible modifications include partially filled-in Venn diagrams, creating a Venn diagram on chart paper and/or lined paper instead of 8.5- by 11-inch paper, or giving the students items from the readings on sticky notes to physically sort on the Venn diagram.
- Consider giving ELLs or struggling students pictures to illustrate some of the central concepts of the reading.
## Work Time (continued)

### B. Contrasting Authors’ Use of Evidence (10 minutes)

- Tell students that today they will contrast two authors’ use of evidence on the topic of screen time, much like they did in Lesson 6. Students will use the Four Types of Evidence/Identify the Evidence note-catcher from Lesson 6 and the Evaluating an Argument anchor chart to help them analyze the evidence provided.
- Distribute the Venn diagram.
- Have students turn to Sections 5 and 6 of the researcher’s notebook.
- Allow students to reread their notes and fill out their Venn diagrams.
- Invite students to turn to their elbow partners and share what they wrote.
- After about 2 minutes of discussion, cold call a couple of students to share out with the class.
- Listen for them to apply their knowledge of the four types of evidence. For example: “Aric Sigman uses research and personal anecdote; ‘Attached to Technology—The Toll on Children’ uses only personal anecdote.”

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</tr>
<tr>
<td>- Invite students to turn to their elbow partners and share what they wrote.</td>
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<tr>
<td>- After about 2 minutes of discussion, cold call a couple of students to share out with the class.</td>
<td></td>
</tr>
<tr>
<td>- Listen for them to apply their knowledge of the four types of evidence. For example: “Aric Sigman uses research and personal anecdote; ‘Attached to Technology—The Toll on Children’ uses only personal anecdote.”</td>
<td></td>
</tr>
</tbody>
</table>
## Closing and Assessment

**A. Using Search Terms Effectively (15 minutes)**
- Instruct students to listen and underline key lines from the text excerpt you have just read.
- Ask students to look over their underlining and write down the most important words from the article excerpt. This can include nouns, names, dates, and places.
- Cold call a couple of students to share out the words they selected. As they listen to each other’s words, ask students to raise their hands if they wrote down the same word. Write the most common words on the board. Listen for words such as: “focus,” “screen,” “leisure time.”
- Using a **projector and computer**. Demonstrate how you would combine some of those words to run an Internet search (for example, focus + screen time).
- If possible, project your computer screen and type those search terms into a search engine. Review with students the websites that result.
- Distribute an **Exit Ticket: Lesson 8** to each student. Give them 2 to 3 minutes to fill it out and then collect them. Review their answers and, depending on whether they seem to identify appropriate search terms, you may want to return to this in the next lesson to clarify their understanding.

## Homework

- Finish adding “Attached to Technology and Paying the Price” into the researcher’s notebook, Section 6.
- Continue independent reading (at least 20 minutes).
## Text-Dependent Questions:

“Attached to Technology and Paying the Price”

<table>
<thead>
<tr>
<th>Questions</th>
<th>Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Guessing from context and using your resources, determine what the word <em>priorities</em> might mean.</td>
<td></td>
</tr>
<tr>
<td>2. How do the researchers’ concerns voiced here connect with what you have learned about the teen brain?</td>
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<tr>
<td>3. What were some of the consequences of Connor’s use of technology?</td>
<td></td>
</tr>
</tbody>
</table>
**10 minutes**

<table>
<thead>
<tr>
<th>Questions</th>
<th>Close Reading Guide</th>
</tr>
</thead>
</table>
| 1. Guessing from context and using your resources, determine what the word *priorities* might mean. | Say to students:  
  * “Read silently in your heads while I read aloud. We’re going to look at just “The Toll on Children” section today. Be sure to reread the text before you answer the questions.”  
  Read from the beginning of the section through “... listen to music and play games.”  
  Read Question 1.  
  Have students write down the answer and share it out. Listen for: “something that is given attention before other things” or “something that demands the most attention or importance.” |
| 2. How do the researchers’ concerns voiced here connect with what you have learned about the teen brain? | Read through “... resist impulses.”  
  Read Question 2.  
  Have students write down the answer and share it out. Listen for connections to the development of the prefrontal cortex. |
| 3. What were some of the consequences of Connor’s use of technology?       | Read through the end of the section.  
  Read Question 3.  
  Have students write down the answer and share it out. Listen for both positive and negative consequences, such as informing Connor, but also distracting him. Optionally, discuss how the family decision to have group study time is a “cascading consequence.” |
Common Claim:

Evidence ONLY from Video  Evidence in BOTH  Evidence ONLY from Article
**Exit Ticket: Lesson 8**

Name:  
Date:  

<table>
<thead>
<tr>
<th>What search terms would you type in if you were researching this question: “How much screen time does the average American teenager have in his/her day?”</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>
## Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

I can gather relevant information from a variety of sources. (W.7.8)  
I can use search terms effectively. (W.7.8)

<table>
<thead>
<tr>
<th>Supporting Learning Targets</th>
<th>Ongoing Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>• I can use search terms effectively to gather relevant information about screen time and the adolescent brain.</td>
<td>• Researcher’s notebook, sections 7-9</td>
</tr>
<tr>
<td>• I can evaluate a source’s accuracy and credibility.</td>
<td></td>
</tr>
</tbody>
</table>
## Agenda

1. Opening
   - A. Independent Reading Check-in (10 minutes)

2. Work Time
   - A. Preparing for Internet Research (5 minutes)
   - B. Internet Research (28 minutes)

3. Closing and Assessment
   - A. Turn and Talk: Challenges of Online Research (2 minutes)

4. Homework
   - A. Continue independent reading (at least 20 minutes).

## Teaching Notes

- In this lesson, students conduct an independent reading check-in as a means of seeing how the independent reading is going midway through the unit. Please see two separate stand-alone documents on EngageNY.org: “The Importance of Increasing the Volume of Reading” and “Launching Independent Reading in Grades 6–8: Sample Plan,” which together provide the rationale and practical guidance for a robust independent reading program. You may wish to spend time before this lesson reviewing the independent reading materials and the recommended texts so they can better meet your students’ needs.

- Recall that in Module 2A/2B, students were introduced to the research process. They practiced generating supporting research questions, gathering information from multiple sources, and paraphrasing to avoid plagiarism (W.7.7. and W.7.8). They did not, however, find and evaluate sources, which is part of this module.

- In this lesson, students begin working to research supporting questions. This lesson is written assuming the use of computers to search the Internet and recommends the use of a student-friendly search engine, such as Sweet Search.

- If computer or Internet access is not possible in your classroom, consider arranging a visit to your school’s library or computer lab or a public library. You may wish to have a research specialist (such as a school or public librarian/media specialist or social studies teacher) come in to talk about and teach Internet research skills.

- Post: Learning targets.
## Lesson Vocabulary
- accuracy, credibility

## Materials
- Independent Reading Check-in (one per student)
- Researcher’s roadmap (from Lesson 1; one to display)
- Researcher’s notebook (begun in Lesson 4; one per student)
- Assessing Sources document (from Lesson 1; one new blank copy per student)

## Opening

### A. Independent Reading Check-in (10 minutes)
- Distribute the **Independent Reading Check-in** and instruct students to fill it out individually and quietly.
### Work Time

**A. Preparing for Internet Research (5 minutes)**

- Invite students to look at the displayed researcher’s roadmap. Orient them to where they are in the research process based on the roadmap. Ask them to turn and talk to a partner:
  - “What steps have you already taken?”
  - “What steps have you already taken but will need to repeat?”
  - “What steps do you still need to do?”
- Listen for: “I have already initiated inquiry, have an overarching research question, and have gathered background information about the topic”; “I have gathered some sources but will have to keep getting more information”; “I have learned how to find sources using effective search terms”; and “I have asked lots of questions, and I’ll turn some of them into supporting research questions.”
- Ask students to look at their researcher’s notebook and read the overarching research question aloud.
- Tell them that effective research begins with asking a question. Remind them that they have already written many questions that they have about screen time. Ask them to look through their researcher’s notebook and star two questions that they may want to research further today.
- Give students 2 minutes to reread their questions. Then, ask them to turn and talk with a partner about their supporting research questions and identify one question they will try to understand during this class.
- Some students may have, or may be having, difficulty with identifying or selecting an appropriate supporting research question. Consider how you might support these students: developing a bank of possible questions, sample/model questions, or perhaps assigning questions in extreme cases.
- Call on a student to report the question he or she will research in class today. Ask students to turn and talk to a partner about what might be effective search terms to use when searching for an answer to this question on the Internet. Cold call several students to share their answers.
- Repeat this process with two or three students, asking them to explain why their search terms are effective. Listen for them to say that the words are “specific” or “unique” and “use context terms appropriately.”

**Meeting Students’ Needs**

- When possible, have students who need physical activity take on the active role of managing the distribution and collection of materials.
- Consider calling on students who struggle to report on their questions so the class can assist them in generating search terms.
- If students struggle to write or select strong supporting research questions, consider providing question stems or model questions for them to modify for their research.
### Work Time (continued)

<table>
<thead>
<tr>
<th>B. Internet Research (28 minutes)</th>
<th>Meeting Students’ Needs</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Tell students that they will have the next 25 minutes to find an article that answers their chosen research question. They should read the article and add information to their researcher’s notebook.</td>
<td>• During this work time, you may want to pull out a small group of students to support in finding and recording their resources for Internet research. Some students will need more guided practice before they are ready for independent work.</td>
</tr>
<tr>
<td>• Distribute a new <strong>Assessing Sources document</strong> for today’s work. Remind students that they have used this document before, and they will need to again evaluate their source(s) today based on this document.</td>
<td></td>
</tr>
<tr>
<td>• Read aloud the second learning target:</td>
<td></td>
</tr>
<tr>
<td>* “I can evaluate a source’s accuracy and credibility.”</td>
<td></td>
</tr>
<tr>
<td>• Ask students to turn and talk about what makes a source accurate and credible.</td>
<td></td>
</tr>
<tr>
<td>• Then ask the class to popcorn-share ideas that will help determine a source’s accuracy and credibility.</td>
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</tr>
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<td>• Remind students that they should paraphrase their reading and keep all the information about their source in their researcher’s notebook so they can properly cite it later using the MLA format.</td>
<td></td>
</tr>
<tr>
<td>• Let students know that sources can differ in the information they give students about their publications. Students may find this to be the case especially regarding Web articles and websites. Assure them that for the moment, they only need to put forth their best effort to find the citation information in such a case.</td>
<td></td>
</tr>
</tbody>
</table>
### Closing and Assessment

**A. Turn and Talk: Challenges of Online Research (2 minutes)**
- Ask students to turn and talk:
  - “What is challenging about research online?”
- Cold call a few pairs to share their thoughts, and “problem solve” the challenges as a class.
- Collect the researcher’s notebooks for formative assessment. They will be given back to students in the next lesson.

### Meeting Students’ Needs
- Consider selecting students ahead of time for cold calls. Those who need practice in oral response or extended processing time can be told the prompt before class begins to prepare for their participation. This also allows for a public experience of academic success for students who may struggle with on-demand questioning, or for struggling students in general.

### Homework
- Continue independent reading (at least 20 minutes).
Independent Reading Check-in

Name: 

Date: 

Title of Independent Reading Book: 

FICTION: Below, write a few sentences about how the actions of a character in your book might reflect the brain science we have learned about so far. Use specific examples from the text.

______________________________________________________________________________________

______________________________________________________________________________________

______________________________________________________________________________________

______________________________________________________________________________________

NON-FICTION: Below, write a few sentences about how an event or information in your book might reflect the concept of consequences. Use specific examples from the text.

______________________________________________________________________________________

______________________________________________________________________________________

______________________________________________________________________________________

______________________________________________________________________________________
Grade 7: Module 4A: Unit 2: Lesson 10
Gathering Information about Screen Time: Assessing and Reading Internet Sources, Day 2
**Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)**

I can gather relevant information from a variety of sources. (W.7.8)
I can use search terms effectively. (W.7.8)
I can evaluate the credibility and accuracy of each source. (W.7.8)

**Supporting Learning Targets**

<table>
<thead>
<tr>
<th>Supporting Learning Targets</th>
<th>Ongoing Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>• I can use search terms effectively to gather information about screen time.</td>
<td>• Researcher’s notebook, sections 7-9</td>
</tr>
<tr>
<td>• I can evaluate a source’s accuracy and credibility.</td>
<td>• Assessing Sources document</td>
</tr>
<tr>
<td></td>
<td>• Exit Ticket: Next Steps</td>
</tr>
</tbody>
</table>

**Agenda**

1. Opening
   A. Vocabulary Entry Task (5 minutes)
2. Work Time
   A. Setting Purpose for Research (5 minutes)
   B. Internet Research (30 minutes)
3. Closing and Assessment
   A. Exit Ticket: Next Steps (5 minutes)
4. Homework
   A. Continue reading your independent reading book.

**Teaching Notes**

• This is students’ second day of conducting independent Internet research. In this lesson, they continue working to research supporting questions. This lesson is written assuming the use of computers to search the Internet and recommends the use of a student-friendly search engine, such as Sweet Search.

• If computer or Internet access is not possible in your classroom, consider arranging a visit to your school’s library or computer lab or a public library. You may wish to have a research specialist (such as a school or public librarian/media specialist or social studies teacher) come in to talk about and teach Internet research skills.

• In advance: The mid-unit assessment begins in Lesson 11. Be sure you have prepared the necessary materials.

• Post: Learning targets.
Lesson Vocabulary | Materials
--- | ---
student-selected vocabulary | • Researcher’s notebook (begun in Lesson 4)
• Domain-Specific Vocabulary anchor chart (begun in Unit 1, Lesson 1)
• Assessing Sources document (from Lesson 1; one new blank copy per student)
• Exit Ticket: Next Steps (one per student)

Opening

A. Vocabulary Entry Task (5 minutes)
- Return researcher’s notebooks, if you have not done so already.
- Ask students to look through their researcher’s notebook to identify any domain-specific vocabulary words they have encountered. Invite them to raise their hand when they find a word that should be added to the Domain-Specific Vocabulary anchor chart. Encourage as many students as time allows to add to the anchor chart.

Meeting Students’ Needs
A. Setting Purpose for Research (5 minutes)

- Ask students to turn their attention back to their researcher’s notebooks.
- Remind them that they have already written many questions that they have about screen time. Ask them to look through their researcher’s notebook and star two questions that they may want to research further today.
- Give them 2 minutes to reread their questions. Then, ask them to turn and talk with a partner about their supporting research questions and choose one question they will try to understand during this class.
- Call on a student to report the question he or she will research today. Ask the class to turn and talk to a partner and discuss what might be effective search terms to use when searching the Internet for an answer to their questions. Cold call several students to share their answers.
- Repeat this process with two or three students, asking them to explain why their search terms are effective. Listen for them to say that the words are “specific” or “unique” and “use context terms appropriately.”
- Read aloud the first learning target:
  * “I can use search terms effectively to gather information about screen time.”
- Ask students to use Fist to Five to evaluate how well they think they can use search terms.
- Distribute a new Assessing Sources document for today’s work. Remind students that they have used this document previously, and they will need to again evaluate their source(s) based on this document.
- Read aloud the second learning target:
  * “I can evaluate a source’s accuracy and credibility.”
- Ask students to turn and talk to a partner about what makes a source accurate and credible.
- Then ask the class to popcorn-share ideas that will help determine a source’s accuracy and credibility.

<table>
<thead>
<tr>
<th>Work Time</th>
<th>Meeting Students’ Needs</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. Setting Purpose for Research (5 minutes)</strong></td>
<td>• Consider working individually with students who self-evaluate low during Fist to Five to help them use effective search terms.</td>
</tr>
<tr>
<td>- Ask students to turn their attention back to their researcher’s notebooks.</td>
<td></td>
</tr>
<tr>
<td>- Remind them that they have already written many questions that they have about screen time. Ask them to look through their researcher’s notebook and star two questions that they may want to research further today.</td>
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<td>- Give them 2 minutes to reread their questions. Then, ask them to turn and talk with a partner about their supporting research questions and choose one question they will try to understand during this class.</td>
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<td>- Call on a student to report the question he or she will research today. Ask the class to turn and talk to a partner and discuss what might be effective search terms to use when searching the Internet for an answer to their questions. Cold call several students to share their answers.</td>
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<td>- Repeat this process with two or three students, asking them to explain why their search terms are effective. Listen for them to say that the words are “specific” or “unique” and “use context terms appropriately.”</td>
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<td>- Read aloud the first learning target:</td>
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<td>* “I can use search terms effectively to gather information about screen time.”</td>
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<td>- Ask students to use Fist to Five to evaluate how well they think they can use search terms.</td>
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<td>- Distribute a new Assessing Sources document for today’s work. Remind students that they have used this document previously, and they will need to again evaluate their source(s) based on this document.</td>
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<td>- Read aloud the second learning target:</td>
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<td>- Then ask the class to popcorn-share ideas that will help determine a source’s accuracy and credibility.</td>
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</table>
## Work Time (continued)

<table>
<thead>
<tr>
<th>B. Internet Research (30 minutes)</th>
<th>Meeting Students’ Needs</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Tell students that they will have the next 30 minutes to find an article that answers their chosen research question, to read the article, and to add information to their researcher’s notebook.</td>
<td>• During this work time, you may want to pull out a small group of students to support in finding, assessing, and reading sources. Some students will need more guided practice before they are ready for independent work.</td>
</tr>
<tr>
<td>• Remind them that they should paraphrase their reading and keep all the information about their source in their researcher’s notebook so they can properly cite it later using the MLA format.</td>
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<td>• Remind students that sources can differ in the information they give students about their publications. Students may find this to be the case especially regarding Web articles and websites. Assure them that for the moment, they only need to put forth their best effort to find the citation information in such a case.</td>
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</tbody>
</table>

## Closing and Assessment

<table>
<thead>
<tr>
<th>A. Exit Ticket: Next Steps (5 minutes)</th>
<th>Meeting Students’ Needs</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Distribute the Exit Ticket: Next Steps. Read aloud the overarching research question.</td>
<td>• Review students’ responses on the exit tickets and consider what kind of individual support they might need on their last day of independent research.</td>
</tr>
<tr>
<td>• Ask students to fill out the exit ticket:</td>
<td></td>
</tr>
<tr>
<td>* “What information do you have that helps you answer the overarching research question? What kind of information do you still need?”</td>
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<tr>
<td>• Collect the exit ticket for review before the next lesson.</td>
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</tr>
<tr>
<td>• Tell students that tomorrow will be the mid-unit assessment. Assure them there will be no tricks on the assessment. It will be on the research skills and text analysis and comparisons they have been practicing throughout Unit 2.</td>
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</tbody>
</table>

## Homework

| | Meeting Students’ Needs |
| | |
| • Continue reading your independent reading book. | |
Grade 7: Module 4A: Unit 2: Lesson 10
Supporting Materials
Consider the overarching research question: “What are the potential benefits and risks of entertainment screen time, particularly to the development of teenagers?”

What kind of information do you have that helps you answer the overarching research question?

What kind of information do you still need?
**Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)**

- I can identify the argument and specific claims in a text. (RI.7.8)
- I can evaluate the argument and specific claims in a text for sound reasoning and relevant, sufficient evidence. (RI.7.8)
- I can outline a speaker’s argument and specific claims. (SL.7.3)
- I can evaluate the reasoning and evidence presented for soundness, relevance, and sufficiency. (SL.7.3)

**Supporting Learning Targets**

<table>
<thead>
<tr>
<th>Supporting Learning Targets</th>
<th>Ongoing Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>• I can identify the argument and specific claims in the text “Can You Unplug for 24 Hours?”</td>
<td>• Mid-Unit 2 Assessment, Part 1</td>
</tr>
<tr>
<td>• I can evaluate the argument and specific claims in the text “Can You Unplug for 24 Hours?”</td>
<td></td>
</tr>
<tr>
<td>• I can outline the argument and specific claims in the video “Nicholas Carr’s ‘The Shallows: What the Internet is Doing to Our Brains.’”</td>
<td></td>
</tr>
<tr>
<td>• I can evaluate the argument and specific claims in the video “Nicholas Carr’s ‘The Shallows: What the Internet is Doing to Our Brains.’”</td>
<td></td>
</tr>
</tbody>
</table>
## Agenda

<table>
<thead>
<tr>
<th>1. Opening</th>
<th>Teaching Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Entry Task: Evaluating an Argument I Have/Who Has? (5 minutes)</td>
<td>• This lesson begins the Mid-Unit 2 Assessment. The assessment is given in two parts and spans Lessons 11 and 12.</td>
</tr>
<tr>
<td>B. Reviewing the Learning Targets/Introducing Mid-Unit 2 Assessment, Part 1 (5 minutes)</td>
<td>• This lesson includes the Mid-Unit 2 Assessment, Part 1, which assesses SL.7.3 and RI.7.8. To help students reach mastery of these standards, they independently complete a Tracing an Argument note-catcher for both a text and a video. This task calls upon them to employ the skills that they have been practicing.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Work Time</th>
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</thead>
<tbody>
<tr>
<td>A. Mid-Unit 2 Assessment, Part 1 (30 minutes)</td>
<td>• Be sure to play the video multiple times. Viewing the video several times essentially allows students to “reread” the material, and they will more successfully reach SL.7.3.</td>
</tr>
<tr>
<td>3. Closing and Assessment</td>
<td></td>
</tr>
<tr>
<td>A. Thinking Log (5 minutes)</td>
<td>• Collect the text “Can You Unplug for 24 Hours?” at the end of Work Time A. This text will be part of the Mid-Unit 2 Assessment, Part 2 in Lesson 12.</td>
</tr>
<tr>
<td>4. Homework</td>
<td></td>
</tr>
<tr>
<td>B. Read in your independent reading book for 20 minutes.</td>
<td>• Students return to their Thinking Logs, begun in Unit 1 and last used in Lesson 4 of this unit.</td>
</tr>
</tbody>
</table>

### Lesson Vocabulary

- Entry Task: Evaluating an Argument I Have/Who Has? cards (one set of six cards per triad)
- Mid-Unit 2 Assessment, Part 1: Tracing and Evaluating Arguments in Text and Video (one per student)
- “Can You Unplug for 24 Hours?” (assessment text; one per student)
- Video: “Nicholas Carr’s ‘The Shallows: What the Internet is Doing to Our Brains” (see link in Teaching Notes, above)
- Mid-Unit 2 Assessment, Part 1: Tracing and Evaluating Arguments in Text and Video (answers, for teacher reference)
- Thinking Logs (from Unit 1, Lesson 2)
### Opening

<table>
<thead>
<tr>
<th>A. Entry Task: Evaluating an Argument I Have/Who Has (5 minutes)</th>
<th>Meeting Students’ Needs</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Group students in triads and hand out two cards from the set of <strong>Entry Task: Evaluating an Argument I Have/Who Has cards</strong> to each student. Make sure each group has a full set of six cards. Ask students to stand facing their group with their cards in hand. Tell them that the student whose card starts with “I have the first card” will read aloud that card first, and then whoever has the “answer” to the first card will read theirs next, continuing until the last card. Then ask students to return to their seats.</td>
<td>• Taking time to ask for students’ ideas about other tasks they can complete while their classmates are working can greatly enhance student buy-in for setting clear expectations for focused work time.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>B. Reviewing the Learning Targets/Introducing Mid-Unit 2 Assessment, Part 1 (5 minutes)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Share the learning targets:</td>
<td>• Checking in with learning targets helps students self-assess their learning. This research-based strategy supports struggling learners most.</td>
</tr>
<tr>
<td>* “I can identify the argument and specific claims in the text ‘Can You Unplug for 24 Hours?’”</td>
<td>• Allowing students to discuss with a partner before writing or sharing with the whole class is a low-stress strategy to help them process in a risk-free situation.</td>
</tr>
<tr>
<td>* “I can evaluate the argument and specific claims in the text ‘Can You Unplug for 24 Hours?’”</td>
<td></td>
</tr>
<tr>
<td>* “I can outline the argument and specific claims in the video ‘Nicholas Carr’s ‘The Shallows: What the Internet is Doing to Our Brains.’”</td>
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<tr>
<td>* “I can evaluate the argument and specific claims in the video ‘Nicholas Carr’s ‘The Shallows: What the Internet is Doing to Our Brains.’”</td>
<td></td>
</tr>
<tr>
<td>• Ask students to turn to a partner and take turns sharing one strategy that they use to evaluate an argument. Cold call students to share their strategy.</td>
<td></td>
</tr>
<tr>
<td>• Tell students that today they get to demonstrate their progress on these learning targets in the mid-unit assessment.</td>
<td></td>
</tr>
<tr>
<td>• Write on the board, “If you finish early, you can …” and prompt students to suggest appropriate silent activities that they can complete.</td>
<td></td>
</tr>
</tbody>
</table>
### Work Time

<table>
<thead>
<tr>
<th>Meeting Students’ Needs</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Mid-Unit 2 Assessment, Part 1 (30 minutes)</td>
</tr>
<tr>
<td>• Distribute the Mid-Unit 2 Assessment, Part 1: Tracing and Evaluating Arguments in Text and Video.</td>
</tr>
<tr>
<td>• To complete Part A, play the video: “Nicholas Carr’s ‘The Shallows: What the Internet is Doing to Our Brains’” once, allow time for students to respond, and then play it two more times.</td>
</tr>
<tr>
<td>• After students have completed Part A, hand out the text “Can You Unplug for 24 Hours?” Ask students to read the article and then complete Part B.</td>
</tr>
<tr>
<td>• Instruct students to remain silent until all classmates are finished with their work, and prompt students to begin.</td>
</tr>
<tr>
<td>• If they finish their assessment, encourage students to stay seated and complete one of the tasks listed on the board.</td>
</tr>
<tr>
<td>• Collect the assessments.</td>
</tr>
</tbody>
</table>

### Closing and Assessment

<table>
<thead>
<tr>
<th>Meeting Students’ Needs</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Thinking Log (5 minutes)</td>
</tr>
<tr>
<td>• Direct students to add to their Thinking Logs for Lesson 11:</td>
</tr>
<tr>
<td>* “How did today's reading and video help clarify your thinking about adolescents and screen time?”</td>
</tr>
<tr>
<td>* “What else are you wondering about adolescent brain development?”</td>
</tr>
<tr>
<td>• If time permits, you may have students share out with a partner or whole class.</td>
</tr>
</tbody>
</table>

### Homework

<table>
<thead>
<tr>
<th>Meeting Students’ Needs</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Read in your independent reading book for at least 20 minutes.</td>
</tr>
</tbody>
</table>
### Entry Task: Evaluating an Argument I Have/Who Has?

<table>
<thead>
<tr>
<th>I have the first card ...</th>
<th>I have a claim.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who has a statement in an argument that something is true?</td>
<td>Who has evidence that relates to the claim, proves the point, and supports an argument?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>I have relevant evidence.</th>
<th>I have assess whether it is strong and successful at proving its claim.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who has how to evaluate an argument?</td>
<td>Who has enough evidence to prove the claim?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>I have sufficient evidence.</th>
<th>I have sound reasoning.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who has reasoning that makes sense and is logical?</td>
<td>Who has the first card?</td>
</tr>
</tbody>
</table>
Mid-Unit 2 Assessment, Part 1: Tracing and Evaluating Arguments in Text and Video

Long-Term Learning Targets Assessed:

I can identify the argument and specific claims in a text. (RI.7.8)
I can evaluate the argument and specific claims in a text for sound reasoning and relevant, sufficient evidence. (RI.7.8)
I can outline a speaker’s argument and specific claims. (SL.7.3)
I can evaluate the reasoning and evidence presented for soundness, relevance, and sufficiency. (SL.7.3)

Part A: Delineating and Evaluating a Speaker’s Argument

1. Watch the video two times and checkmark any details it mentions.
   - Neuroplasticity is not related to how our brains respond to screen time.
   - The ability to pay “deep attention” activates our critical thinking and conceptual knowledge.
   - If we spend too much time online, we lose the ability to read.
   - Even as adults, our brains are plastic: We can train them to respond in certain ways.
   - It is certain that technology will evolve to help us concentrate, instead of making concentration more difficult.
   - When we spend too much time online, we are not exercising our ability to pay “deep attention.”
   - Our brains are “plastic” when we are children, but not as adults.
   - Technology encourages us to shift our attention quickly and sort through bits of information at a rapid pace.
   - As we spend more and more time online, our brains are trained to have shorter attention spans.
   - The iPad is destroying our children’s ability to concentrate.

2. Watch the video again and write the central claim that you think the author is trying to make and support with evidence.

   Claim:
3. Write three pieces of evidence the author uses. Then respond to whether that particular piece of evidence is relevant to the claim and why or why not.

<table>
<thead>
<tr>
<th>Supporting Evidence 1</th>
<th>Supporting Evidence 2</th>
<th>Supporting Evidence 3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Evidence 1 relevant? Why or why not?  
Evidence 2 relevant? Why or why not?  
Evidence 3 relevant? Why or why not?

4. Does the author provide sufficient evidence? Explain why or why not.

5. Was the reasoning sound? Explain why or why not.
6. Read and think closely about the text. Then, mark the central claim that you think the author is trying to make and support with evidence.

- Unplugging allows us to regain and reinforce necessary human relationships.
- We should only take breaks once in a while from technology.
- Unplugging allows us to enjoy more physical activities, like skiing.
- It is extremely difficult to turn off all our technological devices.

7. Write three pieces of evidence the author uses to support her claim and tell whether the evidence is relevant and sufficient and whether the argument is sound.

<table>
<thead>
<tr>
<th>Supporting Evidence 1</th>
<th>Supporting Evidence 2</th>
<th>Supporting Evidence 3</th>
</tr>
</thead>
</table>

8. Does the author provide sufficient evidence? Explain why or why not.
9. Was the reasoning sound? Explain why or why not.
Can You Unplug for 24 Hours?

by: Heidi Sinclair

I asked my 17-year-old son this the other night. At first he said "no way." Then he thought about it and said "yes, because it is Friday night to Saturday night and I don't need to go on the Internet for school." But when I said it meant texting too, he balked. "I could never do that!"

I make my living promoting technology, but I am going to unplug. My husband is going to unplug and I am hoping my children can figure out how to unplug in order to experience the third annual National Day of Unplugging fully. I am going on Facebook and Twitter to encourage everyone in my community to take the causes.com pledge. We need a break, we need to unplug and get to know ourselves and one another—the real us.

The National Day of Unplugging was created by Reboot, a non-profit organization that encourages the hyper-connected to take a respite from all things digital, to leave the virtual world and get real.

Getting real and having real relationships in our digitally connected lives was the topic of avowed technologist Sherry Turkle at TED last month. Sherry spent the past fifteen years studying the effect of personal technology devices on adults and teenagers, then wrote about it in her powerful book Alone Together. What she discovered is that by letting technology into our lives in an unbounded fashion, we are not only losing the art of conversation and the ability to truly relate to one another, we are losing our emotional lives. Sherry says the answer is in putting the technology in its place: to unplug, to use it to facilitate intimacy, not replace it. It is time for all of us to unplug for one day. Here is how I plan to spend those 24 hours:

Friday night, I am going to go to dinner with my husband, and if we get lost going to the restaurant, well then maybe we will discover something new. We'll come home and play cards. I will beat my husband, again. I won't check my email or texts in the middle of dinner or before I go to bed. My phones, my tablet, my computer will be turned off.

I think we'll go skiing on Saturday and we won't check the snow report every 20 minutes. We'll see what comes our way. I won't stop mid-run and answer the phone like I did last time I skied, only to have some guy shoot down that unpatched line of powder I had my eye on.
Saturday evening, we'll take supper over to my parents. My dad is battling multiple myeloma and I cherish a quiet evening to rehash the week together more than anything. Come Sunday, I am thinking I will not rush to turn on again. I will ease slowly back into that busy, frenetic world that lies just at my fingertips.
Mid-Unit 2 Assessment, Part 1:  
Tracing and Evaluating Arguments in Text and Video  
(Answers, for Teacher Reference)

Long-Term Learning Targets Assessed:

I can identify the argument and specific claims in a text. (RI.7.8)  
I can evaluate the argument and specific claims in a text for sound reasoning and relevant, sufficient evidence. (RI.7.8)  
I can outline a speaker’s argument and specific claims. (SL.7.3)  
I can evaluate the reasoning and evidence presented for soundness, relevance, and sufficiency. (SL.7.3)

Part A: Delineating and Evaluating a Speaker’s Argument

1. Watch the video two times and checkmark any interesting details it mentions.
   - Neuroplasticity is not related to how our brains respond to screen time.
   - The ability to pay “deep attention” activates our critical thinking and conceptual knowledge.
   - If we spend too much time online, we lose the ability to read.
   - Even as adults, our brains are plastic: We can train them to respond in certain ways.
   - It is certain that technology will evolve to help us concentrate, instead of making concentration more difficult.
   - When we spend too much time online, we are not exercising our ability to pay “deep attention.”
   - Our brains are “plastic” when we are children, but not as adults.
   - Technology encourages us to shift our attention quickly and sort through bits of information at a rapid pace.
   - As we spend more and more time online, our brains are trained to have shorter attention spans.
   - The iPad is destroying our children’s ability to concentrate.

2. Watch the video again and write the central claim that you think the author is trying to make and support with evidence.

   **Claim:**  
   Spending too much time online can shatter our ability to concentrate and think deeply.
3. Write three pieces of evidence the author uses. Then respond to whether that particular piece of evidence is relevant to the claim and why or why not.

<table>
<thead>
<tr>
<th>Supporting Evidence 1</th>
<th>Supporting Evidence 2</th>
<th>Supporting Evidence 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Our brains are plastic and can be trained in certain ways.</td>
<td>The Internet encourages us to sift through information quickly.</td>
<td>Deep attention is necessary for critical, creative thinking.</td>
</tr>
<tr>
<td>This evidence is relevant because it deals with how our brains can be trained to lose concentration.</td>
<td>This evidence is relevant because it explains how the Internet can shatter our attention span.</td>
<td>This evidence is relevant because this skill is what Carr thinks we are missing by being online.</td>
</tr>
</tbody>
</table>

4. Does the author provide sufficient evidence? Explain why or why not.

Yes. He provides multiple examples and pieces of evidence that support his claim.

5. Was the reasoning sound? Explain why or why not.

Yes. See above—all the evidence builds a logical case for how the Internet can diminish our attention spans.
**Part B: Delineating and Evaluating a Writer’s Argument**

Text: “Can You Unplug for 24 Hours?”

6. Read and think closely about the text. Then, mark the central claim that you think the author is trying to make and support with evidence.

- Unplugging allows us to regain and reinforce necessary human relationships.
- We should only take breaks once in a while from technology.
- Unplugging allows us to enjoy more physical activities, like skiing.
- It is extremely difficult to turn off all our technological devices.

7. Write three pieces of evidence the author uses to support her claim and tell whether the evidence is relevant and sufficient and whether the argument is sound.

<table>
<thead>
<tr>
<th>Supporting Evidence 1</th>
<th>Supporting Evidence 2</th>
<th>Supporting Evidence 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sherry Turkle’s research shows that human relationships are damaged by too much time online.</td>
<td>The author is going to go skiing instead of being online.</td>
<td>The author tells a story about her son saying how difficult it would be to unplug.</td>
</tr>
</tbody>
</table>

Evidence 1 relevant? Why or why not? Yes—it relates to whether we should unplug from our screens periodically.

Evidence 2 relevant? Why or why not? No—it does not relate specifically to whether we should unplug.

Evidence 3 relevant? Why or why not? Yes—it is an anecdote that demonstrates the need for unplugging.
8. Does the author provide sufficient evidence? Explain why or why not.

The author cites only one piece of research, and the rest is personal anecdote. I don’t believe this is sufficient evidence.

9. Was the reasoning sound? Explain why or why not.

The reasoning is sound. The research the author does cite, and the actions she takes as a result, are logical and flow from one another.
### Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

I can contrast how multiple authors emphasize evidence or interpret facts differently when presenting information on the same topic. (RI.7.9)  
I can conduct short research projects to answer a question. (W.7.7)  
I can generate additional questions for further research. (W.7.7)  
I can gather relevant information from a variety of sources. (W.7.8)  
I can use search terms effectively. (W.7.8)  
I can evaluate the credibility and accuracy of each source. (W.7.8)  
I can quote or paraphrase others’ work while avoiding plagiarism. (W.7.8)  
I can use a variety of strategies to determine the meaning of unknown words or phrases. (L.7.4)

### Supporting Learning Targets

<table>
<thead>
<tr>
<th>Supporting Learning Targets</th>
<th>Ongoing Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>• I can contrast how two authors emphasize different evidence on the topic of screen time.</td>
<td>• Mid-Unit 2 Assessment, Part 2</td>
</tr>
<tr>
<td>• I can gather relevant information from sources.</td>
<td></td>
</tr>
<tr>
<td>• I can correctly paraphrase information I gather from “Guest Opinion: Step Away from the Screen.”</td>
<td></td>
</tr>
<tr>
<td>• I can generate strong supporting research questions.</td>
<td></td>
</tr>
<tr>
<td>• I can use search terms effectively to gather relevant information about screen time.</td>
<td></td>
</tr>
<tr>
<td>• I can evaluate a source’s accuracy and credibility.</td>
<td></td>
</tr>
<tr>
<td>• I can consult a dictionary to determine or clarify the meaning of a word.</td>
<td></td>
</tr>
<tr>
<td>• I can use a dictionary to verify the preliminary determination of the meaning of a word or phrase.</td>
<td></td>
</tr>
</tbody>
</table>
Agenda

1. Opening
   A. Entry Task (15 minutes)

2. Work Time
   A. Mid-Unit 2 Assessment, Part 2 (28 minutes)

3. Closing and Assessment
   A. Collect Assessments (2 minutes)

4. Homework
   A. Continue independent reading (at least 20 minutes).

Teaching Notes

- This lesson continues the Mid-Unit 2 Assessment begun in Lesson 11.
- Students will complete Mid-Unit 2 Assessment, Part II, which assesses RI.7.9, W.7.7, W.7.8, and L.7.4. In this assessment, students compare two texts. One of the texts is “Can You Unplug for 24 Hours?” from Mid-Unit 2 Assessment, Part I. Be sure you have it prepared to distribute again today.
- Consider giving struggling students more time to complete the assessment.
- The New York State 2-point rubric has been included for reference as you grade.
- The overall grading system and the date of return of this assessment have been left to your discretion. The more quickly an assessment is returned, the more useful the feedback is to the students.
- Post: Learning targets.

Lesson Vocabulary

- “Can You Unplug for 24 Hours?” (assessment text from Lesson 11; one per student)
- Mid-Unit 2 Assessment, Part 2: Simulated Research Task: Screen Time (one per student)
- Mid-Unit 2 Assessment, Part 2: Simulated Research Task: Screen Time (answers, for teacher reference)
- New York State 2-point rubric (for teacher reference)
### Opening

**A. Entry Task (15 minutes)**

- As students enter, distribute the first text to read for the assessment: “Can You Unplug for 24 Hours?” Direct the students to reread the text.

- When they are finished, invite them to read the learning targets:
  - “I can contrast how two authors emphasize different evidence on the topic of screen time.”
  - “I can gather relevant information from sources.”
  - “I can correctly paraphrase information I gather from ‘Guest Opinion: Step Away from the Screen.’”
  - “I can generate strong supporting research questions.”
  - “I can use search terms effectively to gather relevant information about screen time.”
  - “I can evaluate a source’s accuracy and credibility.”
  - “I can consult a dictionary to determine or clarify the meaning of a word.”
  - “I can use a dictionary to verify the preliminary determination of the meaning of a word or phrase.”

- Point out that students have been practicing all these skills in the previous lessons. Ask them to locate a learning target that they also practiced while using their researcher’s notebook and raise their hand when they have found one. When most hands are up, cold call several students. Listen for them to name any of the learning targets.

### Meeting Students’ Needs
**Work Time**

<table>
<thead>
<tr>
<th><strong>A. Mid-Unit 2 Assessment, Part 2 (28 minutes)</strong></th>
<th><strong>Meeting Students’ Needs</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Assure students that there are no tricks to this assessment; it follows what they have been doing in Lessons 1–10. Point out that there is another text, “Guest Opinion: Step Away from the Screen,” on the assessment. They will read it and respond to it, and then they will compare the two authors’ use of evidence.</td>
<td>• Consider allowing SPED students and ELLs more time to complete the assessment.</td>
</tr>
<tr>
<td>• Remind students that everyone needs to remain silent until the entire class is finished, and that this commitment is how they show respect for each other—it is nonnegotiable. Write on the board: “If you finish early, you can ...” and include suggestions they made in Part 1.</td>
<td></td>
</tr>
<tr>
<td>• Distribute the <strong>Mid-Unit 2 Assessment, Part 2: Simulated Research Task: Screen Time</strong> to each student. Remind them that they can and should refer to their texts as they complete the assessment. Tell them you will be concerned if you do not see them rereading as they complete the assessment.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Closing and Assessment</strong></th>
<th><strong>Meeting Students’ Needs</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. Collect Assessments (2 minutes)</strong></td>
<td></td>
</tr>
<tr>
<td>• Collect students’ assessments. Congratulate them on having completed it. Point out students who showed positive test-taking strategies such as rereading the text, reading the questions several times, or crossing out answers they know are incorrect.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Homework</strong></th>
<th><strong>Meeting Students’ Needs</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Continue independent reading (at least 20 minutes).</td>
<td></td>
</tr>
</tbody>
</table>
Mid-Unit 2 Assessment, Part 2: Simulated Research Task:
Screen Time

Name:

Date:

Long-Term Learning Targets Assessed:
• I can contrast how multiple authors emphasize evidence or interpret facts differently when presenting information on the same topic. (RI.7.9)
• I can conduct short research projects to answer a question. (W.7.7)
• I can generate additional questions for further research. (W.7.7)
• I can gather relevant information from a variety of sources. (W.7.8)
• I can use search terms effectively. (W.7.8)
• I can evaluate the credibility and accuracy of each source. (W.7.8)
• I can quote or paraphrase others’ work while avoiding plagiarism. (W.7.8)
• I can use a variety of strategies to determine the meaning of unknown words or phrases. (L.7.4)
Mid-Unit 2 Assessment, Part 2: Simulated Research Task: Screen Time

Directions: Fill out the graphic organizer based on “Guest Opinion: Step Away from the Screen.”

<table>
<thead>
<tr>
<th>Name of Text: “Guest Opinion: Step Away from the Screen”</th>
</tr>
</thead>
<tbody>
<tr>
<td>Author/Speaker’s Name: Margaret Desler</td>
</tr>
<tr>
<td>Claim: Engaging in “screen-free” time has many benefits.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Supporting Evidence 1</th>
<th>Supporting Evidence 2</th>
<th>Supporting Evidence 3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

What type of evidence is this? (Circle one)
- anecdote
- analogy/metaphor
- fact/statistic
- testimony

What type of evidence is this? (Circle one)
- anecdote
- analogy/metaphor
- fact/statistic
- testimony
## Supporting Evidence 4

<table>
<thead>
<tr>
<th>What type of evidence is this? (Circle one)</th>
</tr>
</thead>
<tbody>
<tr>
<td>anecdote</td>
</tr>
<tr>
<td>analogy/metaphor</td>
</tr>
<tr>
<td>fact/statistic</td>
</tr>
<tr>
<td>testimony</td>
</tr>
</tbody>
</table>

## Supporting Evidence 5

<table>
<thead>
<tr>
<th>What type of evidence is this? (Circle one)</th>
</tr>
</thead>
<tbody>
<tr>
<td>anecdote</td>
</tr>
<tr>
<td>analogy/metaphor</td>
</tr>
<tr>
<td>fact/statistic</td>
</tr>
<tr>
<td>testimony</td>
</tr>
</tbody>
</table>

## Supporting Evidence 6

<table>
<thead>
<tr>
<th>What type of evidence is this? (Circle one)</th>
</tr>
</thead>
<tbody>
<tr>
<td>anecdote</td>
</tr>
<tr>
<td>analogy/metaphor</td>
</tr>
<tr>
<td>fact/statistic</td>
</tr>
<tr>
<td>testimony</td>
</tr>
</tbody>
</table>

1. In “Guest Opinion: Step Away from the Screen,” Margaret Desler uses which evidence to support her claim? **(Circle all that apply.)** (RI.7.9)
   
   a. Current television programming for kids is of low quality.
   
   b. Creativity is limited by too much screen time.
   
   c. Screen time for children under three is linked to poor impulse control.
   
   d. Increased screen time is linked to childhood obesity.
2. Briefly **paraphrase** this excerpt from Margaret Desler’s “Guest Opinion: Step Away from the Screen.”

“For older children, screen time not only exposes them to a slew of fast food and snack food ads, it replaces time that used to be spent running around and playing.”

Use the sentence stems from your researcher’s notebook, below. (W.7.8)

<table>
<thead>
<tr>
<th>According to +</th>
<th>source</th>
<th>+ paraphrased fact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Source +</td>
<td>writes illustrates notes observes states reports claims</td>
<td>+ paraphrased fact</td>
</tr>
</tbody>
</table>
3. Reread the following sentence from “Guest Opinion: Step Away from the Screen,” then answer the questions that follow. (L.7.4)

“The Campaign for a Commercial-Free Childhood has compiled an eye-opening list of research statistics on screen time and children.”

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>What is your initial idea of the meaning of the word <em>compiled</em>?</td>
</tr>
<tr>
<td>2.</td>
<td>What strategy did you use to determine an initial meaning for this word?</td>
</tr>
<tr>
<td>3.</td>
<td>Look this word up in a reference. What is the definition of this word?</td>
</tr>
</tbody>
</table>
4. List two pieces of information from each source that would help you answer the question: “Should the AAP raise the recommended daily entertainment screen time from two hours to four hours?” (W.7.8)

<table>
<thead>
<tr>
<th>“Can You Unplug for 24 Hours?”</th>
<th>1.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2.</td>
</tr>
<tr>
<td>“Guest Opinion: Step Away from the Screen”</td>
<td>1.</td>
</tr>
<tr>
<td></td>
<td>2.</td>
</tr>
</tbody>
</table>
5. Use the Venn diagram below to compare and contrast how Sinclair and Desler use evidence to support their claims about screen time. (RI.7.9)

"Can You Unplug for 24 Hours?" 

"Step Away from the Screen"
6. To find more information about the effects of screen time on the developing brains of children, which of these sources would most likely be accessible, credible, and relevant? (W.7.8) (Circle all that apply.)
   a. A blog about screen time written by a college student
   b. A brochure published by the Unplug Forever Campaign
   c. An article from an educational magazine focused on the effects of screen time
   d. A book published by a neurology professor

   Please explain your choice, keeping in mind the likely accessibility, credibility, and relevancy of the source.

7. To find more information to answer the question: “Should the AAP raise the recommended daily entertainment screen time from two hours to four hours?” which of these would be good search terms? (Circle all that apply.) (W.7.8)
   a. Adolescent neurology
   b. Video games
   c. Education screen time
   d. Computers
   e. Screen time effects on the brain
Mid-Unit 2 Assessment, Part 2: Simulated Research Task:
Screen Time

8. Based on the excerpts from “Can You Unplug for 24 Hours?” and “Guest Opinion: Step Away from the Screen,” write two additional supporting research questions. (W.7.7)

1. 

2. 

9. Based on these two texts, how would you answer the question: “Should the AAP raise the recommended daily entertainment screen time from two hours to four hours?”

Use evidence from the texts to support your answer. (W.7.7). ( 
“Guest Opinion: Step Away from the Screen”
Margaret Desler
Contra Costa Times

About this time every spring, parents and children across the country take part in a healthy challenge. They pledge to step away from entertainment found on televisions, hand-held devices, and computer screens—and rediscover the joys of entertaining themselves. They play board games, read out loud, take walks, or cook a family meal together. They agree to be screen-free for one week.

This year's Screen-Free Week runs April 29 through May 5, but the Campaign for a Commercial-Free Childhood (which organizes the annual event) hopes the effects of the week will last year-round.

As a pediatrician at the Kaiser Permanente Medical Center in Richmond who works on combating pediatric obesity, and as a mother of four children, I’m a strong supporter of Screen-Free Week. I know the amount of time our children spend in front of digital screens has increased tremendously over the years, and it's harming their health in many ways. I also think it's stealing a precious resource: the chance for children to be bored, and then dream up creative ways to have fun.

The Campaign for a Commercial-Free Childhood has compiled an eye-opening list of research statistics on screen time and children.

☐ On any given day, 64 percent of babies and toddlers are watching TV and videos, averaging slightly over two hours of watching a day.
☐ Depending on the study cited, preschoolers spend between 2.2 and 4.6 hours per day using screen media.
☐ Including time spent multi-tasking, 8- to 18-year-olds take in an average of 7.2 hours of screen media per day—an increase of 2.5 hours in 10 years.
Mid-Unit 2 Assessment, Part 2: Simulated Research Task: Screen Time

WHY WE CARE

Research also shows that babies and preschoolers who spend time in front of a screen spend less time interacting with their parents and less time in creative play—activities that are essential for learning and development. Studies show that screen time for children under 3 is linked to language delays.

For older children, screen time not only exposes them to a slew of fast food and snack food ads, it replaces time that used to be spent running around and playing. So it's not surprising that studies find screen time is an important risk factor in childhood obesity. According to one study, for each hour of television viewing per day, children consume an additional 167 calories on average. That's a little more than the calories found in a 1-ounce bag of cheese puffs.

On the positive side, research also finds that children who spend less time watching television early on tend to do better in school, have a healthier diet, and be more physically active. Because Kaiser Permanente wants to help keep your child as healthy as possible, we recommend that parents and guardians limit screen time for children to no more than one to two hours a day, with no screen time for children under age 3. And we recommend that parents keep televisions and other screens out of their children's bedrooms.

GET READY TO GO SCREEN-FREE

Screen-Free Week is a great opportunity to get a taste of life away from the screen. But as a parent, I caution you, it's best to go into the week prepared. Start by committing to lead by example, and then sit down with your family and make a list of things you might do to entertain yourselves. You could check out books or CDs from the library, rediscover card games, launch a lemonade stand, take a hike, or introduce your children to the joy of flying a kite.

Even if you can't manage being 100 percent screen-free, I challenge you and your family to step out of your comfort zone and give it a try. It might open your eyes to the realization that good things can come from taking a break from our screens.

Mid-Unit 2 Assessment, Part 2: Simulated Research Task: Screen Time
(Answers, for Teacher Reference)

Directions: Fill out the graphic organizer based on “Guest Opinion: Step Away from the Screen.”

<table>
<thead>
<tr>
<th>Name of Text:</th>
<th>“Guest Opinion: Step Away from the Screen”</th>
</tr>
</thead>
<tbody>
<tr>
<td>Author/Speaker’s Name:</td>
<td>Margaret Desler</td>
</tr>
<tr>
<td>Claim:</td>
<td>Engaging in screen-free time has many benefits.</td>
</tr>
<tr>
<td>Supporting Evidence 1</td>
<td>Supporting Evidence 2</td>
</tr>
<tr>
<td>About this time every spring, parents and children across the country take part in a healthy challenge.... They play board games, read out loud, take walks, or cook a family meal together. They agree to be screen-free for one week.</td>
<td>On any given day, 64 percent of babies and toddlers are watching TV and videos, averaging slightly over two hours of watching a day.</td>
</tr>
<tr>
<td>What type of evidence is this? (Circle one)</td>
<td>What type of evidence is this? (Circle one)</td>
</tr>
<tr>
<td>anecdote</td>
<td>anecdote</td>
</tr>
<tr>
<td>analogy/metaphor</td>
<td>analogy/metaphor</td>
</tr>
<tr>
<td>fact/statistic</td>
<td>fact/statistic</td>
</tr>
<tr>
<td>testimony</td>
<td>testimony</td>
</tr>
</tbody>
</table>
Mid-Unit 2 Assessment, Part 2: Simulated Research Task: Screen Time
(Answers, for Teacher Reference)

<table>
<thead>
<tr>
<th>Supporting Evidence 4</th>
<th>Supporting Evidence 5</th>
<th>Supporting Evidence 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>But as a parent, I caution you, it's best to go into the week prepared. Start by committing to lead by example, and then sit down with your family and make a list of things you might do to entertain yourselves.</td>
<td>As a pediatrician at the Kaiser Permanente Medical Center in Richmond who works on combating pediatric obesity, and as a mother of four children, I'm a strong supporter of Screen-Free Week.</td>
<td>Depending on the study cited, preschoolers spend between 2.2 and 4.6 hours per day using screen media.</td>
</tr>
</tbody>
</table>

**What type of evidence is this?** (Circle one)

- anecdote
- analogy/metaphor
- fact/statistic
- testimony

**What type of evidence is this?** (Circle one)

- anecdote
- analogy/metaphor
- fact/statistic
- testimony

**What type of evidence is this?** (Circle one)

- anecdote
- analogy/metaphor
- fact/statistic
- testimony
1. In “Guest Opinion: Step Away from the Screen,” Margaret Desler uses which evidence to support her claim? *(Circle all that apply.)* (RI.7.9)
   a. Current television programming for kids is of low quality.
   b. **Creativity is limited by too much screen time.**
   c. Screen time for children under three is linked to poor impulse control.
   d. **Increased screen time is linked to childhood obesity.**

2. Briefly paraphrase this excerpt from Margaret Desler’s “Guest Opinion: Step Away from the Screen.”
   “For older children, screen time not only exposes them to a slew of fast food and snack food ads, it replaces time that used to be spent running around and playing.”

Use the sentence stems from your researcher’s notebook, below. (W.7.8)

<table>
<thead>
<tr>
<th>According to + source</th>
<th>+ paraphrased fact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Source + writes</td>
<td>+ paraphrased fact</td>
</tr>
<tr>
<td>illustrates</td>
<td></td>
</tr>
<tr>
<td>notes</td>
<td></td>
</tr>
<tr>
<td>observes</td>
<td></td>
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<tr>
<td>states</td>
<td></td>
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<tr>
<td>reports</td>
<td></td>
</tr>
<tr>
<td>claims</td>
<td></td>
</tr>
</tbody>
</table>

**According to “Guest Opinion: Step Away from the Screen,” Margaret Desler claims that screen time eliminates physical activity and shows kids numerous unhealthy foods.**
3. Reread the following sentence from “Guest Opinion: Step Away from the Screen,” then answer the questions that follow. (L.7.4) “The Campaign for a Commercial-Free Childhood has compiled an eye-opening list of research statistics on screen time and children.”

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What is your initial idea of the meaning of the word compiled?</td>
<td>created</td>
</tr>
<tr>
<td>2. What strategy did you use to determine an initial meaning for this word?</td>
<td>found a synonym that fits within the sentence</td>
</tr>
<tr>
<td>3. Look this word up in a reference. What is the definition of this word?</td>
<td>pulled together</td>
</tr>
</tbody>
</table>
4. List two pieces of information from each source that would help you answer the question: “Should the AAP raise the recommended daily entertainment screen time from two hours to four hours?” (W.7.8)

<table>
<thead>
<tr>
<th>“Can You Unplug for 24 Hours?”</th>
<th>1. <strong>Sherry Turkle:</strong> Screen time affects our human relations negatively.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2. <strong>Sherry Turkle:</strong> The answer is to put technology in its place.</td>
</tr>
<tr>
<td>“Guest Opinion: Step Away from the Screen”</td>
<td>1. Preschoolers spend between 2.2 and 4.6 hours per day using screen media.</td>
</tr>
<tr>
<td></td>
<td>2. Sixty-four percent of babies and toddlers are watching TV and videos, averaging slightly over two hours of watching a day.</td>
</tr>
</tbody>
</table>
5. Use the Venn diagram below to compare and contrast how Sinclair and Desler use evidence to support their claims about screen time. (RI.7.9)

**“Can You Unplug for 24 Hours?”**

- Statistics and facts about screen time use (several examples can be used from text)

**“Step Away from the Screen”**

- Research on the impact of screen time

- Personal anecdote used (several examples can be used from text)
6. To find more information about the effects of screen time on the developing brains of children, which of these sources would most likely be accessible, credible, and relevant? (W.7.8) (Circle all that apply.)
   a. A blog about screen time written by a college student
   b. A brochure published by the Unplug Forever Campaign
   c. An article from an educational magazine focused on the effects of screen time
   d. A book published by a neurology professor

   Please explain your choice, keeping in mind the likely accessibility, credibility, and relevancy of the source.

   The two sources are relevant to the question; they come from credible sources (a college professor and a professional magazine about education).

7. To find more information to answer the question: “Should the AAP raise the recommended daily entertainment screen time from two hours to four hours?” which of these would be good search terms? (Circle all that apply.) (W.7.8)
   a. Adolescent neurology
   b. Video games
   c. Education screen time
   d. Computers
   e. Screen time effects on the brain
8. Based on the excerpts from “Can You Unplug for 24 Hours?” and “Guest Opinion: Step Away from the Screen,” write two additional supporting research questions. (W.7.7)

1. What sort of media are young babies exposed to?
2. Does unplugging lead to better screen time habits?

9. Based on these two texts, how would you answer the question: “Should the AAP raise the recommended daily entertainment screen time from two hours to four hours?”

Use evidence from the texts to support your answer. (W.7.7). (Score students’ responses using the NYS 2-Point Holistic Rubric.)

The American Academy of Pediatrics should leave the recommendation at two hours. Increased screen time for children has been linked through research to obesity and a decrease in physical activity. Additionally, screen time limits creative play and interaction with adults and other human beings, which is especially important for children. The disadvantages of screen time clearly outweigh the benefits for kids.
2-Point Rubric: Short Response

### 2-point Response

The features of a 2-point response are:

- Valid inferences and/or claims from the text where required by the prompt
- Evidence of analysis of the text where required by the prompt
- Relevant facts, definitions, concrete details, and/or other information from the text to develop response according to the requirements of the prompt
- Sufficient number of facts, definitions, concrete details, and/or other information from the text as required by the prompt
- Complete sentences where errors do not impact readability

### 1-point Response

The features of a 1-point response are:

- A mostly literal recounting of events or details from the text as required by the prompt
- Some relevant facts, definitions, concrete details, and/or other information from the text to develop response according to the requirements of the prompt
- Incomplete sentences or bullets

### 0-point Response

The features of a 0-point response are:

- A response that does not address any of the requirements of the prompt or is totally inaccurate
- No response (blank answer)
- A response that is not written in English
- A response that is unintelligible or indecipherable

If the prompt requires two texts and the student references only one text, the response can be scored no higher than a 1.
### Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

I can write arguments to support claims with clear reasons and relevant evidence. (W.7.1)
I can select evidence from literary or informational texts to support analysis, reflection, and research. (W.7.9)

### Supporting Learning Targets

<table>
<thead>
<tr>
<th>Supporting Learning Targets</th>
<th>Ongoing Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>• I can identify stakeholders in the AAP recommendation on entertainment screen time.</td>
<td>• Researcher’s notebook, all sections</td>
</tr>
<tr>
<td>• I can create a Cascading Consequences chart based on effects of screen time on adolescents using my researcher’s notebook.</td>
<td></td>
</tr>
</tbody>
</table>
### Agenda

<table>
<thead>
<tr>
<th>1. Opening</th>
<th></th>
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<tbody>
<tr>
<td>A. Revisiting Essay Prompt; Reviewing Learning Targets (10 minutes)</td>
<td></td>
</tr>
<tr>
<td>B. Revisiting AAP Recommendation and Introducing Stakeholders (8 minutes)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Work Time</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Modeling Creating a Cascading Consequences Chart for Teens on Screens (10 minutes)</td>
<td></td>
</tr>
<tr>
<td>B. Creating a Cascading Consequences Chart for Teens on Screens (15 minutes)</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>3. Closing and Assessment</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Preview Homework (2 minutes)</td>
<td></td>
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</table>

<table>
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<tr>
<th>4. Homework</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>A. Complete the Cascading Consequences you began in class. Aim to have at least five cascading consequence chains</td>
<td></td>
</tr>
<tr>
<td>B. Continue independent reading (at least 20 minutes).</td>
<td></td>
</tr>
</tbody>
</table>

### Teaching Notes

- Students begin a series of lessons that will help them prepare their research for both a Fishbowl discussion (in Lesson 16) and the eventual position paper/essay in Unit 3, in which they will answer this prompt: “Should the AAP raise the recommended daily entertainment screen time from two hours to four hours?” If you have not done so already, preview Unit 3 and the Final Performance Task (in Module overview documents), in order to be more oriented to this culminating task.

- As noted in the module overview, this module focuses on just two of the steps in the Stakeholder Consequences Decision-Making (SCDM) process. In this lesson, students are introduced to stakeholders and the Cascading Consequences chart, which provides a way for them to create a visual “map” of the consequences of a particular choice or course of action. Students will add consequences to the chart as they continue to discuss the issue for the remainder of Unit 2. They will refer to this chart throughout the rest of the unit for several important reasons, including performing a risk-versus-benefit analysis. They will also use it as a reference for writing about their position on the issue.

- In the typical decision-making process, students identify and compare stakeholders after they have completed a Cascading Consequences chart, but in this case, because students must spend a lot of time weighing potential risks and benefits for one stakeholder, the process has been reversed. Students will more successfully argue a position if they have had adequate time to directly weigh benefits and risks of screen time.

- Students will create individual Cascading Consequences charts to organize the information they gathered in their research. You will guide them through this process in Work Times A and B. Before doing so, create one yourself to better understand the process. A sample is provided in the supplementary materials, but the discussions in your classroom may lead to a different result. To begin, create a list of the consequences suggested from the readings. There will be some overlap. Then pick the five strongest consequences and place them in the boxes close to the center on the chart.

- Once the Cascading Consequences charts are completed, students will be able to clearly see all the consequences (positive, negative, and neutral) of entertainment screen time. This will help them to answer the overarching research question: “What are the potential benefits and risks of entertainment screen time, particularly to the development of teenagers?” Encourage students to return to their sources often to ground their thinking in their research and to seek any clarification they require. Returning to the text consistently is a “habit of mind” that should be emphasized.
### Agenda

<table>
<thead>
<tr>
<th>Teaching Notes (continued)</th>
</tr>
</thead>
</table>

- The lessons on Cascading Consequences are among the most challenging of this unit. Feel free to modify and differentiate the lessons based on your professional judgment so that all students may reach the learning targets. If time permits, consider breaking the activities in Lessons 13 and 14 into three days of instruction.

- The homework for this lesson is detailed and challenging. Consider making advanced preparations within the next lesson in case students need extra assistance with the homework upon coming to class, and/or using the Meeting Students’ Needs column to differentiate the homework ahead of time.

- In advance:
  - Review the “Learning to Make Decisions Systematically” article (see the Unit 2 and Module overviews), which provides a concise explanation and useful student work examples of the research process the unit employs.
  - Review the model Cascading Consequences charts in the supporting materials and the think-aloud portion of the lesson. Note especially that the think-aloud example provided here is one of specific consequences cascading from a specific situation; students may volunteer more wide-ranging examples from the effects of screen time on adolescents and may work with wide-ranging examples in their own Cascading Consequences charts.
  - Find an image of a waterfall to display to illustrate the meaning of “cascading” when unpacking the learning targets.
  - Find an image of a pioneer stakeholder to display in Opening B. Review: Fist to Five in Checking for Understanding techniques (see Appendix).

- Post: Learning targets.
**Lesson Vocabulary** | **Materials**
--- | ---
consequence; effect, result, or outcome; cascading | • Entry Task: Getting an After-School Job (one per student)  
• Image of a waterfall (one to display)  
• Sample Cascading Consequences Chart: Getting an After-School Job (one per student)  
• Document camera  
• Position Paper Prompt anchor chart (from Lesson 1)  
• AAP Policy Statement: “Children, Adolescents, and the Media” (from Lesson 1)  
• Image of a pioneer stakeholder (one to display; see Teaching Notes)  
• “Is Google Making Us Stupid?” text and note-catcher (from Lesson 3)  
• Cascading Consequences chart for teens on screens (blank; one to display)  
• Model Cascading Consequences chart for teens on screens (for teacher reference)  
• Model Cascading Consequences Think-Aloud (for teacher reference)  
• Listing Consequences (one per student)  
• 8.5- by 14-inch (legal size) paper (one piece per student)  
• Researcher’s notebooks (begun in Lesson 4; one per student)  
• Brain Development anchor chart—student version (begun in Unit 1, Lesson 2)
### A. Revisiting Essay Prompt; Reviewing Learning Targets (10 minutes)

- Distribute the **Entry Task: Getting an After-School Job** and give students 2 minutes to complete it.
- Invite students to explain to a partner:
  - “What did you decide, and why?”
- Read the learning targets:
  - “I can identify stakeholders in the AAP recommendation on entertainment screen time.”
  - “I can create a Cascading Consequences chart based on adolescents and screen time, using my researcher’s notebook.”
- Circle the word **consequences** on the posted learning target. Invite students to review with a partner what a consequence is.
- Reiterate that a consequence is an “effect, result, or outcome” of something that occurred earlier. Add new information about the definition by pointing out that often when we use the word **consequence**, it has a negative connotation. For example, parents might say to a child that the consequence of not cleaning his room is that he can’t go to the movies with friends on Friday night. However, in some cases, the word **consequence** is neutral, without a negative or positive connotation. When we talk about cascading consequences, we are using consequence as a neutral word. Consider that some consequences are positive, for example.
- Circle the word **cascading** on the posted learning target.
- Display an **image of a waterfall**.
- Explain that **cascade** is another word for waterfall and that **cascading** can describe anything that resembles a waterfall. **Cascading** also means that one thing follows the next, like a chain of events. In a waterfall, one water drop follows the next.
- Distribute the **Sample Cascading Consequences Chart: Getting an After-School Job**.
- Invite students to discuss with their partner:
  - “What do you notice about this Cascading Consequences chart?”
  - “What do you wonder?”
  - “How is it similar to or different from the entry task you just completed?”
- Circulate and listen for partners to say: “Some of the consequences on the chart are positive and some are negative” and “It looks like a waterfall because everything is flowing from the center box.”
Opening (continued)

- Have students look at the chart a second time:
  - “Where are the consequences on this chart? How do they relate to one another?”
- Circulate and listen for partners to say: “The consequences flow from the decision to get an after-school job, and then from each other. Consequences lead to other consequences.”
- Refocus whole class and point out the use of “will” and “may” in the sample chart. Explain that sometimes the consequence starts with a “will” because it is very likely to happen. For example, if one gets a job, one will earn money. But other consequences are less sure. For example, you may be able buy a computer, but that depends on how much you get paid and what else you spend your money on.
- Explain that creating a Cascading Consequences chart is one piece of the research process that they have already begun with their neurologist’s notebooks and the Internet research in their researcher’s notebooks. Refer to the posted Position Paper Prompt anchor chart:
  - “After examining both the potential benefits and risks of entertainment screen time, particularly to the neurological development of teenagers, make a recommendation. Should the AAP raise the recommended daily entertainment screen time from two hours to four hours?”
- Have students turn to their partners and discuss for 1 minute what they notice and wonder about this prompt.
- Explain that they are going to learn to use a structured decision-making process so that each student decides how to best answer this question based on the evidence from their reading and on further research, rather than basing the decision on emotions or gut feelings.
- Explain that students will create a Cascading Consequences chart that lists all of the consequences—both positive and negative—of adolescents and screen time. Note that they won’t decide on an answer for that question until the end of this unit. It’s important that they keep an open mind and understand all the reasons and evidence before they make a decision.

Meeting Students’ Needs

- Inviting students to first talk to a peer before answering in front of the class is a low-stress way for them to process the information.
### Opening (continued)

<table>
<thead>
<tr>
<th>B. Revisiting AAP Recommendation and Introducing Stakeholders (8 minutes)</th>
<th>Meeting Students’ Needs</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Ask students to retrieve their copies of the <strong>AAP Policy Statement: “Children, Adolescents, and the Media.”</strong> Display the <strong>image of a pioneer stakeholder.</strong></td>
<td></td>
</tr>
<tr>
<td>• Inform the class that before they begin thinking of the consequences of screen time, they are going to think about who is affected by adolescents being on a screen. The person who is affected by a decision is a <strong>stakeholder.</strong></td>
<td></td>
</tr>
<tr>
<td>• Refer to the displayed picture. Inform the class that the word <strong>stakeholder</strong> comes from many places, but the one they might remember best is related to American history. An American pioneer claiming land in the West would mark the boundary of his property with wooden stakes. It was his way of saying, “This land is mine, so what happens on this piece of land is very important to me.” Similarly, a stakeholder today is a person or group of people who are deeply affected by certain decisions.</td>
<td></td>
</tr>
<tr>
<td>• Ask:</td>
<td></td>
</tr>
<tr>
<td>• “We know that teenagers are affected by the amount of time they spend on screens, but who else is a stakeholder in that decision?” Prompt students to look back at the AAP policy statement for some ideas. Listen for them to identify parents, physicians, school officials, the entertainment industry, manufacturers of products, the government, and community members. Ask students to explain why decisions made about screen time affect each of those groups.</td>
<td></td>
</tr>
<tr>
<td>• List stakeholders on the board. Include “teenager.”</td>
<td></td>
</tr>
<tr>
<td>• Ask students to turn and talk:</td>
<td></td>
</tr>
<tr>
<td>* “Which of these stakeholders have we read about in class?”</td>
<td></td>
</tr>
<tr>
<td>• Cold call students and circle the stakeholders on the board. Listen for them to identify teenagers, parents, and physicians.</td>
<td></td>
</tr>
<tr>
<td>* Explain that they will make a Cascading Consequences chart for the stakeholder most directly affected by the entertainment screen time: teenagers.</td>
<td></td>
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</tbody>
</table>
### Work Time

**A. Modeling Creating a Cascading Consequences Chart for Teens and Screens (10 minutes)**

- Invite students to retrieve their texts and note-catcher for “Is Google Making Us Stupid?” As they do so, display the **Cascading Consequences chart for teens on screens** with the document camera.

- Ask students to skim the article and their note-catchers to look for consequences of screen time.

- Ask for a volunteer to name three consequences he or she sees based on the contents of this article. Write these three consequences on the side of the Cascading Consequences chart, but do not chart them yet. Listen for consequences such as: “Our thinking becomes more shallow because we are bombarded with information,” “We can’t concentrate,” “We learn more and think more creatively,” and “We think faster.”

- Begin to think aloud about how to turn this list of consequences into a Cascading Consequences chart, referring to the **Model Cascading Consequences chart for teens on screens (for teacher reference)** as needed. Use the **Model Cascading Consequences Think-Aloud** to guide you.

- “Ask students to work with a partner to verbally place the last consequence from the list on the chart. Encourage them to talk about why they are placing each consequence in a particular place on the chart.

- After about 3 minutes, cold call students to share out where they placed the last consequence and why.

- Point out that there is not just one way to create a Cascading Consequences chart from notes. People may disagree as to the exact location of a consequence and whether it is a direct or an indirect “cascading consequence.”

### Meeting Students’ Needs

- Consider using the “Learning to Make Decisions Systematically” article and its contents (see Teaching Notes) as further exemplars of the process for students, either as further scaffolding or as extension material for academically talented students.

- Consider selecting students ahead of time for cold calls. Those who need practice in oral response or extended processing time can be told the prompt before class begins to prepare for their participation. This also allows for a public experience of academic success for students who may struggle with on-demand questioning, or for struggling students in general.

- Think about modifying the materials to meet students’ physical and mental needs. Whole sheets of chart paper could be used instead of the recommended 8.5- by 14-inch versions of the Cascading Consequences charts; charts could be partially or even wholly filled in; vocabulary words could be defined...
B. Creating a Cascading Consequences Chart for Teens on Screens (15 minutes)
• Distribute Listing Consequences and one 8.5- by 14-inch (legal size) pieces of paper to each student.
• Remind them of the steps you took to build the Cascading Consequences chart.
• Direct students’ attention to the Listing Consequences worksheet. Ask them to retrieve their researcher’s notebooks and/or the Brain Development anchor chart—student version to create a list of the consequences for screen time. Remind them that they should list both positive and negative consequences. They should try to list at least two consequences for each of the sources they have read in Unit 2. They should have a list of 10 consequences. They will likely use only half of them on the Cascading Consequences chart, but during this brainstorming stage it is important to generate a workable list.
• After 7 minutes, refocus whole class. Tell them if they didn’t finish, that’s all right. They will complete this exercise for homework.
• Ask students to draw and label the center box on the legal paper. They should write: “If teens are on screens ...”
• Ask for a volunteer to offer two strong consequences from the reading. Direct the students to add the consequences to the chart, deciding what is a direct consequence and what is not. Encourage them to try to “cascade” the consequence until it reaches a consequence for adolescent brain development.
• After a moment, ask students to share out.
• Invite students to work with their partner to add more consequences to the chart.
• As pairs work, circulate to observe and assist. Ask:
  * “Why did you place this consequence where you did?”
  * “How do you know this is a consequence of that?”
• After 3 minutes, invite one partnership to explain what they added to their Cascading Consequences chart. Make these additions to the displayed chart as they speak. During the explanation, cold call other students to answer these questions:
  * “Did you identify the same consequence as the presenting partnership? Why or why not?”
  * “Would you make any changes to this? What would you change? Why?”
• Should the partnership volunteer an answer that is illogical or wrong, thank the students for their hard work and record the answer as presented. Use the follow-up questions above to have peers guide the partnership to the correct answer, and make the necessary changes on the displayed chart.
• After discussing the presenting partnership’s additions to the chart, ask students to work with their own partner to revise their own charts.
• After stretches of intensive reading and writing during which physical movement is not built into the instruction, consider having students stand up for a quick “brain break” or a physical stretch at natural breaks in the work time (between Work Times A and B, for example). Research indicates that these breaks are important for neurological growth, especially for boys. Their cognitive processing requires more “rest times” away from the subject matter before re-engaging in learning.
• Be sure to note, both here and in Work Time C, those students who struggle with creating the charts. Target them for individual, immediate, and/or increased assistance in the next lesson as they create their second chart.
### Work Time (continued)

- Cold call two or three students to explain how they revised their chart and why.

### Closing and Assessment

#### A. Preview Homework (2 minutes)

- Review the second learning target:
  
  * “I can create a Cascading Consequences chart based on effects of screen time on adolescents using my researcher’s notebook.”

- Using the Fist to Five Checking for Understanding technique. Ask students to assess themselves on the target.
- Let them know that their homework is to continue to add to their Cascading Consequences chart. Remind them to use their notes to help them.

### Homework

- Complete the Cascading Consequences chart. Aim to have at least five cascading consequence chains.
- Continue independent reading (at least 20 minutes).

- Depending on the effort and abilities of your students, consider differentiating this homework depending on their demonstrated level of need. Students who complete the chart in class may be given the “Learning to Make Decisions Systematically” article for further reading, for example (see Teaching Notes). Other students may be sent home with a specified manageable amount of “cascades” of consequences to develop on their chart; given a “starter” for a cascade; or, as a mental challenge, given a concluding consequence with blank boxes and asked to “backward-design” the cascade.
Entry Task:
Getting an After-School Job

Name: 

Date: 

Imagine you are deciding whether to get an after-school job.

List all the consequences (effects) of this decision.

Based on these consequences, what would you decide?

Why would you make that decision?
Sample Cascading Consequence Chart

If I get an after-school job, then...

- I won’t be as fit
- I will have less time to practice basketball
- I may not make the team
- I may be disappointed

- I will have less free time to spend with my friends
- I may feel left out
- I may have time for only a few friends
- I may have less friends

- I may earn worse grades
- I might not get into a good college

- I will have less time to do my homework
- I may be distracted and do worse on my homework
- I may have to sleep less

- I may do better on my homework
- I may be able to buy a new computer

- They will see I’m responsible and give me more responsibilities
- I won’t have to ask my parents for money
- I can save for college

- The house may be more peaceful
- I will earn money

- I may have stronger friendships
Cascading Consequences Chart for Teens and Screens

If teens are on screens, then...

[Diagram with interconnected boxes and lines representing consequences]
Model Cascading Consequences Chart for Teens on Screens

*NOTE: The items bolded below are scripted into the lesson. The other items are provided as a sample, for your reference.

If teens are on screens, then...

- May not be able to concentrate on things that aren’t as personally interesting
- May waste time
- Brains may become more distractible
- Will have difficulty thinking deeply about information
- May feel “blissful productivity”
- Will get lots of information
- Will be entertained
- May be able to learn almost anything
- New neurons may grow
- No new neurons

- New neurons will grow
- Will be more interested and engaged
- They will learn new skills
- They can direct their own learning
- May feel connected to larger vision
- May feel”blissful productivity”
- May exercise less
- Will be entertained
- May be able to learn almost anything
- New neurons may grow
- No new neurons

- May miss out on the skills of the non-digital environment, e.g., social skills
- Their brains may be better adapted to the new environment
- Will feel dopamine and be relaxed
- May get used to artificially high levels of dopamine
- May not be as creative since they don’t have to entertain themselves
- Will be less healthy
- Will get lots of information
- Will be entertained
- May be able to learn almost anything
- New neurons may grow
- No new neurons
Teacher Directions: Use this as a guide for your think-aloud. Adapt to suit your personal style.

- Since this is a Cascading Consequences chart about teenagers spending time on screens, you can see that the central box is labeled with “If teens are on screens, then ....,” an “If ... then” statement. Now, I’m going to use the chart to connect the three pieces of information you volunteered to the center of the chart with a ‘cascade’ of boxes; that is, a cascade of consequences. One consequence leads to another, which leads to another, just like on our sample Cascading Consequences chart for getting an after-school job.

- “Now if teenagers are spending time on screens, then that means that they may be getting more of their information online. In ‘Is Google Making Us Stupid?’ we read that there are some consequences of that. One is that we get our information more superficially and our brains grow accustomed to thinking shallowly and are not as able to think deeply for extended periods of time. We become distractible. There are two consequences there. So I’m going to draw a line directly from the center and label the attached box ‘will get lots of information.’

- “Next I’m going to draw a line from ‘will get lots of information,’ create another box, and label that one ‘will have difficulty thinking deeply about that information.’ Then our brains may become more distractible and we may be unable to think deeply for long periods of time, so I’m going to draw a line and label a new box ‘brains may become more shallow.’ I’m doing that because the changes in our brains are a cascading consequence of not thinking deeply. It is an indirect consequence. I’m saying “may” because this is not a guaranteed consequence, but it is something that might happen.

- “But the other consequence we read about in the article was that when we have access to vast amounts of information, we also can learn anything we want. So I’m going to start a new cascade coming off the ‘get lots of information’ that says, ‘may be able learn almost anything.’ I’m going to put each of those in a box. Then I’m going to write ‘new neurons may grow’ as an indirect consequence coming off that box. Notice that I am trying to relate each consequence to the neurological development of teens. But I’m also careful to show that this is not a simple, guaranteed outcome.”
Directions: Use this list of sources to help you brainstorm consequences. You will not put all of them on your Cascading Consequences chart. Instead, brainstorm all possible consequences and choose the five strongest to “cascade” out.

<table>
<thead>
<tr>
<th>Source</th>
<th>Consequence (write at least two for each source)</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Teens and Decision Making”</td>
<td></td>
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<tr>
<td>“Insight into the Teenage Brain”</td>
<td></td>
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<tr>
<td>“The Digital Revolution and the Evolution of the Adolescent Mind”</td>
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<td>“Growing Up Digital”</td>
<td></td>
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<tr>
<td>AAP recommendation</td>
<td></td>
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<tr>
<td>“The Many Benefits of Playing Video Games”</td>
<td></td>
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<tr>
<td>“Children Could Be Better Off Playing Video Games”</td>
<td></td>
</tr>
<tr>
<td>Source</td>
<td>Consequence (write at least two for each source)</td>
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<td>-------------------------------------------------</td>
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<tr>
<td>“Gaming Can Make a Better World”</td>
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<td>Aric Sigman video</td>
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<td>“Attached to Technology and Paying the Price”</td>
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<td>“Guest Opinion: Step Away from the Screen”</td>
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<td>Another source:</td>
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<td>Another source:</td>
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</tbody>
</table>
# Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

I can write arguments to support claims with clear reasons and relevant evidence. (W.7.1)
I can select evidence from literary or informational texts to support analysis, reflection, and research. (W.7.9)
I can use effective speaking techniques (appropriate eye contact, adequate volume, and clear pronunciation). (SL.7.4)

## Supporting Learning Target

<table>
<thead>
<tr>
<th>Supporting Learning Target</th>
<th>Ongoing Assessment</th>
</tr>
</thead>
</table>
| • I can create a Comparing Risks and Benefits chart based on teenagers and screen time, using my Cascading Consequences chart and researcher’s notebook. | • Cascading Consequences chart for teens on screens (from homework)  
• Comparing Risks and Benefits chart |
# Agenda

| 1. Opening     | • This lesson continues to help students prepare their research for both a Fishbowl discussion (in Lesson 16) and the eventual position paper/essay in Unit 3, in which they will answer this prompt: “Should the AAP raise the recommended daily entertainment screen time from two hours to four hours?”
|                | • As noted in the module overview, this module focuses on just two of the steps in the SCDM process. In this lesson, students return to the Triad Talk speaking protocol begun in Lesson 1 to continue to work on their Cascading Consequences charts. Then they use these as a basis for a chart that asks them to compare risks to benefits.
|                | • The Comparing Risks and Benefits chart is an adapted Stakeholders chart from the SCDM process. In the typical decision-making process, students identify and compare stakeholders after they have completed a Cascading Consequences chart, but in this case, because students must spend a lot of time weighing potential risks and benefits for one stakeholder, this process has been adapted. Students will more successfully argue a position if they have had adequate time to directly weigh benefits and risks for one major stakeholder: an adolescent.
|                | • This lesson follows a similar format to Lesson 13. Since this is the first time students work with this type of chart, their work is highly scaffolded, with you modeling using the Cascading Consequences chart begun in Lesson 13. Be sure to read through the detailed think aloud and to try the activity yourself first to get an idea of the thinking involved.
|                | • Encourage students to return to their original texts at any point for any clarification they require. Returning to the text consistently is a “habit of mind” that should be emphasized.
|                | • As noted in Lesson 13, the lessons on cascading consequences are among the most challenging of this unit. Feel free to modify and differentiate the lessons according to your professional judgment so that all students may reach the learning targets. If time permits, consider breaking the activities in Lessons 13 and 14 into three days of instruction.
|                | • In advance:
|                |   – Familiarize yourself with the SCDM process. See Unit 2 overview and Module overview for more information.
|                |   – Read the details of Work Time A and fill in a Comparing Risks and Benefits chart to better understand the thought process.
|                | • Post: Learning target.

| 2. Work Time   |   – Triad Talk: Revisiting Homework and Coding Consequences (15 minutes)
|                |   – Reviewing Learning Target; Introducing Comparing Risks and Benefits Chart (3 minutes)
|                | • Modeling Comparing Risk and Benefits Chart (10 minutes)
|                | • Creating the Comparing Risk and Benefits Chart (10 minutes)
|                | • Adding to the Comparing Risks and Benefits Chart: Partner Work (5 minutes)

| 3. Closing and Assessment |   – Debrief (2 minutes)

| 4. Homework |   – Complete the Comparing Risks and Benefits for Teens on Screens chart.
|             |   – Continue independent reading (at least 20 minutes).
<table>
<thead>
<tr>
<th>Lesson Vocabulary</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>intended, unintended</td>
<td>• Colored pencils (two different colors for each student)</td>
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<tr>
<td></td>
<td>• Sample Comparing Risks and Benefits chart for an after-school job (one per student and one to display)</td>
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<td></td>
<td>• Document camera</td>
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<td>• Position Paper Prompt anchor chart (from Lesson 1)</td>
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<tr>
<td></td>
<td>• Comparing Risks and Benefits chart for teens on screens (one per student and one to display)</td>
</tr>
<tr>
<td></td>
<td>• Sample Comparing Risks and Benefits chart for teens on screens (for teacher reference)</td>
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<tr>
<td></td>
<td>• Model Comparing Risks and Benefits Chart Think-Aloud (for teacher reference)</td>
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<td></td>
<td>• Researcher's notebook (begun in Lesson 4; one per student)</td>
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<td></td>
<td>• “Learning to Make Decisions Systematically” article (optional; see Homework, Meeting Students’ Needs column)</td>
</tr>
</tbody>
</table>
### Opening

#### A. Triad Talk: Revisiting Homework and Coding Consequences (15 minutes)

- Greet students and arrange them in triads.
- Ask students to take out their homework, the Cascading Consequences chart for teens on screens.
- Invite them to take turns answering these questions:
  * “What is your strongest cascading consequence—the one you feel you understand the most clearly?”
  * “Do you have any questions about what you wrote last night?”
- Students should copy their partners’ strongest cascading consequence onto their own chart. They should also attempt to clarify any questions their partners came across while doing the homework. Circulate during this discussion and provide answers if needed. You may also wish to give feedback toward SL.7.4 at this time.
- After 8 minutes, distribute **two different colored pencils** to each student.
- Explain that they will now code their consequences. If a consequence is positive, they should code it in one color. If it is negative, they should code it in the other color. If it is neutral, they should leave it as is. Encourage them to ask each other for help.
- After a few minutes, invite students to take turns answering these prompts:
  * “What is your strongest negative cascading consequence—the one you feel you understand most clearly?”
  * “What is your strongest positive cascading consequence—the one you feel you understand most clearly?”

### Meeting Students’ Needs

- When possible, have students who need physical activity take on the active roles of managing and writing on charts or handing out materials.
- Consider selecting students ahead of time for cold calls. Those who need practice in oral response or extended processing time can be told the prompt before class begins to prepare for their participation. This also allows for a public experience of academic success for students who may struggle with on-demand questioning, or for struggling students in general.
- For all vocabulary, consider drawing or posting small pictures next to each word on anchor charts to activate as many sensory means of comprehension as possible. Consider having your artistically talented or motivated students take on this responsibility.
## Opening

### B. Reviewing Learning Target; Introducing Comparing Risks and Benefits Chart (3 minutes)

- Read the learning target aloud:
  
  * “I can create a Comparing Risks and Benefits chart based on teenagers and screen time, using my Cascading Consequences chart and researcher’s notebook.”

- Circle the words *risk* and *benefit* on the posted learning target. Ask students to define the words. Point out that “negative consequence” is a risk and “positive consequence” is a benefit.

Display the sample Comparing Risks and Benefits chart for an after-school job using the document camera.

- Invite students to discuss with their partner:
  
  * “What do you notice about this chart?”
  
  * “What do you wonder?”

- Listen for: “It shows how teens are affected by this decision,” “It asks you to balance out the positives and the negatives,” and “It asks you to rank the benefits and risks.”

- Explain that creating a chart that compares the benefits to the risks is the second piece of the research process that they have already begun. Refer to the posted **Position Paper Prompt anchor chart**:

  * “After examining both the potential benefits and risks of entertainment screen time, particularly to the development of teenagers, make a recommendation. Should the AAP raise the recommended daily entertainment screen time from two hours to four hours?”

- Reiterate that the class is using a structured decision-making process so that each student decides how to best answer this question based on the evidence from class reading and on his or her additional research, rather than basing the decision on emotions or gut feelings.

- Explain that to answer this prompt, it is important to weigh risks and benefits against each other and decide which one is more important. Reiterate that this should not be about what is most important to them personally. This is a position paper in which they try to be as objective as possible about the risks and benefits.

### Meeting Students’ Needs

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*NYS Common Core ELA Curriculum • G7:M4A:U2:L14 • January 2014 • 5*
### Work Time

**A. Modeling Comparing Risks and Benefits (10 minutes)**
- Distribute and display the *Comparing Risks and Benefits chart for teens on screens* under the document camera. Tell students you will now model how to use the chart.
- Refer students to the chain of cascading consequences you added to the Cascading Consequences chart from “Is Google Making Us Stupid?” in Lesson 13, Work Time A.
- Begin to think aloud about how to turn these consequences into entries on the Comparing Risks and Benefits chart, referring as needed to the *sample Comparing Risks and Benefits chart for teens on screens (for teacher reference)*. Use the *Model Comparing Risks and Benefits Chart Think-Aloud* as needed.

### Meeting Students’ Needs

- After stretches of intensive reading and writing during which physical movement is not built into the instruction, consider having students stand up for a quick “brain break” or a physical stretch at natural breaks in the work time (between Work Times A and B, for example). Research indicates that these breaks are important for neurological growth, especially for boys. Their cognitive processing requires more “rest times” away from the subject matter before re-engaging in learning.
- Consider reinforcing the idea of *intended, unintended, and not applicable* through pictures for ELLs or students with emerging literacy.
### Work Time (continued)

#### B. Creating the Comparing Risks and Benefits Chart (10 minutes)
- Remind students of the steps you have just taken to build the chart (consider posting these):
  1. Read the Cascading Consequences chart for teens on screens, looking for negative and positive consequences.
  2. Use the sentence stem to articulate the consequences.
  3. Decide whether a consequence is unintended or intended.
  4. Rank how serious a consequence it is.
  5. Refer to the researcher’s notebook if necessary for clarification or ideas.
- Invite students to work with their partner to add to the chart. Be sure to indicate that they can use all parts of their notes, not just the one you modeled.
- As students work, circulate to observe and assist. Ask them about each column; in particular, have them articulate the reasoning behind their ranking.
- After 6 minutes, invite one partnership to explain what they added to their chart. Make these additions to the display chart as they speak. During the explanation, cold call other students to answer these questions:
  * “Did you identify the same consequences as the presenting partnership? Why or why not?”
  * “Would you make any changes to this? What would you change? Why?”
- After discussing the presenting partnership’s additions to the chart, ask students to work with their own partner to revise their Comparing Risks and Benefits chart.
- Cold call two or three students to explain how they revised their chart and why.

#### C. Adding to the Comparing Risks and Benefits Chart: Partner Work (5 minutes)
- Invite students to continue to work with their partner on the chart.
- Circulate to offer individual assistance.

### Meeting Students’ Needs
- Keep in mind that this lesson requires visual comparison and written transferal of information. If students are visually or physically challenged, this process might be modified for them ahead of time so they are not unnecessarily impeded in categorizing and analyzing the evidence. Possible modifications include partially filled-in Comparing Risks and Benefits charts; creating a chart on chart paper and/or lined paper; or giving them items from the research notes on sticky notes to physically sort on the charts.
- The lesson hinges on the accurate and full completion of the Cascading Consequences charts. Think ahead to whether any previous modifications to these materials for students with special needs should be replicated here. Also, if a student struggles with gathering information on the Cascading Consequences charts, consider pairing him or her with a proficient student or giving examples from the text on sticky notes.
## Closing and Assessment

### A. Debrief (2 minutes)
- Refocus whole class and review the learning target:
  * “I can create a Comparing Risks and Benefits chart based on teenagers and screen time, using my Cascading Consequences chart and researcher’s notebook.”
- Using the Fist to Five Checking for Understanding technique, ask students to assess themselves on the target.

## Meeting Students’ Needs

### Homework
- Finish the Comparing Risks and Benefits chart using your Cascading Consequences chart and researcher’s notebook as resources. Your goal is to compare at least six consequences.
- Continue independent reading (at least 20 minutes).

### Meeting Students’ Needs
- This homework is detailed and challenging. Depending on the effort and abilities of your students, consider differentiating the homework according to demonstrated level of need. Students who complete the chart in class may be given the “Learning to Make Decisions Systematically” article for further reading, for example (see Teaching Notes; this article can be found as a part of the module overview). Other students may be sent home with a specified manageable amount of rows to develop on their chart or given a specific Stakeholder category to develop.
Grade 7: Module 4A: Unit 2: Lesson 14 
Supporting Materials
Sample Comparing Risks and Benefits Chart for an After-School Job

What is the option being considered? To get an after-school job

<table>
<thead>
<tr>
<th>Is the consequence positive or negative?</th>
<th>In what way will the stakeholder be affected?</th>
<th>Is this an intended or unintended consequence?</th>
<th>How serious is this consequence?</th>
<th>Is this consequence outweighed by other consequences? If so, which ones?</th>
</tr>
</thead>
<tbody>
<tr>
<td>+</td>
<td>I will have more money—so then I’ll be able to save up money for a computer.</td>
<td>intended</td>
<td>3</td>
<td>No</td>
</tr>
<tr>
<td>-</td>
<td>I will have less time to do homework—so then I will have to do it before school.</td>
<td>unintended</td>
<td>3</td>
<td>Yes—the money I will have. I can wake up early.</td>
</tr>
<tr>
<td>-</td>
<td>I will have less time to practice basketball so then I won’t get as much exercise.</td>
<td>unintended</td>
<td>2</td>
<td>Yes—the money I will have.</td>
</tr>
</tbody>
</table>
Model Sample Comparing Risks and Benefits Chart Think-Aloud

**Teacher Directions:** Use this as a guide for your think-aloud. Adapt to suit your personal style.

- “Let’s revisit the cascading consequences we identified yesterday from ‘Is Google Making Us Stupid?’ Here is that chain of consequences. I’m going to work with one at a time. I’m going to start with this negative chain. So I’m going to write ‘negative’ in the first column. I wrote that if teens are on screens, then they are getting lots of information. That is a neutral consequence, but it leads to a negative consequence, which I wrote as ‘it’s difficult to think deeply,’ and the next box is ‘our brains may become more distractible.’

- “Note the sentence stem in this second column. That will help me articulate this chain. I’m going to write: ‘Teens get lots of information, so then it’s difficult to think deeply and then their brains may be more distractible.’

- “In the third column, I’m going to write *unintended*, because I know no one means for their brains to get distracted. It just happens. For the fourth column, I’m going to rank how serious a consequence I think this is. I would say a 3, because having a brain that may not be able to focus is a serious problem. I also think the text made a convincing case that this is a likely result. I’m going to wait on the fifth column.

- “Now I’m going to add the other cascading chain we identified. This one was positive, so I’ll write that in the first column. I wrote that teens ‘may be able learn almost anything’ and also that ‘new neurons may grow.’ Using my sentence stem, I’m going to write ‘teens get lots of information, so they may be able to learn new things and then grow new neurons.’

- “This one, I believe, is *intended*; that is, someone is actively trying to learn from this information. I’ll write that here. And I think this is a pretty important consequence. Having access to information is an important benefit. Of course, online isn’t the only way to learn new things, and a lot of times the information online is distracting instead of educational, so I think I’ll write a 2.

- “Now I can keep adding consequences, or I can stop and compare at this point. Right now, by looking at my numbers, it looks like I think that negative outweighs the positive. I think the risk of damaging your brain by constantly being distracted outweighs the benefit of being able to learn new things. Hum ... that makes me wonder if I should amend my thinking. I’m glad I have this chart so I can really stop and think about this. For now I will write, ‘negative is not offset by a positive’ and as I add more consequences, I will revisit this thinking.”
## Comparing Risks and Benefits Chart for Teens on Screens

<table>
<thead>
<tr>
<th>Is the consequence positive or negative?</th>
<th>In what way will the stakeholder be affected?</th>
<th>Is this an intended or unintended consequence?</th>
<th>How serious is this consequence?</th>
<th>Is this consequence outweighed by other consequences? If so, which ones?</th>
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<tbody>
<tr>
<td></td>
<td>“___ so then ______”</td>
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<td>3-very</td>
<td>1-not so much</td>
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<td>2-somewhat</td>
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Comparing Risks and Benefits Chart for Teens on Screens

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<thead>
<tr>
<th>Is the consequence positive or negative?</th>
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<td>1-not so much</td>
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<td></td>
<td>2-somewhat</td>
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<td></td>
<td>3-very</td>
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</tbody>
</table>
## Sample Comparing Risks and Benefits Chart for Teens on Screens
(For Teacher Reference)

<table>
<thead>
<tr>
<th>Is the consequence positive or negative?</th>
<th>In what way will the stakeholder be affected?</th>
<th>Is this an intended or unintended consequence?</th>
<th>How serious is this consequence? 3-very 2-somewhat 1-not so much</th>
<th>Is this consequence outweighed by other consequences? If so, which ones?</th>
</tr>
</thead>
<tbody>
<tr>
<td>-</td>
<td>Teens get lots of information, so then they may have difficulty thinking deeply and then their brains may be more distractible.</td>
<td>unintended</td>
<td>3</td>
<td>No</td>
</tr>
<tr>
<td>+</td>
<td>Teens get lots of information, so then they may be able to learn new things and then grow new neurons.</td>
<td>intended</td>
<td>2</td>
<td>Yes—it’s difficult to think about all the new information, and brains may become distractible</td>
</tr>
</tbody>
</table>

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Grade 7: Module 4A: Unit 2: Lesson 15
Forming a Research-Based Claim: Analyzing Risks and Benefits for Stakeholder
### Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

I can write arguments to support claims with clear reasons and relevant evidence. (W.7.1)
I can select evidence from literary or informational texts to support analysis, reflection, and research. (W.7.9)
I can use my experience and knowledge of language and logic to address problems and advocate persuasively. (RI.7.9a, SL.7.2a)
I can use effective speaking techniques (appropriate eye contact, adequate volume, and clear pronunciation). (SL.7.4)

### Supporting Learning Targets

- I can analyze the risks and benefits of entertainment screen time for adolescents.
- I can use my knowledge of the effects of screen time on the development of teenagers to argue persuasively about how much to limit screen time.
- I can practice the skills and expectations of a Fishbowl discussion.

### Ongoing Assessment

- Students’ discussion during World Café
<table>
<thead>
<tr>
<th>Agenda</th>
<th>Teaching Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Opening</td>
<td>• In this lesson, students complete the series of lessons that have helped them prepare their research for both a Fishbowl discussion (in Lesson 16) and the eventual position paper/essay in Unit 3, in which they will answer this prompt: “Should the AAP raise the recommended daily entertainment screen time from two hours to four hours?” If you have not done so already, preview Unit 3 and the Final Performance Task (in Module overview documents) in order to be more oriented to this culminating task.</td>
</tr>
<tr>
<td>A. Entry Task: Thinking Log (5 minutes)</td>
<td></td>
</tr>
<tr>
<td>B. Previewing the Cascading Consequences in Writing (5 minutes)</td>
<td></td>
</tr>
<tr>
<td>2. Work Time</td>
<td>• To begin, students preview the writing they will do in Unit 3. In Opening B, you will show them how the intellectual work they have done on cascading and comparing consequences will appear in a sample body paragraph. Be sure to emphasize that all their thinking and discussing now will lead to much better work in Unit 3. Students can only argue well about a position they know deeply, and these activities will give them a chance to develop this knowledge.</td>
</tr>
<tr>
<td>A. Position Power-Talk: World Café (22 minutes)</td>
<td></td>
</tr>
<tr>
<td>B. Debrief (3 minutes)</td>
<td>• This lesson centers on comparing the risks and benefits of entertainment screen time, and a large portion is devoted to this cognitive task. In Work Time A, students grapple with the risks and benefits as they practice the speaking and listening skills they will be assessed on in the upcoming Fishbowl.</td>
</tr>
<tr>
<td>3. Closing and Assessment</td>
<td>• Students should be familiar with and move fairly quickly through the World Café protocol; however, based on the needs of your students, this lesson may take more than 45 minutes. Consider breaking the lesson across two days (splitting it between Rounds II and III of the World Café protocol) or reducing the number of rounds.</td>
</tr>
<tr>
<td>A. Starting the Fishbowl Graphic Organizer (10 minutes)</td>
<td>• Encourage students to return to their original texts at any point for any clarification they require. Returning to the text consistently is a “habit of mind” that should be emphasized.</td>
</tr>
<tr>
<td>4. Homework</td>
<td>• In advance:</td>
</tr>
<tr>
<td>A. Finish the Fishbowl graphic organizer.</td>
<td>– Divide the class into groups of four.</td>
</tr>
<tr>
<td></td>
<td>– Set up the classroom and materials for the World Café.</td>
</tr>
<tr>
<td></td>
<td>– Create Recording Charts on chart paper; one per group of four, labeled Recording Chart 1, 2, 3, 4, etc., depending on the number of groups you have.</td>
</tr>
<tr>
<td></td>
<td>– Review the World Café protocol (see Appendix).</td>
</tr>
<tr>
<td></td>
<td>• Post: Learning targets.</td>
</tr>
<tr>
<td>Lesson Vocabulary</td>
<td>Materials</td>
</tr>
<tr>
<td>-------------------</td>
<td>-----------</td>
</tr>
<tr>
<td></td>
<td>• Thinking Logs (from Unit 1, Lesson 2; one per student)</td>
</tr>
<tr>
<td></td>
<td>• Cascading Consequences in Action (one per student and one to display)</td>
</tr>
<tr>
<td></td>
<td>• Position Power-Talk: Source Checklist (one per student)</td>
</tr>
<tr>
<td></td>
<td>• Comparing Risks and Benefits charts for teens on screens (from Lesson 14)</td>
</tr>
<tr>
<td></td>
<td>• Position Paper prompt anchor chart (from Lesson 1)</td>
</tr>
<tr>
<td></td>
<td>• Blank chart paper (one piece per group of four)</td>
</tr>
<tr>
<td></td>
<td>• Markers (one per group of four)</td>
</tr>
<tr>
<td></td>
<td>• Table cards (one per group of four)</td>
</tr>
<tr>
<td></td>
<td>• Discussion protocols (one per group of four)</td>
</tr>
<tr>
<td></td>
<td>• World Café protocol directions (one to display; see Appendix)</td>
</tr>
<tr>
<td></td>
<td>• Document camera</td>
</tr>
<tr>
<td></td>
<td>• Teens and Screens Fishbowl graphic organizer, Parts I and II (one per student)</td>
</tr>
</tbody>
</table>
A. Entry Task: Thinking Logs (5 minutes)

- Greet students and direct students to their Thinking Logs. Ask them to answer for Lesson 15:
  * “What have you found most personally interesting about the risks and benefits of screen time? Why?”
- Ask them to turn and talk to a partner about what they wrote.
- If appropriate, ask students to share with the whole class.

B. Previewing the Cascading Consequences in Writing (5 minutes)

- Distribute and display Cascading Consequences in Action, which is a sample body paragraph. Explain that this is from the model essay they will read in depth in Unit 3. This essay is in response to a similar prompt. Read the prompt at the top of the page.
- Tell students to follow along as you read aloud. Ask them to notice and underline any similarities they see between this body paragraph and the work they have been doing on their Cascading Consequences charts or their Comparing the Risks and Benefits for teens on screens charts.
- Read the paragraph aloud.
- Ask students to raise their hands when they notice a similarity. Wait for most hands to be in the air and then call on students. Listen for them to identify the “cascading consequence chain” in the second half of the paragraph. Prompt students by asking them to put their finger on any “if ... then” statements.
- Congratulate them on doing the intellectual work of cascading consequence and risk/benefit analysis. Assure them that this will make their writing in Unit 3 richer, more interesting, more thoughtful, and ultimately more effective.
A. Position Power-Talk: World Café (22 minutes)

- Distribute the **Position Power-Talk: Source Checklist**. Make sure students have a writing utensil and their **Comparing Risks and Benefits charts for teens on screens**.
- Refer them back to the **Position Paper Prompt anchor chart**: “After examining both the potential benefits and risks of entertainment screen time, particularly to the development of teenagers, make a recommendation. Should the AAP raise its recommended daily entertainment screen time from two hours to four hours?”
- Let students know that they will now participate in a discussion activity that will help them examine what the answer to that question should be. They will not make their final decision today but should listen to others and continue to keep an open mind.
- Arrange students into groups of four, with each quad sitting at a table with materials for the World Café: **blank chart paper**, a **marker**, a **table card**, and **discussion protocols**.
- Students must have their charts and writing utensils with them throughout the World Café.
- The four table cards will pose these four questions, one on each card:
  - What are the most compelling neurological consequences for screen time?
  - Discuss the most **positive** consequences listed on your Cascading Consequences chart for screen time. How could these strengthen an argument to raise the recommended time? How could this weaken an argument to keep it at two hours?
  - Discuss the most **negative** consequences listed on your Cascading Consequences chart for screen time. How could these strengthen an argument to limit it to two hours? How could these weaken an argument to raise it to four hours?
  - Compare the risks to the benefits of screen time. Which benefits outweigh which risks? Which risks outweigh which benefits?
- Display the **World Café protocol directions** with the **document camera** or on a chart. Briefly review the protocol directions.
- Remind students that they may have done this protocol once before, in Module 2A. Explain that it will feel fast-paced at first, because it’s designed to give every student a chance to think for a bit about each question. Caution students that you will interrupt their conversations, but they will have a chance to keep working with their ideas at the end of the activity. Review the simple signal you will use to indicate when each round is done (e.g., raising hands, clapping).

---

**Meeting Students’ Needs**

- Use of protocols (like World Café) allows for total participation of students. It encourages critical thinking, collaboration, mixed-level groups, and social construction of knowledge. It also helps students practice their speaking and listening skills.
- If necessary, to accommodate the size of your classes, either eliminate or add a round to the World Café. Note that if you must add a round, you also need to develop an additional table card discussion question. Note also that if you eliminate a round, the other table card questions may need to be adjusted to ensure that students have an equal opportunity to discuss their charts.
- Students may have engaged in the World Café protocol before, in Module 2A. If not, consider how you might need to adapt this work time to introduce the World Café as a new activity.
Work Time (continued)

- Note that this is also an activity in which students will practice conducting civil, respectful conversations with one another about the subject material. Refer back to the second and third learning targets:
  * “I can use my knowledge of the effects of screen time on the development of teenagers to argue persuasively about how much to limit screen time.”
  * “I can practice the skills and expectations of a Fishbowl discussion.”

- Round I: Ask each quad to choose a student to be the “Recorder” for the first round. The Recorder will write down ideas from the group’s conversation on the recording chart at the table. Ask all groups to have their Recorder raise his or her hand.

- Remind students to use their Comparing Risks and Benefits chart and Cascading Consequences chart to support their discussions. They should also use the source checklist to help them remember to ground their conversation in the texts they read.

- Focus the class on the discussion protocols. Tell them that these are the same protocols for which they will be assessed in the next lesson’s Fishbowl. Ask students to read the discussion protocols aloud:
  * “Present your claim in a focused, coherent manner.”
  * “Incorporate relevant facts, descriptions, details, and examples to support your claim.”
  * “Present evidence in a logical and convincing manner.”
  * “Use appropriate eye contact.”
  * “Use adequate volume.”
  * “Use clear pronunciation.”
  * “Use formal English.”
  * “Take notes on what your classmates are saying when it is not your turn to speak.”

- Focus groups on the question on their table card prompts. Ask them to read the question aloud and then discuss it. Ask the Recorder to take notes on the table’s recording chart. Remind Recorders to make their letters about one inch high so that their writing will be visible when posted at the end of the activity.
Work Time (continued)

- After 3 minutes, use the signal to get students’ attention. Explain the transition that they will do momentarily:
  - The Recorders will stay seated at the table where they have been working.
  - The other students in each quad will stand and rotate together to the table in the next section with different table card prompts.

- Signal students to transition quickly and quietly.

- Round II: Give specific positive praise for strong discussions—e.g., text-based, focused on the question, building on each other’s ideas, asking each other questions, and following the discussion protocols.

- Be sure that the Round I Recorder has remained at his/her original table. Tell the class the following three steps, then prompt them to begin:
  - The Round I Recorder summarizes the conversation that happened at that table during Round I.
  - Choose a new Round II Recorder from the new students at the table.
  - The new group reads the discussion protocols and the question on their table card prompt, then begins a discussion about the question.

- Remind students to use their charts to support their discussions. Prompt the Round II Recorder to take notes on the table’s recording chart. Remind Recorders to make their letters about one inch high so that their writing will be visible when posted at the end of the activity.

- After 3 minutes, use the signal to get students’ attention. Remind them of the transition:
  - Round II Recorders will stay seated at the table where they have been working.
  - The other students in each quad will stand and rotate together to the table in the next section with a different table card prompt.

- Signal the transition to Round III.

- Round III: Give specific positive praise for strong discussions—e.g., text-based, focused on the question, building on each other’s ideas, asking each other questions, and following the discussion protocols.

- Repeat the process from Round II.
• Be sure that the Round II Recorder has remained at his or her Round II table. Review the three steps, then prompt them to begin:
  – The Round II Recorder summarizes the conversation that happened at that table during Round II.
  – Choose a new Round III Recorder from the new students at the table.
  – The new group reads the question on their table card prompt and then begins a discussion about the question.
• Remind them to use their charts to support their discussions. Prompt the new Recorder to take notes on the table’s recording chart. Remind Recorders to make their letters about one inch high so that their writing will be visible when posted at the end of the activity.
• After 3 minutes, use the signal to get students’ attention. Remind them of the transition:
  – Round III Recorders will stay seated at the table where they have been working.
  – The other students in each quad will stand and rotate together to the table in the next section with different table card prompts.
• Signal the transition to Round IV.
• Round IV: Give specific positive praise for strong discussions—e.g., text-based, focused on the question, building on each other’s ideas, asking each other questions, and following the discussion protocols.
• Repeat the process from Round III.
• Be sure that the Round III Recorder has remained at his or her Round III table. Review the three steps, and then prompt them to begin:
  – The Round III Recorder summarizes the conversation that happened at that table during Round III.
  – Choose a new Round IV Recorder from the new students at the table.
  – The new group reads the discussion protocols and the question on their table card prompt and then begins a discussion about the question.
• After 3 minutes, use the signal to get students’ attention. At this point, they should have discussed each of the questions on the table card prompts. Thank them for their participation and collaboration during the World Café. Point out several specific things you noticed about how they used the protocol more effectively this time than the first time.
Work Time (continued)

- Ask all Round IV Recorders to bring their recording charts to the front of the room and post them so that they are visible to all.

### B. Debrief (3 minutes)

- Refer students to the learning targets:
  - I can analyze the risks and benefits of entertainment screen time for adolescents.
  - I can use my knowledge of the effects of screen time on the development of teenagers to argue persuasively about how much to limit screen time.
  - I can practice the skills and expectations of a Fishbowl discussion.
- Ask students to think of one thing they saw or heard today that helped make discussions effective. When they have thought of one, they should raise their hands. When more than half the class has a hand up, cold call several students to share their thinking.
- Have students do a Heads-Down, Hands-Up closing activity. Ask them to put their heads down on their desks and raise their hands when you say the sentence that best applies to them:
  - “I am ready for the Fishbowl discussion.”
  - “I am going to need to review my notes and discussion skills a bit before the Fishbowl discussion.”
  - “I need some significant practice at home before the Fishbowl discussion.”
- Consider selecting students ahead of time for cold calls. Those who need practice in oral response or extended processing time can be told the prompt before class begins to prepare for their participation. This also allows for a public experience of academic success for students who may struggle with on-demand questioning, or for struggling students in general.

Meeting Students’ Needs
### Closing and Assessment

A. Starting the Fishbowl Graphic Organizer (10 minutes)

- Distribute the **Teens and Screens Fishbowl graphic organizer, Parts I and II**. Tell students that they should take all of their charts and the researcher’s notebook home tonight to help them complete the graphic organizer.
- Remind students that during the Fishbowl in the next lesson, they will be arguing for one side or the other, but they will not get to choose. Therefore, they should be prepared for both sides of the graphic organizer.
- Encourage them to get started and to work quietly on their own.

### Homework

- Complete the Fishbowl graphic organizer.

**Note:** Before Lesson 16, assign each student to one of two groups: those arguing that the recommended screen time should be four hours and those arguing to keep the recommendation at two hours. Do not inform students ahead of time which group they have been assigned to. They are expected to complete activities and homework relating to both recommendations.

Also see Lesson 16’s Teaching Notes and Work Time A to prepare accordingly to model the speaking techniques students will be asked to use during the Fishbowl discussion.
Prompt:
You are part of the Children and Media Expert Advisory Committee. Your job is to help the American Academy of Pediatrics decide whether to make an official endorsement of Facebook’s current policy that children must be 13 to get a Facebook account. After examining both the potential benefits and risks of a Facebook account, particularly to the neurological development of teenagers, make a recommendation. Should the American Academy of Pediatrics officially recommend that Facebook raise the minimum age to 18 or endorse the policy as it stands at the age of 13?

Here is a sample body paragraph. Can you see the cascading consequences chart at work?

The third reason that the AAP should recommend that Facebook raise its minimum age has to do with synaptic pruning. The adolescent brain is in a dynamic stage of development. It is pruning unnecessary synapses and cementing other neurological pathways (Teens and Decision Making). A large part of our brain is dedicated to reading social cues because this skill is very important to leading a successful life (Giedd). However, this skill is not automatic. A teenage brain needs time and practice to build these pathways. There are many social skills that cannot be learned online because they are very subtle and require physical proximity (Giedd). These are such things as reading body language, facial expressions, or tone of voice. If someone is spending many hours a day interacting with others on Facebook, then he or she is missing out on an opportunity to build in-person skills. As Facebook becomes more and more popular, teens may use it as a substitute for in-person socializing and spend less time together. If they do that, then they will be pruning very important synapses that are necessary for human interacting. If the age limit for Facebook is raised, then teenagers will be more likely to find a social outlet that nourishes that part of the brain.
Position Power-Talk:
Source Checklist

<table>
<thead>
<tr>
<th>Name:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date:</td>
</tr>
</tbody>
</table>

Directions:
During your discussion today, you will want to back up your evidence and reasoning with sources. Each time you refer to a source, put a checkmark next to it. Use your researcher's notebook, neurologist's notebook, or Brain Development anchor chart to help you.

<table>
<thead>
<tr>
<th>My Sources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Sources:</td>
</tr>
<tr>
<td>“Teens and Decision Making”</td>
</tr>
<tr>
<td>“Insights into the Teen Brain”</td>
</tr>
<tr>
<td>“The Digital Revolution and the Evolution of the Adolescent Mind”</td>
</tr>
<tr>
<td>“Growing Up Digital”</td>
</tr>
<tr>
<td>AAP recommendation</td>
</tr>
<tr>
<td>“Is Google Making Us Stupid?”</td>
</tr>
<tr>
<td>“The Many Benefits of Playing Video Games”</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>“Children Could Be Better Off Playing Video Games”</td>
</tr>
<tr>
<td>“Gaming Can Make a Better World”</td>
</tr>
<tr>
<td>“Guest Opinion: Step Away from the Screen”</td>
</tr>
<tr>
<td>“Attached to Technology and Paying the Price”</td>
</tr>
<tr>
<td>Aric Sigman video</td>
</tr>
<tr>
<td>Other:</td>
</tr>
</tbody>
</table>

Sources I have read on my own:
Table Cards

What are the most compelling neurological consequences for screen time?

Discuss the *positive* consequences listed on your Cascading Consequences chart for screen time. How could these strengthen an argument to raise the recommended time? How could this weaken an argument to keep it at two hours?

Discuss the most *negative* consequences listed on your Cascading Consequences chart for screen time. How could these strengthen an argument to limit it to two hours? How could these weaken an argument to raise it to four hours?

Compare the risks to the benefits of screen time. Which benefits outweigh which risks? Which risks outweigh which benefits?
## Discussion Protocols

### Review Your Discussion Protocols

- Present your claim and evidence in a focused, logical, coherent manner.
- Incorporate relevant facts, descriptions, details, and examples to support your claim.
- Use appropriate eye contact.
- Use adequate volume.
- Use clear pronunciation.
- Use formal English.
- Take notes on what your classmates are saying when it is not your turn to speak.
- Be an active listener: face the speaker, make eye contact, and make thoughtful statements/ask thoughtful questions.
**Claim:** The AAP should keep the recommended daily entertainment screen time at two hours.

### Evidence

<table>
<thead>
<tr>
<th>How does screen time affect the development of teenagers?</th>
<th>What are the negative consequences (or risks) for teens on screens?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What are the benefits of screen time that can still be obtained through two hours of daily use?</th>
<th>Using the information in the three other boxes, summarize here why the recommended daily entertainment screen time should be two hours.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

If you are a listener instead of a participant in the Fishbowl discussion today, take notes on what you hear in this space.
**Claim:** The AAP should raise the recommended daily entertainment screen time to four hours.

<table>
<thead>
<tr>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>How does screen time affect the development of teenagers?</td>
</tr>
<tr>
<td>In what specific ways do the benefits outweigh the negative consequences (risks) for teens on screens?</td>
</tr>
</tbody>
</table>

If you are a listener instead of a participant in the Fishbowl discussion today, take notes on what you hear in this space.
Grade 7: Module 4A: Unit 2: Lesson 16
End of Unit 2 Assessment, Parts 1A and 1B: Fishbowl on Screen Time and Adolescents
### Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

<table>
<thead>
<tr>
<th>I can present claims and findings with descriptions, facts, details, and examples, using effective speaking techniques (appropriate eye contact, adequate volume, and clear pronunciation). (SL.7.4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can come to discussions prepared to refer to evidence on the topic, text, or issue that probes and reflects on ideas under discussion. (SL.7.1 and SL.7.1a)</td>
</tr>
<tr>
<td>I can use my experience and knowledge of language and logic, as well as culture, to think analytically, address problems creatively, and advocate persuasively. (RI.7.9a and SL.7.9a)</td>
</tr>
<tr>
<td>I can write arguments to support claims with clear reasons and relevant evidence. (W.7.1)</td>
</tr>
</tbody>
</table>

### Supporting Learning Targets

<table>
<thead>
<tr>
<th>I can prepare for a class discussion and participate in it effectively by collecting and explaining appropriate evidence to support my claims.</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can engage with my peers to discuss the recommended screen time by the AAP and persuade them to agree with my point of view using logic, evidence, and appropriate speaking techniques to advocate for my position.</td>
</tr>
</tbody>
</table>

### Ongoing Assessment

- Fishbowl graphic organizer (from homework)
- Fishbowl Statement
- End of Unit 2 Assessment, Parts 1A and 1B: Fishbowl
### Agenda

1. **Opening**
   - A. Fishbowl Statement (5 minutes)
   - B. Reviewing Learning Targets and Teacher Modeling (5 minutes)

2. **Work Time**
   - A. End of Unit 2 Assessment, Part 1A: Fishbowl (15 minutes)
   - B. Reflection and Transition (3 minutes)
   - C. End of Unit Assessment, Part 1B: Fishbowl (15 minutes)

3. **Closing and Assessment**
   - A. Reflection (2 minutes)

4. **Homework**
   - A. Continue independent reading (at least 20 minutes).

### Teaching Notes

- **This lesson is:**
  - In many ways a culmination and celebration of the reading and research students have done thus far in this unit. It provides an opportunity for each student to share his or her learning aloud with the class, as well as to learn from classmates’ research before committing to a position. The students are put into like-minded groups intentionally to encourage them to work together to deepen their arguments.

- **The Fishbowl Statement:**
  - Is a written synthesis of the preparation students have done for homework the night before and addresses the standard W.7.1, which asks students to advocate persuasively. Consider collecting and assessing it to see how your students are performing on that standard. However, it may be useful to the students in Lesson 17.

- **Review the Fishbowl Prep: Teacher Model (see supporting materials) to prepare to model the speaking techniques you are asking students to use during the Fishbowl (such as appropriate volume and eye contact).** Explain that you are modeling a third option—whether Facebook should raise its minimum age to 18—instead of teenagers and screen time so they can learn from you without giving any “answers” away. Review the model essay from Unit 3 to assist you.

- **Remember that the Fishbowl is the first half of the End of Unit 2 Assessment; the second half is the presentation of a visual aid (Lessons 18 and 19) based on students’ research and the Fishbowl discussion.** You will want to review the Unit 2 assessments as soon as possible, as Lesson 18 builds on the feedback you provide.

- **In advance:**
  - Decide how best to group your students for the two Fishbowls. Consider the individual strengths and personalities of each of your students and group them mindfully. Post the list of students on the board and consider passing out the assignment cards as students enter.
  - Review the Fishbowl protocol (see Appendix). You may like to keep a tally of how many times each student participates. Or you may prefer to assess using a checklist as students are speaking. You might even consider videotaping the Fishbowl to watch and assess later. Consider how you can be helpful in facilitating discussion and consider pulling some salient quotes from the texts that encourage discussion. You may distribute these to a few students ahead of time.
  - Post: Learning targets.
Lesson Vocabulary | Materials
--- | ---
advocate | • Assignment cards (optional; for teacher use)
• Fishbowl Statement (one per student)
• Teens and Screens Fishbowl graphic organizer, Parts I and II (from Lesson 15; one per student)
• Fishbowl Prep: Teacher Model (for teacher reference)
• Discussion protocols (from Lesson 15; one to display)
• Document camera
• End of Unit 2 Assessment, Part 1 (one per student and one to display)
• End of Unit 2 Assessment, Part 1: Teacher Assessment Checklist (for teacher reference)

Opening

A. Fishbowl Statement (5 minutes)
• As students enter the room, distribute the assignment cards (if you choose to) and the Fishbowl Statement. Ask them to take out their Teens and Screens Fishbowl graphic organizer, Parts I and II as a reference to help them fill out the Fishbowl Statement.
• After a few minutes, tell the students you will collect the tickets at the end of the class period.

Meeting Students’ Needs
### Opening

**B. Reviewing Learning Targets and Teacher Modeling (5 minutes)**

- Read the learning targets aloud:
  - “I can prepare for a class discussion and participate in effectively by collecting and explaining appropriate evidence to support my claims.”
  - “I can engage with my peers to discuss the recommended screen time by the AAP and persuade them to agree with my point of view using logic, evidence, and appropriate speaking techniques to advocate for my position.”
- Ask students to raise their hands if they think they know what the word *advocate* means. Cold call a student who has raised his or her hand.
- Listen for: “help,” “support,” or “persuade.” You may want to reiterate that “to advocate for” something is to support it and defend it, and that the noun form of *advocate* means “a supporter.”
- Explain that you will now model the learning targets using a slightly different prompt. You will argue that the AAP should recommend that Facebook raise its minimum age to 18.
- **Use the Fishbowl Prep: Teacher Model (for teacher reference)** as a guide as you model the appropriate speaking techniques you would like students to use in the Fishbowl.
- When you are done, ask:
  - “What speaking techniques did you notice me use?”
- Cold call several students to share out. Listen for: “You looked at us, not just your paper,” “You spoke in a respectful tone,” “You spoke loudly enough for us to hear you,” and “You spoke formally and used vocabulary words.”
- Display the *discussion protocols* on the *document camera*. Invite students to read the checklist and note whether you followed all of the criteria (except taking notes). Remind them that these are the discussion protocols they practiced in Lesson 15.
- Ask students to hold up a Fist to Six (since there are six criteria) to show how many of the items on the checklist you displayed.
- Look at how many fingers students are holding up. If any students rate you lower than a six, call on them and ask them to clarify what they saw.
## A. End of Unit 2 Assessment, Part 1A: Fishbowl (15 minutes)

- Distribute the *End of Unit 2 Assessment, Part 1*.
- Review this document with the class by calling on several students to read different sections aloud. Stop and check for understanding before you move on.
- Announce that the group of students defending the recommendation of two hours will go first. Invite students to make two concentric circles with their desks, with those assigned to two hours on the inside. Remind them to bring their Teens and Screens Fishbowl graphic organizer, Part I with them.
- Tell students on the outside to take notes in the space provided on their Teens and Screens Fishbowl graphic organizer, Part I. This is a good opportunity for them to deepen their thinking on this claim.
- Remind students on the inner circle of the speaking techniques and sentence starters (if you have posted them). Emphasize that the more they can connect to and build on what their classmates have said, the more successful the conversation will be. Ask students to encourage each other to speak and to invite each other’s ideas.
- Explain that you will announce the official start and end of the Fishbowl, and you will step in only to ask clarifying questions if necessary.
- Begin the Fishbowl by rereading the prompt: “Defend this claim: Given the potential benefits and risks of screen time on the development of teenagers, the AAP should keep its recommended daily screen time to two hours.” Announce that the Fishbowl will now begin.
- Allow students to talk for approximately 10 minutes, depending on the direction the conversation is heading and its general flow. Feel free to interject if you feel that a student would benefit by being prodded with a clarifying question or an invitation to speak. Also, feel free to use prepared quotes from the readings if the discussion is waning (see Teaching Note).
- Use the *End of Unit 2 Assessment, Part 1: Teacher Assessment Checklist* (for teacher reference) to assess the students.
- Give students a 2-minute warning before you end the Fishbowl.
- After the allotted time, during a natural stopping place, announce that the Fishbowl Part 1A will now conclude.

## Meeting Students' Needs

- Consider posting sentence starters such as:
  - “I believe _____ because ____.”
  - “I agree with _____ because ____.”
  - “I disagree with _____ because ____.”
  - “I want to add to ________’s comment and say ________.”
  - “I think we should consider ________.”
  - “I’m glad you said that because ____.”
- Consider posting sentence stems to encourage students to refer to their sources. You might post something such as:
  - “If ________________ as McDonigal states is true, then ________________.”
  - “According to __________, the effect of screen time is ________________ and therefore ________________.”
  - “As we read in ‘Teens and Decision Making,’ if ________________ and if ________________, then ________________.”
### Work Time (continued)

#### B. Reflection and Transition (3 minutes)
- Ask students on the outside of the circle to hold up a Fist to Five, demonstrating how well they think the class collectively achieved the learning targets. Read them one at a time:
  - “I can prepare for a class discussion and participate in it effectively by collecting and explaining appropriate evidence to support my claims.”
  - “I can engage with my peers to discuss the recommended screen time by the AAP and persuade them to agree with my point of view using logic, evidence, and appropriate speaking techniques to advocate for my position.”
- Notice and name some of the strengths you saw in the Fishbowl. If possible, say one positive thing for each student.
- Invite students to switch seats. Students on the outside of the circle should come to the inside and vice versa. Remind them to bring their Teens and Screens Fishbowl graphic organizer, Part II and Fishbowl Statement with them.

#### C. End of Unit 2 Assessment, Part 1B: Fishbowl (15 minutes)
- Announce that this group of students will now recommend that the daily screen time should be four hours. Remind the students on the outer circle to take notes on Part II of their graphic organizer.
- Remind students of the speaking techniques and sentence starters. Emphasize that the more they can connect to and build on what their classmates have said, the more successful the conversation will be. Ask them to encourage each other to speak and to invite each other's ideas.
- Explain that you will announce the official start and end of the Fishbowl, and you will step in only to ask clarifying questions if necessary.
- Begin the Fishbowl by rereading the prompt: “Defend this claim: Given the potential benefits and risks of screen time on the development of teenagers, the AAP should raise its recommended daily screen time to four hours.” Announce that the Fishbowl will now begin.
- Allow students to talk for approximately 10 minutes, depending on the direction the conversation is heading and its general flow. Feel free to interject if you feel that a student would benefit by being prodded with a clarifying question or an invitation to speak. Also, feel free to use prepared quotes from the readings if the discussion is waning (see Teaching Note).
- Give students a 2-minute warning before you end the Fishbowl.
- After the allotted time, during a natural stopping place, announce that the Fishbowl Part 1B will now conclude.

<table>
<thead>
<tr>
<th>Meeting Students’ Needs</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Some students may need extra encouragement to participate in the Fishbowl and share their ideas out loud. Use your discretion to interject if you notice that a student has not spoken yet and say something like: “I’d like to invite any students who haven’t spoken yet to share their opinions.” Alternatively, you could ask individual students to share their ideas in a supportive way. Use your judgment as to what would be most supportive to each individual student. You could also select certain students as “leaders” in advance and ask them privately to help prompt quieter students to speak during the Fishbowl.</td>
</tr>
</tbody>
</table>
### Closing and Assessment

**A. Reflection (2 minutes)**

- Ask students on the outside of the circle to hold up a Fist to Five, demonstrating how well they think the class collectively achieved the learning targets. Read them one at a time:
  - “I can prepare for a class discussion and participate in it effectively by collecting and explaining appropriate evidence to support my claims.”
  - “I can engage with my peers to discuss the recommended screen time by the AAP and persuade them to agree with my point of view using logic, evidence, and appropriate speaking techniques to advocate for my position.”
- Notice and name some of the strengths you saw in the Fishbowl. If possible, say one positive thing for each student.
- Collect the Fishbowl Statement. Use as formative assessment. If possible, return it in the next lesson, as it will be useful for students as they articulate their claim.

### Meeting Students’ Needs

### Homework

- Transfer your notes from the Teens and Screens Fishbowl graphic organizer to the Comparing Risks and Benefits chart.
- When you are done, Continue independent reading (at least 20 minutes). There will be an independent reading check-in tomorrow.
<table>
<thead>
<tr>
<th>Name:</th>
<th>You'll be arguing to raise the recommended daily screen time to <strong>four hours</strong>.</th>
<th>Good luck!</th>
</tr>
</thead>
<tbody>
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<td>Name:</td>
<td>You'll be arguing to raise the recommended daily screen time to <strong>four hours</strong>.</td>
<td>Good luck!</td>
</tr>
<tr>
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<td>You'll be arguing to keep the recommended daily screen time to <strong>two hours</strong>.</td>
<td>Good luck!</td>
</tr>
<tr>
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</tbody>
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Name: You'll be arguing to raise the recommended daily screen time to **four hours**. Good luck!
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<td></td>
<td>Good luck!</td>
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</tbody>
</table>
Using your Teens and Screens Fishbowl graphic organizer, Part I or Part II as a guide, respond to one of the following prompts, depending on which topic you have been selected to defend:

- If you are supporting the claim that the AAP should keep the recommended screen time to **two hours**, respond to this prompt:

  Pretend it is just before class and a classmate in the hallway says, “The AAP should clearly raise its limit to four hours. It just makes sense!” Now, in a paragraph below, use logic and reasoning to prove your classmate wrong. Imagine you are responding to the comment and advocate for the position that the daily recommended screen time should be two hours.

- If you are supporting the claim that the AAP should raise the recommended screen time to **four hours**, respond to this prompt:

  Pretend it is just before class and a classmate in the hallway says, “The AAP should clearly keep the limit to two hours. It just makes sense!” Now, in a paragraph below, use logic and reasoning to prove your classmate wrong. Imagine you are responding to the comment and advocate for the position that the daily recommended screen time should be four hours.
Fishbowl Statement

Write your paragraph below:

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________
Imagine you are a student about to participate in a Fishbowl discussion. Pretend that you filled out the following note-catcher for homework last night. Use it as an outline from which to speak to the class about how the Facebook should raise its minimum age from 13 to 18 (as opposed to the AAP changing its recommended screen time).

Speak to the class for 1 to 2 minutes, convincing them of your claim, and use the notes below and the Assessment Checklist (see the End of Unit 2 Assessment—Teacher Assessment Checklist) as your guide. The goal is to model the appropriate speaking techniques you would like students to emulate as they participate in the Fishbowl.

**Claim:** Facebook should raise the minimum age from 13 to 18.

<table>
<thead>
<tr>
<th>Evidence</th>
<th>What are the negative consequences (or risks) for teens on Facebook?</th>
</tr>
</thead>
<tbody>
<tr>
<td>How does Facebook affect the development of teenagers?</td>
<td>According to an article published in <em>Psychology Today</em>, Facebook activates dopamine in the brain. I believe there is good evidence to suggest that teenagers are especially vulnerable to artificially high levels of dopamine and can easily become addicted to the “high” of checking Facebook.</td>
</tr>
<tr>
<td>Facebook activates powerful neurotransmitters like dopamine, specifically in the limbic system.</td>
<td>Facebook can also become a substitute for socializing in person. If, as Dr. Giedd said, the prefrontal cortex is the hub of social activity and is still developing in teens, then it is reasonable to suggest that teens need lots of practice socializing in person.</td>
</tr>
<tr>
<td>Facebook is sometimes a substitute for socializing in person, and it is very difficult to read social cues online. A teen needs to develop these skills.</td>
<td></td>
</tr>
</tbody>
</table>

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NYS Common Core ELA Curriculum • G7:M4A:U2:L16 • January 2014 • 13
### Evidence

<table>
<thead>
<tr>
<th>What are the benefits of screen time that can still be obtained when a teenager is 18 and on Facebook?</th>
<th>Using the information in the three other boxes, summarize here why Facebook should raise the minimum age to 18.</th>
</tr>
</thead>
<tbody>
<tr>
<td>All of the benefits of Facebook—like connecting with like-minded peers, keeping in touch with friends, speaking out on important issues—will all be there when someone is 18.</td>
<td>There is no real harm in waiting until someone is 18 to be on Facebook. However, Facebook poses considerable dangers to the developing teen mind. First of all, the teen brain, with its extra-sensitive limbic system, is vulnerable to the addiction of Facebook. Second, Facebook distracts teens from the important task of reading social cues and learning how to read others’ emotions and reactions.</td>
</tr>
</tbody>
</table>
## Discussion Protocols

<table>
<thead>
<tr>
<th>Review Your Discussion Protocols</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Present your claim and evidence in a focused, logical, coherent manner.</td>
</tr>
<tr>
<td>• Incorporate relevant facts, descriptions, details, and examples to support your claim.</td>
</tr>
<tr>
<td>• Use appropriate eye contact.</td>
</tr>
<tr>
<td>• Use adequate volume.</td>
</tr>
<tr>
<td>• Use clear pronunciation.</td>
</tr>
<tr>
<td>• Use formal English.</td>
</tr>
<tr>
<td>• Take notes on what your classmates are saying when it is not your turn to speak.</td>
</tr>
</tbody>
</table>
Long-Term Learning Targets Assessed:
• I can present claims and findings with descriptions, facts, details, and examples. (SL.7.4)
• I can use effective speaking techniques (appropriate eye contact, adequate volume, and clear pronunciation). (SL.7.4)
• I can come to discussions prepared to refer to evidence on the topic, text, or issue that probes and reflects on ideas under discussion. (SL.7.1 and SL.7.1a)
• I can use my experience and knowledge of language and logic, as well as culture, to think analytically, address problems creatively, and advocate persuasively. (SL.7.9a)

Directions: In a Fishbowl discussion with your class, you will take a stand on one of the following prompts, assigned to you by your teacher. You may use your Teens and Screens Fishbowl graphic organizer and Fishbowl Statement to help you provide evidence when you speak. When it is not your turn to participate in the Fishbowl, you will take notes on what your classmates say (in a separate section of your graphic organizer) so you can add them later to your Comparing Risks and Benefits chart.

The Prompts:

1A. Defend this claim: Given the potential benefits and risks of entertainment screen time on the development of teenagers, the AAP should keep its recommended daily entertainment screen time to two hours.

Use concrete evidence from your reading and research to support this claim.

1B. Defend this claim: Given the potential benefits and risks of entertainment screen time on the development of teenagers, the AAP should raise its recommended daily entertainment screen time to four hours.

Use concrete evidence from your reading and research to support this claim.
The checklist below is how the teacher will assess you. When participating in the Fishbowl, keep the criteria below in mind.

<table>
<thead>
<tr>
<th>During the Fishbowl, I am expected to ...</th>
<th>✓</th>
</tr>
</thead>
<tbody>
<tr>
<td>Present my claim and evidence in a focused, logical, and coherent manner</td>
<td></td>
</tr>
<tr>
<td>Incorporate relevant facts, descriptions, details, and examples to support</td>
<td></td>
</tr>
<tr>
<td>claim</td>
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<tr>
<td>Use appropriate eye contact</td>
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<td>Use adequate volume</td>
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<tr>
<td>Use clear pronunciation</td>
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<tr>
<td>Use formal English:</td>
<td></td>
</tr>
<tr>
<td>• Academic and domain-specific vocabulary</td>
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</tr>
<tr>
<td>• Language that expresses ideas precisely, eliminating wordiness and</td>
<td></td>
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<tr>
<td>redundancy</td>
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<tr>
<td>Take notes on what my classmates are saying when it is not my turn to speak</td>
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</table>
## End of Unit 2 Assessment, Part 1:
Teacher Assessment Checklist (for Teacher Reference)

**Student's Name:**

**Date:**

<table>
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<th>During the Fishbowl, I am expected to ...</th>
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<td>Use adequate volume</td>
<td></td>
</tr>
<tr>
<td>Use clear pronunciation</td>
<td></td>
</tr>
</tbody>
</table>
| Use formal English:  
  • Academic and domain-specific vocabulary  
  • Language that expresses ideas precisely, eliminating wordiness and redundancy | |
| Take notes on what my classmates are saying when it is not my turn to speak | |
Choosing a Position: Screen Time and Adolescents
### Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

| I can write arguments to support claims with clear reasons and relevant evidence. (W.7.1) |
| I can select evidence from literary or informational texts to support analysis, reflection, and research. (W.7.9) |
| I can self-select a text based on personal preferences and read it independently. (RI.7.11a) |
| I can read grade-level literary texts proficiently and independently. (RL.7.9) |
| I can read grade-level informational texts proficiently and independently. (RI.7.9) |

### Supporting Learning Targets

| I can select text-based evidence from my research to support my position on the AAP recommended screen time. |
| I can read independently and proficiently. |

### Ongoing Assessment

| Thinking Log |
### Agenda

<table>
<thead>
<tr>
<th>1. Opening</th>
<th>Teaching Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Entry Task:</td>
<td>• This lesson serves as the transition between exploring whether or not to raise the AAP’s screen time recommendation to endorsing one side or the other. Building off the Fishbowl in Lesson 16, in which students heard both sides, they will now home in on one side. To do so, they will think about it, talk about it, and write about it. These three activities used in concert will provide students with a strong foundation for their writing in Unit 3.</td>
</tr>
<tr>
<td>Independent Reading</td>
<td>B. Reviewing Learning Targets (1 minute)</td>
</tr>
<tr>
<td>Check-in (15</td>
<td></td>
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<tr>
<td>minutes)</td>
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<td></td>
<td>• Today’s lesson allows for some reflection in students’ Thinking Logs on how the Fishbowls have helped to refine and clarify their thinking about this topic. It would be beneficial to have students share these ideas with each other to debrief. Also consider collecting the Thinking Logs and using excerpts as part of a classroom display to document students’ learning.</td>
</tr>
<tr>
<td></td>
<td>• Remember that the Fishbowl is the first half of the End of Unit 2 Assessment; the second half is the presentation of a visual aid (Lessons 18 and 19) based on students’ research and Fishbowl discussion. This engaging task is also an important step in the writing process. In this lesson, students start to prepare for this presentation by answering probing questions to help them clarify their position on the overarching research question: “After examining both the potential benefits and risks of entertainment screen time, particularly to the development of teenagers, make a recommendation. Should the AAP raise its recommended daily entertainment screen time from two hours to four hours?” They also fill out graphic organizers that will help them capture their thoughts.</td>
</tr>
<tr>
<td>2. Work Time</td>
<td>• Applaud students for their hard work up to this point: Preparing for and defending a position (which they may not actually agree with) in the Fishbowl takes intellectual effort. Assure them that now that they know a great deal about the issue and have carefully considered both sides, they are ready to make a personal, informed decision about which side they believe to be the strongest. They also get to be more creative with how they express their opinions, including a visual representation of their thinking.</td>
</tr>
<tr>
<td>A. Choose a Position</td>
<td>• To begin this lesson, students perform one of their routine independent reading check-ins. Use whichever structure you have established with your class to do this. For ideas, see the stand-alone document on EngageNY.org: “Launching Independent Reading in Grades 6–8: Sample Plan.” The routine you have or will establish should support students in checking to see if they met their previous goal and set a new goal, allow students to talk about their books with a peer, and give you a chance to confer with some students about their reading. By bringing their independent reading into class, this routine both motivates students and holds them accountable.</td>
</tr>
<tr>
<td>B. Decision</td>
<td>• Post: Learning targets.</td>
</tr>
<tr>
<td>Statement Graphic</td>
<td></td>
</tr>
<tr>
<td>Organizer (14</td>
<td></td>
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<tr>
<td>minutes)</td>
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</tr>
<tr>
<td>3. Closing and</td>
<td></td>
</tr>
<tr>
<td>Assessment</td>
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</tr>
<tr>
<td>A. Thinking Log and</td>
<td></td>
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<tr>
<td>Share Out (5</td>
<td></td>
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<tr>
<td>minutes)</td>
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<tr>
<td>4. Homework</td>
<td></td>
</tr>
<tr>
<td>A. Finish your</td>
<td></td>
</tr>
<tr>
<td>Decision Statement</td>
<td></td>
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<tr>
<td>graphic organizer</td>
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<tr>
<td>in preparation for</td>
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<tr>
<td>your presentation.</td>
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</tr>
<tr>
<td>Review your sources.</td>
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</tbody>
</table>

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### Lesson Vocabulary

<table>
<thead>
<tr>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Comparing Risks and Benefits chart for teens on screens (from Lesson 14; one per student)</td>
</tr>
<tr>
<td>• Position Paper Prompt anchor chart (from Lesson 1)</td>
</tr>
<tr>
<td>• Brain Development anchor chart (from Unit 1, Lesson 2)</td>
</tr>
<tr>
<td>• Fishbowl Statement (from Lesson 16; returned here with feedback)</td>
</tr>
<tr>
<td>• Probing questions (one to display)</td>
</tr>
<tr>
<td>• Document camera</td>
</tr>
<tr>
<td>• Decision Statement graphic organizer (one per student)</td>
</tr>
<tr>
<td>• Thinking Logs (from Unit 1, Lesson 2; one per student)</td>
</tr>
</tbody>
</table>
### Opening

<table>
<thead>
<tr>
<th><strong>A. Entry Task: Independent Reading Check-in (15 minutes)</strong></th>
<th><strong>Meeting Students’ Needs</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Use this time for an independent reading check-in, using whichever routine you have established with your class. For ideas, see the stand-alone document on EngageNY.org: “Launching Independent Reading in Grades 6–8: Sample Plan.” Remember that in this time:</td>
<td>• Consider inviting coordinating service providers to your class to check in with students who need more reading support. This is an opportunity to ensure that students comprehend their independent reading and to monitor their progress.</td>
</tr>
<tr>
<td>– Students need time to talk with a peer about their book.</td>
<td>• In the next independent reading check-in, prioritize talking with students who did not meet their goals.</td>
</tr>
<tr>
<td>– You need a chance to confer with students about their reading (you will confer with a few each time, working your way through a class over several weeks).</td>
<td></td>
</tr>
<tr>
<td>– Students need to check in to see if they met their last goal and then set a new goal.</td>
<td></td>
</tr>
</tbody>
</table>

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<tr>
<th><strong>B. Reviewing Learning Targets (1 minute)</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Read aloud today’s learning targets:</td>
<td></td>
</tr>
<tr>
<td>* “I can select text-based evidence from my research to support my position on the AAP recommended screen time.”</td>
<td></td>
</tr>
<tr>
<td>* “I can read independently and proficiently.”</td>
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</tbody>
</table>
### A. Choose a Position (10 minutes)
- Return the Fishbowl Statement from Lesson 16. Tell students to get out all of their notes and graphic organizers, and specifically the Comparing Risks and Benefits chart for teens on screens.
- Draw students’ attention to the two anchor charts posted, which can also provide information: the Position Paper prompt anchor chart and the Brain Development anchor chart.
- Applaud students for their hard work up to this point: Preparing for and defending a position (which they may not actually agree with) in the Fishbowl takes intellectual effort. Assure them that now that they know a great deal about the issue and have carefully considered both sides, they are ready to make a personal, informed decision about which side they believe to be the strongest. They will also get to be more creative with how they express their opinions, including a visual representation of their thinking.
- Tell them they will have one more chance to consider the evidence before they make their final decision. Ask them to take 2 minutes to thoughtfully consider the evidence in their notes and charts.
- When the 2 minutes are over, project the Probing Questions with the document camera and read one question at a time aloud to the class. After each question, pause and allow students to respond in conversation with their seat partners.
- Encourage students to refer to their sources of information. You may wish to post sentence starters such as:
  * “If ________________ as McGonigal states is true, then________________.”
  * “According to ____________, the effect of screen time is ____________ and therefore__________.”
  * “As we read in “Teens and Decision Making,” if_________________ and if ________________, then________________.”

### B. Decision Statement Graphic Organizer (14 minutes)
- After allowing students to discuss their thoughts about each question, distribute the Decision Statement graphic organizer and give them time to start filling in some of their ideas. Insist that this be done individually and quietly.
- Remind students they are looking for text-based evidence and encourage them to reread texts and review their notes, Thinking Logs, and the class anchor chart as they are working.
- Circulate as they do this to provide support and answer any questions.

### Meeting Students’ Needs
- Providing sentence stems helps all students, but helps ELLs in particular.
### Closing and Assessment

**A. Thinking Log and Share Out (5 minutes)**
- Ask students to fill out the final entry in their **Thinking Logs** for Lesson 17: “How did the Fishbowls clarify your thinking about entertainment screen time and adolescent development?”
- Give them 2 minutes to write.
- For the remaining 3 minutes, ask if any students would like to share their entries aloud for the whole class. Call on volunteers.
- Collect the Thinking Logs. Consider using excerpts from them for a classroom display.

### Homework

- Fill out your Decision Statement graphic organizer in preparation for your presentation. Review your sources of information.
Probing Questions

First, consider your overarching research question:

After examining both the potential benefits and risks of entertainment screen time, particularly to the development of teenagers, make a recommendation. Should the AAP raise the recommended daily entertainment screen time from two hours to four hours?

Now, to help you decide on an answer, discuss these questions with a partner:

• How is the development of teens affected by screen time? Why?

• What are the most compelling negative consequences (or risks) of screen time on the developing brain?

• What are the most compelling positive consequences (or benefits) of screen time on the developing brain?

• Do the benefits outweigh the risks when the limit is two hours? Explain your reasoning.

• Do the benefits outweigh the risks when the limit is four hours? Explain your reasoning.
Overarching question: After examining both the potential benefits and risks of entertainment screen time, particularly to the development of teenagers, make a recommendation. Should the AAP raise its recommended screen time use from two hours to four hours?

My Claim:

<table>
<thead>
<tr>
<th>Reason 1:</th>
<th>Reason 2:</th>
<th>Reason 3:</th>
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<th>Evidence:</th>
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<th>Sources to review</th>
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GRADE 7: MODULE 4A: UNIT 2: LESSON 18
Using Multimedia in Presentations:
Preparing to Present Claims

<table>
<thead>
<tr>
<th>Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)</th>
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<tbody>
<tr>
<td>I can include multimedia components and visual displays in a presentation to clarify claims and to add emphasis. (SL.7.5)</td>
</tr>
<tr>
<td>I can present claims and findings with descriptions, facts, details, and examples. (SL.7.4)</td>
</tr>
<tr>
<td>I can use effective speaking techniques (appropriate eye contact, adequate volume, and clear pronunciation). (SL.7.4)</td>
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</table>

<table>
<thead>
<tr>
<th>Supporting Learning Targets</th>
<th>Ongoing Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>• I can create a visual display to clarify the claim in my presentation.</td>
<td>• Visual display</td>
</tr>
<tr>
<td>• I can speak clearly, with appropriate eye contact and adequate volume.</td>
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</table>
Using Multimedia in Presentations:
Preparing to Present Claims

<table>
<thead>
<tr>
<th>Agenda</th>
<th>Teaching Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Opening</td>
<td>• The entry task for this lesson is a recap of the communication skills assessed in the end of unit assessment. Encourage students to think critically about which skills they should highlight and demonstrate from the Fishbowl and which they should practice further before presenting the visual display they create in this lesson.</td>
</tr>
<tr>
<td>A. Entry Task (6 minutes)</td>
<td></td>
</tr>
<tr>
<td>2. Work Time</td>
<td>• The visual display begun in this lesson serves several functions. First, it assesses how well the students achieve SL.7.5. To that end, you may wish to extend this assignment and give students more time to include technological options. Second, using the visual to give the presentation is an important step in the writing process. The more students can “talk through” their ideas, the clearer their writing will be. Be sure to emphasize that the visual should display their text-based evidence and not just personal preference. Third, it scaffolds the performance task in Unit 3. In the performance task, students represent their position visually and creatively. The visual they create in Unit 3 will stand alone and be displayed in a Gallery Walk. In contrast, this visual aid is to help them orally present their ideas and is not intended to stand alone.</td>
</tr>
<tr>
<td>A. Creating Visual Displays (25 minutes)</td>
<td></td>
</tr>
<tr>
<td>B. Practicing for End of Unit 2 Assessment, Part 2 (12 minutes)</td>
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</tr>
<tr>
<td>3. Closing and Assessment</td>
<td>• The visual display for this lesson uses a blank 8.5- by 11-inch piece of paper as a base. Use your professional judgment as to whether to allow students access to other means of creating visuals, including technology. If technological tools are allowed, be vigilant that students are following the guidelines and focusing on the academic content of their presentations, not just on technological bells and whistles. Technology should enhance presentations, not take them over. Decide in advance the criteria (print or digital, size, number of images, color or black and white, etc) and communicate these requirements to the students in Work Time A. You may use the sample visual provided or create your own model that matches your specific expectations.</td>
</tr>
<tr>
<td>A. Previewing Homework (2 minutes)</td>
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</tr>
<tr>
<td>4. Homework</td>
<td>• A sample Decision Statement graphic organizer has been provided in the supporting materials to assist in your sample presentation for the students. Note that an asterisk has been placed in parts of the text where it would be ideal to refer specifically and physically to the sample visual. Also note that this sample is based on reasoning and evidence that is not text-based. It is a model to show the process of using the visual during a presentation, not to model content.</td>
</tr>
<tr>
<td>A. Complete your visual display and practice your presentation.</td>
<td></td>
</tr>
<tr>
<td>B. Continue independent reading (at least 20 minutes).</td>
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</tr>
</tbody>
</table>
Using Multimedia in Presentations: Preparing to Present Claims

### Agenda

<table>
<thead>
<tr>
<th>Teaching Notes</th>
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</table>
| • Depending on how well the students completed the researcher’s notebook at the check-in Lesson 8, consider collecting the researcher’s notebook in this lesson and giving the students feedback before they begin writing the position paper in Unit 3. Although the research standards (W.7.7 and W.7.8) were formally assessed in the Mid-Unit 2 Assessment, this would be an opportunity to assess how well the students’ research has prepared them to be successful with the position paper. This provides the opportunity to assess students formatively on W.7.9 and to identify those who may additional support in finding text-based evidence to support their claim. Be sure you have the researcher’s notebooks ready to return in Unit 3, Lesson 1.  
| • Part II of the End of Unit Assessment is distributed to day for review and practice purposes only. You will not collect this until the end of Lesson 19.  
| • In advance: Consider the sources and means by which students will access images while creating their visuals. Again, use your professional judgment to meet your students’ needs and make the best use of your specific resources. Art instructors in your building may be available for partnership; technology is also an option.  
| • Post: Learning targets. |

### Materials

<table>
<thead>
<tr>
<th>Lesson Vocabulary</th>
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<tbody>
<tr>
<td>visual display</td>
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<table>
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<tr>
<th>Materials</th>
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</thead>
</table>
| • Entry task, Lesson 18 (one per student)  
| • End of Unit 2 Assessment, Part 1 (from Lesson 16; returned with teacher feedback)  
| • End of Unit 2 Assessment, Part 2 (one per student; see Teaching Notes)  
| • Sample visual display (one for display)  
| • Document camera  
| • Sample Decision Statement graphic organizer (for teacher reference; see Teaching Notes)  
| • Blank 8.5- by 11-inch paper (at least one sheet per student) |
## Opening

### A. Entry Task (6 minutes)

- Distribute the entry task, students’ End of Unit 2 Assessment, Part 1 (from Lesson 16), and the End of Unit Assessment, Part 2. Point out that many of the speaking and listening skills that students were assessed on in the End of Unit 2 Assessment, Part 1 can help them figure out what they need to practice for Part 2. Using the End of Unit 2 Assessment, Part 2, ask students to reflect on which skills they might demonstrate in the presentation and which skills they might need to work on.
- Read the learning targets aloud and ask students to follow along:
  * “I can create a visual display to clarify the claim in my presentation.”
  * “I can speak clearly, with appropriate eye contact and adequate volume.”
- Point out that the second learning target is something students have already practiced in the End of Unit 2 Assessment, Part 1. Remind them that they will need to use those skills again in their presentations for Part 2.
- Explain that they will now learn more about the visual display mentioned in the first learning target.

## Work Time

### A. Creating Visual Displays (25 minutes)

- Ask students to infer what a visual display might be in a presentation and to raise their hand when they think they know. When most students have their hands up, call on someone with his or her hand raised. Listen for: “A visual display is something for the audience to look at to help them understand the presentation better.”
- Let students know that they are going to start drafting a visual display today and will practice using the draft as they practice their presentation.
- Display the sample visual display using a document camera. Ask:
  * “What on this visual display looks like something you have worked on?”
- Cold call a student and listen for: “There’s part of a Cascading Consequences chart.” Point out that in addition to the Cascading Consequences chart, there is also an image.
- Explain that you will do a sample presentation for students now. Encourage them to pay attention to how you use the visual display in the presentation.
## Work Time (continued)

<table>
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<tr>
<th>Meeting Students’ Needs</th>
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- Use the **Sample Decision Statement graphic organizer** to give a sample presentation for the students. Be sure to refer to the visual display. Refer also to the idea of “cascading consequences” as a means of determining the reasons and evidence in support of a claim.

- When you’re done, cold call students to describe how you used the visual display. Listen for observations like: “You used it to support your point that getting an after-school job would give you more money” and “You used it to emphasize your ultimate goal, which is to be more responsible and independent.”

- Emphasize that the visual display works only when it is in service of the content. The visuals must emphasize content, making it clearer, easier to understand, and so on. The content, in other words, is the first priority. Warn students that it will be tempting to get wrapped up in the presentation for presentation’s sake only.

- Explain that they now have the opportunity to draft their own visual displays. Write these criteria on the board:
  - Your visual display needs to include part of your Cascading Consequences chart or Comparing Risks and Benefits chart.
  - Your visual display needs to include another image.
  - Your visual display needs to identify your claim and important supporting reasons and evidence.

- Distribute **blank 8.5- by 11-inch paper** and explain how students will access images for the visual display (see Teaching Note). Ask them to work individually on their visual display draft. Remind them that this is the time to sketch their drafts before working on the actual visual for homework.

- Circulate, reminding students that it is important to take care when drafting so that their final product is high-quality.
<table>
<thead>
<tr>
<th>Work Time (continued)</th>
<th>Meeting Students’ Needs</th>
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<tbody>
<tr>
<td><strong>B. Practicing for End of Unit 2 Assessment, Part 2 (12 minutes)</strong></td>
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<tr>
<td>• Refocus the class. Explain that now they will have the opportunity to practice for their presentations in the End of Unit 2 Assessment, Part 2.</td>
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<tr>
<td>• Set guidelines for this type of practice. Here are some suggested guidelines:</td>
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<tr>
<td>– Practice speaking clearly and as loudly as you need to for your audience to hear you (but not more loudly than that).</td>
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<tr>
<td>– Practice using your visual display draft. During the presentations in the next lesson, you’ll use your final visual display.</td>
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<tr>
<td>– Practice using the domain-specific words that are appropriate for your claim and evidence.</td>
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<tr>
<td>– Keep in mind any challenges you identified in your entry task.</td>
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<tr>
<td>– Take turns with your partner. Practice as many times as you can in the time you have; the more practice, the better your presentation will be in the next lesson.</td>
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<tr>
<td>• Pair students and encourage pairs to spread out as much as possible.</td>
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<tr>
<td>• Circulate as students practice. Listen for those who are having a particularly difficult time or who you know might need extra support. When possible, let pairs practice at least once all the way through before supporting them.</td>
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</tr>
<tr>
<td><strong>Closing and Assessment</strong></td>
<td></td>
</tr>
<tr>
<td><strong>A. Previewing Homework (2 minutes)</strong></td>
<td></td>
</tr>
<tr>
<td>• Collect the researcher’s notebooks, if you choose (see Teaching Note).</td>
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<tr>
<td>• Explain that for homework tonight, students should use their draft visual display to create a final, polished display for their presentation in the next lesson.</td>
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<tr>
<td><strong>Homework</strong></td>
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</tr>
<tr>
<td>• Complete your visual display and practice your presentation.</td>
<td></td>
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<tr>
<td>• Continue independent reading (at least 20 minutes).</td>
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</table>
Directions: Read over the feedback you received on the End of Unit 2 Assessment, Part 1 and the criteria that your teacher will use to assess your presentation (the End of Unit 2 Assessment, Part 2). Based on those documents, answer the questions below.

1. What is one skill that is a strength for you?

2. How will that skill help you in your presentation (End of Unit 2 Assessment, Part 2)?

3. What is one skill that is challenging for you?

4. What can you do to make sure you improve on that skill for your presentation (End of Unit 2 Assessment, Part 2)?
Long-Term Learning Targets:

- I can present claims and findings with descriptions, facts, details, and examples. (SL.4)
- I can use effective speaking techniques (appropriate eye contact, adequate volume, and clear pronunciation). (SL.4)
- I can include multimedia components and visual displays in a presentation to clarify claims and to add emphasis. (SL.7.5)
- I can adapt my speech for a variety of contexts and tasks, using formal English when indicated or appropriate. (SL.6)

Directions: For this part of the assessment, you will formally present your research-based claim to an audience using your choice of visual aid to explain your idea. Your visual aid can include a part of your Cascading Consequences chart or your Comparing Risks and Benefits chart. You will use it to help explain your response to the position paper focusing question: “Should the AAP raise the recommended daily entertainment screen time from two hours to four hours?”

Be sure to examine it from a neurobiological standpoint. Also be sure to provide relevant and sufficient evidence and use sound reasoning to support your claim.

The checklist below is how the teacher will assess you. When preparing for and practicing your presentation, keep these criteria in mind.
### In my presentation, I am expected to ...

<table>
<thead>
<tr>
<th>Task</th>
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<tbody>
<tr>
<td>Present my claim in a focused, coherent manner</td>
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<tr>
<td>Incorporate relevant facts, descriptions, details, and examples to support the claim and reasons for the claim</td>
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<tr>
<td>Use appropriate eye contact</td>
<td></td>
</tr>
<tr>
<td>Use adequate volume</td>
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</tr>
<tr>
<td>Use clear pronunciation</td>
<td></td>
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<tr>
<td>Clarify my claim and add emphasis by using a visual display</td>
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<tr>
<td>Use formal English:</td>
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</tr>
<tr>
<td>• Academic and domain-specific vocabulary</td>
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<tr>
<td>• Language that expresses ideas precisely, eliminating wordiness and redundancy</td>
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</tbody>
</table>
Sample Visual Display
Cascading Consequences

If I get an after-school job, then...

The house may be more peaceful

I won’t have to fight with my sister for computer time

I won’t have to ask my parents for money

I may be able to buy a new computer

I can save for college

I will earn money

My Ultimate Goal

A journey begins with the first step...

New Skills

Responsibility

Harmony

Goal Oriented

**My Claim:** It is a good idea for me to get an after-school job.

<table>
<thead>
<tr>
<th>Reason 1:</th>
<th>Reason 2:</th>
<th>Reason 3:</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can earn and save money.</td>
<td>It will ease tension in our house.</td>
<td>It will prepare me for the future.</td>
</tr>
</tbody>
</table>

**Evidence:**

- I have researched the jobs available to me, and they all pay minimum wage. If I factor in bus fare, I still will be taking home enough to save money.
- If I work for six months, I should be able to save enough for an inexpensive computer.
- If I work for a year, I will be able to put away some money for college.
- In addition, I will get good experience with budgeting.

- My sister and I fight a lot about who gets to use the computer when we get home.
- If I can save up for a computer, we won’t fight about that.
- Also, I won’t have to ask my parents for money to hang out with my friends as much.
- My parents will feel proud of the way I am taking care of myself.
- We will have more harmony in our home.*

- Learning how to be on time and be responsible at work is an important life skill.
- Colleges will be impressed at the way I can hold down a job and can focus on a goal.
- My ultimate goal is to learn how to take care of myself and getting a job is a good first step.*
End of Unit Assessment, Part 2: Presenting a Claim
### Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

I can present claims and findings with descriptions, facts, details, and examples. (SL.7.4)
I can use effective speaking techniques (appropriate eye contact, adequate volume, and clear pronunciation). (SL.7.4)
I can include multimedia components and visual displays in a presentation to clarify claims and to add emphasis. (SL.7.5)
I can adapt my speech for a variety of contexts and tasks, using formal English when indicated or appropriate. (SL.7.6)
I can use my experience and knowledge of language and logic, as well as culture, to think analytically, address problems creatively, and advocate persuasively. (RI.7.9a and SL.7.9a)

### Supporting Learning Targets

<table>
<thead>
<tr>
<th>Supporting Learning Targets</th>
<th>Ongoing Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>• I can present my claim about the AAP recommendation using facts, reasons, details, and examples.</td>
<td>• Visual display</td>
</tr>
<tr>
<td>• I can use effective speaking techniques in my presentation.</td>
<td>• End of Unit 2 Assessment, Part 2</td>
</tr>
<tr>
<td>• I can include a multimedia visual display in my presentation to clarify my claim and add emphasis.</td>
<td>• Exit ticket</td>
</tr>
<tr>
<td>• I can use formal English in my presentation.</td>
<td></td>
</tr>
<tr>
<td>• I can use my experience and knowledge of language and logic to advocate persuasively.</td>
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</table>
## Agenda

<table>
<thead>
<tr>
<th></th>
<th>Teaching Notes</th>
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</table>
| 1. Opening | - In this lesson, students engage in the End of Unit 2 Assessment, Part 2. They previewed this during Lesson 18. This assessment focuses on SL.7.4, SL.7.5, SL.7.6, RI.7.9a, and SL.7.2a. Because students are being assessed on their speaking skills, a checklist rather than a rubric is used. The purpose of a checklist is to facilitate teacher recording of skills during the presentation itself.  
   - At the start of Work Time, you simply clarify the expectations for how students’ work will be assessed.  
   - This lesson is designed to allow choice as to how best to set up the presentations in classrooms. There are several options:  
     - Option A: Whole class presentations. In this option, each student presents his or her claim to the whole class, and you can assess each presentation as it happens. If you choose this option, consider giving the audience a task to do while listening, such as adding new information and ideas to their Cascading Consequences charts or being responsible for jotting down at least one important idea that they heard. Option A may take more than one class period.  
     - Option B: Small group presentations #1. For this option, split students up into groups of four or five with a mix of claims. Then, invite other teachers and/or support staff to come in as guest assessors and pair each adult with a small group. Give each adult enough copies of the End of Unit 2 Assessment, Part 2 to assess his or her group members. Consider either focusing on one group yourself (perhaps with some of the students who may need more support presenting) or leave yourself without a group and circulate while students are presenting. Also, if possible, consider sending some groups into different rooms or spaces so that simultaneous presentations do not disturb one another.  
     - Option C: Small group presentations #2. Split students into groups of four or five. Instead of inviting other adults in as guest assessors, in this option you could distribute the presentations over two or three class periods and assess each student yourself. Each class period, start the students with work they can complete independently, such as continuing their independent reading. Then, while students are working, pull one group at a time to present to you and each other.  
   - The work that students have done to decide on and support their claim has prepared them for writing a position paper in Unit 3.  
   - In advance: Decide how best to do presentations in your classroom.  
   - Post: Learning targets. |
| 2. Work Time | - End of Unit 2 Assessment, Part 2: Presenting a Claim (35 minutes) |
| 3. Closing and Assessment | - Exit Ticket (5 minutes) |
| 4. Homework | - Catch up on any outstanding homework from Unit 2.  
  - Continue independent reading (at least 20 minutes). |
Lesson Vocabulary

<table>
<thead>
<tr>
<th>Materials</th>
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<tbody>
<tr>
<td>• Decision Statement graphic organizer (from Lesson 17; one per student)</td>
</tr>
<tr>
<td>• Visual displays (from Lesson 18; students’ own)</td>
</tr>
<tr>
<td>• End of Unit 2 Assessment, Part 2: Presenting a Claim (for teacher reference; one to display; see Teaching Notes)</td>
</tr>
<tr>
<td>• Exit ticket (one per student)</td>
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</tbody>
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Opening

**A. Entry Task (5 minutes)**

- As students enter, ask them to get out their **Decision Statement graphic organizers** and **visual displays**. Direct them to review their claim and evidence, as well as their visual display, in preparation for the day’s work.

- After 3 minutes, refocus the class. Point to the posted learning targets and read them aloud:
  * “I can present my claim about the AAP recommendation using facts, reasons, details, and examples.”
  * “I can use effective speaking techniques in my presentation.”
  * “I can include a multimedia visual display in my presentation to clarify my claim and add emphasis.”
  * “I can use formal English in my presentation.”
  * “I can use my experience and knowledge of language and logic to advocate persuasively.”

- Remind students that they have practiced these skills, and now they are ready to present their claims.
### A. End of Unit 2 Assessment, Part 2: Presenting a Claim (35 minutes)

- Let students know how excited you are to see their presentations. Emphasize the importance of being a respectful audience member, including:
  - Not talking during a classmate’s presentation
  - Reacting appropriately (e.g., it’s OK to laugh, as long as the presenter has made a joke)
  - Showing appreciation at the end (applause or finger snaps)

- Display the **End of Unit 2 Assessment, Part 2: Presenting a Claim (for teacher reference)**. Let students know that this is how they will be assessed.

- Explain the logistics of the presentations. These will vary depending on how you decide to set them up. (See Teaching Notes for further guidance.)

- Encourage students to do their best in their presentations and to keep in mind the speaking skills they have practiced. Remind them to speak clearly, make eye contact, and use their visual displays.

- If necessary, ask them to physically transition to their group and begin their presentations. If students are presenting to the whole class, invite the first student to the front of the classroom to begin.

- When students are finished, collect their Decision Statement graphic organizers and visual displays.
### Closing and Assessment

**A. Exit Ticket (5 minutes)**

- Congratulate students on their hard work and acknowledge those who were respectful, engaged audience members. It is especially effective to point out specific things that students did, such as listening actively, supporting others, keeping full attention on the speakers, and other positive behaviors.

- Distribute the exit ticket to students who presented. Ask them to reflect on how they did in their presentations by rating themselves on the learning targets:
  * “I can present my claim about the AAP recommendation using facts, reasons, details, and examples.”
  * “I can use effective speaking techniques in my presentation.”
  * “I can include a multimedia visual display in my presentation to clarify my claim and add emphasis.”
  * “I can use formal English in my presentation.”
  * “I can use my experience and knowledge of language and logic to advocate persuasively.”

- Collect the exit tickets. Remind students that their homework is to continue their independent reading.

### Meeting Students’ Needs

### Homework

- Catch up on any outstanding homework from Unit 2.
- Continue independent reading (at least 20 minutes).

*Note: Give students feedback on their Decision Statement graphic organizers and be prepared to hand them back during the next lesson. These graphic organizers will be the starting point for students’ work on their position papers in Unit 3.*

*Also give feedback on students’ visual displays. For the Unit 3 performance task, students will create a visual representation of their position paper, and feedback on their visual displays will help strengthen their final products. Be prepared to give these back by Lesson 9 of Unit 3.*
Focus question: *Should the AAP raise the recommended daily entertainment screen time from two hours to four hours?*

Be sure to provide relevant and sufficient evidence and use sound reasoning to support your claim.

<table>
<thead>
<tr>
<th>Assessment Criteria</th>
<th>Target reached</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Present claim in a focused, coherent manner</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Incorporate relevant facts, reasons, descriptions, details, and examples to support claim</td>
<td></td>
<td></td>
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<tr>
<td>Use appropriate eye contact</td>
<td></td>
<td></td>
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<tr>
<td>Use adequate volume</td>
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<tr>
<td>Use clear pronunciation</td>
<td></td>
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<tr>
<td>Clarify claim and add emphasis by using a visual display</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use formal English:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Academic and domain-specific vocabulary</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Language that expresses ideas precisely, eliminating wordiness and redundancy</td>
<td></td>
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</tbody>
</table>
Congratulations! You have completed your presentation. Take a few minutes to reflect on how you did. Below each of the learning targets below, circle how well you feel you did.

- I can present my claim about the AAP recommendation using facts, details, and examples.
  
  I did very well.  
  I did well.  
  I did OK.  
  I struggled with this.

- I can use effective speaking techniques in my presentation.
  
  I did very well.  
  I did well.  
  I did OK.  
  I struggled with this.

- I can include a multimedia visual display in my presentation to clarify my claim and add emphasis.
  
  I did very well.  
  I did well.  
  I did OK.  
  I struggled with this.

- I can use formal English in my presentation.
  
  I did very well.  
  I did well.  
  I did OK.  
  I struggled with this.

- I can use my experience and knowledge of language and logic to advocate persuasively.
  
  I did very well.  
  I did well.  
  I did OK.  
  I struggled with this.
Exit Ticket

Name one thing you did today as a presenter or an audience member that you’re proud of: