

**WR.1  
ARGUMENT****Lesson 6 Planning: Prewriting****Introduction**

In this lesson, students first discuss their annotations and notes on the article “Education 2.0: Never Memorize Again?” by Sarah Perez. Students then review the task, purpose, and audience for their argument. Finally, students participate in a prewriting activity to articulate their thoughts about the topic, their central and supporting claims, and their evidence before they organize their ideas in an outline in the following lesson. Student learning is assessed via participation in a prewriting activity on this unit’s argument prompt: Take a position on whether your school should participate in the national “Shut Down Your Screen Week.” Write a multi-paragraph argument to support your position, using evidence from the texts that you read.

For homework, students complete their prewrites as necessary, focusing on articulating their thoughts about the topic, their central and supporting claims, and the evidence they find most compelling.

**Standards**

Assessed 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.
Addressed Standard(s)	
W.9-10.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
W.9-10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.

**Assessment**

Assessment(s)
Student learning is assessed via participation in a prewriting activity on the following prompt:

- Take a position on whether your school should participate in the national “Shut Down Your Screen Week.” Write a multi-paragraph argument to support your position, using evidence from the texts that you read.

### High Performance Response(s)

A High Performance Response should:

- Express their unedited thoughts and ideas on the argument prompt (e.g., \_\_\_\_\_ High School should not participate in “Shut Down Your Screen Week” because students need screens to maintain their social relationships and keep their minds and reflexes sharp.).

## Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
<b>Standards:</b> <ul style="list-style-type: none"> <li>Standards: W.9-10.5, W.9-10.1, W.9-10.6</li> </ul>	
<b>Learning Sequence:</b> <ol style="list-style-type: none"> <li>Introduction of Lesson Agenda</li> <li>Homework Accountability</li> <li>Reviewing Statements of Purpose</li> <li>Prewrite</li> <li>Closing</li> </ol>	<ol style="list-style-type: none"> <li>5%</li> <li>20%</li> <li>15%</li> <li>55%</li> <li>5%</li> </ol>

## Materials

- Student copies of their WR.1 Lesson 3 Prompt Analysis Exit Slips (refer to WR.1 Lesson 3)

## 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.
	<b>Bold text indicates questions for the teacher to ask students.</b>
	<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 discuss their annotations and notes on the article “Education 2.0: Never Memorize Again?” before reviewing the task, purpose, and audience for their arguments. Students then engage in a prewriting activity in response to the argument prompt.

- ▶ Students look at the agenda.

## Activity 2: Homework Accountability

20%

Instruct students to take out the first part of the previous lesson’s homework assignment. (Read the article “Education 2.0: Never Memorize Again?” by Sarah Perez, 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:** Don Tapscott “believes the age of learning through the memorization of facts and figures is coming to an end” (par. 1).
- **Supporting Claim:** “Teachers are no longer the fountain of knowledge; the internet [sic] is.” (par. 2)
- **Evidence:** “It is enough that they know about the Battle of Hastings, without having to memorize that it was in 1066. They can look that up and position it in history with a click on Google.” (par. 2)
- **Reasoning:** “Kids should learn about history to understand the world and why things are the way they are.” (par. 3)
- **Supporting Claim:** “He doesn’t feel that method of learning is anti-education since the information we must all digest is coming in at lightning speed.” (par. 3)
- **Evidence:** “Children are going to have to reinvent their knowledge base multiple times ... So for them memorizing facts and figures is a waste of time.” (par. 3)
- **Reasoning:** “is it better to just have a general idea so you can focus on better understanding the context and meaning?” (par. 4)
- **Supporting Claim:** “Today’s students are growing up in a world where multi-tasking has them completely immersed in digital experiences.” (par. 5)

- **Evidence:** “Wiring up our brains like this makes us adept at filtering information, making snap decisions” (par. 6)
- **Reasoning:** “If our brains are, in fact, becoming rewired, wouldn't it make sense that the way we teach students to learn should adapt, too?” (par. 7)

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.

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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.

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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”?)

💬 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.

① Students will be held accountable for determining their position homework in Activity 4: Prewriting Activity.

### Activity 3: Reviewing Statements of Purpose

15%

Instruct students to take out their WR.1 Lesson 3 Prompt Analysis Exit Slips. Remind students that the exit slip is a statement of purpose for their arguments. Instruct students to reread their statements of purpose and then Turn-and-Talk to review the task, purpose, and audience of their arguments.

- ☞ The prompt requires me to choose and argue one side, either “yes” or “no,” on the topic of whether or not my school in particular should participate in the event “Shut Down Your Screen Week.” I must use evidence from the texts provided to me to support my argument. I need to learn about this event as well as the advantages and disadvantages of using digital media. I must attempt to convince the principal of my school to accept my central claim by fully developing my response with multiple supporting claims and using evidence and reasoning to advance my argument.

Lead a brief whole-class sharing of students’ statements of purpose.

## Activity 4: Prewrite

**55%**

- ① The following activity addresses the expectations of W.9-10.1.

Explain to students that in this part of the lesson, they participate in a prewriting activity on the argument prompt to further develop their own position and the supporting claims and evidence for their arguments. Explain that the goal of this activity is to write without stopping to analyze or correct one’s sentences. Students should focus on identifying the central claim they want to make and any supporting claims, evidence, reasoning, or counterclaims from their notes. Students will have opportunities to further examine and refine these ideas and writing in the following lessons. This prewriting activity is intended to generate thoughts and ideas that can be used to support the writing activities in the following lessons and the development of students’ drafts. Instruct students to consult the articles and their Pros and Cons Charts as they prewrite.

Post or project the argument prompt for this unit:

**Take a position on whether your school should participate in the national “Shut Down Your Screen Week.” Write a multi-paragraph argument to support your position, using evidence from the texts that you read.**

- ▶ Students independently prewrite on the argument prompt.
- ① The process of writing an argument will involve drafting, annotating, peer reviewing, editing, and revising. If access to technology is available, consider using a cloud or electronic storage system (Microsoft Word, Google Drive, etc.) that allows each student to write and track changes using a word processing program. Consider instructing students on how to comment on their electronic documents in order to facilitate the annotation and review processes. If technological resources are not available, use the established classroom protocols for drafting, editing, and revising hard copies. (Students’ use of the online writing community addresses the expectations of W.9-10.6.)

## Activity 5: Closing

5%

Display and distribute the homework assignment. For homework, instruct students to complete their prewrites as necessary, focusing on articulating their thoughts about the topic, their central and supporting claims, and the evidence they find most compelling.

- ▶ Students follow along.

## Homework

Complete your prewrite, focusing on articulating your thoughts about the topic, your central and supporting claims, and the evidence you find most compelling.

## Model Pros and Cons Chart

<b>Name:</b>		<b>Class:</b>		<b>Date:</b>	
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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:** “Education 2.0: Never Memorize Again?” by Sarah Perez

Pros	Cons
*“Kids should learn about history to understand the world and why things are the way they are. But they don't need to know all the dates. It is enough that they know about the Battle of Hastings, without having to memorize that it was in 1066. They can look that up and position it in history with a click on Google.” (par. 2) (reasoning)	*“It's important that children learn facts. If you have no store of knowledge in your head to draw from, you cannot easily engage in discussions or make informed decisions.” (par. 7) (reasoning)
“Children are going to have to reinvent their knowledge base multiple times ... So for them memorizing facts and figures is a waste of time.” (par. 3) (reasoning)	“Wiring up our brains like this makes us adept at filtering information, making snap decisions, and fielding the incoming digital debris, <b>but sustained concentration, reading body language, and making offline friends are skills that are fading away.</b> ” (par. 6) (evidence)
“ <b>Wiring up our brains like this makes us adept at filtering information, making snap decisions, and fielding the incoming digital debris,</b> but sustained concentration, reading body language, and making offline friends are skills that are fading away.” (par. 6) (evidence)	