

WR.1
ARGUMENT

Lesson 5 Reading Sources

Introduction

In this lesson, students read and analyze the article “Social Media as Community” by Keith Hampton, in which the author argues that social media does not isolate individuals but actually creates deeper relationships among people. Building on skills developed in previous lessons, students work in pairs or small groups to read and analyze the article. Students add to their Pros and Cons Charts or their own organizing tools, recording the pros and cons related to screen time that they have gathered from the article “Social Media as Community.” Student learning is assessed via a Quick Write at the end of the lesson: Choose a specific claim in the text, and assess whether the reasoning is valid and the evidence is relevant and sufficient.

For homework, students read and annotate the article “Education 2.0: Never Memorize Again?” by Sarah Perez and add to their Pros and Cons Chart or their own organizing tool. Students also respond briefly in writing to a prompt. Finally, students determine which position they will take in their own arguments.

Standards

Assessed Standard(s)	
RI.9-10.8	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
Addressed Standard(s)	
W.9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
W.9-10.9.b	Draw evidence from literary or informational texts to support analysis, reflection, and research. b. Apply <i>grades 9–10 Reading standards</i> to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false

	statements and fallacious reasoning”).
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Assessment

Assessment(s)

Student learning is assessed via a Quick Write at the end of the lesson. Students respond to the following prompt, citing textual evidence to support analysis and inferences drawn from the text.

- Choose a specific claim in the text, and assess whether the reasoning is valid and the evidence is relevant and sufficient.

High Performance Response(s)

A High Performance Response should:

- Identify a claim (e.g., “Those we depend on are more accessible today than at any point since we lived in small, village-like settlements” (par. 4)).
- Identify the evidence and reasoning used to support the claim (e.g., The author writes that “Americans have fewer intimate relationships today than 20 years ago” but that “those we depend on are more accessible today” than in the past (par. 4) because of technology such as cell phones and social media. The author reasons that even though people don’t live together in “small, village-like settlements” (par. 4) they can remain close because they have the ability to talk to each other whenever they wish.).
- Assess whether the reasoning is valid and the evidence is relevant and sufficient (e.g., The reasoning seems valid because people can use social media to contact each other more frequently. But the evidence does not seem sufficient to support the claim because it doesn’t have information about how often people used to be in contact.).

Vocabulary

Vocabulary to provide directly (will not include extended instruction)

- extol (v.) – to praise highly
- prosperity (n.) – a successful, flourishing, or thriving condition, especially in financial respects; good fortune
- feasible (adj.) – capable of being done
- confidants (n.) – trusted friends you can talk to about personal and private things

Vocabulary to teach (may include direct word work and/or questions)
<ul style="list-style-type: none"> • None.
Additional vocabulary to support English Language Learners (to provide directly)
<ul style="list-style-type: none"> • intimacy (n.) – emotional warmth and closeness • simultaneously (adv.) – happening at the same time

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
<p>Standards & Text:</p> <ul style="list-style-type: none"> • Standards: RI.9-10.8, W.9-10.5, W.9-10.9.b • Text: “Social Media as Community” by Keith Hampton <p>Learning Sequence:</p> <ol style="list-style-type: none"> 1. Introduction of Lesson Agenda 2. Homework Accountability 3. Reading and Discussion 4. Organizing Reading Notes 5. Quick Write 6. Closing 	<ol style="list-style-type: none"> 1. 5% 2. 20% 3. 40% 4. 15% 5. 15% 6. 5%

Materials

- Text: “Social Media as Community” by Keith Hampton
 - Student copies of the Pros and Cons Chart (refer to WR.1 Lesson 4) (optional)—students may need additional blank copies
 - Student copies of the Short Response Rubric and Checklist (refer to WR.1 Lesson 4)
 - “Education 2.0: Never Memorize Again?” by Sarah Perez
- ① Consider numbering the paragraphs of “Social Media as Community” and “Education 2.0: Never Memorize Again?” before the lesson.

Learning Sequence

How to Use the Learning Sequence	
Symbol	Type of Text & Interpretation of the Symbol
10%	Percentage indicates the percentage of lesson time each activity should take.
no symbol	Plain text indicates teacher action.
	Bold text indicates questions for the teacher to ask students.
	<i>Italicized text indicates a vocabulary word.</i>
▶	Indicates student action(s).
☞	Indicates possible student response(s) to teacher questions.
ⓘ	Indicates instructional notes for the teacher.

Activity 1: Introduction of Lesson Agenda

5%

Begin by reviewing the agenda. In this lesson, students work in pairs or small groups to read and analyze the article “Social Media as Community” by Keith Hampton. Students then organize their reading notes, charting the pros and cons related to screen time presented in the article and noting which items are examples of evidence and reasoning.

- ▶ Students look at the agenda.

Activity 2: Homework Accountability

20%

Instruct students to take out their responses to the first part of the previous lesson’s homework assignment. (Read the article “Attached to Technology and Paying a Price” by Matt Richtel, annotating for the central claim, supporting claims, evidence, and reasoning.)

Instruct students to form pairs or small groups to discuss their annotations.

- ☞ Student annotations should include:
 - **Central Claim:** The distraction of technology can have serious consequences.
 - **Supporting Claim:** “our focus is being undermined by bursts of information” like checking e-mail (sec. 1, par. 8)
 - **Evidence:** “The stimulation provokes excitement—a dopamine squirt—that researchers say can be addictive.” (sec. 1, par. 9)
 - **Reasoning:** The way we use technology is addicting, which makes it hard to stop checking e-mail or Facebook.
 - **Supporting Claim:** Our extensive use of technology is ruining our brains.

- **Evidence:** “scientists are discovering that even after the multitasking ends, fractured thinking and lack of focus persist” (sec. 1, par. 12)
- **Reasoning:** The extensive use of technology is changing our brains in ways we cannot reverse. The constant use of tech devices makes it hard to focus and think.

- **Supporting Claim:** The brain is not meant to handle current technology.
- **Evidence:** “We are exposing our brains to an environment and asking them to do things we weren’t necessarily evolved to do.” (sec. 1, par. 18)
- **Reasoning:** The heavy use of technology has exceeded our brains ability to adapt, which is causing problems in concentration and focus.

Lead a brief whole-class discussion of student responses.

① Consider recording student responses on the board to create a visual structure of the article.

Instruct students to take out their responses to the second part of the previous lesson’s homework assignment. (Add these examples to your Pros and Cons Chart or your own organizing tool.)

Instruct students to remain in their pairs or small groups to share the additions they made to their Pros and Cons Charts or their own organizing tools.

🗨 See Model Pros and Cons Chart for sample student responses.

Instruct student pairs or groups to discuss the relative importance of each pro and con. Remind students to star the items they think are particularly important or relevant to the topic of their own arguments. Also, remind students to identify the items as either examples of evidence or reasoning.

Lead a brief whole-class discussion of student responses.

Instruct students to take out their responses to the third part of the previous lesson’s homework assignment. (Respond briefly in writing to the following question: How does the information in this article influence your thoughts about the topic of “Shut Down Your Screen Week”?)

Instruct students to remain in their pairs or small groups to discuss their responses.

🗨 Student responses to the homework questions will vary but should demonstrate an engagement with the article and topic.

Lead a brief whole-class discussion of student responses.

Activity 3: Reading and Discussion

40%

Instruct students to remain in their pairs or small groups from the previous activity. Distribute a copy of the article “Social Media as Community” by Keith Hampton to each student.

- ① **Differentiation Consideration:** If necessary to support comprehension and fluency, consider using a masterful reading of the article for the lesson.

Provide students with the following definitions: *extol* means “to praise highly,” *prosperity* means “a successful, flourishing, or thriving condition, especially in financial respects; good fortune,” *feasible* means “capable of being done,” and *confidants* means “trusted friends you can talk to about personal and private things.”

- ① Students may be familiar with these words. Consider asking students to volunteer the definitions before providing them to the class.
- ▶ Students write the definitions of *extol*, *prosperity*, *feasible*, and *confidants* on their copies of the text or in the appropriate section of their vocabulary journals.
- ① **Differentiation Consideration:** Consider providing students with the following definitions: *intimacy* means “emotional warmth and closeness” and *simultaneously* means “happening at the same time.”
- ▶ Students write the definitions of *intimacy* and *simultaneously* on their copies of the text or in the appropriate section of their vocabulary journals.
- ① The following activity addresses the expectations of W.9-10.9.b.

Instruct students to read “Social Media as Community.” Instruct students to annotate for items they find interesting and engaging, such as an unusual word choice, beautiful phrase, illuminating analysis, or surprising fact.

After students read and annotate the article, post or project the following set of questions for students to discuss before sharing out with the class. Instruct students to annotate the article for claims, reasoning, and evidence as they discuss each question, remembering to include short notes or labels to record their thinking.

- ① **Differentiation Consideration:** If the skill of annotation is new or challenging to students, consider posting or projecting the text and asking student volunteers to share their annotations for claims, reasoning, and evidence. Consider posting or projecting the volunteered annotations.

How does the author demonstrate that the topic of the argument is relevant and important to consider?

- The author states that some people argue that social media is “responsible for a growing trend of social isolation and loss of intimacy” (par. 1). He shows that other researchers have looked into the question and people have different opinions on the subject.

What is the author’s central claim?

- The author’s central claim is that “neither living alone nor using social media is socially isolating” (par. 2).

What evidence does the author use to support his central claim?

- The author writes that he was the “lead author” of an article that showed that “those who used social media had more close confidants” (par. 2), meaning that they had close friends who they shared personal information with. The author also cites another study called “Social Networking Sites and Our Lives” that showed that those who used social networking sites “had more close ties” than other Americans and were “half as likely to be socially isolated as the average American” (par. 3).

What supporting claim does the author make about “close friends” in paragraph 4? How does he support this claim with reasoning?

- The author writes that “Americans have fewer intimate relationships today than 20 years ago,” but that “those we depend on are more accessible today” than in the past because of technology such as cell phones and social media (par. 4). The author reasons that even though people do not live together in “small, village-like settlements” (par. 4), they can remain close because they have the ability to talk to each other whenever they wish.

How does the author use the metaphor of a “modern front porch” to advance his argument (par. 5)?

- The author compares the “constant feed of status updates and digital photos” to the “modern front porch” (par. 5). He argues that now instead of sitting on front porches and interacting with friends and neighbors, people are using social media to stay in touch.

Lead a brief whole-class discussion of student responses.

Activity 4: Organizing Reading Notes

15%

- ① The following activity addresses the expectations of W.9-10.5 and W.9-10.9.b.

Instruct students to remain in their pairs or small groups. Instruct students to identify and discuss the pros and cons of screen time in the article “Social Media as Community,” using their own organizing

tools or their Pros and Cons Chart to take notes. Also, instruct students to identify the items they record as examples of either evidence or reasoning.

- See the Model Pros and Cons Chart at the end of the lesson for possible student responses.

Lead a brief whole-class discussion of student responses. Then instruct student pairs or groups to discuss the relative importance of each pro and con. Instruct students to star the items they think are particularly important or relevant to the topic of their own arguments.

Activity 5: Quick Write

15%

Instruct students to respond briefly in writing to the following prompt:

Choose a specific claim in the text, and assess whether the reasoning is valid and the evidence is relevant and sufficient.

Remind students to use the Short Response Rubric and Checklist to guide their written responses.

- Students listen and read the Quick Write prompt.

① Display the prompt for students to see, or provide the prompt in hard copy.

Transition to the independent Quick Write.

- Students independently answer the prompt, using evidence from the text.

- See the High Performance Response at the beginning of this lesson.

Activity 6: Closing

5%

Display and distribute the homework assignment. For homework, instruct students to read the article “Education 2.0: Never Memorize Again?” by Sarah Perez, annotating for the central claim, supporting claims, evidence, and reasoning. Instruct students add these examples to their notes or Pros and Cons Charts or their own organizing tools.

Instruct students to respond briefly in writing to the following question:

How does the information in this article influence your thoughts about the topic of “Shut Down Your Screen Week”?

Finally, instruct students to determine a position to take for their own arguments: for or against their school participating in “Shut Down Your Screen Week.”

- Students follow along.

Homework

Read the article “Education 2.0: Never Memorize Again?” by Sarah Perez, annotating for the central claim, supporting claims, evidence, and reasoning. Add these examples to your notes or Pros and Cons Chart or your own organizing tool.

Then respond briefly in writing to the following question:

How does the information in this article influence your thoughts about the topic of “Shut Down Your Screen Week”?

Finally, determine a position to take for your own argument: for or against your school participating in “Shut Down Your Screen Week.”

Model Pros and Cons Chart

Name:		Class:		Date:	
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Directions: Record the pros and cons from each article in this chart. A *pro* is a statement that is in favor of screen time. A *con* is a statement that is against screen time. Determine which pros and cons are most important or convincing and place a star next to these. Label the pros and cons as “evidence” or “reasoning.”

Text: “Attached to Technology and Paying a Price” by Matt Richtel

Pros	Cons
*“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.” (sec. 1, par. 14) (evidence)	*“The stimulation provokes excitement—a dopamine squirt—that researchers say can be addictive” (sec. 1, par. 9) (evidence)
*“In imaging studies, Dr. Small observed that Internet users showed greater brain activity than nonusers, suggesting they were growing their neural circuitry.” (sec. 3, par. 14) (evidence)	*“scientists are discovering that even after the multitasking ends, fractured thinking and lack of focus persist” (sec. 1, par. 12) (evidence)
	“We are exposing our brains to an environment and asking them to do things we weren’t necessarily evolved to do.” (sec. 1, par. 18) (reasoning)

Text: “Social Media as Community” by Keith Hampton

Pros	Cons
*Americans who used social media “had more close confidants” than those who did not use social media (par. 2). (evidence)	“A number of studies, including my own and those of Matthew Brashears (a sociologist at Cornell), have found that Americans have fewer intimate relationships today than 20 years ago.” (par. 4) (evidence)
“social media users knew people from a greater variety of backgrounds” (par. 3) (evidence)	
Social media users “spent an impressive amount of time socializing outside of the house” (par. 3). (evidence)	
*“Because of cell phones and social media, those we depend on are more accessible today than at any point since we lived in small, village-like settlements.” (par. 4) (reasoning)	