



EXPEDITIONARY  
LEARNING

# **Grade 7: Module 2B: Unit 1: Lesson 8**

## **Analyzing Text Structure: “Generation Z Stereotyped”**



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

I can determine the central ideas of an informational text. (RI.7.2)

I can analyze the development of a central idea throughout the 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)

**Supporting Learning Targets**

- I can analyze the organization of “Generation Z Stereotyped ...” to determine its central ideas and evidence.
- I can analyze the central ideas and evidence of “Generation Z Stereotyped ...” and how they relate to one another.

**Ongoing Assessment**

- Forming Evidence-Based Claims Graphic Organizer: “Teen Slang: What’s, Like, So Wrong with Like?” (from homework)



Agenda	Teaching Notes
<ol style="list-style-type: none"><li>1. Opening<ol style="list-style-type: none"><li>A. Listening for Gist: “Generation Z Stereotyped ...” (10 minutes)</li></ol></li><li>2. Work Time<ol style="list-style-type: none"><li>A. Analyzing the Structure of the Text: “Generation Z Stereotyped ...” (10 minutes)</li><li>B. Reading Closely: “Generation Z Stereotyped ...” (10 minutes)</li><li>C. Unstructured Review for the End of Unit Assessment (10 minutes)</li></ol></li><li>3. Closing and Assessment<ol style="list-style-type: none"><li>A. Identity Journal (5 minutes)</li></ol></li><li>4. Homework<ol style="list-style-type: none"><li>A. Continue reading in your independent reading book for the unit at home and study for your assessment. Be sure to bring your independent reading book to class.</li></ol></li></ol>	<ul style="list-style-type: none"><li>• This lesson follows the same structure as Lesson 7, except with a different text and adjustments to the Opening and Closing. All Teaching Notes and “Meeting Students’ Needs” for Lesson 7 also apply here.</li><li>• “Generation Z Stereotyped ...” discusses generational identity and is used to help students further develop their definitions of identity.</li><li>• Keep in mind that “Generation Z Stereotyped ...” differs from “What’s, Like, So Wrong with Like?” in one critical way: It is an informative text, not an argumentative text. Therefore, this lesson uses the language of RI.7.2: “central idea,” “supporting idea,” and “evidence,” rather than the language of RI.7.8: “central claim,” “reasons,” and “evidence.”</li><li>• The format of the text “Generation Z Stereotyped ...” mirrors that of the text students will read for their End of Unit 1 Assessment. Bear this in mind if areas of challenge come up for students during this lesson; if there is time available, consider using Work Time C as a means of targeting those challenges.</li><li>• Work Time C is a short, unstructured review session. Use this time to reteach any point of the instruction that may be helpful to your students before the End of Unit 1 Assessment in Lesson 9, or consider simply increasing the time allotted for Work Time B.</li><li>• Post: Learning targets.</li></ul>



Lesson Vocabulary	Materials
garnering, apathetic, characterizations, priorities, sedentary, obesity	<ul style="list-style-type: none"><li>• “Generation Z Stereotyped ...” (reformatted version, with wide margins for students to make annotations; one per student)</li><li>• “Generation Z Stereotyped ...” Definitions (for teacher reference)</li><li>• “Generation Z Stereotyped ...” Structure anchor chart (one per student and one to display)</li><li>• Document camera</li><li>• Text-Dependent Questions: “Generation Z Stereotyped ...” (one per student)</li><li>• Text-Dependent Questions: “Generation Z Stereotyped ...” (answers, for teacher reference)</li><li>• “Generation Z Stereotyped ...” Structure anchor chart (for teacher reference)</li><li>• Identity anchor chart—student version (in Identity Journals; begun in Lesson 1)</li><li>• Identity anchor chart (begun in Lesson 1)</li><li>• Sample Cultural Identifiers anchor chart (from Lesson 1)</li></ul>



Opening	Meeting Students’ Needs
<p><b>A. Listening for Gist: “Generation Z Stereotyped ...” (10 minutes)</b></p> <ul style="list-style-type: none"><li>• Direct students’ attention to the learning targets, and read them out loud together:<ul style="list-style-type: none"><li>* “I can analyze the organization of “Generation Z Stereotyped ...” to determine its central ideas and evidence.”</li><li>* “I can analyze the central ideas and evidence of “Generation Z Stereotyped ...” and how they relate to one another.”</li></ul></li><li>• Let students know they will now begin work on these targets by listening to the text as they read.</li><li>• Distribute <b>“Generation Z Stereotyped ...”</b> and orient students to the text. Explain that the left margin is where they will take gist notes.</li><li>• Tell students that you will read this text aloud while they read along silently in their heads.</li><li>• As they listen, they should write down the gist of each paragraph. Remind them to write legibly and small. Assure them that you will pause so they will have time to jot down notes without missing the next part of the text, but they should feel free to underline words or phrases they think are important as you read. (This text takes about 6 minutes to read aloud, not including time to stop and allow students to take notes.)</li><li>• Begin. Make sure students are adding to their notes as you read.</li><li>• Define the vocabulary words listed under “vocabulary” for students as you read and have them jot down a brief definition of each on their texts. (See <b>“Generation Z Stereotyped ...” Definitions</b> for reference).</li></ul>	<ul style="list-style-type: none"><li>• Hearing a complex text read slowly, fluently, and without interruption or explanation promotes comprehension and fluency for students: They are hearing a strong reader read the text aloud with accuracy and expression and are simultaneously looking at and thinking about the words on the printed page. Be sure to set clear expectations that students read along silently in their heads as you read the text aloud.</li><li>• Consider posting the list of definitions for this text so students may refer to it as they read.</li></ul>



Work Time	Meeting Students’ Needs
<p><b>A. Analyzing the Structure of the Text: “Generation Z Stereotyped...” (10 minutes)</b></p> <ul style="list-style-type: none"><li>• Distribute the <b>“Generation Z Stereotyped ...” Structure anchor chart</b> and display a copy using a <b>document camera</b>. Ask students to find the overall purpose of the text and put their finger on it. When most students have their fingers in the right place, ask someone to read the central idea out loud.</li><li>• Remind students that readers generally can’t say for sure what the central idea of a text is until they’ve read the whole thing, because it doesn’t always appear in the same place. As in yesterday’s lesson, to help students see the structure of the text, you are telling them the central idea, which you determined in the same way they will determine the supporting ideas in various sections of the text.</li><li>• Direct students to Paragraph 2 and point out that the central idea is directly stated there. Ask if this is where they would expect a central idea to be.</li><li>• Now ask students to find the part of the anchor chart that shows the supporting idea of Paragraphs 1–3 and put their finger on it. When most students have their finger in the right place, call on one student to read it aloud.</li><li>• Remind students that identifying a reason is more than gist notes and less than a full summary. Assure them that they will have a chance to analyze how you determined this supporting idea, and then they will think about how it relates to the central idea.</li></ul>	<ul style="list-style-type: none"><li>• Careful attention to learning targets throughout a lesson engages, supports, and holds students accountable for their learning. Consider revisiting learning targets throughout the lesson so that students can connect their learning with the activity they are working on.</li><li>• Using an analogy helps to make abstract concepts more accessible to students.</li><li>• Consider writing these questions on the board for struggling learners who benefit from visuals to reinforce discussion.</li></ul>



Work Time (continued)	Meeting Students’ Needs
<p><b>B. Reading Closely: “Generation Z Stereotyped ...” (10 minutes)</b></p> <ul style="list-style-type: none"><li>• Arrange students in pairs. Tell them they will now read the text closely with a partner, just as in the last lesson. They will read with some guiding questions; after they’ve discussed the questions, they will write their ideas in the left-hand side of the text, where they wrote their gist notes.</li><li>• Distribute the <b>Text-Dependent Questions: “Generation Z Stereotyped ...”</b> and ask students to read along as you read the directions. Clarify any questions. Circulate to help as needed.</li><li>• After 10 minutes, debrief students on the questions. Use the <b>Text-Dependent Questions: “Generation Z Stereotyped ...” (answers, for teacher reference)</b> as a guide.</li><li>• Finally, direct students back to the Structure anchor chart. Ask them to turn and talk:<ul style="list-style-type: none"><li>* “How does each section connect to the overall central idea?”</li></ul></li><li>• Use the <b>“Generation Z Stereotyped ...” Structure anchor chart (for teacher reference)</b> to guide students to an understanding of how each section of the text connects to the central idea. Add these explanations to the class anchor chart; prompt students to add them to their own copies.</li></ul>	
<p><b>C. Unstructured Review for the End of Unit Assessment (10 minutes)</b></p> <ul style="list-style-type: none"><li>• Use this time to cover any section of the unit material, practice sample questions, or answer any queries from students that will help them be successful on the assessment.</li><li>• In particular, consider practicing skills that are embedded in the standards to which the assessment is tied: RI.7.1, 7.3, and 7.5.</li></ul>	



Closing and Assessment	Meeting Students’ Needs
<p><b>A. Identity Journal (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Have students turn to their <b>Identity anchor chart—student version</b> in their Identity Journals. As you record notes on the posted <b>Identity anchor chart</b>, ask them to copy them down in the anchor chart in their journals.</li><li>• Ask students to briefly summarize how the “Teen Slang” article from Lesson 7 may fit with a sense of identity. Remind them that this was the fourth question in their text-dependent questions on “Teen Slang.” Listen for something like: “People can define their identity through their language by using it to indicate who is ‘in’ and who is ‘out’ of their group.” Indicate that this idea is going to be very important in Unit 2.</li><li>• Ask students to think now about how “Generation Z Stereotyped ...” may relate to identity. Answers may vary widely here; choose the most insightful answers, particularly ones that connect the idea of identity to generation or societal group (you may wish to point students back to the <b>Sample Cultural Identifiers anchor chart</b>), and record them.</li></ul>	
Homework	Meeting Students’ Needs
<ul style="list-style-type: none"><li>• Study for your assessment. Look over the feedback on your Reader’s Notes and the mid-unit assessment from Lesson 5. See which questions and/or skills you could practice again before the assessment in the next lesson. Consider studying with one of your Diversity Discussion Appointment partners.</li><li>• Continue reading in your independent reading book for the unit at home. Be sure to bring your independent reading book to class.</li></ul> <p><i>Note: The End of Unit 1 Assessment is in Lesson 9. Lesson 10 is a celebration of independent reading; consider now how you might prepare for the celebration. Note that Lesson 10 also includes an important launch of Unit 2, reading aloud the myth of Pygmalion. Be sure whatever celebration you plan allows for time for this crucial read-aloud.</i></p>	



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# Grade 7: Module 2B: Unit 1: Lesson 8

## Supporting Materials



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“Generation Z Stereotyped ...”

**Generation Z Teens Stereotyped as 'Lazy and Unaware'**

*Gavin is a junior at Loyola Academy and a reporter for [The Mash](#), a weekly teen publication distributed to Chicagoland high schools.*

(1) You may recognize them as your constantly connected, constantly moving peers, but to the rest of the world, they're Generation Z: the lazy, apathetic age group born between 1994 and 2004.

(2) Though they're characterized as multitasking whizzes, they're simultaneously garnering the reputation among older generations of being lazy, unaware and apathetic.

(3) Gen Z is often portrayed as less engaged in politics; they have short attention spans and don't care about the weighty issues that confront their generation and the nation; and they're more interested in technology and celebrity than staying active in their communities and schools.

(4) So what gives with Generation Lay-Z?

(5) “Unfortunately, I do think that our generation is somewhat guilty of that title,” Elk Grove junior Michelle Zerafin said. “I'm guilty of not being knowledgeable about the world, and I can name 10 other people right now that aren't either.

(6) The characterizations come from the parents of Generation Z and prior generations alike.

(7) “Compared to when I was growing up, I think that in some ways my daughter's generation is more unaware of what's going on the world,” Hellen Minev said, a parent of a Prospect student. “I don't think they're apathetic, though; I think they just have different priorities, like their cellphones and Facebook.”

(8) Like Minev, many adults say much of the blame lies with Gen Z's reliance on gadgets.



“Generation Z Stereotyped ...”

(9) “You guys have all these devices like smartphones, touchscreens, iPhones, iPads, ‘iEverything,’” Elk Grove history teacher Dan Davisson said. “It’d be hard for you guys to spend your energy on things like volunteering if you have all these distractions.”

(10) Furthermore, sitting around watching videos, texting or playing video games can lead to negative health effects for teens who would rather stay indoors and use their electronics than be active outdoors. They’re leading a sedentary lifestyle that, when paired with a poor diet, can result in obesity, diabetes and other health problems.

(11) A 2009 Centers for Disease Control and Prevention report found that approximately 17 percent of children and adolescents ages 2–19 are obese. Since 1980, obesity rates have nearly tripled, the report shows.

(12) “No one calls each other up and says, ‘Hey, want to go for a bike ride?’” Zerafin said. “And if they do, it’s rare. Now it’s more like, ‘Hey, want to come over and play some (‘Call of Duty’)?’”

(13) While some worry that Gen Z is lazy and unprepared for the real world, Elk Grove junior Kate DeMeulenaere believes that it’s just a matter of survival of the fittest.

(14) “I don’t think anyone is ever really prepared,” she said. “But I think (some) just adapt better than others and make more logical choices.”

(15) Elk Grove counselor Maria Mroz adds that making the right choices and having the right attitude from an early age is the way to beat the stigma of being apathetic.

(16) “If more teenagers realize the value of their education, they can beat those murmurs of being apathetic right here at school,” Mroz said.

(17) Huntley junior Christian Nunez tries to beat the label by keeping informed on current affairs and staying on top of his education.



“Generation Z Stereotyped ...”

(18) “Although sometimes I tend to let my grades slip, I try to compensate by trying harder.... I also try to keep up with things that happen in other places,” he said.

(19) On the other hand, there are those like youth group pastor Jin Kim who believe that the lazy label isn’t really accurate.

(20) “I don’t think this generation is apathetic at all,” Kim said. “If they are, then every other generation, including my own, is apathetic as well. I have kids right in front of me right now that spend their time and effort volunteering and being active in their community.

(21) “When I look at them, I don’t see lazy or inattentive kids. I see kids that are caring and hard-working, not apathetic.”

Gregoire, Carolyn. "Generation Z Teens Stereotyped As 'Lazy And Unaware'" The Huffington Post. TheHuffingtonPost.com, 06 Mar. 2012. Web.<[http://www.huffingtonpost.com/2012/03/06/apathetic-teens-generatio\\_n\\_1323577.html](http://www.huffingtonpost.com/2012/03/06/apathetic-teens-generatio_n_1323577.html)>



“Generation Z Stereotyped ...”  
Definitions  
(For Teacher Reference)

<b>garnering</b>	<b>gathering</b>
<b>apathetic</b>	having or showing little or no feeling or interest
<b>characterizations</b>	the creation of character and/or stereotypes
<b>priorities</b>	the quality or state of coming before another in time or importance
<b>sedentary</b>	doing or requiring much sitting
<b>obesity</b>	the quality of being overweight



**“Generation Z Stereotyped ...”**  
Structure Anchor Chart

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Central Idea: Generation Z is gaining a stereotypical reputation for being lazy and apathetic.**

Paragraphs	1–3	4–7	8–12	13–18	19–21
Supporting idea	The stereotype specifically includes being wrapped up in technology and unaware of community and world issues.				
Connection to central idea: What is the purpose of this section? How does this one section contribute or add to the text as a whole?					

“Generation Z Stereotyped ...”

Structure Anchor Chart (for Teacher Reference)

Central Idea: Generation Z is gaining a stereotypical reputation for being lazy and apathetic.

Paragraphs	1–5	6–8	9–12	13–18	19–21
Supporting idea	The stereotype specifically includes being wrapped up in technology and unaware of community and world issues.	The stereotype results from the older generation’s view of teen behavior, particularly their use of technology.	Technology, according to older adults, can be a distraction from community involvement. It can also contribute to a sedentary lifestyle.	It is possible to “beat the stereotype” by making good choices, particularly by focusing on schoolwork.	There are others who don’t believe the stereotype is accurate at all.
Connection to central idea: What is the purpose of this section? How does this one section contribute or add to the text as a whole?	This section explains the stereotype further by adding details.	This section provides the basis for the stereotype.	Examples of how technology possibly contributes to the stereotype are listed here.	This section answers the question of how teens can move past the stereotype.	A counterexample is provided of an adult who does not believe at all that the stereotype is true.



**Text-Dependent Questions:**  
“Generation Z Stereotyped ...”

.....  
**Name:**  
.....

**Date:**  
.....

Questions	Write the answer to each question below.
<b>After Paragraph 5:</b> What evidence does Michelle Zerafin give that the stereotype is true?	
<b>After Paragraph 8:</b> How does parent Hellen Minev describe her daughter’s generation in relation to her own?	
<b>After Paragraph 12:</b> What evidence is used in the preceding paragraphs to describe the effects of technology on the current generation?	
<b>After Paragraph 18:</b> According to these paragraphs, what are some ways teens can move beyond the stereotype?	
<b>After Paragraph 21:</b> Why does this adult disagree with the stereotype of Generation Z as “lazy”?	



Text-Dependent Questions:  
“Generation Z Stereotyped ...” (for Teacher Reference)

Questions	Write the answer to each question below.
<b>After Paragraph 5:</b> What evidence does Michelle Zerafin give that the stereotype is true?	<b>Michelle says that she herself is not aware enough of current events and that she knows many other teens who are like her.</b>
<b>After Paragraph 8:</b> How does parent Hellen Minev describe her daughter’s generation in relation to her own?	<b>Hellen Minev does not believe that Generation Z is apathetic so much as wrapped up in technology that her generation did not have.</b>
<b>After Paragraph 12:</b> What evidence is used in the preceding paragraphs to describe the effects of technology on the current generation?	<b>Adults describe technology as distracting; technology is also blamed for contributing to a sedentary lifestyle that keeps teens from engaging in their communities.</b>
<b>After Paragraph 18:</b> According to these paragraphs, what are some ways teens can move beyond the stereotype?	<b>Teens can make good choices by focusing on their schoolwork, as well as making an effort to learn about the world around them.</b>
<b>After Paragraph 21:</b> Why does this adult disagree with the stereotype of Generation Z as “lazy”?	<b>The pastor says the teens he works with spend their time being attentive to issues in the community and volunteering.</b>