

Teens constantly connected, increasingly unhappy

By Michael Smerconish

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AVID's Critical Reading Process

This lesson will follow AVID's critical reading process and will utilize the following strategies:

- 1.) Pre-reading
- 2.) Interacting with the text
- 3.) Extending beyond the text

AVID's WICOR Methodology



This lesson utilizes the WICOR methodology. The WICOR icon will be used throughout the lesson to communicate when an activity is using WICOR methods.

Writing

Inquiry

Collaboration

Organization

Reading

Cornell Notes



Essential Question:

How do readers actively read and isolate essential information in a text?

Critical Reading Strategy Focus:

Strategy details are available at AVID Weekly. Sign in to avidweekly.org and download the strategy from the matrix.

First Reading

- "Marking the Text: Circling and Underlining Essential Information"
 - Identify and circle or underline information relevant to the writing task.
- Common Core College and Career Readiness Standards
 - CCRA.R.1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific evidence when writing or speaking to support conclusions drawn from the text.
 - CCRA.R.8: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

Second Reading

- "Writing in the Margins: Responding and Connecting"
 - Respond and connect to ideas in the text and write your thoughts in the margins.
- Common Core College and Career Readiness Standard
 - CCRA.R.1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific evidence when writing or speaking to support conclusions drawn from the text.

Reading Prompt: *In the article "Teens constantly connected, increasingly unhappy," Michael Smerconish references Jean Twenge's study to help illustrate how the internet and Smartphones have played a role in the mental health of the iGen population. As you read, circle key words and underline facts and examples the author uses to support his claim. In the left margin, explain how each particular example supports the author's point.*

Estimated Preparation Time: 20–30 minutes

Estimated Instructional Time: 90 minutes

Recommended Pacing: 2 days

Summary of the Lesson

Instructional Model for AVID Teachers

Teens constantly connected, increasingly unhappy

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Using the AVID Weekly Resources

Before teaching this lesson, go to avidweekly.org to access additional teaching tools. Find the following sections in the top navigation.

Teacher Resources

This page offers strategies and approaches that will help you prepare for the lesson, set expectations, and prepare for the reading.

Assessment Tool

This page offers general questions teachers can use to assess students' understanding and analysis of a reading.

Pre-Reading

Developing Students' Understanding of the Subject

(approximately 20 minutes)

Philosophical Chairs

- 1.) Write the following statement on the board for reference during the activity. **Central Statement:** *Agree or disagree: The information I read on social media dictates my mood and emotions.*
- 2.) Those who agree with the central statement sit on one side and those who disagree sit on the other side.
- 3.) A mediator, who will remain neutral and call on sides to speak, is positioned between the two sides. (This role is usually filled by the teacher in the beginning or middle school years. Eventually, students should take on this role.) In addition to facilitating the discussion, the mediator may at times paraphrase the arguments made by each side for clarification. It is important that the mediator always remain neutral.
- 4.) The mediator recognizes someone from the side of the classroom that agrees with the central statement to begin the discussion with an argument in favor of the position stated. Next, the mediator will recognize someone from the other side to respond to the argument. This continues throughout the activity, and part of the job of the mediator is to ensure participation by as many students as possible and to keep just a few students from dominating the discussion. The mediator may also put a time limit on how long each side addresses the issue on each turn.

- 5.) In addition to speaking in the discussion, students may express their opinions by moving from one side to other. Anyone may change seats at any time. Changing seats does not necessarily mean that a person's mind is changed, but rather that the argument made is compelling enough to sway opinions. Students may move back and forth throughout the discussion.
- 6.) The discussion and movement go on for a designated period of time—usually one class period. The mediator may bring the discussion to a close at any time. Each side may be given an opportunity to make a final statement on the issue. If time allows, each participant states their final opinion and may also tell which arguments they found most convincing.
- 7.) An additional piece to this activity can be to have a few students observe the process and take notes instead of participating. These students will debrief their observations to the class at the end of the activity. You may have students who were absent or unprepared to participate fulfill this role.

Solomon, B., Bugno, T., Kelly, M., Risi, R., Serret-Lopez, C., & Sundly, J. (2011). *The Student Success Path* (p. 186). San Diego, CA: AVID Press.