



EXPEDITIONARY
LEARNING

Grade 7: Module 4A: Unit 2: Lesson 11

Mid-Unit Assessment, Part 1: Tracing and Evaluating Arguments



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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

- I can identify the argument and specific claims in the text “Can You Unplug for 24 Hours?”
- I can evaluate the argument and specific claims in the text “Can You Unplug for 24 Hours?”
- I can outline the argument and specific claims in the video “Nicholas Carr’s “The Shallows: What the Internet is Doing to Our Brains.”
- I can evaluate the argument and specific claims in the video “Nicholas Carr’s “The Shallows: What the Internet is Doing to Our Brains.”

Ongoing Assessment

- Mid-Unit 2 Assessment, Part 1



Agenda	Teaching Notes
<p>1. Opening</p> <p>A. Entry Task: Evaluating an Argument I Have/Who Has? (5 minutes)</p> <p>B. Reviewing the Learning Targets/Introducing Mid-Unit 2 Assessment, Part 1 (5 minutes)</p> <p>2. Work Time</p> <p>A. Mid-Unit 2 Assessment, Part 1 (30 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Thinking Log (5 minutes)</p> <p>4. Homework</p> <p>B. Read in your independent reading book for 20 minutes.</p>	<ul style="list-style-type: none"> • This lesson begins the Mid-Unit 2 Assessment. The assessment is given in two parts and spans Lessons 11 and 12. • 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. • 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. • 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. • Students return to their Thinking Logs, begun in Unit 1 and last used in Lesson 4 of this unit. • In advance: <ul style="list-style-type: none"> – Locate students’ Thinking Logs – Cue up the video “Nicholas Carr’s ‘The Shallows: What the Internet is Doing to Our Brains’” http://www.youtube.com/watch?v=zGY_RjqlSRU • Post: Learning targets.

Lesson Vocabulary	Materials
	<ul style="list-style-type: none"> • 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	Meeting Students' Needs
<p>A. Entry Task: Evaluating an Argument I Have/Who Has (5 minutes)</p> <ul style="list-style-type: none"> Group students in triads and hand out two cards from the set of Entry Task: Evaluating an Argument I Have/Who Has cards 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. 	<ul style="list-style-type: none"> 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.
<p>B. Reviewing the Learning Targets/Introducing Mid-Unit 2 Assessment, Part 1 (5 minutes)</p> <ul style="list-style-type: none"> Share the learning targets: <ul style="list-style-type: none"> * “I can identify the argument and specific claims in the text ‘Can You Unplug for 24 Hours?’” * “I can evaluate the argument and specific claims in the text ‘Can You Unplug for 24 Hours?’” * “I can outline the argument and specific claims in the video ‘Nicholas Carr’s ‘The Shallows: What the Internet is Doing to Our Brains.’” * “I can evaluate the argument and specific claims in the video ‘Nicholas Carr’s ‘The Shallows: What the Internet is Doing to Our Brains.’” 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. Tell students that today they get to demonstrate their progress on these learning targets in the mid-unit assessment. Write on the board, “If you finish early, you can ...” and prompt students to suggest appropriate silent activities that they can complete. 	<ul style="list-style-type: none"> Checking in with learning targets helps students self-assess their learning. This research-based strategy supports struggling learners most. 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.



Work Time	Meeting Students' Needs
<p>A. Mid-Unit 2 Assessment, Part 1 (30 minutes)</p> <ul style="list-style-type: none"> • Distribute the Mid-Unit 2 Assessment, Part 1: Tracing and Evaluating Arguments in Text and Video. • 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. • 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. • Instruct students to remain silent until all classmates are finished with their work, and prompt students to begin. • If they finish their assessment, encourage students to stay seated and complete one of the tasks listed on the board. • Collect the assessments. 	
Closing and Assessment	Meeting Students' Needs
<p>A. Thinking Log (5 minutes)</p> <ul style="list-style-type: none"> • Direct students to add to their Thinking Logs for Lesson 11: <ul style="list-style-type: none"> * “How did today’s reading and video help clarify your thinking about adolescents and screen time?” * “What else are you wondering about adolescent brain development?” • If time permits, you may have students share out with a partner or whole class. 	
Homework	Meeting Students' Needs
<ul style="list-style-type: none"> • Read in your independent reading book for at least 20 minutes. 	



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Grade 7: Module 4A: Unit 2: Lesson 11

Supporting Materials



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Entry Task: Evaluating an Argument I Have/Who Has?

<p>I have the first card ...</p> <p>Who has a statement in an argument that something is true?</p>	<p>I have a claim.</p> <p>Who has evidence that relates to the claim, proves the point, and supports an argument?</p>
<p>I have relevant evidence.</p> <p>Who has how to evaluate an argument?</p>	<p>I have assess whether it is strong and successful at proving its claim.</p> <p>Who has enough evidence to prove the claim?</p>
<p>I have sufficient evidence.</p> <p>Who has reasoning that makes sense and is logical?</p>	<p>I have sound reasoning.</p> <p>Who has the first card?</p>



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:



Mid-Unit 2 Assessment, Part 1:
Tracing and Evaluating Arguments in Text and Video

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.

Supporting Evidence 1	Supporting Evidence 2	Supporting Evidence 3
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.



Mid-Unit 2 Assessment, Part 1:
Tracing and Evaluating Arguments in Text and Video

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.

Supporting Evidence 1	Supporting Evidence 2	Supporting Evidence 3
Evidence 1 relevant? Why or why not?	Evidence 2 relevant? Why or why not?	Evidence 3 relevant? Why or why not?

8. Does the author provide sufficient evidence? Explain why or why not.



Mid-Unit 2 Assessment, Part 1:
Tracing and Evaluating Arguments in Text and Video

9. Was the reasoning sound? Explain why or why not.



Mid-Unit 2 Assessment, Part 1:
Tracing and Evaluating Arguments in Text and Video

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.



Mid-Unit 2 Assessment, Part 1:
Tracing and Evaluating Arguments in Text and Video

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.

Sinclair, Heidi. "Can You Unplug for 24 Hours?" *Huffington Post*. Web. 22 Jan. 2013.

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.

Mid-Unit 2 Assessment, Part 1:
Tracing and Evaluating Arguments in Text and Video
(Answers, for Teacher Reference)

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.

Supporting Evidence 1	Supporting Evidence 2	Supporting Evidence 3
Our brains are plastic and can be trained in certain ways.	The Internet encourages us to sift through information quickly.	Deep attention is necessary for critical, creative thinking.
Evidence 1 relevant? Why or why not? This evidence is relevant because it deals with how our brains can be trained to lose concentration.	Evidence 2 relevant? Why or why not? This evidence is relevant because it explains how the Internet can shatter our attention span.	Evidence 3 relevant? Why or why not? This evidence is relevant because this skill is what Carr thinks we are missing by being online.

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.



Mid-Unit 2 Assessment, Part 1:
Tracing and Evaluating Arguments in Text and Video
(Answers, for Teacher Reference)

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.

Supporting Evidence 1	Supporting Evidence 2	Supporting Evidence 3
Sherry Turkle’s research shows that human relationships are damaged by too much time online.	The author is going to go skiing instead of being online.	The author tells a story about her son saying how difficult it would be to unplug.
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.



Mid-Unit 2 Assessment, Part 1:
Tracing and Evaluating Arguments in Text and Video
(Answers, for Teacher Reference)

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.
