



EXPEDITIONARY
LEARNING

Grade 7: Module 4A: Unit 2: Lesson 16

End of Unit 2 Assessment, Parts 1A and 1B:

Fishbowl on Screen Time and Adolescents



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

- I can present claims and findings with descriptions, facts, details, and examples, using effective speaking techniques (appropriate eye contact, adequate volume, and clear pronunciation). (SL.7.4)
- I can come to discussions prepared to refer to evidence on the topic, text, or issue that probes and reflects on ideas under discussion. (SL.7.1 and SL.7.1a)
- I can use my experience and knowledge of language and logic, as well as culture, to think analytically, address problems creatively, and advocate persuasively. (RI.7.9a and SL.7.9a)
- I can write arguments to support claims with clear reasons and relevant evidence. (W.7.1)

Supporting Learning Targets

- I can prepare for a class discussion and participate in it effectively by collecting and explaining appropriate evidence to support my claims.
- I can engage with my peers to discuss the recommended screen time by the AAP and persuade them to agree with my point of view using logic, evidence, and appropriate speaking techniques to advocate for my position.

Ongoing Assessment

- Fishbowl graphic organizer (from homework)
- Fishbowl Statement
- End of Unit 2 Assessment, Parts 1A and 1B: Fishbowl



| Agenda | Teaching Notes |
|--|--|
| <p>1. Opening</p> <ul style="list-style-type: none">A. Fishbowl Statement (5 minutes)B. Reviewing Learning Targets and Teacher Modeling (5 minutes) <p>2. Work Time</p> <ul style="list-style-type: none">A. End of Unit 2 Assessment, Part 1A: Fishbowl (15 minutes)B. Reflection and Transition (3 minutes)C. End of Unit Assessment, Part 1B: Fishbowl (15 minutes) <p>3. Closing and Assessment</p> <ul style="list-style-type: none">A. Reflection (2 minutes) <p>4. Homework</p> <ul style="list-style-type: none">A. Continue independent reading (at least 20 minutes). There will be an independent reading check-in tomorrow. | <ul style="list-style-type: none">• This lesson is in many ways a culmination and celebration of the reading and research students have done thus far in this unit. It provides an opportunity for each student to share his or her learning aloud with the class, as well as to learn from classmates' research before committing to a position. The students are put into like-minded groups intentionally to encourage them to work together to deepen their arguments.• The Fishbowl Statement is a written synthesis of the preparation students have done for homework the night before and addresses the standard W.7.1, which asks students to advocate persuasively. Consider collecting and assessing it to see how your students are performing on that standard. However, it may be useful to the students in Lesson 17.• Review the Fishbowl Prep: Teacher Model (see supporting materials) to prepare to model the speaking techniques you are asking students to use during the Fishbowl (such as appropriate volume and eye contact). Explain that you are modeling a third option—whether Facebook should raise its minimum age to 18—instead of teenagers and screen time so they can learn from you without giving any “answers” away. Review the model essay from Unit 3 to assist you.• Remember that the Fishbowl is the first half of the End of Unit 2 Assessment; the second half is the presentation of a visual aid (Lessons 18 and 19) based on students' research and the Fishbowl discussion. You will want to review the Unit 2 assessments as soon as possible, as Lesson 18 builds on the feedback you provide.• In advance:<ul style="list-style-type: none">– Decide how best to group your students for the two Fishbowls. Consider the individual strengths and personalities of each of your students and group them mindfully. Post the list of students on the board and consider passing out the assignment cards as students enter.– Review the Fishbowl protocol (see Appendix). You may like to keep a tally of how many times each student participates. Or you may prefer to assess using a checklist as students are speaking. You might even consider videotaping the Fishbowl to watch and assess later. Consider how you can be helpful in facilitating discussion and consider pulling some salient quotes from the texts that encourage discussion. You may distribute these to a few students ahead of time.– Post: Learning targets. |



| Lesson Vocabulary | Materials |
|-------------------|---|
| advocate | <ul style="list-style-type: none"> • Assignment cards (optional; for teacher use) • Fishbowl Statement (one per student) • Teens and Screens Fishbowl graphic organizer, Parts I and II (from Lesson 15; one per student) • Fishbowl Prep: Teacher Model (for teacher reference) • Discussion protocols (from Lesson 15; one to display) • Document camera • End of Unit 2 Assessment, Part 1 (one per student and one to display) • End of Unit 2 Assessment, Part 1: Teacher Assessment Checklist (for teacher reference) |

| Opening | Meeting Students' Needs |
|---|-------------------------|
| <p>A. Fishbowl Statement (5 minutes)</p> <ul style="list-style-type: none"> • As students enter the room, distribute the assignment cards (if you choose to) and the Fishbowl Statement. Ask them to take out their Teens and Screens Fishbowl graphic organizer, Parts I and II as a reference to help them fill out the Fishbowl Statement. • After a few minutes, tell the students you will collect the tickets at the end of the class period. | |



| Opening | Meeting Students' Needs |
|--|-------------------------|
| <p>B. Reviewing Learning Targets and Teacher Modeling (5 minutes)</p> <ul style="list-style-type: none">• Read the learning targets aloud:<ul style="list-style-type: none">* “I can prepare for a class discussion and participate in it effectively by collecting and explaining appropriate evidence to support my claims.”* “I can engage with my peers to discuss the recommended screen time by the AAP and persuade them to agree with my point of view using logic, evidence, and appropriate speaking techniques to advocate for my position.”• Ask students to raise their hands if they think they know what the word <i>advocate</i> means. Cold call a student who has raised his or her hand.• Listen for: “help,” “support,” or “persuade.” You may want to reiterate that “to advocate for” something is to support it and defend it, and that the noun form of <i>advocate</i> means “a supporter.”• Explain that you will now model the learning targets using a slightly different prompt. You will argue that the AAP should recommend that Facebook raise its minimum age to 18.• Use the Fishbowl Prep: Teacher Model (for teacher reference) as a guide as you model the appropriate speaking techniques you would like students to use in the Fishbowl.• When you are done, ask:<ul style="list-style-type: none">* “What speaking techniques did you notice me use?”• Cold call several students to share out. Listen for: “You looked at us, not just your paper,” “You spoke in a respectful tone,” “You spoke loudly enough for us to hear you,” and “You spoke formally and used vocabulary words.”• Display the discussion protocols on the document camera. Invite students to read the checklist and note whether you followed all of the criteria (except taking notes). Remind them that these are the discussion protocols they practiced in Lesson 15.• Ask students to hold up a Fist to Six (since there are six criteria) to show how many of the items on the checklist you displayed.• Look at how many fingers students are holding up. If any students rate you lower than a six, call on them and ask them to clarify what they saw. | |



| Work Time | Meeting Students' Needs |
|---|---|
| <p>A. End of Unit 2 Assessment, Part 1A: Fishbowl (15 minutes)</p> <ul style="list-style-type: none"> • Distribute the End of Unit 2 Assessment, Part 1. • Review this document with the class by calling on several students to read different sections aloud. Stop and check for understanding before you move on. • Announce that the group of students defending the recommendation of two hours will go first. Invite students to make two concentric circles with their desks, with those assigned to two hours on the inside. Remind them to bring their Teens and Screens Fishbowl graphic organizer, Part I with them. • Tell students on the outside to take notes in the space provided on their Teens and Screens Fishbowl graphic organizer, Part I. This is a good opportunity for them to deepen their thinking on this claim. • Remind students on the inner circle of the speaking techniques and sentence starters (if you have posted them). Emphasize that the more they can connect to and build on what their classmates have said, the more successful the conversation will be. Ask students to encourage each other to speak and to invite each other's ideas. • Explain that you will announce the official start and end of the Fishbowl, and you will step in only to ask clarifying questions if necessary. • Begin the Fishbowl by rereading the prompt: "Defend this claim: Given the potential benefits and risks of screen time on the development of teenagers, the AAP should keep its recommended daily screen time to two hours." Announce that the Fishbowl will now begin. • Allow students to talk for approximately 10 minutes, depending on the direction the conversation is heading and its general flow. Feel free to interject if you feel that a student would benefit by being prodded with a clarifying question or an invitation to speak. Also, feel free to use prepared quotes from the readings if the discussion is waning (see Teaching Note). • Use the End of Unit 2 Assessment, Part 1: Teacher Assessment Checklist (for teacher reference) to assess the students. • Give students a 2-minute warning before you end the Fishbowl. • After the allotted time, during a natural stopping place, announce that the Fishbowl Part 1A will now conclude. | <ul style="list-style-type: none"> • Consider posting sentence starters such as: <ul style="list-style-type: none"> – "I believe _____ because ____." – "I agree with _____ because _____." – "I disagree with _____ because ____." – "I want to add to _____'s comment and say _____." – "I think we should consider _____." – "I'm glad you said that because ____." • Consider posting sentence stems to encourage students to refer to their sources. You might post something such as: <ul style="list-style-type: none"> – "If _____ as McGonigal states is true, then _____." – "According to _____, the effect of screen time is _____ and therefore _____." – "As we read in 'Teens and Decision Making,' if _____ and if _____, then _____." |



| Work Time (continued) | Meeting Students' Needs |
|--|---|
| <p>B. Reflection and Transition (3 minutes)</p> <ul style="list-style-type: none"> • Ask students on the outside of the circle to hold up a Fist to Five, demonstrating how well they think the class collectively achieved the learning targets. Read them one at a time: <ul style="list-style-type: none"> * “I can prepare for a class discussion and participate it in effectively by collecting and explaining appropriate evidence to support my claims.” * “I can engage with my peers to discuss the recommended screen time by the AAP and persuade them to agree with my point of view using logic, evidence, and appropriate speaking techniques to advocate for my position.” • Notice and name some of the strengths you saw in the Fishbowl. If possible, say one positive thing for each student. • Invite students to switch seats. Students on the outside of the circle should come to the inside and vice versa. Remind them to bring their Teens and Screens Fishbowl graphic organizer, Part II and Fishbowl Statement with them. | |
| <p>C. End of Unit 2 Assessment, Part 1B: Fishbowl (15 minutes)</p> <ul style="list-style-type: none"> • Announce that this group of students will now recommend that the daily screen time should be four hours. Remind the students on the outer circle to take notes on Part II of their graphic organizer. • Remind students of the speaking techniques and sentence starters. Emphasize that the more they can connect to and build on what their classmates have said, the more successful the conversation will be. Ask them to encourage each other to speak and to invite each other's ideas. • Explain that you will announce the official start and end of the Fishbowl, and you will step in only to ask clarifying questions if necessary. • Begin the Fishbowl by rereading the prompt: “Defend this claim: Given the potential benefits and risks of screen time on the development of teenagers, the AAP should raise its recommended daily screen time to four hours.” Announce that the Fishbowl will now begin. • Allow students to talk for approximately 10 minutes, depending on the direction the conversation is heading and its general flow. Feel free to interject if you feel that a student would benefit by being prodded with a clarifying question or an invitation to speak. Also, feel free to use prepared quotes from the readings if the discussion is waning (see Teaching Note). • Give students a 2-minute warning before you end the Fishbowl. • After the allotted time, during a natural stopping place, announce that the Fishbowl Part 1B will now conclude. | <ul style="list-style-type: none"> • Some students may need extra encouragement to participate in the Fishbowl and share their ideas out loud. Use your discretion to interject if you notice that a student has not spoken yet and say something like: “I’d like to invite any students who haven’t spoken yet to share their opinions.” Alternatively, you could ask individual students to share their ideas in a supportive way. Use your judgment as to what would be most supportive to each individual student. You could also select certain students as “leaders” in advance and ask them privately to help prompt quieter students to speak during the Fishbowl. |



| Closing and Assessment | Meeting Students' Needs |
|--|-------------------------|
| <p>A. Reflection (2 minutes)</p> <ul style="list-style-type: none">• Ask students on the outside of the circle to hold up a Fist to Five, demonstrating how well they think the class collectively achieved the learning targets. Read them one at a time:<ul style="list-style-type: none">* “I can prepare for a class discussion and participate in it effectively by collecting and explaining appropriate evidence to support my claims.”* “I can engage with my peers to discuss the recommended screen time by the AAP and persuade them to agree with my point of view using logic, evidence, and appropriate speaking techniques to advocate for my position.”• Notice and name some of the strengths you saw in the Fishbowl. If possible, say one positive thing for each student.• Collect the Fishbowl Statement. Use as formative assessment. If possible, return it in the next lesson, as it will be useful for students as they articulate their claim. | |
| Homework | Meeting Students' Needs |
| <ul style="list-style-type: none">• Transfer your notes from the Teens and Screens Fishbowl graphic organizer to the Comparing Risks and Benefits chart.• When you are done, Continue independent reading (at least 20 minutes). There will be an independent reading check-in tomorrow. | |



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Grade 7: Module 4A: Unit 2: Lesson 16

Supporting Materials



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Assignment Cards
(For Teacher Use)

| | | | |
|--|--|--|--|
| <p>Name:</p> <p>You'll be arguing to raise the recommended daily screen time to four hours.</p> <p>Good luck!</p> | <p>Name:</p> <p>You'll be arguing to raise the recommended daily screen time to four hours.</p> <p>Good luck!</p> | <p>Name:</p> <p>You'll be arguing to keep the recommended daily screen time to two hours.</p> <p>Good luck!</p> | <p>Name:</p> <p>You'll be arguing to keep the recommended daily screen time to two hours.</p> <p>Good luck!</p> |
| <p>Name:</p> <p>You'll be arguing to raise the recommended daily screen time to four hours.</p> <p>Good luck!</p> | <p>Name:</p> <p>You'll be arguing to raise the recommended daily screen time to four hours.</p> <p>Good luck!</p> | <p>Name:</p> <p>You'll be arguing to keep the recommended daily screen time to two hours.</p> <p>Good luck!</p> | <p>Name:</p> <p>You'll be arguing to keep the recommended daily screen time to two hours.</p> <p>Good luck!</p> |



Assignment Cards
(For Teacher Use)

| | | | |
|--|--|--|--|
| <p>Name:</p> <p>You'll be arguing to raise the recommended daily screen time to four hours.</p> <p>Good luck!</p> | <p>Name:</p> <p>You'll be arguing to raise the recommended daily screen time to four hours.</p> <p>Good luck!</p> | <p>Name:</p> <p>You'll be arguing to keep the recommended daily screen time to two hours.</p> <p>Good luck!</p> | <p>Name:</p> <p>You'll be arguing to keep the recommended daily screen time to two hours.</p> <p>Good luck!</p> |
| <p>Name:</p> <p>You'll be arguing to raise the recommended daily screen time to four hours.</p> <p>Good luck!</p> | <p>Name:</p> <p>You'll be arguing to raise the recommended daily screen time to four hours.</p> <p>Good luck!</p> | <p>Name:</p> <p>You'll be arguing to keep the recommended daily screen time to two hours.</p> <p>Good luck!</p> | <p>Name:</p> <p>You'll be arguing to keep the recommended daily screen time to two hours.</p> <p>Good luck!</p> |

Name:

Date:

Using your Teens and Screens Fishbowl graphic organizer, Part I or Part II as a guide, respond to one of the following prompts, depending on which topic you have been selected to defend:

- If you are supporting the claim that the AAP should keep the recommended screen time to **two hours**, respond to this prompt:

Pretend it is just before class and a classmate in the hallway says, “The AAP should clearly raise its limit to four hours. It just makes sense!” Now, in a paragraph below, use logic and reasoning to prove your classmate wrong. Imagine you are responding to the comment and advocate for the position that the daily recommended screen time should be two hours.

- If you are supporting the claim that the AAP should raise the recommended screen time to **four hours**, respond to this prompt:

Pretend it is just before class and a classmate in the hallway says, “The AAP should clearly keep the limit to two hours. It just makes sense!” Now, in a paragraph below, use logic and reasoning to prove your classmate wrong. Imagine you are responding to the comment and advocate for the position that the daily recommended screen time should be four hours.



Fishbowl Prep: Teacher Model
(For Teacher Reference)

Imagine you are a student about to participate in a Fishbowl discussion. Pretend that you filled out the following note-catcher for homework last night. Use it as an outline from which to speak to the class about how the Facebook should raise its minimum age from 13 to 18 (as opposed to the AAP changing its recommended screen time).

Speak to the class for 1 to 2 minutes, convincing them of your claim, and use the notes below and the Assessment Checklist (see the End of Unit 2 Assessment—Teacher Assessment Checklist) as your guide. The goal is to model the appropriate speaking techniques you would like students to emulate as they participate in the Fishbowl.

Claim: Facebook should raise the minimum age from 13 to 18.

| Evidence | |
|---|---|
| <p>How does Facebook affect the development of teenagers?</p> <p>Facebook activates powerful neurotransmitters like dopamine, specifically in the limbic system.</p> <p>Facebook is sometimes a substitute for socializing in person, and it is very difficult to read social cues online. A teen needs to develop these skills.</p> | <p>What are the negative consequences (or risks) for teens on Facebook?</p> <p>According to an article published in <i>Psychology Today</i>, Facebook activates dopamine in the brain. I believe there is good evidence to suggest that teenagers are especially vulnerable to artificially high levels of dopamine and can easily become addicted to the “high” of checking Facebook.</p> <p>Facebook can also become a substitute for socializing in person. If, as Dr. Giedd said, the prefrontal cortex is the hub of social activity and is still developing in teens, then it is reasonable to suggest that teens need lots of practice socializing in person.</p> |



Fishbowl Prep: Teacher Model
(For Teacher Reference)

| Evidence | |
|---|---|
| <p>What are the benefits of screen time that can still be obtained when a teenager is 18 and on Facebook?</p> <p>All of the benefits of Facebook—like connecting with like-minded peers, keeping in touch with friends, speaking out on important issues—will all be there when someone is 18.</p> | <p>Using the information in the three other boxes, summarize here why Facebook should raise the minimum age to 18.</p> <p>There is no real harm in waiting until someone is 18 to be on Facebook. However, Facebook poses considerable dangers to the developing teen mind. First of all, the teen brain, with its extra-sensitive limbic system, is vulnerable to the addiction of Facebook. Second, Facebook distracts teens from the important task of reading social cues and learning how to read others' emotions and reactions.</p> |



Review Your Discussion Protocols

- Present your claim and evidence in a focused, logical, coherent manner.
- Incorporate relevant facts, descriptions, details, and examples to support your claim.
- Use appropriate eye contact.
- Use adequate volume.
- Use clear pronunciation.
- Use formal English.
- Take notes on what your classmates are saying when it is not your turn to speak.



Name:

Date:

Long-Term Learning Targets Assessed:

- I can present claims and findings with descriptions, facts, details, and examples. (SL.7.4)
- I can use effective speaking techniques (appropriate eye contact, adequate volume, and clear pronunciation). (SL.7.4)
- I can come to discussions prepared to refer to evidence on the topic, text, or issue that probes and reflects on ideas under discussion. (SL.7.1 and SL.7.1a)
- I can use my experience and knowledge of language and logic, as well as culture, to think analytically, address problems creatively, and advocate persuasively. (SL.7.9a)

Directions: In a Fishbowl discussion with your class, you will take a stand on one of the following prompts, assigned to you by your teacher. You may use your Teens and Screens Fishbowl graphic organizer and Fishbowl Statement to help you provide evidence when you speak. When it is not your turn to participate in the Fishbowl, you will take notes on what your classmates say (in a separate section of your graphic organizer) so you can add them later to your Comparing Risks and Benefits chart.

The Prompts:

1A. Defend this claim: Given the potential benefits and risks of entertainment screen time on the development of teenagers, the AAP should keep its recommended daily entertainment screen time to two hours.

Use concrete evidence from your reading and research to support this claim.

1B. Defend this claim: Given the potential benefits and risks of entertainment screen time on the development of teenagers, the AAP should raise its recommended daily entertainment screen time to four hours.

Use concrete evidence from your reading and research to support this claim.



The checklist below is how the teacher will assess you. When participating in the Fishbowl, keep the criteria below in mind.

| During the Fishbowl, I am expected to ... | ✓ |
|--|---|
| Present my claim and evidence in a focused, logical, and coherent manner | |
| Incorporate relevant facts, descriptions, details, and examples to support claim | |
| Use appropriate eye contact | |
| Use adequate volume | |
| Use clear pronunciation | |
| Use formal English: <ul style="list-style-type: none"> • Academic and domain-specific vocabulary • Language that expresses ideas precisely, eliminating wordiness and redundancy | |
| Take notes on what my classmates are saying when it is not my turn to speak | |



End of Unit 2 Assessment, Part 1:
Teacher Assessment Checklist (for Teacher Reference)

Student's Name: _____

Date: _____

| During the Fishbowl, I am expected to ... | ✓ |
|--|---|
| Present my claim and evidence in a focused, logical, and coherent manner | |
| Incorporate relevant facts, descriptions, details, and examples to support claim | |
| Use appropriate eye contact | |
| Use adequate volume | |
| Use clear pronunciation | |
| Use formal English: <ul style="list-style-type: none"> • Academic and domain-specific vocabulary • Language that expresses ideas precisely, eliminating wordiness and redundancy | |
| Take notes on what my classmates are saying when it is not my turn to speak | |