



EXPEDITIONARY
LEARNING

Grade 7: Module 2B: Unit 3: Lesson 7

Mid-Unit Assessment and Independent Reading Check-In



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
<p>I can generate additional questions for further research. (W.7.7)</p> <p>I can quote or paraphrase others' work while avoiding plagiarism. (W.7.8)</p> <p>I can select evidence from literary or informational texts to support analysis, reflection, and research. (W.7.9b)</p>	
Supporting Learning Targets	Ongoing Assessment
<ul style="list-style-type: none">• I can read a source, identify and paraphrase information that helps answer my focus research question, and generate effective supporting research questions.• I can self-select a text based on personal preferences and read it independently.	<ul style="list-style-type: none">• Mid-Unit 3 Assessment• Exit Ticket: Independent Reading



Agenda	Teaching Notes
<ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Entry Task(5 minutes)B. Reviewing Research Progress (5 minutes)2. Work Time<ol style="list-style-type: none">A. Mid-Unit 3 Assessment (20 minutes)B. Checking In on Independent Reading (13 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Exit Ticket: Independent Reading (2 minutes)4. Homework<ol style="list-style-type: none">A. Be sure to continue your independent reading.	<ul style="list-style-type: none">• In this lesson, students complete the Mid-Unit 3 Assessment. the New York State 2-point rubric: short response is provided for your reference. The overall scoring of this assessment is left up to your professional judgment.• Students have prepared for this assessment in the previous lessons as they read sources, searched for pertinent information relating to supporting research questions, and paraphrased information from the texts. The Mid-Unit 3 Assessment will ask them to demonstrate these skills using a third source titled “Images of Men in Advertising.”• Following the assessment, students add information from the assessment text to their researcher’s notebook, focusing on evidence that addresses their guiding research questions or the additional questions they starred in Opening A. They should also add any additional questions this article raised.• In Work Time B, students participate in an independent reading check-in. Use whichever routine you have established with your class to do this. For ideas, see the stand-alone document on EngageNY.org: Launching Independent Reading in Grades 6–8: Sample Plan. The routine you have or will establish should: support students in checking to see if they met their previous goal and set a new goal; allow students to talk about their books with a peer; and give you a chance to confer with some students about their reading. By bringing their independent reading into class, this routine both motivates students and holds them accountable.• Consider collecting researcher’s notebooks and giving feedback on the notes students have taken. This is not part of the formal assessment, but it will be formally assessed soon, and this is a good opportunity to provide feedback and ensure students are on the right track.• In advance: If necessary, decide on a routine for the independent reading check-in.



Lesson Vocabulary	Materials
	<ul style="list-style-type: none">• Researcher’s notebook (from Lesson 2; one per student)• Researcher’s roadmap anchor chart (begun in Lesson 4)• “Images of Men in Advertising” (Source 3) (assessment text; one per student and one to display)• Mid-Unit 3 Assessment: Gathering Relevant Information and Generating Additional Research Questions (one per student)• Mid-Unit 3 Assessment: Gathering Relevant Information and Generating Additional Research Questions (answers, for teacher reference)• 2 Point Rubric: Short Response (for scoring short responses on the Mid-Unit 3 Assessment)• Exit Ticket: Independent Reading (one per student)



Opening	Meeting Students' Needs
<p>A. Entry Task(5 minutes)</p> <ul style="list-style-type: none">• Tell students: “Take out your researcher’s notebook and look at the questions you wrote down as you read ‘Cover Girl Culture’ (Source 2) yesterday. Put a star next to at least two questions you think meet the criteria on the researcher’s roadmap anchor chart for effective questions.”• Call on several students to share out, prompting them to name why their questions are effective. Consider adding these questions to the class version of the researcher’s notebook, so all students can access them.• Ask several students to share questions they decided were not effective questions, and prompt them to explain why.	<ul style="list-style-type: none">• Looking at both good and bad examples is a powerful way to help students understand a concept.
<p>B. Reviewing Research Progress (5 minutes)</p> <ul style="list-style-type: none">• Direct students’ attention to Step 5 on the researcher’s roadmap: anchor chart, Evaluating Research.• Using the notes you modeled in Lesson 6, show students briefly how you might do the first part of Step 5: “Which of my research questions have I answered, either partially or completely?” Point out that a researcher rarely completely answers a supporting research question with one source, but that it’s worth noting which questions you found no information about. Direct students to put a check next to supporting research questions that they found some information about.• Next, point out that they answered the next question in Step 5—“What additional questions did I generate?”—for the entry task, when they identified additional supporting research questions.• Remind students that as they read their next source, they will need to look for information that relates to any of these questions.• In this case, because students aren’t doing the “finding sources” stage, the third question in Step 5—“Which source might I use next?”—is less relevant. Remind students that you have chosen the source for them.	



Work Time	Meeting Students' Needs
<p>A. Mid-Unit 3 Assessment (20 minutes)</p> <ul style="list-style-type: none"> • Tell students that they have had some practice now with generating effective research questions and gathering information about those research questions. On the Mid-Unit 3 Assessment today, they will have the opportunity to demonstrate their capabilities. • Distribute the “Images in Men in Advertising” (Source 3) and the Mid-Unit 3 Assessment: Gathering Relevant Information and Generating Additional Research Questions. • Direct students to individually read the text once, and then answer any questions about unfamiliar vocabulary, all of which is footnoted on page 1. • Students should complete the Mid-Unit 3 Assessment independently. • When they are done, they should add the information they found to their researcher’s notebook, focusing on evidence that addresses their guiding research questions or the additional questions they starred in the Opening. They should also add any additional questions this article raised. 	<ul style="list-style-type: none"> • If students receive accommodations for assessments, communicate with the cooperating service providers regarding the practices of instruction during this study as well as the goals of the assessment. • For students who struggle, consider checking on their answer to Question 1 before they continue. Mark their answer correct or incorrect, then let them know which supporting research question they should use to guide the rest of their assessment.
<p>B. Checking In on Independent Reading (13 minutes)</p> <ul style="list-style-type: none"> • Use this time for an independent reading check-in, using whichever routine you have established with your class. For ideas, see the stand-alone document on EngageNY.org: Launching Independent Reading in Grades 6–8: Sample Plan. Remember that in this time: <ul style="list-style-type: none"> * Students need time to talk with a peer about their book. * You need a chance to confer with students about their reading (you will confer with a few each time, working your way through a class over several weeks). * Students need to check in and see if they met their last goal and set a new goal. 	<ul style="list-style-type: none"> • Consider inviting coordinating service providers to your class to check in with students who need more reading support. This is an opportunity to ensure that students comprehend their independent reading and monitor their progress.



Closing and Assessment	Meeting Students' Needs
<p>A. Exit Ticket: Independent Reading (2 minutes)</p> <ul style="list-style-type: none">• Distribute the Exit Ticket: Independent Reading and ask students to complete it.• Collect students' exit tickets.	<ul style="list-style-type: none">• In the next independent reading check-in, prioritize talking with students who did not meet their goals.
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Be sure to continue your independent reading. <p><i>Note: There is time to hand back students' Mid-Unit 3 Assessments at the beginning of Lesson 8. If you need more time to assess students work, please review Lessons 8-10 and shift the return and review of the assessment to a different lesson. The sooner students receive feedback, the more effective it is.</i></p>	



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Supporting Materials



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“Images of Men in Advertising” (Source 3)
(Assessment Text)

Excerpts from an article

By Tom Nakayama

“What is a man?”

(1) This may seem like an odd question to be asking, but it’s one that’s answered all the time in print ads and television commercials. Ads and commercials, with their images of cowboys, successful businessmen, construction workers, sophisticate¹ in tuxedos, muscle men, and others, may seem to be flashing by casually. But they actually represent countless—if often unconscious²—decisions by writers, advertisers, producers, programmers, and others about what men look like, say, and even think.

(2) As each ad answers the questions: “What images of men will sell my product to men? To women?” they shape viewers’ images of men as well.... Advertising narrows the definition of what it means to be a man.

(3) According to the advertising archetypes³ presented, men are in charge, self-contained⁴, and often alone. When shown with other men, they seem ready to unleash their aggression at any moment. When shown with women, they must be dominant.... These images of men, from hard hats building dams to captains of industry rewarding themselves with the best whiskey, are powerful and disturbing. Only a few more recent ads focus on men in families, men with children, or men shown in partnership with women or other men.

(4) ... A few advertisers have begun to concentrate on another view of masculinity by portraying⁵ images of men who are gentle, caring, sensitive—even able to hold babies. Such images offer alternative⁶ social roles for men unwilling or unable to restrict themselves to the role of the strong, silent loner on horseback. Instead, they affirm⁷ the idea that men, like women, experience a broad range of feelings and emotions.

Nakayama, Tom. “Images of Men in Advertising.” Center for Media Literacy. Web. 16 Feb. 2014. <<http://www.medialit.org/reading-room/images-men-advertising>>

1 experienced, worldly wise

2 not realized

3 a perfect example

4 private; not revealing emotions

5 showing

6 different from the normal

7 support



Mid-Unit 3 Assessment:
Gathering Relevant Information and Generating Additional Research Questions

.....
Name:
.....

.....
Date:
.....

Long-Term Learning Targets Assessed:

I can generate questions for additional research. (W.7.7)

I can quote or paraphrase others' work while avoiding plagiarism. (W.7.8)

I can select evidence from literary or informational texts to support analysis, reflection, and research. (W.7.9b)

Read the article "Images of Men in Advertising." As you read, mark information that might help you answer some of your supporting research questions. Also consider what other supporting research questions this article raises.

After you have read and marked the text, answer the following questions:

1. Of the supporting research questions listed below, which does this article help answer? (W.7.7)
 - a. What are some gender roles of men in modern advertising?
 - b. What products are currently sold with men in their advertisements?
 - c. What are some conscious decisions advertisers make about their ads using men?
 - d. Why do men feel a broad range of emotions?



Mid-Unit 3 Assessment:
Gathering Relevant Information
and Generating Additional Research Questions

2. Choose one piece of evidence from the list below that would help answer the supporting research question you identified in Question 1. Put a star next to it. (Note: There are several possibilities; just choose one.) (W.7.9b)
- a. “As each ad answers the questions: “What images of men will sell my product to men? To women?” they shape viewers’ images of men as well....”
 - b. “This may seem like an odd question to be asking, but it’s one that’s answered all the time in print ads and television commercials.”
 - c. “Such images offer alternative social roles for men unwilling or unable to restrict themselves to the role of the strong, silent loner on horseback.”
 - d. “According to the advertising archetypes presented, men are in charge, self-contained, and often alone.”
 - e. “A few advertisers have begun to concentrate on another view of masculinity by portraying images of men who are gentle, caring, sensitive—even able to hold babies.”
 - f. “When shown with other men, they seem ready to unleash their aggression at any moment. When shown with women, they must be dominant.”

3. In the space below, paraphrase the piece of evidence you starred in Question 2. (W.7.8)



Mid-Unit 3 Assessment:
Gathering Relevant Information
and Generating Additional Research Questions

4. Explain how this piece of evidence helps you address the supporting research question you identified in Question 1. (W.7.9b)

5. Which of the following questions would be an effective supporting research question that you might ask after reading this article? (W.7.7)
- a. How many ads use men to sell alcohol?
 - b. What year was this article published in?
 - c. What other alternative gender roles for men exist in modern advertising?
 - d. Why do men feel that they shouldn't take care of children?

6. List two more effective supporting research questions you now have after reading this article. (W.7.7)



Mid-Unit 3 Assessment:
Gathering Relevant Information and Generating Additional Research Questions
(Answers, for Teacher Reference)

Long-Term Learning Targets Assessed:

I can generate questions for additional research. (W.7.7)
I can quote or paraphrase others' work while avoiding plagiarism. (W.7.8)
I can select evidence from literary or informational texts to support analysis, reflection, and research. (W.7.9b)

Read the article "Images of Men in Advertising." As you read, mark information that might help you answer some of your supporting research questions. Also consider what other supporting research questions this article raises.

After you have read and marked the text, answer the following questions:

1. Of the supporting research questions listed below, which does this article help answer? (W.7.7)
 - a. **What are some gender roles of men in modern advertising?**
 - b. What products are currently sold with men in their advertisements?
 - c. What are some conscious decisions advertisers make about their ads using men?
 - d. Why do men feel a broad range of emotions?



Mid-Unit 3 Assessment:

Gathering Relevant Information and Generating Additional Research Questions
(Answers, for Teacher Reference)

2. Choose one piece of evidence from the list below that would help answer the supporting research question you identified in Question 1. Put a star next to it. (Note: There are several possibilities; just choose one.) (W.7.9b)
- a. “As each ad answers the questions: “What images of men will sell my product to men? To women?” they shape viewers’ images of men as well....”
 - b. “This may seem like an odd question to be asking, but it’s one that’s answered all the time in print ads and television commercials.”
 - c. “Such images offer alternative social roles for men unwilling or unable to restrict themselves to the role of the strong, silent loner on horseback.”
 - d. **“According to the advertising archetypes presented, men are in charge, self-contained, and often alone.”**
 - e. **“A few advertisers have begun to concentrate on another view of masculinity by portraying images of men who are gentle, caring, sensitive—even able to hold babies.”**
 - f. **“When shown with other men, they seem ready to unleash their aggression at any moment. When shown with women, they must be dominant.”**
3. In the space below, paraphrase the piece of evidence you starred in Question 2. (W.7.8)
- A gender role of men in advertising is that they are in control, by themselves, and private.**



Mid-Unit 3 Assessment:

Gathering Relevant Information and Generating Additional Research Questions
(Answers, for Teacher Reference)

4. Explain how this piece of evidence helps you address the supporting research question you identified in Question 1. (W.7.9b)

The question asks about gender roles of men in advertising, and the evidence answers that question right away.

5. Which of the following questions would be an effective supporting research question that you might ask after reading this article? (W.7.7)
- a. How many ads use men to sell alcohol?
 - b. What year was this article published in?
 - c. What other alternative gender roles for men exist in modern advertising?**
 - d. Why do men feel that they shouldn't take care of children?
6. List two more effective supporting research questions you now have after reading this article. (W.7.7)

What is the ratio of alternative male gender role advertisements to stereotypical ones?
Do gender roles of men become different in online ads?
Other variations are acceptable.

2-Point Rubric: Writing from Sources/Short Response¹
(for Teacher Reference)

Use the below rubric for determining scores on short answers in this assessment.

2-point Response	<p>The features of a 2-point response are:</p> <ul style="list-style-type: none"> • Valid inferences and/or claims from the text where required by the prompt • Evidence of analysis of the text where required by the prompt • Relevant facts, definitions, concrete details, and/or other information from the text to develop response according to the requirements of the prompt • Sufficient number of facts, definitions, concrete details, and/or other information from the text as required by the prompt • Complete sentences where errors do not impact readability
1-point Response	<p>The features of a 1-point response are:</p> <ul style="list-style-type: none"> • A mostly literal recounting of events or details from the text as required by the prompt • Some relevant facts, definitions, concrete details, and/or other information from the text to develop response according to the requirements of the prompt • Incomplete sentences or bullets
0-point Response	<p>The features of a 0-point response are:</p> <ul style="list-style-type: none"> • A response that does not address any of the requirements of the prompt or is totally inaccurate • No response (blank answer) • A response that is not written in English • A response that is unintelligible or indecipherable

¹From New York State Department of Education, October 6, 2012.



Exit Ticket: Independent Reading

.....
Name:

.....
Date:

Did you meet your independent reading goal for today's check-in?

.....

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If yes, what helped you do that?

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If no, what got in your way? How can I help you?

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