EXPEDITIONARY LEARNING

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)	
Supporting Learning Target	**Ongoing Assessment**
• 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	Teaching Notes
1. Opening A. Reviewing Learning Target/Evaluating a Flawed Argument: Argument A (5 minutes) 2. Work Time A. Evaluating an Argument: Argument B; Relevant and Sufficient Evidence and Sound Reasoning (10 minutes) B. Text-dependent Questions for "Beyond the Brain" (20 minutes) 3. Closing and Assessment A. Preview Homework: Tracing an Argument Note-catcher for "Beyond the Brain" (10 minutes) 4. Homework A. Finish page 1 of the Tracing the Argument note-catcher for "Beyond the Brain." B. Continue independent reading (at least 20 minutes).	• 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	Teaching Notes
	• In advance: – Create a blank Evaluating an Argument anchor chart (see supporting materials). • Review: – Fist to Five in Checking for Understanding Techniques (see Appendix). – Close Reading Guide for "Beyond the Brain." • Post: Learning target.

Lesson Vocabulary	Materials
argument writing, informational writing, claim, evidence, evaluate, sound reasoning, unsound reasoning, relevant, sufficient, logical; captivate, refute	• 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)

Opening	Meeting Students' Needs

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)	Meeting Students' Needs

• 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."
	• 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."

Work Time	Meeting Students' Needs

A. Evaluating an Argument: Argument B; Relevant and Sufficient Evidence and Sound Reasoning (10 minutes)
• Tell students:
  * "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."
• Display **Argument B** and invite students to follow along as you read it aloud:
  * "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!"
• 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."
• Ask:
  * "What reasons does the writer give?"
• 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."
• Ask:
  * "Does the writer give any specific evidence to support those reasons?"
• Listen for: "Yes. Video game violence and aggression have been linked" and "Obesity and video game playing are linked."
• Then ask students to turn to a partner and discuss:
  * "What does *relevant* evidence mean?"
• Cold call a student to share out. Listen for: "Relevant evidence is something that relates to the claim and helps to prove it accurately."
• 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.
	• Consider assigning partners for the discussions in Work Time A and B so students can work with different classmates and stay focused.
	• 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.
	• 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.

Work Time (continued)	Meeting Students' Needs

• 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?"	

Work Time (continued)	Meeting Students' Needs
• 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.	• Graphic organizers and note-catchers engage students more actively and provide scaffolding that is especially critical for learners with lower levels of language proficiency and/or learning. • When reviewing the note-catcher, consider using a document camera to display it for students who struggle with auditory processing. • For students needing additional supports, you may want to provide a partially filled-in note-catcher.

Closing and Assessment	Meeting Students' Needs
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)	Meeting Students' Needs
• 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	**Meeting Students' Needs**
• Finish page 1 of the Tracing the Argument note-catcher for "Beyond the Brain." • Continue independent reading (at least 20 minutes).	

EXPEDITIONARY LEARNING

Grade 7: Module 4A: Unit 2: Lesson 2
Supporting Materials

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?"

Argument B

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
(Blank)

Relevant Evidence	Sufficient Evidence	Sound Reasoning

Evaluating an Argument Anchor Chart
(Model, for Teacher Reference)

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

Beyond the Brain

By David Brooks

1. 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.

2. 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.

3. 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.

4. 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.

5. 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.

6. 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?

Beyond the Brain
By David Brooks

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.

Text-Dependent Questions:
"Beyond the Brain"

Questions	Answers
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.	
2. The author's main claim is in Paragraph 5. What do you think it is?	
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"?	
4. How does the claim "the brain is not the mind" relate to the brain science that you have been learning so far?	

Text-Dependent Questions:
"Beyond the Brain"

Questions	Answers
5. To support his claim, what is the *reason* the author gives in Paragraph 6?	
6. Give an example in Paragraph 6 of e*vidence* that supports the reason.	
7. To support his claim, what is the *reason* the author gives in Paragraph 7?	
8. Give an example in Paragraph 7 of e*vidence* that supports the reason.	

Close Reading Guide:
"Beyond the Brain"
(For Teacher Reference)

Time: 20 minutes

Questions	Close Reading Guide
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."

Close Reading Guide:
"Beyond the Brain"
(For Teacher Reference)

Time: 20 minutes

Questions	Close Reading Guide
2. The author's main claim is in Paragraph 5. What do you think it is?	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. Read Paragraph 5 aloud, beginning with: "These two forms of extremism are refuted by the same reality." Explain that when something is *refuted*, it is proven wrong. Read Question 2. Have students answer the question in writing with their partners. Ask students to share out their answers. Listen for: "The brain is not the mind" or "It is probably impossible ..."

Close Reading Guide:
"Beyond the Brain"
(For Teacher Reference)

Questions	Close Reading Guide
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"? 4. How does this claim relate to the brain science that you have been learning so far?	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*. Read Question 3. Have students answer the question in writing with their partners. 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 author is saying that these two things are not the same." Read Question 4. Have students answer the question in writing with their partners. 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. 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." This is an abstract concept, so some probing questions and examples may be needed here. For example: * "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 teen's prefrontal lobe can absolutely predict their behavior or emotions?"

Close Reading Guide:
"Beyond the Brain"
(For Teacher Reference)

Questions	Close Reading Guide
5. To support his claim, what is the *reason* the author gives in Paragraph 6? 6. Give an example in Paragraph 6 of e*vidence* that supports the reason.	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 e*vidence* 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.)

Close Reading Guide:
"Beyond the Brain"
(For Teacher Reference)

Questions	Close Reading Guide
7. To support his claim, what is the *reason* the author gives in Paragraph 7? 8. Give an example in Paragraph 7 of e*vidence* that supports the reason.	Read Paragraph 7 aloud. 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. Have students label the reason and evidence. Point out the similarity of this pattern to Paragraph 6. 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). 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. Let the students know that they will not be reading the entire article, but they will work with Paragraph 8 for homework.

Tracing an Argument Note-catcher

Name:

Date:

Part 1

Name of Text/Excerpt/Clip:		
Author/Speaker's Name:		
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**

Tracing an Argument Note-catcher

Is this evidence relevant? Yes / No **Explain why this evidence is or is not relevant to the claim:** **If …** **Then …** you cannot predict from a person's brain scan what is happening to the person.	**Is this evidence relevant?** Yes / No **Explain why this evidence is or is not relevant to the claim:** **If …** **Then …** you cannot predict from a person's brain scan what is happening to the person.	**Is this evidence relevant?** Yes / No **Explain why this evidence is or is not relevant to the claim:** **If …** **Then …** you cannot predict from a person's brain scan what is happening to the person.

Tracing an Argument Note-catcher

Part 2

Did the author provide sufficient evidence? Explain why or why not.
Was the reasoning sound? Explain why or why not.
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.

Tracing an Argument Note-catcher
(Answers, for Teacher Reference)

Name:

Date:

Part 1

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.*		
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:** *The same action can trigger many different responses in the brain.*
Supporting Evidence 1	**Supporting Evidence 2**	**Supporting Evidence 3**
The amygdala lights up on a brain scan during many different events.	*"Working memory" uses over 30 different parts of the brain.*	*Ordering a salad will look different in your brain if you are tired or well-rested.*

Tracing an Argument Note-catcher
(Answers, for Teacher Reference)

Is this evidence relevant? **Yes** / No **Explain why this evidence is or is not relevant to the claim:** **If ...** *every part of the brain handles many activities ...* **Then ...** you cannot predict from a person's brain scan what is happening to the person.	**Is this evidence relevant?** **Yes** / No **Explain why this evidence is or is not relevant to the claim:** **If ...** *activities such as "working memory" use multiple parts of the brain ...* **Then ...** you cannot predict from a person's brain scan what is happening to the person.	**Is this evidence relevant?** **Yes** / No **Explain why this evidence is or is not relevant to the claim:** **If ...** *the same event will look different in the brain under different circumstances ...* **Then ...** you cannot predict from a person's brain scan what is happening to the person.