



EXPEDITIONARY  
LEARNING

# **Grade 7: Module 4A: Unit 1: Lesson 10**

## **End of Unit Assessment: Analyzing an Informational Text**



This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.  
Exempt third-party content is indicated by the footer: © (name of copyright holder). Used by permission and not subject to Creative Commons license.



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

I can cite several pieces of text-based evidence to support an analysis of informational text. (RI.7.1)

I can determine a theme or the central ideas in informational text. (RI.7.2)

I can analyze the organization of an informational text (including how the major sections contribute to the whole and to the development of the ideas). (RI.7.5)

I can acquire and use accurately grade-appropriate general academic and domain-specific words and phrases. (L.7.4)

**Supporting Learning Targets**

- I cite several pieces of text-based evidence to support an analysis of the text “You Trouble.”
- I can analyze the organization of “You Trouble.”
- I can acquire and use accurately grade-appropriate general academic and domain-specific words and phrases in “You Trouble.”

**Ongoing Assessment**

- End of Unit 1 Assessment



Agenda	Teaching Notes
<ol style="list-style-type: none"> <li>1. Opening               <ol style="list-style-type: none"> <li>A. Reviewing the Learning Targets (3 minutes)</li> <li>B. Introducing the End of Unit 1 Assessment (2 minutes)</li> </ol> </li> <li>2. Work Time               <ol style="list-style-type: none"> <li>A. End of Unit 1 Assessment (35 minutes)</li> </ol> </li> <li>3. Closing and Assessment               <ol style="list-style-type: none"> <li>A. Thinking Log (5 minutes)</li> </ol> </li> <li>4. Homework               <ol style="list-style-type: none"> <li>A. Complete the Independent Reading Check-in.</li> </ol> </li> </ol>	<ul style="list-style-type: none"> <li>• In this lesson, students take the End of Unit 1 Assessment. Just as they have been doing in each lesson in this unit, they analyze the main idea of an informational text. The text today is “You Trouble” by Justin O’Neill.</li> <li>• The overall grading system and the date of return of this assessment have been left to the discretion of the teacher. The more quickly an assessment is returned, the more useful the feedback is to the students.</li> <li>• During the Closing, students reflect on the information about teens, risk taking, and screen time presented in “You Trouble.” When students begin to do their research in Unit 2 and their writing in Unit 3, they may want to refer to the ideas in this text. Consider having it accessible after the assessment.</li> <li>• For homework, students complete an Independent Reading Check-in. This is the first check-in they have completed since choosing their books in Lesson 6. Use this check-in to identify students who may have chosen a book that does not match their abilities or interests. Provide additional support as needed.</li> <li>• Post: Learning targets.</li> </ul>

Lesson Vocabulary	Materials
	<ul style="list-style-type: none"> <li>• End of Unit 1 Assessment: “You Trouble” (assessment text; one per student)</li> <li>• End of Unit 1 Assessment: “You Trouble” (answers, for teacher reference)</li> <li>• Thinking Logs (begun in Lesson 2)</li> <li>• Independent Reading Check-in (one per student)</li> </ul>



Opening	Meeting Students' Needs
<p><b>A. Reviewing the Learning Targets (3 minutes)</b></p> <ul style="list-style-type: none"> <li>• Read the learning targets:               <ul style="list-style-type: none"> <li>* I can cite several pieces of text-based evidence to support an analysis of the text 'You Trouble.'</li> <li>* I can analyze the organization of 'You Trouble.'</li> <li>* I can acquire and use accurately grade-appropriate general academic and domain-specific words and phrases in 'You Trouble.'</li> </ul> </li> <li>• Ask students to turn to a partner and take turns sharing one strategy that they can use to analyze the main idea. Cold call students to share their strategy.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Checking in with learning targets helps students self-assess their learning. This research-based strategy supports struggling learners most.</li> <li>• 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.</li> </ul>
<p><b>B. Introducing the End of Unit 1 Assessment (2 minutes)</b></p> <ul style="list-style-type: none"> <li>• Tell students that today they get to demonstrate their progress on these learning targets in the End of Unit 1 Assessment.</li> <li>• Write on the board: "If you finish early, you can ..." and prompt students to suggest appropriate silent activities that they can complete. This list may include: completing the Independent Reading Check-in for homework; continuing to read independent reading books, rereading any articles used in Unit 1, or completing homework for other classes.</li> </ul>	



Work Time	Meeting Students' Needs
<p><b>A. End of Unit 1 Assessment (35 minutes)</b></p> <ul style="list-style-type: none"> <li>• Distribute the <b>End of Unit 1 Assessment: “You Trouble.”</b></li> <li>• Remind students to remain silent until all classmates are finished with their work.</li> <li>• Prompt students to begin.</li> <li>• When they complete their assessment, encourage students to stay seated and complete one of the “If you finish early ...” tasks listed on the board.</li> <li>• At the conclusion of the allotted time, collect students’ assessments.</li> </ul>	
Closing and Assessment	Meeting Students' Needs
<p><b>A. Thinking Log (5 minutes)</b></p> <ul style="list-style-type: none"> <li>• Ask students to retrieve their <b>Thinking Logs</b> and find Lesson 10:             <ul style="list-style-type: none"> <li>* “How did today’s reading help clarify your thinking about the issues of screen time and the teen brain?”</li> </ul> </li> <li>• Distribute the <b>Independent Reading Check-in</b> to be completed for homework.</li> </ul>	
Homework	Meeting Students' Needs
<ul style="list-style-type: none"> <li>• Complete the Independent Reading Check-in.</li> </ul>	



EXPEDITIONARY  
LEARNING

# Grade 7: Module 4A: Unit 1: Lesson 10

## Supporting Materials



This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.

Exempt third-party content is indicated by the footer: © (name of copyright holder). Used by permission and not subject to Creative Commons license.



# You Trouble

**It might be funny to watch some guy jump off his roof onto a trampoline. But some say “stunt videos” encourage teens to take dangerous risks—and should be banned.**

by Justin O’Neill

**I**n 2009, a 15-year-old boy decided to become famous. His plan was to soak a basketball in gasoline, set it on fire, and sink a perfect three-pointer. He would film the glorious scene and post the video on YouTube. He dreamed of being an Internet celebrity.

Unfortunately, the plan didn’t work out quite as he imagined. As he took his shot, his clothing burst into flames. He was rushed to the hospital with second- and third-degree burns on his chest and legs.

He survived, but he’ll have the scars forever.

**No Pain, No Gain**

YouTube hosts countless clips of people, many of them young teens, attempting wild, dangerous, and downright *stupid* stunts. Many of the videos are inspired by shows like *Jackass* and *Fear Factor*, and they cover pretty much any risky activity you can imagine: playing with fire, “surfing” on top of moving cars, soaring off *flimsy* homemade ramps on bikes

**Do stunt videos make teens take crazy risks?**

SCHOLASTIC.COM/CHOICES SEPTEMBER 2012 21

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.



and skateboards, shooting people point-blank with paintball guns.

Stunt videos on YouTube get millions of hits. But according to some experts, they are far from harmless entertainment. These experts say that by hosting such videos, YouTube encourages young viewers to take potentially deadly risks.

Research by the Centers for Disease Control and Prevention shows that more than 180,000 Americans die from accidental injuries every year. That works out to one person every three minutes. More than 14,000 of them are under the age of 19.

Is YouTube to blame?

### Laughing at Violence

Daredevils—from the “human cannonballs” of the 1800s, to legendary stuntman Evel Knievel, to *Jackass*’s Johnny Knoxville—are nothing new. People have always found it entertaining to watch others attempt risky things, and also, sometimes, to watch them fail. Audiences love to see a good wipeout or blowup, at least as long as it’s not too serious. In fact, viewers often shriek with laughter at stunts gone wrong.

Laughter may seem like an odd reaction to violence but, says family therapist Clair Mellenthin, “our tendency to laugh at people getting hurt goes back in human history



for centuries.”

She believes such laughter is a defense mechanism—a way

of coping with disturbing situations. “Even little babies laugh when they see people fall down,” she says.

Some of the earliest Greek comedies featured characters falling off the stage, being chased by wild animals, or smacking into walls. And now, in the age of the Internet, anyone with a camera and a YouTube account can create this kind of “entertainment.”

YouTube provides access to an audience of millions. Many of those viewers—particularly teenage viewers—are inspired by what they see and eager to try it for themselves. “YouTube has taken the one-upmanship of playing in the neighborhood to the global level,” says Mellenthin. “The peer pressure is greatly increased, because now we can see what others

are doing **literally** around the world.”

### Don't Blame Me, Blame My Brain

There is another reason, beyond peer pressure, that many teens are willing to risk their safety and even their lives for the sake of a 30-second stunt video: Their brains are telling them to. During your teen years, the area of your brain that seeks pleasure and reward is well-developed. However, the area of your brain that controls judgment, the prefrontal cortex, is not. This fact, combined with the hormones that are surging through your body and your natural desire for new experiences, can lead to serious risk-taking: The voice in your head that tells you to do something exciting is a lot



## What Do You Think?

### Should YouTube allow dangerous stunt videos?

FIND AN  
ACTIVITY  
ONLINE!

Do you think YouTube should do more to stop people from posting stunt videos? Go back to the article and find evidence to support each side of this debate. Then write your own opinion.



louder than the one that tells you why you shouldn't.

This doesn't mean risk-taking teens aren't thinking. Often, they can see quite clearly how dangerous a certain activity is. They just do it anyway.

"A lot of [teens'] risk-taking is not **impulsive**," says Valerie Reyna, a psychology professor at Cornell University. After carefully considering a risk, teens are likely to decide it's worth it for the thrill. Adults are more likely to skip this weighing of pros and cons and automatically rule out high-risk activities.

It's true that the odds of being killed while leaping from your bedroom window into your swimming pool may be relatively small. But there's a problem with this logic that most teens don't quite get. That is, no matter how small the risk, the worst possible thing *can* happen to you. And as Reyna says, when trying something risky, "it only takes once" to be killed.

### Not Worth It

Fully developed brains or no, Reyna believes, teens do have the ability to take precautions and behave sensibly. Most know that no matter how exciting or hilarious something they saw in a video might be, they shouldn't do it if it's



obviously dangerous.

Defenders of YouTube's right to display stunt videos argue that it's not YouTube's responsibility to censor its content. Instead, they say, it's parents who must **ensure** that their teenage kids are behaving safely and responsibly.

It's not as if YouTube isn't making an effort, though. According to its official Community Guidelines, the site "draw[s] the line at content that's intended to . . . encourage dangerous, illegal activities that have an **inherent** risk of serious physical harm or death." YouTube staff members comb through the website 24 hours a day, looking for videos that violate their policies—but are they doing enough?

Whether or not you believe YouTube should have stricter rules, here's a piece of advice: Never light a basketball on fire.

That's just stupid.



# You Safe

Millions of teens are injured in accidents every year—even those not looking for YouTube fame. Here are five ways to lower your risk of getting hurt.

- 1 WEAR A SEAT BELT**  
In the U.S., car accidents are the leading cause of death and injury to teens. Wearing a seat belt cuts the risk of serious injury by 50 percent.
- 2 WEAR A HELMET**  
Whether you're biking, skiing, or skateboarding, wearing a helmet can reduce the chance of serious head injury by 40 percent and death by 27 percent.
- 3 TAKE THE CLASS**  
Boating might look easy. So might driving a car. But kids who take even short training programs dramatically reduce their chances of getting hurt. Studies show that driver-education programs can reduce fatal car crashes by 40 percent.
- 4 FOLLOW THE RULES**  
It sounds obvious, but many accidents can be avoided simply by obeying laws and guidelines. Ninety-two percent of ATV-related deaths are associated with warned-against behaviors, such as driving at excessive speeds or carrying too many passengers.
- 5 DON'T GET BURNED**  
Stay far away from fireworks, no matter how cool they look. More than 9,300 people in the U.S. are seriously injured by fireworks each year, and 45 percent are under the age of 14.

Sources: 1. National Organizations for Youth Safety; 2. Study: "Bicycle helmets and injury prevention: A formal review" (Attewell, Robyn, et al.); 3. Centers for Disease Control and Prevention; 4. Special Vehicle Institute of America; 5. FEMA

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

From Scholastic Choices, September 2012. Copyright © 2012 by Scholastic Inc. Reprinted by permission of Scholastic Inc.

End of Unit 1 Assessment: “You Trouble”

---

Name:

---

Date:

---

**Long-Term Learning Targets Assessed:**

- I can cite several pieces of text-based evidence to support an analysis of informational text. (RI.7.1)
- I can determine a theme or the central ideas in informational text. (RI.7.2)
- I can analyze the organization of an informational text (including how the major sections contribute to the whole and to the development of the ideas). (RI.7.5)
- I can acquire and use accurately grade-appropriate general academic and domain-specific words and phrases. (L.7.6)

1. What is the main idea of this article? (RI.7.2)

- a. Teens see lots of dangerous stunts on YouTube and sometimes try these themselves. People disagree about the best way to prevent this.
- b. It is human nature to take risks. Some people are taking it too far.
- c. Teens are especially susceptible to risk because they have an underdeveloped prefrontal cortex.
- d. Parents, not YouTube, should make sure that teens are not taking foolish risks.



End of Unit 1 Assessment: “You Trouble”

2. Please fill in the chart below. (RI.7.1)

<b>Main idea</b>	
<b>Background or context for this idea</b>	
<b>Supporting idea</b>	<b>Supporting idea</b>



End of Unit 1 Assessment: “You Trouble”

3. Why does the author start the article by quoting the statistic that “one person every three minutes” dies from an accidental injury? (RI.7.1)
  - a. He wants to show this is a serious problem.
  - b. He wants to show that YouTube is very dangerous.
  - c. He wants the reader to be more careful.
  - d. He wants the reader to be sad.
  
4. What is the purpose of the section called “Laughing at Violence”? (RI.7.5)
  - a. to give an example of risky entertainers, like daredevils
  - b. to explain why people laugh at other people taking risks and what we should do about it
  - c. to prove that YouTube is not to blame because people have been laughing at violence for a long time
  - d. to explain the history of people taking risks for entertainment and how YouTube fits into that big picture
  
5. Go back to the section titled “No Pain, No Gain.” The word **flimsy** (in the first paragraph) means “easily broken.” Which other word in the sentence best helps you get this meaning? (L.7.6)
  - a. soaring
  - b. ramp
  - c. homemade
  - d. skateboard
  
6. Most of the evidence in this text supports the idea that YouTube creates a situation where there is greater peer pressure on kids to do unwise things. Which of the following pieces of evidence does NOT support this idea? (RI.7.1)
  - a. “YouTube provides access to an audience of millions.”
  - b. “The peer pressure is greatly increased because now we can see what others are doing literally around the world.”
  - c. “There is another reason, beyond peer pressure, that many teens are willing to risk their safety and even their lives for the sake of a 30-second stunt video ...”
  - d. “YouTube has taken the one-upmanship of playing in the neighborhood to the global level ...”



End of Unit 1 Assessment: “You Trouble”

7. The text states, “And now, in the age of the Internet, anyone with a camera and a YouTube account can create this kind of ‘entertainment.’” Which piece of evidence best supports this idea? (RI.7.1)
- “He would film the glorious scene and post the video on YouTube. He dreamed of being an Internet celebrity.”
  - “Many of those viewers—particularly young viewers—are inspired by what they see and eager to try it for themselves.”
  - “Often they see quite clearly how dangerous a certain activity is. They just do it anyway.”
  - “Defenders of YouTube’s right to display stunt videos argue that it is not YouTube’s responsibility to censor its content.”
8. According to Valeria Reyna, why do teens take risks? (RI.7.1)
- They aren’t supervised by their parents enough.
  - They can’t weigh the pros and cons because their prefrontal cortex isn’t developed.
  - They decide to do something even though they know it’s dangerous because they think it’s worth the thrill.
  - They do it because they see videos of people doing it.
9. What is the meaning of the word **impulsive**? (L.7.6)
- done without considering the consequences
  - disgusting or off-putting
  - thoughtfully executed
  - pulsating
10. Why might the author have included the box “You Safe” in the text, even though it has nothing to do with YouTube videos? (RI.7.5)
- to give teens tips to keep them safe
  - to give teens ways to be safe when they are making their own YouTube video
  - to give teens statistics that will convince them to make wise choices
  - to give teens information about the kinds of accidents that can happen

End of Unit 1 Assessment: “You Trouble”  
(Answers, for Teacher Reference)

**Standards Assessed:**

I can cite several pieces of text-based evidence to support an analysis of informational text. (RI.7.1)

I can determine a theme or the central ideas in informational text. (RI.7.2)

I can analyze the organization of an informational text (including how the major sections contribute to the whole and to the development of the ideas). (RI.7.5)

I can acquire and use accurately grade-appropriate general academic and domain-specific words and phrases. (L.7.6)

1. What is the main idea of this article? (RI.7.2)

- a. **Teens see lots of dangerous stunts on YouTube and sometimes try these themselves. People disagree about the best way to prevent this.**
- b. It is human nature to take risks. Some people are taking it too far.
- c. Teens are especially susceptible to risk because they have an underdeveloped prefrontal cortex.
- d. Parents, not YouTube, should make sure that teens are not taking foolish risks.



End of Unit 1 Assessment: “You Trouble”  
(Answers, for Teacher Reference)

2. Please fill in the chart below. (RI.7.1)

**Answers will vary.**

<p>Main idea <b>Teens see lots of dangerous stunts on YouTube and sometimes try these themselves. People disagree about why this happens and the best way to prevent this.</b></p>	
<p>Background or context for this idea <b>YouTube is a popular Web site where people can post stunt videos. Accidents kill a lot of people. People naturally find it entertaining to watch people do risky things. They have been doing this for a long time.</b></p>	
<p>Supporting idea <b>YouTube is a type of peer pressure on teens.</b></p>	<p>Supporting idea <b>Teens are naturally impulsive because their brains don’t always see that the risks outweigh the thrill.</b></p>
<p>Supporting idea <b>Even though teens are wired to take risks, they can behave sensibly.</b></p>	<p>Supporting idea <b>Defenders of YouTube say parents, not YouTube, should keep kids safe.</b></p>
<p>Supporting idea <b>YouTube does take some precautions like outlawing posting of behavior that is illegal or extremely dangerous.</b></p>	<p>Supporting idea</p>



End of Unit 1 Assessment: “You Trouble”  
(Answers, for Teacher Reference)

3. Why does the author start the article by quoting the statistic that “one person every three minutes” dies from an accidental injury? (RI.7.1)
- He wants to show this is a serious problem.**
  - He wants to show that YouTube is very dangerous.
  - He wants the reader to be more careful.
  - He wants the reader to be sad.
4. What is the purpose of the section called “Laughing at Violence”? (RI.7.5)
- to give an example of risky entertainers, like daredevils
  - to explain why people laugh at other people taking risks and what we should do about it
  - to prove that YouTube is not to blame because people have been laughing at violence for a long time
  - to explain the history of people taking risks for entertainment and how YouTube fits into that big picture**
5. Go back to the section titled “No Pain, No Gain.” The word **flimsy** (in the first paragraph) means “easily broken.” Which other word in the sentence best helps you get this meaning? (L.7.6)
- soaring
  - ramp
  - homemade**
  - skateboard
6. Most of the evidence in this text supports the idea that YouTube creates a situation where there is greater peer pressure on kids to do unwise things. Which of the following pieces of evidence does NOT support this idea? (RI.7.1)
- “YouTube provides access to an audience of millions.”
  - “The peer pressure is greatly increased because now we can see what others are doing literally around the world.”
  - “There is another reason, beyond peer pressure, that many teens are willing to risk their safety and even their lives for the sake of a 30-second stunt video ...”**
  - “YouTube has taken the one-upmanship of playing in the neighborhood to the global level ...”



End of Unit 1 Assessment: “You Trouble”  
(Answers, for Teacher Reference)

7. The text states, “And now, in the age of the Internet, anyone with a camera and a YouTube account can create this kind of ‘entertainment.’” Which piece of evidence best supports this idea? (RI.7.1)
- “He would film the glorious scene and post the video on YouTube. He dreamed of being an Internet celebrity.”**
  - “Many of those viewers—particularly young viewers—are inspired by what they see and eager to try it for themselves.”
  - “Often they see quite clearly how dangerous a certain activity is. They just do it anyway.”
  - “Defenders of YouTube’s right to display stunt videos argue that it is not YouTube’s responsibility to censor its content.”
8. According to Valeria Reyna, why do teens take risks? (RI.7.1)
- They aren’t supervised by their parents enough.
  - They can’t weigh the pros and cons because their prefrontal cortex isn’t developed.
  - They decide to do something even though they know it’s dangerous because they think it’s worth the thrill.**
  - They do it because they see videos of people doing it.
9. What is the meaning of the word **impulsive**? (L.7.6)
- done without considering the consequences**
  - disgusting or off-putting
  - thoughtfully executed
  - pulsating
10. Why might the author have included the box “You Safe” in the text, even though it has nothing to do with YouTube videos? (RI.7.5)
- to give teens tips to keep them safe**
  - to give teens ways to be safe when they are making their own YouTube video
  - to give teens statistics that will convince them to make wise choices
  - to give teens information about the kinds of accidents that can happen



Independent Reading Check-in

Name:

Date:

1. Did you meet your independent reading goal for today's check-in?

---

---

2. If yes, what helped you do that?

---

---

3. If no, what got in your way? How can I help you?

---

---

4. Below, write a brief paragraph explaining that your book a) does or b) does not connect to your current experience as a middle-schooler. Use at least two pieces of specific evidence from the book to support your claim, and be sure to explain how that evidence supports your claim.

---

---

---

---

---

---

---

---