SREB

SREB Readiness Courses
Transitioning to college and careers

Literacy Ready

English Unit 1 . Informational Text

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Education
Board

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Unit 1
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Unit 1
Course Overview

Overview and Rationale:

The goal of both English units in this course is to help students be prepared for the kind of reading and writing tasks that are common in college English classes. The first unit involves students in reading Nicholas Carr's informational text, *The Shallows: What the Internet is Doing to Our Brains* as well as a number of related supplemental texts. Students will examine the central text for its argument structure and will evaluate the sources and evidence used to support its argument. Students will learn to write in the genre of rhetorical précis, which involves summarization and an understanding of tone, audience and author purpose. Students will study content-rich vocabulary pulled from the central text and will learn important word-learning strategies. The conclusion of the unit will involve students in collecting evidence for a stance-based synthesis essay on a topic/quote drawn from the central text, and using the central text, supplemental texts, and other sources found through library research to support their synthesis writing.

Essential Question:

How is the exponential increase of information that we process in all forms of media affecting the way we live?

Unit Objectives:

1. Students will be able to recognize the disciplinary constructs that influence how reading and writing take place in English classes.
2. Students will develop reading endurance or the ability to read lengthy complex texts independently.
3. Students will be able to summarize complex texts and to see structural and/or organizational patterns, such as the structure of an essay, in those texts.
4. Students will be able to do close readings of complex texts. This involves inferencing as well as the ability to read critically and to distinguish between what is in the text (plot, information, etc.) and the larger picture (theme, connection to society, etc.).
5. Students will be able to read multiple texts, including non-print texts, and compare their content, style and genre.
6. Students will be able to synthesize two or more texts and to use information from those texts to write a synthesis essay.
7. Students will study content-rich vocabulary pulled from the central text.

Week 1

Lesson 1: The Impact of Noise: A Gateway Activity

1. Students will participate in a survey on the reading and writing they have typically done in English classes, their Internet use and multitasking.
2. Students will be introduced to the notion of disciplinary literacy in English classes, as well as the purpose and the goals of the course.
3. Students will examine the first three paragraphs of the prologue, in order to understand how Carr sets up his argument for technology changing the way people think.
4. Students will develop a definition for *net enthusiasts* and *net skeptics*, using information pulled from the context of the prologue and dictionary definitions. Students will complete a reading log for the prologue.
5. Students will participate in a multitasking experiment. Students will analyze the results of the experiment, develop a class definition of multitasking and discuss connections to Carr's argument.
6. Students will view a short video excerpt of an interview with researcher Clifford Nass on multitasking, then read and annotate an edited transcript of the interview. Students will refine their definition of multitasking and summarize Nass's research.
7. Students will participate in a wrap-up discussion.
8. Students will receive teacher modeling of the assigned homework activities, which includes a reading log for Chapter One. Students should complete the reading log during the remainder of class or for homework.

Week 2

Lesson 2: The Rhetorical Précis as a Summarization Tool

1. Students will use their reading logs to examine the argument/claim/evidence structure for Chapter One and to evaluate whether or not Carr's claim and sources seem convincing to them.
2. Students will be introduced to the rhetorical précis structure and the purpose of the genre, with a focus on developing a four-sentence summary of essential information: identifying information, main point, evidence, conclusions drawn, audience and tone.
3. Students will read a letter by Patric Sullivan entitled "An Open Letter to High School Students about Reading" and will examine a sample rhetorical précis for the article.
4. Students will work with a partner or small group to write a rhetorical précis of pages five to 10 of Chapter One and will examine the précis written in class, making revisions as necessary.
5. Students will be assigned to read Chapter Two for homework or during the remainder of class. As they read, they will complete the reading log in their academic notebooks for this section of the text and vocabulary work as assigned.

Lesson 3: Vital Paths

6. Students will debrief the process of writing a rhetorical précis.
7. Students will be introduced to the culminating project for this unit, including the definition and purpose of a synthesis essay, and will begin examining the three choices of quotes for their response to this project.
8. Students will examine content-rich vocabulary pulled from Chapter Two. They will then participate in a process of teaching the words to other students, sorting them into categories and developing rationales for those categories.
9. Students will write one-sentence statements of Carr's argument in Chapter Two and will evaluate their statements. As a whole, the class will develop a concept map of the evidence Carr presents in Chapter Two and will examine the types of evidence Carr provides and evaluate the effectiveness of each type of evidence.
10. Students will make predictions for the content that will be presented in Chapter Three. Students will be assigned to read Chapter Three for homework or during the remainder of class. As they read, they will complete the reading log in their academic notebooks for Chapter Three and vocabulary work as assigned.

Week 3

Lesson 4: The Mind, the Page and an Argument

1. Students will examine vocabulary from Chapter Three. Students will participate in a process of teaching the words to other students, sorting words into categories and developing rationales for those categories.
2. Students will participate in a discussion of the concepts found in Chapter Three and the development of one-sentence claims for the chapter.
3. Students will receive teacher modeling of annotation on the opening paragraphs of Chapter Four and will be assigned to complete the reading and annotation of Chapter Four, the reading log and vocabulary work for this chapter.
4. Students will participate in a whole-class discussion of Chapter Four and will read excerpts from writings by Benjamin Franklin, Ralph Waldo Emerson and Frederick Douglass. Students will examine those readings to determine the main idea, connections with each other and connections with Carr's argument.
5. Students will receive teacher modeling of synthesis writing and will begin reading Chapter Five, noticing synthesis techniques within the opening paragraphs. Students will be assigned to complete their reading of Chapter Five, along with the reading log and vocabulary work for the chapter.

Lesson 5: The Internet, Books and Our Brains

1. Students will begin examination of Chapter Five by tracing the development of the Web as a medium using a timeline or other graphic organizer.
2. Students will read a short *Time* magazine article entitled "You" and participate in a discussion comparing the article's tone to Carr's.

Week 4

Lesson 5: The Internet, Books and Our Brains (continued)

1. Students will read a blog post by Clay Shirky that addresses the impact of the Internet on newspaper publishing and will highlight quotes in that blog post that may relate to their chosen quote for the synthesis essay.
2. Students will learn how to embed quotes in a sentence and will practice embedding the quotes they have selected in a sentence of their own.
3. Students will learn a note taking strategy, using a modified version of the Cornell Notes system with the opening paragraphs of Chapter Six in the Carr text.
4. Students will be assigned to read Chapters Six and Seven, to complete reading logs for both chapters and to do vocabulary work for both chapters.
5. Students will choose the most convincing evidence from Chapters Six and Seven for the statement, "the Internet is changing the way people read and write books." They will then practice embedding the most convincing quote found in a sentence and will participate in a discussion focusing on information from Chapters Six and Seven.
6. Students will study both teacher- and student-selected vocabulary words. They will participate in a process of teaching the words to other students, sorting words into categories and developing rationales for those categories.
7. Students will review contextual information and dictionary information for the word *algorithm* in preparation for their reading of Chapter Eight.
8. Students will be assigned to read Chapter Eight and to complete the reading log and vocabulary work for this chapter, either for homework or during the remainder of class.

Lesson 6: The Alienating Potential of Technology

9. Students will work with a partner or small group to write and revise a synthesis paragraph of the strongest evidence Carr uses, related to a quote from Chapter Eight, which was read for homework.
10. Students will read and annotate a blog by Scott Karp, entitled "The Evolution from Linear Thought to Networked Thought," and will write and revise a rhetorical précis on the blog.
11. Students and teacher will participate in a discussion pulling information from Karp's blog to connect to the three quotes for the synthesis essay.
12. Students will be introduced to Chapter Nine through a close examination of the opening paragraphs and will be assigned to read Chapter Nine and to complete the reading log and vocabulary work on the chapter for homework or during the remainder of class.
13. Students will use their reading logs and the text to find a quote from the chapter that most clearly states Carr's argument and to outline the evidence Carr presents. The students will then participate in a discussion of this evidence and the counter-arguments that might be made.
14. Students will be introduced to the concept of *alienation*, will be assigned to read Chapter 10 and complete the reading log and vocabulary work on the chapter for homework or during the remainder of class.

Week 5

Lesson 6: The Alienating Potential of Technology (continued)

1. Students will participate in a discussion to examine Carr's final statement of the book and connect that statement to the three quotes for the synthesis essay, as well as to develop counter-arguments.
2. Students will study both teacher- and student-selected vocabulary words from Chapters Eight to 10. They will participate in a process of teaching the words to other students, sorting words into categories and developing rationales for those categories.

Lesson 7: Drafting and Presentation

1. Students will participate in a review of the synthesis essay assignment and of the quotes to which they will respond in their synthesis essay.
2. Students will develop a timeline for their writing project.
3. Students will review the writing they have done in their academic notebooks looking for information that could be used to support their synthesis essay thesis statement.
4. Students will take note of holes in their evidence and work in the library or media center to obtain additional sources and evidence.
5. Students will create a summary paragraph for their synthesis essay, create an outline and write a draft.
6. Students will create and present a three-minute presentation to a small group on their stance and the evidence they have to support their stance.

Week 6

Lesson 8: Synthesis Writing

1. Students will receive peer and teacher feedback on their presentations.
2. Students will receive teacher feedback on the synthesis essay drafts, including feedback on the structure of the synthesis essay, thesis statement, transitions, citing and embedding source materials and mechanics/ grammar/spelling.
3. Students will receive instruction on specific writing issues related to the rough drafts.
4. Students will read both teacher and peer feedback and look for patterns to apply to their drafts.
5. Students will receive instruction on the revision and editing process.
6. Students will receive modeling on how to provide helpful peer feedback, focused on the structure of the synthesis essay, thesis statement, transitions, citing and embedding source materials and mechanics/grammar/spelling.
7. Students will work with a partner to do a final proofing and editing of their drafts using peer conferring.

Lesson 1
The Impact of Noise: A Gateway Activity

Overview and Rationale:

In this introductory lesson for the English unit focusing on the exponential increase of information in all forms of media and its impact on the way we live, students will be introduced to the notion of disciplinary literacy and to the purpose and assignments in this course. They will be asked to consider how they use the Internet, what their reading habits are and how much multitasking they do. They will read the prologue from Nicholas Carr's *The Shallows: What the Internet is Doing to Our Brains* and will focus their reading on an understanding of the structure of the argument. Students will participate in a multitasking experiment as a gateway activity and will develop a class definition of the term multitasking. Subsequently, they will compare their definition to an expert's definition. Finally, students will view a video on the impact of multitasking and will connect this to their reading of the Carr prologue through class discussion. This introductory work will help both students and teacher to develop a class community. In addition, students need to have an understanding of the big ideas of the course and the purpose of the module, in order to understand how this course might be different from other English courses they have taken. Students will begin to see how arguments are put together in preparation for their own writing.

Tasks/Expected Outcomes:

1. Students will explore the nature of disciplinary literacy in English/language arts classes, as well as the goals and purposes of the course.
2. Students will read informational text so as to recognize argument/claim/evidence, structure and point of view in relation to the central claim of *The Shallows: What the Internet is Doing to Our Brains*.
3. Students will participate in a data collection and analysis experiment designed to engage them with the content of the unit, to assist them in understanding how evidence can be used to substantiate claims and to develop a definition for multitasking.
4. Students will apply strategies for locating words in an informational text that are unfamiliar to them and determining the meaning of those words, using both context clues and dictionaries.

College and Career Readiness Standards (CCRS)

English Language Arts Standards — Reading: Informational Text

1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

2 Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings

10 By the end of grade 12, read and comprehend literacy nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

English Language Arts Standards: Writing

9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

10 Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes and audience.

English Language Arts Standards: Speaking and Listening

1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on grades 11-12 topics, texts and issues, building on others' ideas and expressing their own clearly and persuasively.

Throughout this course, only grade 11-12 standards are used.

LDC	Skills and Ability List

Skills Cluster 1: Preparing for the Task

1. Task Engagement

Ability to connect the task and new learning to existing knowledge, skills, experiences, interests and concerns.

Skills Cluster 2: Reading Process

1. Literary Epistemology

Ability to recognize that literary texts provide a space for interrogating the meanings of human experiences and that literary texts are open to dialogue between and among readers and texts.

2. Reading Argument

Ability to read for and recognize the development of argument/claim/evidence structure and point of view over the course of a text.

3. Reading for Rhetorical Structure

Ability to decipher rhetorical strategies and patterns, to make inferences from details and to analyze how the author's choices contribute to the power, persuasiveness or beauty of the text.

4. Reading for Internal/External Connections

Ability to draw on prior knowledge to construct interpretations and to use the text to reflect on the human condition or the reader's life.

5. Essential Vocabulary

Ability to apply strategies for developing an understanding of both literary and informational texts by locating words and phrases that identify key concepts and facts or information. Ability to apply terms specific to literary analysis, evaluation and use.

6. Annotation/Note-taking

Ability to read purposefully and to select relevant information for the development of a synthesis.

(www.literacydesigncollaborative.org)

Materials:

- Academic notebooks
- Copies of *The Shallows: What the Internet is Doing to Our Brains*
- Survey of student Internet use (see teacher resources)
- Distractors (i.e. video, music, bells ringing, cell phones, etc.)
- Space to divide the class in two
- Short passage with multiple-choice questions
- Clifford Nass interview transcript
- Excerpt from video of Clifford Nass (http://www.pbs.org/wgbh/pages/frontline/digitalnation/interviews/nass.html)

Timeframe:

250 minutes

Targeted Vocabulary:

General Academic Vocabulary

- Net enthusiast/skeptic
- Multitasking

Activity One — Student Survey, Discussion and Juicy Sentences (Approx. 50 minutes)

College and Career Readiness Standards: Writing– 10; ELA Reading Informational Text– 1, 2; ELA Speaking and Listening– 1

Ask students to work in their academic notebooks to complete a survey.

FROM THE STUDENT ACADEMIC NOTEBOOK p 5

Directions: Take a few minutes to think about the following questions; write a brief response to each question. You will be asked to share your responses with the whole group.

1. What kinds of reading and writing have you typically done in an English class?

2. How do you use the Internet?

3. In general, on a daily basis, how much time do you spend on the Internet?

4. Do you multitask? If so, how?

Share responses either as a whole group or a pair-share activity. Ask students to introduce themselves to the group and share their responses about reading and writing in English class, Internet use and multitasking.

Ask students to turn to the course overview section of the academic notebook. Read aloud the first two paragraphs (see below).

Course Overview

Welcome to the first English literacy unit of the SREB Readiness Course- Literacy Ready. What does English literacy mean? English literacy is based on an understanding that texts—both literary and informational—provide a terrain for interrogating the meanings of human experiences and that literary texts are open to dialogue between and among readers and texts. When reading texts in English classes, both in high school and in college, students should be able:

- to read for and recognize the development of argument/claim/evidence structure and point of view over the course of a text,
- to decipher rhetorical strategies and patterns,
- to make inferences from details,
- to analyze how the author's choices contribute to the power, persuasiveness or beauty of the text,
- to draw on prior knowledge to construct interpretations and
- to use the text to reflect on the human condition or the reader's life.

In this course, you will take part in several activities aimed at improving your literacy, specifically as literacy is used in English. While certainly the content covered in this course is important, a principal purpose of this course is to equip you with the tools necessary to be more successful in your college coursework. To that end, the creators of the course have developed this academic notebook.

Tell students that they will examine two "juicy sentences." Look at this quote:

"English literacy is based on an understanding that texts—both literary and informational—provide a terrain for interrogating the meanings of human experiences and that literary texts are open to dialogue between and among readers and texts."

In order to have students unpack the meaning of this sentence and to understand what disciplinary literacy looks like in English classes, ask them to discuss questions such as the following:

- What might it mean for a text to "provide a terrain for interrogating the meanings of human experiences"?
- How can we connect texts with our own lives or with society?
- How can a text be open to dialogue?
- How can that dialogue take place "between and among readers and texts"?

Once that sentence is thoroughly discussed, move on to the following sentence:

"When reading texts in English classes, both in high school and in college, students should be able:

- to read for and recognize the development of argument/claim/evidence structure and point of view over the course of a text,
- to decipher rhetorical strategies and patterns,
- to make inferences from details,

- to analyze how the author's choices contribute to the power, persuasiveness or beauty of the text,
- to draw on prior knowledge to construct interpretations and
- to use the text to reflect on the human condition or the reader's life."

This is a set of goals for the course, so it's important that students understand what they hope to accomplish. **Ask students to examine each of the bullet points and talk about how familiar they are with each, what they know about each, and what their strengths and weaknesses are with each.**

Ask students to reflect on the "juicy sentences" exercise. How did focusing on these juicy sentences impact their understanding? How does this differ from ways they have read in the past? (Skimming, reading but not really focusing or comprehending. This time I really had to pay attention.) This unpacking of ideas and reading parts more than one time is a way to do "close reading," a strategy students will use throughout this unit.

Explain to students the theme for this six-week English course is: "Technologies and their Impact." The reading text for this course will be Nicholas Carr's *The Shallows: What the Internet is Doing to Our Brains*.

Explain to students that this course focuses on the kinds of disciplinary literacy they will be expected to undertake in a college setting. The course as a whole includes six units, with two each in English, science and history. Students may take from one to all of the units, depending on what their state and school district makes available to them.

In this unit, students will be expected to:

- Read and analyze *The Shallows* and supplemental readings.
- Learn vocabulary from all of the texts.
- Determine the arguments and counter-arguments in the book and in additional readings.
- Summarize ideas from the reading selections.
- Develop a stance on one of the ideas from the central text.
- Write a synthesis essay.

Assessment:

Outcome 1:

Students will explore the nature of disciplinary literacy in English/language arts classes, as well as the goals and purposes of the course.

Evaluation Rubric			
Participates in class discussion around the "juicy sentences" and the course goals drawn from the course overview.	No	Somewhat	Very
Reflection on the course overview indicates an understanding of disciplinary literacy and the course goals.	No	Somewhat	Very
Total Points	**6**		

Activity Two	Net Enthusiasts/Net Skeptics (Approx. 90 minutes)

College and Career Readiness Standards: Writing– 9, 10; ELA Reading Informational Text– 1, 2, 4, 10

Tell students that they will be reading a section from the central text (*The Shallows*) in order to work together to develop a definition for what Carr calls *net enthusiasts* and *net skeptics*. Remind students that making meaning from texts is part of the way in which students read texts in English classes. In addition, tell students that this activity will prepare them for the vocabulary work that they will be doing later with the central text.

Read aloud the first three paragraphs of the prologue, from the beginning (page one) to the sentence, "One side's abundant Eden is the other's vast wasteland." Use text-dependent questions to help students understand the text as you read. For example, after the first paragraph, ask the following question:

Carr describes McLuhan's *Understanding Media* as "mind-bending" and "a prophecy." What "mind-bending" idea did McLuhan predict was happening to the human mind?

After the second paragraph, ask the following question:

The phrase "what's been forgotten" signals that the author is transitioning from supporting one claim to pointing out that there's evidence against it. Limiting your observations to the first two paragraphs, what potential negative impact does Carr cite from McLuhan's work? Where in the text do you see this potential negative impact?

After the third paragraph, ask the following question:

What do people feel both positive and negative about when considering the transformative technologies that Carr mentions? What do the critics and the champions say in censure or in praise?

Students should see that Carr is providing the following:

- some background on McLuhan's *Understanding Media*, specifically that he argues technology (telephone, radio, movies, television) was beginning to create a global society and to break the dependence on printed text,
- an introduction to McLuhan's notion that "the medium is the message," and
- the idea that people who argue over new technologies are typically arguing over the content, not the technology itself.

Write on the board or overhead the terms *net enthusiast* and *net skeptic.* Ensure that students understand what an enthusiast is and what a skeptic is. For example, explain that a football enthusiast might be a person who not only cheers at football games, but also believes that football builds teamwork abilities, helps individuals work together as a group and helps individuals build strength. A football skeptic, on the other hand, might look on football as a dangerous sport that produces head injuries, resembles a battlefield and produces violent behavior among the individuals involved.

Divide the class into two groups: enthusiasts and skeptics. Charge each group to be "watchdogs" for words that fit their side. During the read aloud, point out "trigger words" that highlight changes or shifts from one side to another.

Read aloud the remainder of the prologue, stopping at the end of each paragraph (or more frequently, if needed) pointing out to students where Carr adds information that they can consider in their definitions of *net enthusiast* and *net skeptic*. Write these words/phrases/ideas on the board next to the word it relates to. For example, in the paragraph beginning "The Internet is the latest medium to spur this debate," note the phrase "…a new golden age of access" next to "*net enthusiast*" and the phrase "…a new dark age of mediocrity and narcissism" next to "*net skeptic*."

Ask students to work in their academic notebooks to write down textual clues for the definitions of these two words and to develop their own definition, based on those clues. Provide students with the dictionary definitions of *enthusiast* and *skeptic*, or have them look up the definitions.

Enthusiast: (noun) A person who is filled with enthusiasm for some principle, pursuit, etc.; a person of ardent zeal.

Skeptic: (noun) A person who maintains a doubting attitude, as toward values, plans, statements or the character of others.

FROM THE STUDENT ACADEMIC NOTEBOOK p 6

Your teacher will read for you the first three paragraphs of *The Shallows*, Prologue, The Watchdog and the Thief, pages one and two, helping you to understand and analyze this section.

As you read the remainder of the Prologue, look for words and phrases that will help you understand what Carr means by the terms, "net enthusiast" and "net skeptic," and write those words and phrases, as well as your own definition for these terms, in the graphic organizer below. Your teacher will provide you with the dictionary definition of an "enthusiast" and a "skeptic." What additional information does the definition provide for you?

Net enthusiast	**Net skeptic**
Textual clues	Textual clues
My definition based on those clues	My definition based on those clues
Added information from the dictionary definition	Added information from the dictionary definition
Revised definition	Revised definition

Ask several students to volunteer their revised definitions and ask them to explain.

Write students' revised definitions on the white board or project on a document camera.

Ask students to take note not only of the definitions of these terms but also of the format used to study them. Similar vocabulary work will be ongoing throughout the unit. Remind students that they will need to write their vocabulary work in readable prose, which means using complete sentences and standard grammar/usage.

Begin a *Shallows* vocabulary word wall chart, which is essentially a list of the words studied from each chapter that are tied specifically to the content of these chapters. For this lesson, the terms *net enthusiast* and *net skeptic* should be added to the word wall chart. In future lessons, students will choose their TOP FIVE words from the vocabulary studied for inclusion on the word wall chart.

Assessment:

Outcome 4:

Students will apply strategies for locating words in an informational text that are unfamiliar to them and determining the meaning of those words, using both context clues and dictionaries.

Evaluation Rubric			
Identifies vocabulary words, context from which the words are taken and notes their denotative meaning and their meaning in the context of the passage(s).	No	Somewhat	Very
Rates their understanding of the words.	No	Somewhat	Very
Writes in readable prose.	No	Somewhat	Very
Total Points	**9**		

After they have completed their reading, refer students to the academic notebook, where they will find a reading log for the prologue. Model for students one or two answers to the question about negative effects of the Internet, including quotes with page numbers from the text. For example, teachers/students might note the following:

- "a popular medium molds what we see and how we see it" (page 3),
- "it changes who we are, as individuals and as a society" (page 3),
- we don't notice the impacts because we're too dazzled by the medium (page 3),
- etc.

FROM THE STUDENT ACADEMIC NOTEBOOK p 7

Reading Log: Read *The Shallows*, Prologue: The Watchdog and the Thief, pages one through four.

As you read, take notes using the chart below. Be sure to include page numbers and cite the text.

In the prologue, Carr argues that we have been so dazzled by new communication technologies and the access they provide that we have neglected to see some potential negative effects they may have on us. In the space below, write down the possible negative effects that Carr mentions, including page numbers.

(space provided)

When students have completed their reading log for this section, ask them to compare with a shoulder partner. Share the evaluation rubric for reading logs with students. If time allows, ask them to carry out a self-evaluation.

Facilitate a brief whole-class discussion on this question: Based on your reading of the prologue, what argument do you expect the author to advance in this book? What evidence do you find for your chosen argument?

In the discussion, students should be able to see Carr is coming down on the side of the "net skeptics" and he is attempting to point out technology has the potential to, and perhaps is, changing people and changing society in negative ways.

Debrief the general results of the note-taking after discussion or after evaluation and indicate that part of students' work in the unit is to develop detailed note-taking strategies designed to help them locate important text details for use later in the synthesis writing activity.

Assessment:

Outcome 2:

Students will read informational text so as to recognize argument/claim/evidence structure and point of view in relation to the central claim of *The Shallows: What the Internet is Doing to Our Brains*.

Evaluation Rubric			
Reading log shows that student has read the assigned material.	No	Somewhat	Very
Reading log includes textual evidence.	No	Somewhat	Very
Student uses completed reading log to support classroom dialogue.	No	Somewhat	Very
Total Points	**9**		

Activity Three	Gateway Activity (Approx. 35 minutes)

College and Career Readiness Standards: ELA Reading Informational Text– 1, 4; ELA Speaking and Listening– 1

Reading Passage: Clarke, Arthur C. "A Necessary Tranquilizer." Across The Board 38.6 (2001): 67. MasterFILE Premier. Web. 6 September 2012 (see Teacher Resources).

Divide students into two groups and find a way to isolate the groups from each other. Both groups will be required to read a short passage and answer multiple-choice questions about the passage. In the first group, students should be subjected to multiple distractions, such as cell phones ringing, texting, video clips and/or music playing or other distractions as the teacher can manage them. The second group will be doing the same task, but with no distractions. This activity should be timed; make sure that all students stop working when time is called. Students will carry out this task in their academic notebooks.

FROM THE STUDENT ACADEMIC NOTEBOOK pp 8-10

"A Necessary Tranquilizer" by Arthur C. Clarke

Directions: Read the following passage. Answer the questions that follow the passage by circling the letter of the correct answer. This is a timed reading assignment and you will have 10 minutes to read and answer the questions.

(1) We have all seen unbuttoned beer-bellies slumped in front of the TV set, and transistorized morons twitching down the street, puppets controlled by invisible disc jockeys. (2) These are not the highest representatives of our culture; but, tragically, they may be typical of the near future. (3) As we evolve a society oriented toward information, and move away from one based primarily on manufacture and transportation, there will be millions who cannot adapt to the change. (4) We may have no alternative but to use the lower electronic arts to keep them in a state of drugged placidity.

(5) For in the world of the future, the sort of mindless labor that has occupied 99 percent of mankind, for much more than 99 percent of its existence, will of course be largely taken over by machines. (6) Yet most people are bored to death without work—even work that they don't like. (7) In a workless world, therefore, only the highly educated will be able to flourish, or perhaps even to survive. (8) The rest are likely to destroy themselves and their environment out of sheer frustration. (9) This is no vision of the distant future; it is already happening, most of all in the decaying cities.

(10) So perhaps we should not despise TV soap operas if, during the turbulent transition period between our culture and real civilization, they serve as yet another opium for the masses. (11) This drug, at any rate, is cheap and harmless, serving to kill Time—for those many people who like it better dead.

1. According to Clarke, why will we need the TV set in the information age?
    a. To numb the masses of people who cannot adapt to change.
    b. To relieve the boredom people experience from working.
    c. To assist with the transition to the information age.
    d. To educate the masses who are workless.

2. Clarke suggests that the main purpose of work is
    a. To allow the educated to flourish.
    b. To produce competent citizenry.
    c. To rebuild the decaying cities.
    d. To alleviate boredom.

3. Which of the following best describes the tone of this passage?
    a. Outraged
    b. Sarcastic
    c. Amused
    d. Optimistic

4. In sentence 11, “This drug” is referring to:
    a. Opium
    b. Soap operas
    c. TV
    d. Education

5. Clarke makes all of the following predictions about man’s ability to adapt to the change from a manufacturing based society to an information based society EXCEPT…
    a. They will destroy the environment.
    b. They will destroy themselves.
    c. They will need opium to suppress frustration.
    d. They will need to kill time with TV.

Number of your correct answers:

Average scores for the multitasking group:

Average scores for the non-multitasking group:

What is the class' definition of multitasking?

What connections can you make between this multitasking experiment and Carr's argument?

Once the experiment is over, grade the responses to the quiz as a whole class.

Correct answers to the quiz are as follows:

1. a; 2. d; 3. b; 4. b; 5. c

Ask students to write down in their academic notebooks the number of correct answers they received and determine the average scores for each group (i.e., number of answers correct divided by the number in the group). Put the average scores for both groups up so that all students can see it and discuss the results of the experiment. Based on your classroom results, what do students think about multitasking and its potential to interfere with comprehension? Refer to the survey question about multitasking.

As a whole group, develop a class definition of the term "multitasking" and ask students to write the class' definition in their academic notebook. Briefly discuss students' experiences with multitasking—do they see themselves as good multitaskers or poor multitaskers?

Ask the class to refer back to the discussion about Carr's prologue. What connections between this experiment and Carr's argument can you make? Ask students to write a few ideas about the connections in the academic notebook, then briefly discuss this as a whole class.

Assessment:

Outcome 3:

Students will participate in a data collection and analysis experiment designed to engage them with the content of the unit, to assist them in understanding how evidence can be used to substantiate claims and to develop a definition for "multitasking."

Evaluation Rubric	
Student participates fully in in-class work, including assigned individual, small group and whole-class tasks and discussions.	No Somewhat Very
Total Points	**3**

Activity Four — Consulting an Expert (Approx. 40 minutes)

College and Career Readiness Standards: ELA Reading Informational Text– 1, 2, 4; Writing– 10; Anchor Writing– 10; ELA Speaking and Listening– 12

Show students the video excerpt of an interview with researcher Clifford Nass. The video excerpt and a full text of the interview can be found on PBS.org:

www.pbs.org/wgbh/pages/frontline/digitalnation/interviews/nass.html.

(Please note that the transcript of the interview in the academic notebook has been edited for length.)

FROM THE STUDENT ACADEMIC NOTEBOOK pp 11-17

Interview with Clifford Nass

Directions: Work either individually or with a partner to read and annotate the interview with Clifford Nass, a professor at Stanford University and the founder and direction of the Communication between Humans and Interactive Media (CHIMe) Lab, below.
Annotation involves making notes in the margin, based on your reading of the text. For this annotation exercise, use the following symbols for your annotations:

M = anything that adds to or changes our understanding of the definition of "multitasking."

B = big ideas that are important for our understanding of the experiment that Nass and his colleagues are doing.

In addition, underline the specific text that you are targeting with your annotation.

(Edited text of the interview provided.)

Tell students they will work with a partner (or individually) beginning with the page titled "Interview with Clifford Nass" in their academic notebooks to read and annotate the full interview with Nass by making notes in the margin and underlining the text. Tell the students that annotation is another of several strategies for note-taking that they will be using throughout the unit; eventually, they can select and use the best strategies for their own style of note-taking. Students should be using the following scheme:

M = anything that adds to or changes our understanding of the definition of "multitasking."

B = big ideas that are important for our understanding of the experiment that Nass and his colleagues are doing.

Underline the words and phrases in the text that the annotation is referring to.

Read aloud the first two Interviewer/Nass interactions, beginning with "Interviewer: what is multitasking?" and ending with "…some special ability that psychologists had no idea about, or what's going on?" After each response by Nass, stop and model the annotation scheme. For example, in Nass's first response, you might write an M in the margin and underline "using information, multiple sources." In the second response by Nash, you might write a B in the margin and underline, "how do they do it?" Other responses are certainly possible. After you have modeled the annotation process, explain to students that annotation is a strategy that they will be using throughout the unit to help make sense of text as they read it. This strategy will be particularly helpful—both in high school and in college—when students are asked to do a large quantity of reading.

After modeling the annotation strategy, ask students to work with a partner or on their own to complete their reading, underlining and annotation of the interview text.

Divide the class into two groups. Each group will be assigned to report out on a different topic related to this text. One group will use members' annotations ("M") and the interview with Nass to flesh out the class's definition of multitasking. One group will use members' annotations ("B") and the interview with Nass to develop a summary of Nass's research. Both groups will carry out this work in the academic notebook on the page titled "Nass's Experiment and the Definition of Multitasking." Each group should report out what it finds, and students should take notes on the contents of the reports.

Activity Five — Wrap-Up Discussion (Approx. 15 minutes)

College and Career Readiness Standards: ELA Reading– 1, 2; ELA Speaking and Listening– 1

Referring back to students' notes from the Carr prologue, discuss:

Compare your reading of Carr's prologue to the interview with Clifford Nass. Would Nass be considered a *net enthusiast*? Or a *net skeptic*? What evidence do you find that leads you to believe this?

Do you consider yourself a *net enthusiast* or a *net skeptic*? Why?

Is the Internet making us stupid? Use this discussion to refer back to all of the activities, readings and concepts that have been introduced, including: (a) students' survey responses, (b) Carr's ideas in the prologue, (c) data *collected through the multitasking experiment* and (d) Nass's research on multitasking.

Activity Six — Homework Preparation (approx. 20 minutes)

College and Career Readiness Standards: ELA Reading Informational Text– 1, 2, 10; ELA Writing– 9, 10; ELA Speaking and Listening– 1

For homework, students are assigned to read *The Shallows*, Chapter One: Hal and Me, (pages five to16) and to take notes in their academic notebooks while they read, using the T-chart provided. The focus of this reading is for students to collect the following information as they read:

a) a collection of the evidence Carr is using to make his argument;

b) a summary of the argument Carr is making in the chapter; and

c) an evaluation of the types of evidence Carr uses.

To prepare students for this reading, read the first two paragraphs aloud, then stop to ask the following question:

In these two paragraphs, Carr is using a scene from a movie and his own experiences to help him make his argument. In what way have Carr's reading experiences changed?

Ask students to continue reading silently, to the end of the first full paragraph on page eight ("… but they wouldn't go back to the way things used to be"). For each paragraph (total of seven) students should write in the left-hand column of the academic notebook one statement indicating what the evidence presented in that paragraph includes. For example, for the first paragraph on page six (beginning "I think I know what's going on"), students might write, "Carr describes how the Internet assists in his research, shopping and other activities."

FROM THE STUDENT ACADEMIC NOTEBOOK p 18

Read *The Shallows*, Chapter One: Hal and Me, pages five to 16.

As you read, take notes using the chart below. Be sure to include page numbers and cite the text.

Write **statements** from each paragraph of the reading, including quotes with page numbers, that contain the evidence that Carr is using to make his argument.

(space provided)

Write **one sentence** capturing the "big idea" or the argument that Carr is making in this chapter.

(space provided)

Using your notes from the reading, what types of evidence does Carr provide? (i.e., personal narrative, blog posts, etc.)?

(space provided)

While students are working on this activity, circulate to provide feedback. Afterwards, ask students to volunteer their statements and provide feedback. Students should complete this activity with Chapter One during the remainder of class or for homework.

Assessment:

Outcome 2:

Students will read informational text so as to recognize argument/claim/evidence structure and point of view in relation to the central claim of *The Shallows: What the Internet is Doing to Our Brains*.

Evaluation Rubric			
Reading log shows that student has read the assigned material.	No	Somewhat	Very
Reading log includes textual evidence.	No	Somewhat	Very
Student uses completed reading log to support classroom dialogue.	No	Somewhat	Very
Total Points	**9**		

Teacher Checklist	Use this list to ensure that you have completed all of the lesson components. I . . .

- [ ] 1. Asked students to complete a survey, shared responses and discussed them.
- [ ] 2. Reviewed the course overview and examined "juicy sentences."
- [ ] 3. Explained the purpose and contents of the unit.
- [ ] 4. Worked with students on the first three paragraphs of the prologue.
- [ ] 5. Helped students to establish definitions of *net enthusiast* and *net skeptic*.
- [ ] 6. Added the terms *net enthusiast* and *net skeptic* to *The Shallows* vocabulary word wall chart.
- [ ] 7. Modeled the reading log for the remainder of the prologue.
- [ ] 8. Facilitated a discussion on the argument and evidence found in the prologue.
- [ ] 9. Carried out a class multitasking experiment and discussed the results.
- [ ] 10. Showed a short video excerpt of an interview with researcher Clifford Nass.
- [ ] 11. Modeled the annotation process for the interview text reading and asked students to complete the process on their own; facilitated group reporting of the annotations.
- [ ] 12. Modeled the process for completing the reading log on Chapter One and assigned it for homework or for the remainder of class.

Lesson 2
The Rhetorical Précis as a Summarization Tool

Overview and Rationale:

Students will use their reading logs from Chapter One of *The Shallows* to examine the argument/claim/evidence structure in that section of text and to evaluate whether or not Carr's claim and the types of evidence used are convincing. Students will then be introduced to the rhetorical précis structure, with a focus on developing a four-sentence summary of essential information, including a citation, main point, evidence, conclusions drawn, audience and tone. The rhetorical précis will be a staple for the remainder of the semester's work and will provide a pattern to follow when writing summaries. Students will read "An Open Letter to High School Students About Reading," by Patrick Sullivan and will compile a bulleted list of its main ideas. They will then read a sample rhetorical précis and will spend time in class writing a rhetorical précis on a section of *The Shallows*. Sullivan's letter addresses the importance of developing "deep reading" strategies to develop college readiness; the rhetorical précis gives students a pattern to follow to identify key components of a piece of writing and evaluate the rhetorical strategies employed by authors. Finally, students will be introduced to Chapter Two of *The Shallows* and will be assigned to read this chapter and to complete a reading log either in class or for homework.

Tasks/Expected Outcomes:

1. Students will read informational text so as to recognize argument/claim/evidence structure and point of view in relation to the central claim of *The Shallows: What the Internet is Doing to Our Brains*.
2. Students will demonstrate their ability to summarize and understand the rhetorical situation of a text by creating a rhetorical précis of an informational text.

College and Career Readiness Standards (CCRS)

English Language Arts Standards – Reading: Informational Text

1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

2 Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

5 Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing and engaging.

6 Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

English Language Arts Standards: Writing

2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization and analysis of content.

4 Produce clear and coherent writing in which the development, organization and style are appropriate to the task, purpose and audience.

10 Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes and audience.

English Language Arts Standards – Speaking and Listening

1 Initiate and participate effectively in a range of collaborative discussions (one-on-one), issues, building on others' ideas and expressing their own clearly and persuasively.

Throughout this course, only grade 11-12 standards are used.

LDC	Skills and Ability List

Skills Cluster 2: Reading Process

1. Rhetorical Précis

Ability to summarize and understand the rhetorical situation of a text.

2. Reading Argument

Ability to read for and recognize the development of argument/claim/evidence structure and point of view over the course of a text.

3. Reading for Rhetorical Structure

Ability to locate and understand words and phrases that identify key people, places, legislation, policies, government structures, institutions and other vocabulary necessary to understand history texts. This skill also includes the ability to interpret tone and perspective from the words a source uses.

4. Reading for Internal/External Connections

Ability to draw on prior knowledge to construct interpretations and to use the text to reflect on the human condition or the reader's life.

Skills Cluster 4: Writing Process

1. Rhetorical Précis Writing

Ability to write a rhetorical précis following a specific format.

(www.literacydesigncollaborative.org)

Materials:

- Text: "An Open Letter to High School Students about Reading," by Patrick Sullivan
- Academic notebooks
- Copies of *The Shallows: What the Internet is Doing to Our Brains*
- Sample rhetorical précis
- Slide show on the rhetorical précis

Timeframe:

105 minutes

Targeted Vocabulary:

Words that Help You Understand the Discipline

- Rhetorical précis
- Claim
- Evidence

Activity One — Reading for Claim and Evidence (Approx. 20 minutes)

College and Career Readiness Standards: ELA Reading Informational Text– 1, 5, 8; ELA Speaking and Listening– 1

Ask students to work with a small group or a partner in their academic notebooks to develop a central claim and a list of evidence they can all agree on, using their reading logs for Chapter One of *The Shallows*. Ask each of the groups to report out on the central claim and the evidence provided by Carr.

FROM THE STUDENT ACADEMIC NOTEBOOK p 20

Developing a Claim and Evidence

Directions: Work with a small group or partner to develop a central claim statement and a list of evidence for Chapter One of *The Shallows*. Use your reading log for Chapter One (see page 17) and write your group's claim statement and evidence in the space below.

(space provided)

Facilitate a whole-class discussion on the concluding question of the reading log: Using your notes from the reading, what types of evidence does Carr provide? Students should focus their attention on how convincing the types of evidence and the points that Carr makes are. For example, Carr cites the experiences of several individual bloggers (Karp, Friedman and Davis), a research study, a talk by a professor and his own personal experience with computers and the Internet. Ask students to discuss whether an individual's experience or a research study is more convincing and why Carr might have chosen to include both in this chapter. Ensure that there is rich discussion and clear understanding by the class of the evidence used throughout the text.

Assessment:

Outcome 1:

Students will read informational text so as to recognize argument/claim/evidence structure and point of view in relation to the central claim of *The Shallows: What the Internet is Doing to Our Brains*.

Evaluation Rubric			
Reading log shows that student has read the assigned material.	No	Somewhat	Very
Reading log includes textual evidence.	No	Somewhat	Very
Student uses completed reading log to support classroom dialogue.	No	Somewhat	Very
Total Points	**9**		

Activity Two — Writing the Rhetorical Précis (Approx. 75 minutes)

College and Career Readiness Standards: ELA Reading Informational Text– 2, 6; ELA Writing– 2, 4, 10

Tell students they will today be learning to write a rhetorical précis, which is a four-sentence genre that provides a precise synthesis of an informational text. In the process of learning to write a rhetorical précis, students will develop summarizing abilities and the ability to examine the structure of an informational text and to explicitly state the author's purpose and relationship with the audience. To learn how to write a rhetorical précis, students will read a short article and use it to write a practice rhetorical précis, then practice again with the chapter from Carr that they read for homework.

Show the PowerPoint explaining the details of a rhetorical précis.

Ask students to read the article, "An Open Letter to High School Student about Reading," by Patrick Sullivan in their academic notebooks. Encourage students to underline, highlight, take notes, annotate in the margins, etc., while they read.

FROM THE STUDENT ACADEMIC NOTEBOOK pp 21-23

Deep Reading for Learning
Patrick Sullivan

Directions: Read the letter below. You can underline, highlight, take notes, annotate in the margins, look up words in the dictionary, or use other tools that work for you while you read.

An Open Letter to High School Students about Reading

The value of reading as preparation for college should never be underestimated, not even as the focus of higher education turns to STEM majors and career preparation.

By Patrick Sullivan

Dear High School Students,

Greetings!

A few years ago I wrote an open letter to ninth graders about college readiness, trying to provide beginning high school students with a college professor's perspective on what being ready for college really means (see "An Open Letter to Ninth Graders" in the January–February 2009 issue of Academe). As it turns out, "being ready" involves a lot more than taking a particular sequence of courses or achieving a certain GPA. My original letter received a very enthusiastic response from high school teachers and students. Some teachers even had their students write their own letters back to me in response to what I said. It was great getting feedback directly from high school students.

There were many areas of agreement expressed in the letters I have received from students over the years, but one rather consistent area of resistance was about reading. In my letter, I told students that if they wanted to be ready for college they needed to love reading, they needed to read for pleasure, and they needed to do a lot of reading overall. A number of the students I heard from did not like this advice one bit.

I have a few more things I'd now like to share with you about getting ready for college—and, believe it or not, they all involve reading.

My research has confirmed that "deep" reading and reading for pleasure may be the most important things you can do to prepare for college.

One study that has shaped my thinking on this subject was conducted by Alice Sullivan and Matt Brown. Their research showed that reading for pleasure produces important benefits across a variety of academic disciplines (including math) and that "reading is actually linked to increased cognitive progress over time." Obviously, these cognitive gains will help you regardless of your major or career aspirations. This study was based on data gathered from six thousand students in the United Kingdom. It may seem counterintuitive that reading can help you with math, but if we think of reading as an activity that by its very nature—regardless of what you are reading—helps us develop more sophisticated ways of understanding the world, then it makes good sense.

As the French novelist Marcel Proust noted, "It is through the contact with other

minds which constitutes reading that our minds are fashioned." Exposure to new vocabulary, new ideas and conceptual understandings, new ways of forging relationships between ourselves and others and ourselves and the world, and new forms of reasoning help us do this.

Another important study that has helped shape my understanding of the importance of reading to college readiness was conducted by French sociologists Pierre Bourdieu and Jean-Claude Passeron. These researchers found that the influence of language skills developed through reading, conversation, and family life "never ceases to be felt" across an individual's life span. And the benefits go much deeper than vocabulary: "Language is not simply an instrument of communication: it also provides, together with a richer or poorer vocabulary, a more or less complex system of categories, so that the capacity to decipher and manipulate complex structures, whether logical or aesthetic," depends partly on the complexity of the language a student possesses. Some of this is passed down like an inheritance by one's family, and some is gained through effort, application, and focused attention to reading. Reading, then, can literally help determine the way we are able to think.

As I mentioned in my first letter, science has begun to play an important role in our understanding of learning, and some fascinating discoveries have been made in this regard related to reading. We now know that the brain actually changes as a result of engaged, effortful learning and that when we challenge ourselves to learn something new, the brain forms new neural pathways. These new pathways make us smarter. As psychologist Carol Dweck has noted, "More and more research is showing that our brains change constantly with learning and experience and that this takes place throughout our lives."

The discovery of the brain's "neuroplasticity" has important implications for you as students. New evidence suggests that intelligence and IQ are not fixed but rather can be strengthened through effort and activity. In fact, researcher Maryanne Wolf has shown that reading itself has had a profound impact in shaping human history and the development of the human brain: "Reading is one of the single most remarkable inventions in history; the ability to record history is one of its consequences. Our ancestors' invention could come about only because of the human brain's extraordinary ability to make new connections among its existing structures, a process made possible by the brain's ability to be shaped by experience. This plasticity at the heart of the brain's design forms the basis for much of who we are, and who we might become." Wolf suggests there is great value in students engaging in challenging reading activities—reading that is "time-demanding, probative, analytical, and creative." This is important research for you to know about as you think about getting ready for college and establishing the kind of approach to your work that you will choose to take in high school.

There has also been a great deal of research recently on the difference between "deep learning" and "surface learning." Much of this research focuses on how students engage with the texts they read for school. A key variable in this research is how students position themselves as readers in classrooms. Some ways of engaging with texts provide very powerful opportunities for growth, while others provide very limited opportunities. In one study, sociologists Judith C. Roberts and Keith A. Roberts found that many students see "reading" as simply forcing one's eyes

that they do not even read assigned materials at all. Many students often read only to finish rather than to understand what they have read. Students may favor this kind of approach to learning because it requires minimal effort. Obviously, however, with minimal effort comes minimal rewards.

"Deep learning" and "deep reading" require a very different kind of engagement and investment from you, but they produce significant gains that can help develop college-level skills and dispositions. Instead of memorization, recall, and shallow engagement, "deep reading" requires reflection, curiosity, humility, sustained attention, a commitment to rereading, consideration of multiple possibilities, and what the education scholar Sheridan Blau has called "intellectual generosity." These are characteristics highly valued in the workplace, and they can be of great service to you in all areas of your life. Why not start developing them now?

Reading researchers have also found that we read for all kinds of different reasons, and readers often have to adjust their reading strategies for different purposes and contexts. When we read for pleasure, we often read a text just once, and rather quickly, focusing on the enjoyment and the pleasure. When we read a complex text or sophisticated research, we may still focus on the enjoyment of encountering new ideas and challenging content, but we often have to change our approach and read more carefully, more slowly, and more deliberately. We also have to assume that we will likely need to reread key passages in order to understand them fully. I do this myself almost every day in my professional life as a scholar and teacher, even though I am a fairly skilled reader.

Strong readers expect to make situational adjustments in how they read, depending on context and purpose—and on what they are reading and why they are reading it. This understanding can be a very useful component of your repertoire of college-level reading skills and strategies.

So what am I recommending? I recommend that you start to find a way right now to enjoy reading and to make it an important part of your life. A great deal of research has been done on the importance of free choice in building engagement with reading, so choosing what you are interested in is a great way to start. You can read whatever books or articles you want. Of course, we all enjoy reading social media, but we're not going to count that. Let's focus, instead, on books and articles. This kind of reading requires sustained concentration that will help you develop a number of important cognitive skills, including the capacity to focus your attention for longer periods of time and the ability to monitor and direct your reading processes (metacognition). These skills will be vitally important to you in college and beyond.

I wish you the very best in your high school years and great success as you transfer to college and put these essential reading and thinking skills to work. If you'd like to discuss anything that I've said here, please feel free to write me a letter or send me an e-mail. I would enjoy hearing from you.

Patrick Sullivan is an English professor at Manchester Community College in Manchester, Connecticut. His most recent book is A New Writing Classroom: Listening, Motivation, and Habits of Mind*. He can be reached at psullivan@mcc.commnet.edu or through the mail at the English Department, Manchester Community College, Manchester, CT 06045-1046.*

https://www.aaup.org/article/open-letter-high-school-students-about-reading#.WgSEcmhSzIU

Once students have completed their reading of the letter, instruct students to write a bulleted list of the main ideas of the article, using their own words, in the space provided in the academic notebook. When students have completed their bulleted lists of main ideas, have them compare their bulleted lists with a partner. Working with their partner, they should compare the summaries and discuss how much of the information they selected as being essential matches with what their partner selected.

FROM THE STUDENT ACADEMIC NOTEBOOK p 24

In the section below, write a bulleted list of the essential ideas of "An Open Letter," using your own words.

(space provided)

Compare your bulleted list with one written by a partner. What ideas did you both select as being essential to the summary?

(space provided)

Lead a class discussion of the main ideas represented in the open letter; create a list of main ideas on the board. Analyze the list and determine if some of the ideas are non-essential and could be removed from the list. Determine if essential ideas may have been overlooked and need to be added to the list.

Discuss with the class the structure of organization for good quality writing. Most pieces of writing:

a. Begin with an introduction that ends with a thesis.

b. Provide a body of evidence, examples or anecdotes that illustrate the thesis.

c. End with conclusions drawn.

d. Use language that is directed to a particular audience and expresses tone.

Explain to students that the rhetorical précis allows us to create a synthesis of all of this information in a tight, concise paragraph.

Examine with students the Rhetorical Précis Guidelines and Sample, based on the Sullivan Letter, in the academic notebook. Explain what a rhetorical précis is by looking at the four sentences and evaluating the information provided in each sentence.

Show the MLA citation for the Sullivan letter (in the academic notebook) and label each section of the citation for students. Refer students to MLA Citation Guide, also in the academic notebook.

FROM THE STUDENT ACADEMIC NOTEBOOK pp 25-26

Rhetorical Précis Guidelines and Sample

First, provide the MLA citation for the text on which you are creating a rhetorical précis. (See MLA citation guide in the academic notebook for more help with citations.)

If it is an electronic journal, the MLA citation will look like this:

Sullivan, Patrick. "An Open Letter to High School Students about Reading." *American Association of University Professors*, May-June 2016, www.aaup.org/article/open-letter-high-school-students-about-reading#.WgSEcmhSzIU. Accessed 16 November 2017.

If it is a print journal, the MLA citation will look like this:

Sullivan, Patrick. "An Open Letter to High School Students about Reading." *Academe*, vol. 102, no. 3, May-June 2016, pp.

NOTE: This article is not available in print; but if it were, add the page numbers.

Sentence 1: The first sentence should include the author's name, the title of the work, the date of publication in parentheses, a rhetorically accurate verb (such as asserts, argues, suggests, implies, claims), and a that-clause containing the major assertion (thesis statement) of the work.

EXAMPLE: Patrick Sullivan in "An Open Letter to High School Students about Reading" (2016) asserts that one of the most important things students can do to prepare for college is to ready deeply and for pleasure.

Sentence 2: The second sentence should: (a) explain how the author develops and/or supports the thesis, (b) discuss how the author accomplishes his/her task, (c) support the strong verb used in sentence one, and (d) cite where to locate the specific points addressed.

EXAMPLE: Sullivan supports this assertion by citing academic studies, scientific research, and expert testimony while exploring what it means to read and to learn "deeply."

Sentence 3: The third sentence should state the author's apparent purpose, followed by an "in order to" phrase.

EXAMPLE: The writer concludes that students must read frequently and with engagement in order to be prepared for college and beyond.

Sentence 4: The fourth sentence should describe the intended audience and/or the relationship the author establishes with the audience.

EXAMPLE: The writer establishes a conversational tone to convince his audience of high school students that they must find a way to enjoy reading and to make it a part of their everyday lives.

Tell students that they will work with a partner or a small group to write a rhetorical précis for pages five to 10 of *The Shallows*, Chapter One, including an MLA citation for the book, in their academic notebooks on the page titled "Practicing the Rhetorical Précis." They can use their reading log, which was already completed on this chapter, and they should use the same pattern that is present in the PowerPoint and in the sample rhetorical précis. As students work with a partner or small group, the teacher should move around the room, providing feedback and assistance. Once students have completed the rhetorical précis, ask for volunteers or call on partners to provide their rhetorical précis for the class. As a whole class, examine each sentence of each practice rhetorical précis and see where the sentences meet or don't meet the pattern. Make revisions to the practice rhetorical précis to improve their quality.

Teacher Note: For struggling students, SREB has posted a four-sentence precis template on the readiness website. Go to https://www.sreb.org/readiness-courses-literacy-math to download.

FROM THE STUDENT ACADEMIC NOTEBOOK p 27

Directions: Write a rhetorical précis of Chapter One from *The Shallows* in the space below, following the pattern for a rhetorical précis.

(space provided)

Directions: In the space below, write an MLA citation for *The Shallows*, paying attention to the sample MLA book citation.

Sample MLA book citation (print):

Carr, Nicholas G. *The Big Switch: Rewiring the World, from Edison to Google.* New York: W.W. Norton, 2008. Print.

(space provided)

Assessment:

Outcome 2:

Students will demonstrate their ability to summarize and understand the rhetorical situation of a text by creating a rhetorical précis of an informational text.

Rhetorical Précis of Chapter One pages five to10

Evaluation Rubric			
Adheres to the form of the rhetorical précis (MLA citation, formatting and sentence formulas).	No	Somewhat	Very
Content thoughtfully and accurately represents the original text in a synthesis, without using any part of the original text or abstract.	No	Somewhat	Very
Sentence structure adheres to standard conventions of grammar, usage and mechanics.	No	Somewhat	Very
Total Points	**9**		

Activity Three — Note Taking on Carr's Chapter 2 (Approx. 10 minutes)

College and Career Readiness Standards: ELA Reading Informational Text– 1, 2, 10; ELA Writing– 10

Remind students of what they determined were the central arguments and the types of evidence Carr provides in Chapter One. Ask students to skim Chapter Two and to make predictions about both the continuation of the argument that will be included here and the content of the evidence provided, based on their reading of and work with Chapter One. Explain to students they will be carrying out the same process with Chapter Two, writing down the evidence Carr uses to make his argument in Chapter Two and writing a one-sentence statement of Carr's argument. This text-dependent work is designed to help students to engage with the text while using note-taking, an important tool for college-level work.

In the remainder of class or for homework, students should read Chapter Two: "The Vital Paths" and "A Digression" (pages 17-38) in the Carr central text. Students should complete the reading log for this chapter (academic notebook pages 28-30).

Teacher Checklist	Use this list to ensure that you have completed all of the lesson components. I . . .

- [ ] 1. Asked students to work with a group to develop a central claim and a list of evidence used in Chapter One, then facilitated a whole-class discussion to evaluate the types of evidence Carr uses.
- [ ] 2. Explained the purpose for writing a rhetorical précis and showed the PowerPoint slides on the rhetorical précis.
- [ ] 3. Asked students to read "Summarizing to Comprehend" and to write a bulleted list of the article's main ideas and compare their list with a partner.
- [ ] 4. Facilitated a whole-class effort to establish a list of the main ideas of the article.
- [ ] 5. Discussed with students the structure of organization for quality writing.
- [ ] 6. Shared the sample rhetorical précis for the Sullivan letter and evaluated each of the four sentences with students.
- [ ] 7. Labeled each section of the MLA citation for the Sullivan letter.
- [ ] 8. Asked students to work with a partner or small group to write a rhetorical précis for pages five to 10 of *The Shallows* and examined samples from students' work as a whole class.
- [ ] 9. Introduced students to Chapter Two of *The Shallows* and the reading log assignment for that chapter.
- [ ] 10. Asked students to complete their reading of Chapter Two of *The Shallows* and the reading log for homework.

Lesson 3
Vital Paths

Overview and Rationale:

In this lesson, students will debrief the process of writing a rhetorical précis. Students will then study both teacher- and student-selected vocabulary words, collecting both definitional and contextual information from the central text, and will participate in a process of teaching the words to other students, sorting them into categories and developing rationales for those categories. Students will use their notes taken on Carr's Chapter Two ("The Vital Paths") and the vocabulary words they have studied to understand the structure and content of Carr's argument as preparation for developing their own stance on Carr's argument and collecting information for a synthesis of evidence supporting their stance. Students will be asked to examine the types of evidence that Carr provides (i.e., historical events, quotes from experts, personal anecdotes and other types) and to evaluate the effectiveness of each type of evidence. In addition, students will be introduced to the culminating project for this unit and will begin examining the three choices of quotes for their response to this project. The focus here is to ask students to begin analyzing the rhetorical structure of the argument, the content of the argument, unfamiliar words used in the argument, and to begin developing their own positions on that argument.

Tasks/Expected Outcomes:

1. Students will debrief their experience writing the rhetorical précis, examine the skills that they are developing through this writing practice and be provided with an opportunity to revise their rhetorical précis.
2. Students will apply strategies for locating words in an informational text that are unfamiliar to them and determining the meaning of those words, using both context clues and dictionaries.
3. Students will read informational text so as to recognize argument/claim/evidence structure and point of view in relation to the central claim of *The Shallows: What the Internet is Doing to Our Brains*.
4. Students will demonstrate their ability to evaluate evidence and recognize the types of evidence that can be used to support a claim in argument writing.
5. Students will demonstrate their understanding of the writing task and the expectations for success.

College and Career Readiness Standards (CCRS)

English Language Arts Standards – Reading: Informational Text

1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

2 Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings.

English Language Arts Standards – Writing

2 Write informative/explanatory texts to examine and convey complex ideas, concepts and information clearly and accurately through the effective selection, organization and analysis of content.

4 Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.

5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on what is most significant for a specific purpose and audience.

9 Draw evidence from literary or information texts to support analysis, reflection and research.

10 Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes and audiences.

English Language Arts Standards – Speaking and Listening

1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on grades 11-12 topics, texts and issues, building on others' ideas and expressing their own clearly and persuasively.

Throughout this course, only grade 11-12 standards are used.

LDC	Skills and Ability List

Skills Cluster 1: Preparing for the Task

1. Task Analysis

Ability to understand and explain the task prompt and rubric.

Skills Cluster 2: Reading Process

1. Essential Vocabulary

Ability to apply strategies for developing an understanding of both literary and informational texts by locating words and phrases that identify key concepts and facts or information. Ability to apply terms specific to literary analysis, evaluation and use.

2. Reading Argument

Ability to read for and recognize the development of argument/claim/evidence structure and point of view over the course of a text.

3. Reading for Rhetorical Structure

Ability to locate and understand words and phrases that identify key people, places, legislation, policies, government structures, institutions and other vocabulary necessary to understand history texts. This skill also includes the ability to interpret tone and perspective from the words a source uses.

4. Reading for Internal/External Connections

Ability to draw on prior knowledge to construct interpretations and to use the text to reflect on the human condition or the reader's life.

Skills Cluster 3: Transition to Writing

1. Connecting Text and Prompt

Ability to connect elements from reading to the expectations of the writing prompt.

2. Organizing for Writing

Ability to organize an argument/claim/evidence structure and point of view.

3. Planning for Writing

Ability to develop a time frame for completing written assignments.

(www.literacydesigncollaborative.org)

Materials:

- Academic notebooks
- Index cards and markers
- Chart paper
- Copies of *The Shallows: What the Internet is Doing to Our Brains*

Timeframe:

165 minutes

Targeted Vocabulary:

Words that Help You Understand the Discipline

- Rhetorical précis
- Claim
- Evidence

Words from Carr's *The Shallows*, Chapter 2

- philology (17)
- concentric (18)
- ingenious (18)
- telegraphic (18)
- appendages (19)
- immutability (21)
- malleable (21)
- plasticity (21)
- tenuous (23)
- nihilism (23)
- peripheral (25)
- neuroplasticity (25)
- meticulous (26)
- habituated (28)
- empiricism (28)
- rationalism (28)
- determinism (34)

Activity One — Debrief of Writing Précis (Approx. 30 minutes)

College and Career Readiness Standards: ELA Reading Informational Text– 1, 2; ELA Writing– 2, 4, 5, 9; ELA Speaking and Listening– 1

Students should share their précis of Carr's Chapter One, pages five to 10 (this précis was written on the page titled "Practicing the Rhetorical Précis in the academic notebook page 27) with a partner or small group. In the small group, students should compare essential ideas and come to a consensus on the essential ideas represented in this section of the book.

Ask two to three students to volunteer to share their rhetorical précis with the class; use the document camera or other technology to allow everyone to see the samples.

Debrief the process of writing a rhetorical précis with students by asking the following questions:

- What kinds of skills, knowledge and ways of thinking did you have to use in order to read this material and write the rhetorical précis?
- What might you do differently the next time you are asked to write one?
- How might writing a rhetorical précis be helpful in reading and writing tasks outside of this class?

Students should recognize that they will need to be prepared to write a rhetorical précis again for this class and that the skills involved in writing a rhetorical précis will be applicable to much of their college-level work; indeed, these skills should also apply to other classes they may be currently taking in high school.

Based on their sharing and feedback provided by their peers through the discussion of the sample rhetorical précis, students may wish to revise their initial drafts. They should be provided an opportunity to do so.

Assessment:

Outcome 1:

Students will debrief their experience writing the rhetorical précis, examine the skills they are developing through this writing practice and be provided with an opportunity to revise their rhetorical précis.

Evaluation Rubric			
Participates in class discussion and work on rhetorical précis.	No	Somewhat	Very
Discussion of the skills involved in writing a rhetorical précis indicates an understanding of the transferability of these skills.	No	Somewhat	Very
Revise précis based on class work and discussion.	No	Somewhat	Very
Total Points	**9**		

Activity Two — Examining the Prompts for the Synthesis Essay (Approx. 40 minutes)

College and Career Readiness Standards: ELA Reading Informational Text– 1; ELA Writing– 2, 9, 10; ELA Speaking and Listening– 1

Ask the class to examine the prompt for the synthesis paper, which can be found on the page titled "Synthesis Essay Assignment" in the academic notebook and is seen below. With the class, read through the assignment description and the three quotes. Ask students to write a short response to the two questions that follow.

FROM THE STUDENT ACADEMIC NOTEBOOK pp 32-33

Informational/Explanatory/Synthesis 19

Directions: Read the assignment description of the culmination project of this unit. Then respond to the prompt below.

How is the exponential increase of information that we process in all forms of media affecting the way we live? After reading Nicholas Carr's *The Shallows: What the Internet is Doing to Our Brains* and other informational texts on the impact of information technology, write a synthesis essay in which you support a thesis based on one of the following quotes from Carr's text. Support your position with evidence from the texts.

"With the exception of alphabets and number systems, the Net may well be the single most powerful mind-altering technology that has ever come into general use. At the very least, it's the most powerful that has come along since the book" (Carr,118).

"Karp, Friedman, and Davis—all well-educated men with a keenness for writing—seem fairly sanguine about the decay of their faculties for reading and concentrating. All things considered, they say, the benefits they get from using the Net—quick access to loads of information, potent searching and filtering tools, an easy way to

share their opinions with a small but interested audience—make up for the loss of their ability to sit still and turn the pages of a book or magazine" (Carr, 8).

"The price we pay to assume technology's power is alienation. The toll can be particularly high with our intellectual technologies. The tools of the mind amplify and in turn numb the most intimate, the most human, of our natural capacities—those for reason, perception, memory, emotion" (Carr, 211).

Use your best voice, academic language, and third person point of view. Incorporate at least three sources (at least one from our class discussions) to support your ideas. Include at least three direct quotes; all quotes and paraphrased information must include a parenthetical citation. The last page of your paper should be your works cited page. Follow all MLA guidelines for formatting and documentation.

You will also give a three-minute presentation highlighting the main ideas presented in your essay. Your presentation should:

- include your thesis statement,
- include at least three main points that support your thesis,
- include at least three pictures/charts/graphs (some visual representation) of the three main points, and
- follow all MLA guidelines for formatting and documentation.

Select one of the three quotes from Carr that interests you the most.

What kind of ideas and thoughts do you have in response to this prompt? What have you seen so far in Carr's text or in the other texts you have read that seems to connect to this quote?

(space provided)

Review each student's response to ensure she/he understands the task. Have students share responses so that students can hear/know what each other is doing and encourage them to help each other when appropriate.

Share the scoring rubric for the writing assignment (academic notebook page 34). Review each of the seven scoring elements in the rubric. Ask students to discuss what each element means in terms of their preparation for and writing of the paper.

Divide students into groups and assign one of the rubric indicators to each group. Tell the groups to rewrite their assigned indicator of chart paper to explain what it means for a score of 3 or higher. Have students post their chart paper on the wall and conduct a Gallery Walk by having the students rotate among the charts and add comments or changes to the indicators. Groups should edit and present their final definitions of the indicators. Save the charts or keep them posted for the students to use when editing their essays later.

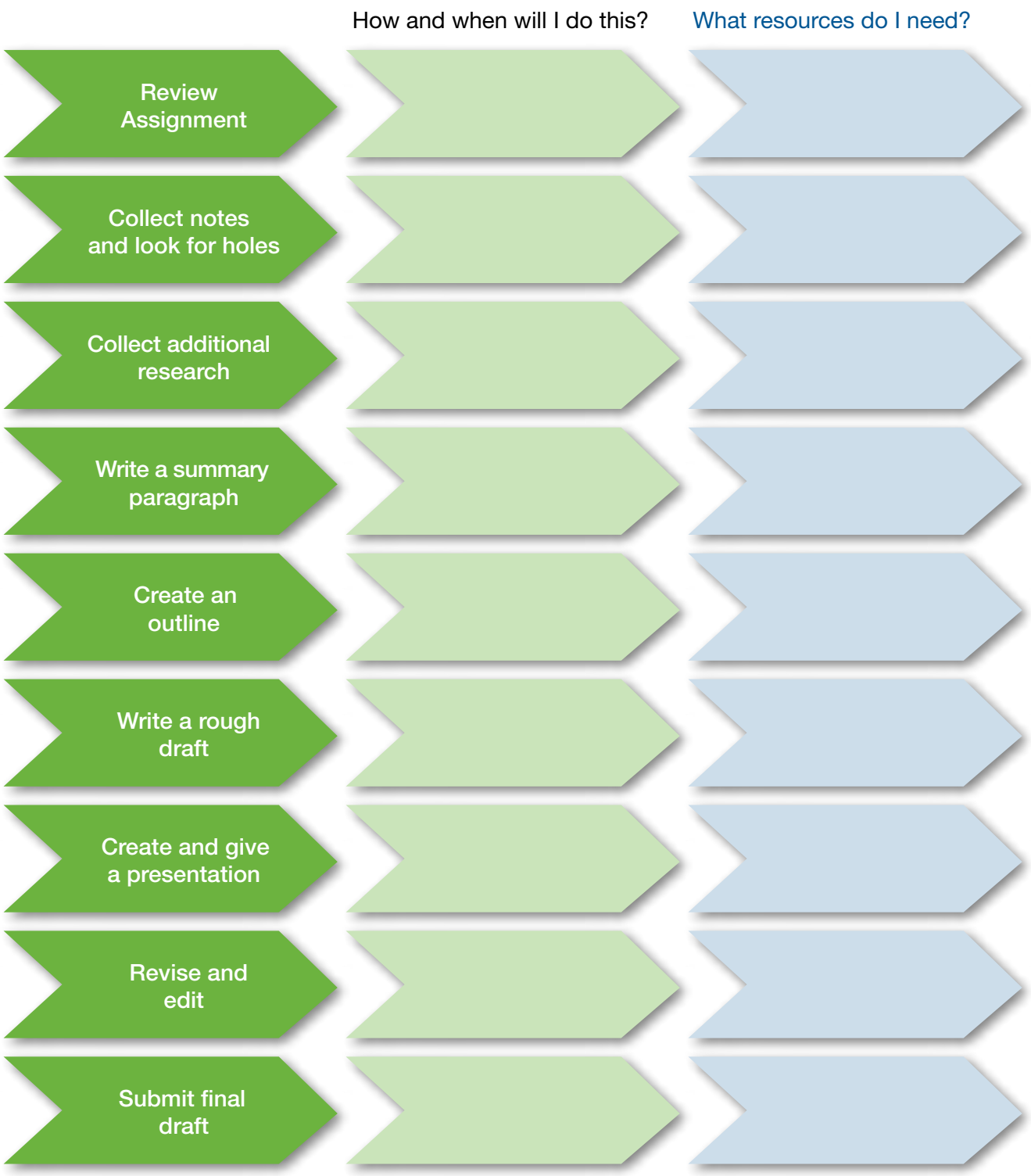
Tell students that any writing project will have a timeline involved. Model for students a common or sample timeline for this particular writing project using the page titled "Timeline for Writing Synthesis Presentation and Paper"in the academic notebook page 35. Begin by clarifying the due date for the synthesis essay draft. Ask students to fill in their own estimates of how long each task will take and to refer back to this timeline throughout the project. Note that students will be working at different paces, so in this particular project, teachers will need to have flexibility within the class's timeline.

FROM THE STUDENT ACADEMIC NOTEBOOK p 35

Timeline for Writing Synthesis Presentation and Paper

Directions:

In the spaces below, create a timeline for completion of this project.



Assessments:

Outcome 1:

Students will complete preparatory work toward the synthesis essay assignment and will write a draft of a synthesis essay.

Timeline

Evaluation Rubric			
Student's timeline presents a "doable" estimation of time allowances, within the time allotted for the draft.	No	Somewhat	Very
Student's timeline shows awareness of the student's strengths and weaknesses in writing.	No	Somewhat	Very
Student's timeline shows awareness of the process of writing an essay.	No	Somewhat	Very
Total Points	**9**		

Outcome 5:

Students will demonstrate an understanding of the writing task and expectations for success.

Evaluation Rubric			
Responds to prompt questions with accurate assessment of what the prompt means and entails.	No	Somewhat	Very
Identifies potential points of evidence to support one of the selected quotes.	No	Somewhat	Very
Participates in the discussion of the scoring rubric and contributes to defining the elements.	No	Somewhat	Very
Total Points	**9**		

Activity Three — Vocabulary (Approx. 50 minutes)

College and Career Readiness Standards: ELA Reading Informational Text– 2, 4; ELA Speaking and Listening– 1

Ask students to open their academic notebooks to "Vocabulary from Carr's Chapter Two" (pages 36-37). Remind students of the work that was done in class with developing definitions for *net enthusiast* and *net skeptic* in the previous lesson. Tell students that they will now work with a list of vocabulary, pulled from Chapter Two of Carr's central text, as well as their own self-selected vocabulary words from that chapter, to examine the claim and evidence laid out in Chapter Two more thoroughly and to reinforce the importance of using the context to help them understand how the word is being used in the text.

FROM THE STUDENT ACADEMIC NOTEBOOK pp 36-37

Vocabulary from Carr's Chapter Two, "Vital Paths"

Directions:

Choose ONE of the words from the list in the box below and ONE unfamiliar word from Chapter Two. For each of your words, complete the chart below. Remember to use the context of the word (the sentence in which it is found) to help you understand the dictionary definition.

Choice words and the page numbers on which they can be found:

philology (17)
concentric (18)
ingenious (18)
telegraphic (18)
appendages (19)
immutability (21)
malleable (21)
plasticity (21)
tenuous (23)
nihilism (23)
peripheral (25)
neuroplasticity (25)
meticulous (26)
habituated (28)
empiricism (28)
rationalism (28)
determinism (34)

Word from the list:	My understanding of this word is (circle one): Excellent Fair Poor
Context (including page number):	
Dictionary definition: What in the world does that mean?	
My sense of the word, including the context and the dictionary definition, in my own words:	

Word I have chosen from Chapter Two:	My understanding of this word is (circle one): Excellent Fair Poor
Context (including page number):	
Dictionary definition: What in the world does that mean?	
My sense of the word, including the context and the dictionary definition, in my own words:	

Choose one of the words from the choice list and model the kind of work expected from students, using the sample provided below and projecting this modeling on the document camera or using the white board.

As you work through the sample on the next page with students, you should emphasize how students can use the dictionary definition, their own understanding of the word or its parts, and the context of the word to determine a useful meaning that helps understand the text.

Word: *philology*	My understanding of this word is (circle one): Excellent Fair Poor
Context (including page number): *"In 1879, his health problems worsening, he'd been forced to resign his post as a professor of philology at the University of Basel." (page 17)*	
Dictionary definition: *the branch of knowledge that deals with the structure, historical development, and relationships of a language or languages.* What in the world does that mean? *I know that the suffix 'ology' means the study of. So I think it means that philology is the study of language.*	
My sense of the word, including the context and the dictionary definition, in my own words: *It seems that Nietzsche was a professor at the University of Basel, one who studied and taught languages, but he had to resign because of health problems.*	

After modeling this vocabulary work for students, ask them to work on their own in their academic notebooks to complete the chart for each of the two words that they have chosen. Remind students that they should choose one word from the list provided and one word from the chapter that is unfamiliar to them.

When students have completed their charts, ask them to write their two words on index cards and to write both the definition and the context (i.e., the sentence from the chapter in which the word is provided) on the back.

Students will then work with a small group of approximately three to four students to introduce their group members to the meaning of the words they collected, by presenting the word, its context from *The Shallows*, and its definition, as well as their own understanding of the word in its context. After each student in the small group has presented his/her words, ask the students to participate in an open sort.

Explain to students that an open sort will require them to sort the words that they have collected into categories. For example, the words *malleable*, *plasticity* and *neuroplasticity* might be placed into a category called "changing" because all of them indicate conditions that involve change. Students can develop their own categories, but all of the members of the group must agree to the categories they have developed, and each category must have at least two words in it. Give students a large sheet of chart paper or other material on which they can write their categories and the words they placed in those categories. This sorting process requires that students talk about the meanings of the words and gives them meaningful exposure to the words and their use in the text.

Ask each group to report out to the whole class on the categories they developed and how the words they have selected fit in those categories.

Remind students they will continue to collect vocabulary words from the texts they read and that it is important they learn to notice how word knowledge can contribute to their comprehension of texts and how to find the meanings of words unfamiliar to them.

Ask students to review the words they studied in their small group and to pull from those words their TOP FIVE words. The words they choose as their TOP FIVE should be those that carry particular importance in terms of the content of Chapter Two. Ask each group to report out the words they chose and why they chose them, ie., in what way do their TOP FIVE words connect to or remind them of the content of Chapter Two.

Make sure that words chosen by the students as TOP FIVE are placed on *The Shallows* vocabulary word wall chart.

Assessment:

Outcome 2:

Students will apply strategies for locating words in an informational text that are unfamiliar to them and determining the meaning of those words, using both context clues and dictionaries.

Evaluation Rubric			
Identifies vocabulary words, context from which the words are taken, and notes their denotative meaning and their meaning in the context of the passage(s).	No	Somewhat	Very
Rates their understanding of the words.	No	Somewhat	Very
Writes in readable prose.	No	Somewhat	Very
Total Points	**9**		

Activity Four — Argument/Claim/Evidence Structure (Approx. 45 minutes)

College and Career Readiness Standards: ELA Reading Informational Text– 2; ELA Writing– 9; ELA Speaking and Listening– 1

Ask three to four students to volunteer to provide their one-sentence statements of Carr's argument in this chapter from their reading log for Chapter Two in the academic notebook (completed during class or for homework).

Write those statements on the white board or display them on the document camera. As a whole class, ask students to compare those and to note differences. It should be clear to students that Carr's central argument in this section is that the brain is "plastic" or "malleable" and that, as he says, "We become, neurologically, what we think" (page 33). Explain to students that this statement can be seen as a claim.

Explain to students what a claim is:

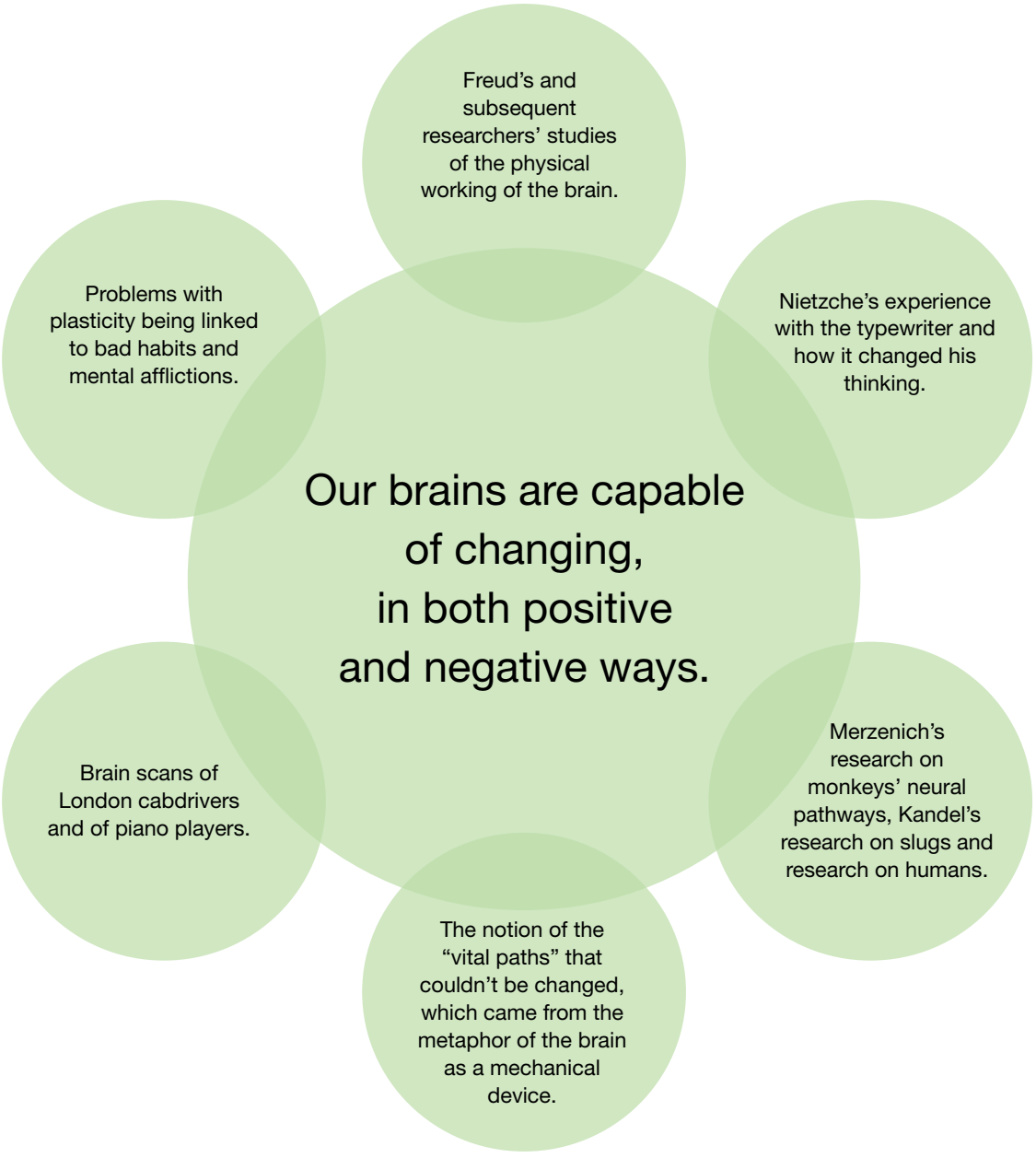
- A claim is typically a statement of the point that the author is trying to make.
- A good claim should be one that is debatable, one that reasonable people can hold different ideas on.

- It should take a strong stand, and it should have a quality antithesis, or counter-argument.

Explain to students that we will be spending the next section of class examining the evidence Carr uses to make his claim (our brains are capable of changing) in Chapter Two: The Vital Paths, and how he structures this evidence in the chapter. Students will be drawing from their reading log of the chapter (in the academic notebook) to assist in providing details and structure for the chapter.

On the white board or document camera, create a concept map of Chapter Two, working with students both to organize and help them understand their reading of this chapter. There are many possibilities for how this concept map might look, but one way is presented below.

During the development of the concept map as a whole class, be consistent about referring students back to the text when questions arise. Remind students that they are attempting, here, to develop a map of the text that will help them to see what evidence is being presented and to evaluate both the structure of the evidence and its quality.



Once this concept map is completed, review with students some of the words from the vocabulary list for this chapter that are particularly relevant to Carr's argument, such as *malleable*, *plasticity*, *neuroplasticity*. Ensure that students are connecting these important concept words to Carr's claim in this chapter.

Ask students to work with a partner to make a list of the types of evidence that Carr provides (i.e., historical events, quotes from experts, personal anecdotes, and other types) in the academic notebook. Collect from students a list of the evidence types generated by partner work and write this list on a white board or project it on a document camera.

As a whole class, discuss each type of evidence, particularly focusing on how convincing each type is. Ask students to rank the list of evidence types, in terms of how convincing each type is for the argument.

Remind students that in English classes, part of what students do is to read for the structure of the argument. In other words, they are reading to examine the claim and the evidence provided for that claim.

Remind students of their one-sentence summaries of Carr's argument in Chapter Two. Tell students that the title of Chapter Three is "Tools of the Mind." Ask students to predict what Carr's next step in his argument will be, based on this title.

For homework or during the remainder of class, students should read Chapter Three. As they read, they should complete the reading log and the vocabulary work in their academic notebook for this section of the text.

Assessment:

Outcome 4:

Students will demonstrate their ability to evaluate evidence and recognize the types of evidence that can be used to support a claim in argument writing.

Evaluation Rubric			
Participates in class discussion and work on listing evidence drawn from Carr's Chapter 2.	No	Somewhat	Very
Discusses evaluation of the evidence types and indicates an understanding of the relative value of various types of evidence.	No	Somewhat	Very
Total Points	**6**		

Teacher Checklist	Use this list to ensure that you have completed all of the lesson components. I . . .

- ☐ 1. Debriefed the rhetorical précis writing process.
- ☐ 2. Reviewed the synthesis essay prompt with students and had them do some preliminary writing on a prompt, followed by a class discussion.
- ☐ 3. Modeled vocabulary study for students using a sample vocabulary word from the list for Chapter Two.
- ☐ 4. Asked students to collect vocabulary information, share it with a small group, carry out a sorting process and share their categories with the whole class.
- ☐ 5. Asked students to volunteer their one-sentence statements about Carr's Chapter Two and compared those statements.
- ☐ 6. Gave students information about claims.
- ☐ 7. With students, developed a concept map of Chapter Two.
- ☐ 8. Reviewed important vocabulary words related to the concepts in Carr's argument.
- ☐ 9. Asked students to develop a list of the types of evidence used by Carr in Chapter Two.
- ☐ 10. Worked with students to evaluate the types of evidence used by Carr in Chapter Two.
- ☐ 11. Asked students to predict, based on their reading of Chapter Two, what will be presented in Chapter Three, "Tools of the Mind."
- ☐ 12. Assigned reading, reading log and vocabulary work for Chapter Three.

Lesson 4
The Mind, the Page and a Synthesis

Overview and Rationale:

In this lesson, students will continue to work through the book-length argument presented by Nicholas Carr in *The Shallows*, reading Chapters Three and Four and taking detailed notes in reading logs in the academic notebook. The lesson plan begins with examination of vocabulary pulled from Chapter Three. Students will use the vocabulary words for which they have been collecting both definitional and contextual information from the central text as an instructional tool for peers in their class, participating in a process of teaching the words to other students, sorting them into categories and developing rationales for those categories. The process of open sorting, which students carry out during this lesson, is designed to get students talking about the words from the chapter and to examine those words in comparison to the other words selected by students. The examination of these words is followed by a discussion of the concepts found in Chapter Three and the development of one-sentence claims for the chapter. Next, students will receive teacher modeling of annotation on the opening paragraphs of Chapter Four and will be assigned to complete the reading and annotation of Chapter Four, along with a reading log and vocabulary work for this chapter. Students will then participate in a whole-class discussion of Chapter Four and will read excerpts from writings by Benjamin Franklin, Ralph Waldo Emerson and Frederick Douglass. Students will examine those readings to determine the main idea, connections with each other and connections with Carr's argument. Students will receive teacher modeling of synthesis writing and will begin reading Chapter Five, noticing synthesis techniques within the opening paragraphs. Students will be assigned to complete their reading of Chapter Five, along with the reading log and vocabulary work for the chapter.

Tasks/Expected Outcomes:

1. Students will read informational text so as to recognize argument/claim/evidence structure and point of view in relation to the central claim of *The Shallows: What the Internet is Doing to Our Brains*.
2. Students will demonstrate their ability to understand and analyze Carr's content, specifically the history of early technologies and how those technologies impact humanity.
3. Students will apply strategies for locating words in an informational text that are unfamiliar to them and determining the meaning of those words, using context clues and dictionaries.
4. Students will read several documents, collecting information on how those documents connect or disconnect with the ideas in the central text, and they will receive modeling on synthesis in preparation for writing the synthesis essay.

College and Career Readiness Standards (CCRS)

English Language Arts Standards – Reading: Informational Text

1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

2 Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings.

5 Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing and engaging.

7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

10 By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11-CCR text complexity band independently and proficiently.

English Language Arts Standards – Writing

2 Write informative/explanatory texts to examine and convey complex ideas, concepts and information clearly and accurately through the effective selection, organization and analysis of content.

4 Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. (Grade-specific expectations for writing types are defined in standards one to three above.)

9 Draw evidence from literary or informational texts to support analysis, reflection and research.

10 Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes and audiences.

English Language Arts Standards – Speaking and Listening

1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on grades 11-12 topics, texts and issues, building on others' ideas and expressing their own clearly and persuasively.

Throughout this course, only grade 11-12 standards are used.

LDC	Skills and Ability List

Skills Cluster 2: Reading Process

1. Literary Epistemology

Ability to recognize that literary texts provide a space for interrogating the meanings of human experiences and that literary texts are open to dialogue between and among readers and texts.

2. Reading Argument

Ability to read for and recognize the development of argument/claim/evidence structure and point of view over the course of a text.

3. Reading for Rhetorical Structure

Ability to decipher rhetorical strategies and patterns, to make inferences from details, and to analyze how the author's choices contribute to the power, persuasiveness or beauty of the text.

4. Reading for Internal/External Connections

Ability to draw on prior knowledge to construct interpretations and to use the text to reflect on the human condition or the reader's life.

5. Essential Vocabulary

Ability to apply strategies for developing an understanding of both literary and informational texts by locating words and phrases that identify key concepts and facts or information. Ability to apply terms specific to literary analysis, evaluation and use.

(www.literacydesigncollaborative.org)

Materials:

- Academic notebooks
- Copies of *The Shallows: What the Internet is Doing to Our Brains*
- Passages from Franklin, Emerson and Douglass (see teacher resources and academic notebook)

Timeframe:

195 minutes

Targeted Vocabulary:

Words that Help You Understand the Discipline

- determinists
- instrumentalists

Words from Carr's *The Shallows*, Chapter 3

- maturation (39)
- topographic (40)
- cartography (40)
- egocentric (40)
- theodolite (40)
- cyclical (41)
- agrarian (41)
- synchronization (42)
- proliferation (43)
- instrumentalists (46)
- determinists (46)
- metallurgy (48)
- conundrum (49)
- proxies (49)
- logographic (51)
- logosyllabic (53)

Words from Carr's *The Shallows*, Chapter 4

- ephemera (58)
- scribes (59)
- parchment (59)
- stylus (59)
- artisan (60)
- codex (60)
- cognitive (61)
- mellifluous (62)
- obsolete (62)
- antithetical (63)
- anomaly (64)
- seditious (65)
- propagation (67)
- adept (69)
- gendarmes (70)
- tawdry (71)
- symbiotic (74)
- idiosyncratic (75)
- nonlinear (76)

Activity One — Vocabulary and Concepts from Chapter 3 (Approx. 50 minutes)

College and Career Readiness Standards: ELA Reading Informational Text– 2, 4; ELA Speaking and Listening– 1

Ask students to open their academic notebooks to the page titled "Vocabulary from Carr's Chapter Three" (page 56). Remind students of the vocabulary work done in the previous week. Students should have completed their vocabulary work for homework, using one word from the choice list and one self-selected word from Chapter Three.

The list of words that students can choose from for Chapter Three is in the academic notebook, (pictured on the next page), as well as the charts they should have completed for homework.

FROM THE STUDENT ACADEMIC NOTEBOOK pp 39-40

Vocabulary from Carr's Chapter Three, "Tools of the Mind"

Directions:

Choose ONE of the words from the list in the box below and ONE unfamiliar word from Chapter Three. For each of your words, complete the chart below. Remember to use the context of the word (the sentence in which it is found) to help you understand the dictionary definition.

Choice words and the page numbers on which they can be found:

maturation (39)	theodolite (40)	proliferation (43)	conundrum (49)
topographic (40)	cyclical (41)	instrumentalists (46)	proxies (49)
cartography (40)	agrarian (41)	determinists (46)	logographic (51)
egocentric (40)	synchronization (42)	metallurgy (48)	logosyllabic (53)

Word from the list:	My understanding of this word is (circle one): Excellent Fair Poor
Context (including page number):	
Dictionary definition: What in the world does that mean?	
My sense of the word, including the context and the dictionary definition, in my own words:	

Word I have chosen from Chapter Three:	My understanding of this word is (circle one): Excellent Fair Poor
Context (including page number): _____ _____	
Dictionary definition: _____ _____ What in the world does that mean? _____ _____	
My sense of the word, including the context and the dictionary definition, in my own words: _____ _____ _____	

If necessary, choose one of the words from the choice list and model for a second time the kind of work we expect from students, referring back to the sample provided in Lesson Three or using another sample taken from the list of choice words for Chapter Three and projecting this modeling on the document camera or using the white board.

Students should already have completed charts on two words, one from the choice list and one that they have self-selected from Chapter Three. Ask students to write their two words on index card and to write both the definition and the context (i.e., the sentence from the chapter in which the word is provided) on the back.

Students will then work with a small group of approximately three to four students to introduce their group members to the meaning of the words they collected, by presenting the word, its context from *The Shallows*, and its definition, as well as their own understanding of the word in its context. After each student in the small group has presented his/her words, ask the students to participate in an open sort.

Remind students about the process of carrying out an open sort. Students can develop their own categories, but all of the members of the group must agree to the

categories they have developed and each category must have at least two words in it. Give students a large sheet of chart paper or other material on which they can write their categories and the words they placed in those categories. This sorting process requires that students talk about the meanings of the words and gives them meaningful exposure to the words and their use in the text.

Ask each group to report out to the whole class on the categories they developed and how the words they have selected fit in those categories.

Ask students to review the words they studied in their small group and to pull from those words their TOP FIVE words. The words they choose as their TOP FIVE should be those that carry particular importance in terms of the content of Chapter Three. Ask each group to report out the words they chose and why they chose them, i.e., in what way do their TOP FIVE words connect to or remind them of the content of Chapter Three.

Make sure that the words chosen as top five are placed on *The Shallows* vocabulary word wall chart paper or bulletin board so that they are visible by the entire class.

Facilitate a brief discussion on these questions:

Let's look at some of the words on the choice list for Chapter Three, specifically *instrumentalists* and *determinists*. What is the meaning of these two words in this chapter? How is Carr's argument in this chapter connected to the meaning of those words?

Students should know from their vocabulary study that Carr describes *instrumentalists* as those who see technology as a tool that doesn't impact its user, whereas he describes *determinists* as those who see technologies as having a direct impact on human history (see page 46 in *The Shallows* for more). They should also see that Carr is in the progress of synthesizing information to create an argument that our current use of technology is changing the way we think.

Assessment:

Outcome 3:

Students will apply strategies for locating words in an informational text that are unfamiliar to them and determining the meaning of those words, using context clues and dictionaries.

Evaluation Rubric			
Identifies vocabulary words, context from which the words are taken and notes their denotative meaning and their meaning in the context of the passage(s).	No	Somewhat	Very
Rates their understanding of the words.	No	Somewhat	Very
Writes in readable prose.	No	Somewhat	Very
Total Points	**9**		

Activity Two	Technological Developments and Their Impact on Our Thinking (Chapter 3) (Approx. 40 minutes)

College and Career Readiness Standards: ELA Reading Informational Text– 1, 2, 3, 10; ELA Speaking and Listening– 1.

Ask students to turn to the reading log for Carr's Chapter Three. Facilitate a whole-class discussion based on these or similar questions:

According to Carr, how can our intellectual maturation be traced through mapmaking? How do the historical advances in mapmaking reflect changes in society? (Chapter Three, pages 39-41).

Here, students should see that the types of maps people draw as they go from infants to adults change in ways that can be connected to their individual, cognitive and social development. In addition, students should be able to see that Carr is arguing the technology of the map also reflects changes in the development of society, from rudimentary scratches in stone to precision, abstract thinking and specific use. Students should also note Carr is arguing the technology of the map changed the way humans are able think—giving them a way to "understand the unseen forces that shape [man's] surroundings and his existence" (page 41).

What was the historical progression of the mechanical clock? What influenced the advances of the mechanical clock? (Chapter Three, pages 41-44).

In responses to this question, students should note that the clock progressed from a cyclical flow (sundials, sand clocks, water clocks) to something much more precise. In addition, the need to make sure that time was synchronized across distances and making clocks elaborate and beautiful moved into the need for personal, accurate clocks such as wristwatches. Students should also see that Carr's discussion of the progression of time is designed to further his argument, that the technology of the clock changed the way we think.

What is Carr's purpose in presenting this information about mapmaking and time keeping?

Students should see, by the end of this discussion, that Carr is arguing that the technologies cited (having to do with mapmaking and with timekeeping) were significant in that they advanced mankind's development of abstract reasoning.

Assessment:

Outcome 2:

Students will demonstrate their ability to understand and analyze Carr's content, specifically the history of early technologies and how those technologies impact humanity.

Evaluation Rubric			
Participates in class discussion and work on textual information regarding the evolution of mapmaking and the mechanical clock and the impact of these technologies on humanity.	No	Somewhat	Very
Discussion of the textual information indicates an understanding of the content of Chapter Three.	No	Somewhat	Very
Total Points	**6**		

Break the class into groups of three to four students; give each group one of the assignments below, which can be found in the academic notebook on the page titled "Developing a Claim" (page 42). These activities focus on how Carr goes about constructing his argument. The goal of this activity is to break down the organization of ideas and look closely at what Carr is building in this chapter.

FROM THE STUDENT ACADEMIC NOTEBOOK p 42

Developing a Claim

Directions: In the space below, follow the directions for your group's assignment related to Carr's Chapter Three. Remember that a claim statement should fit the following criteria:

- A claim is typically a statement of the point that the author is trying to make.
- A good claim should be one that is debatable, one that reasonable people can hold different ideas on.
- It should take a strong stand, and it should have a quality antithesis, or counter-argument.

Group 1: Examine the section of Chapter Three that begins on page 44 and ends on page 50. In this section, Carr categorizes technological tools and defines determinists and instrumentalists. With your group members, write a one-sentence claim that Carr is making in this section.

Group 2: Examine the section of Chapter Three that begins on page 50 and ends on page 57. In this section, Carr describes how intellectual technologies of reading and writing shape our brains. With your group members, write a one-sentence claim that Carr is making in this section.

(space provided)

Each group should choose a representative to write its one-sentence claim statement on the white board or to provide it neatly written for the document camera. Focus first on the groups that worked with the first section of Chapter Three (pages 44-50), and then on the groups that worked with the last section of Chapter Three, (pages 50-57). For each section, ensure that students critically examine the claim statements for their fit with the criteria for claims established in Lesson Three, including the following:

- A claim is typically a statement of the point that the author is trying to make.
- A good claim should be one that is debatable, one that reasonable people can hold different ideas on.
- It should take a strong stand, and it should have a quality antithesis, or counterargument.

Ask the class as a whole to examine each of the claims provided by the groups and to determine whether or not the claim statements meet those criteria. Revise as necessary to fit.

To wrap up this section of the reading, facilitate a whole-class discussion on the following question:

Based on your reading of Chapter Three and the claim statements that you developed in relation to Chapter Three, what do you predict Carr will eventually be suggesting about the impact of modern technology and the Internet on the human brain?

Responses to this discussion will vary, but students should be able to see that Carr is going to argue that modern technology is having a detrimental impact on the way in which people think. During the discussion, encourage students to refer back to their reading and to the text specifically to support their predictions for the remainder of the text. Do this by writing down on the white board or a document camera the predictions that students develop and asking them, "What in the central text gives you that idea?" so that they will refer back to the text. Require page numbers and specific quotes.

Assessment:

Outcome 1:

Students will read informational text so as to recognize argument/claim/evidence structure and point of view in relation to the central claim of *The Shallows: What the Internet is Doing to Our Brains*.

Evaluation Rubric			
Reading log shows that student has read the assigned material.	No	Somewhat	Very
Reading log includes textual evidence.	No	Somewhat	Very
Student uses completed reading log to support classroom dialogue.	No	Somewhat	Very
Total Points	**9**		

Activity Three	Text Annotation (Approx. 30 minutes)

College and Career Readiness Standards: ELA Reading Informational Text– 1, 2, 10; ELA Writing– 4

Ask students to turn to page 58 in *The Shallows*. Tell students that they will be working through the beginning of this chapter while also learning to annotate text in a way that will be useful to them in college. Remind students that they have already done a simple version of annotation when they read the interview with researcher Clifford Nass and annotated it in the margins with an "M" or a "B." Today they will learn a more advanced and sophisticated way of annotating text that is particularly useful for informational text.

Explain to students that annotation involves writing words and phrases in the margin of a text. The words and phrases that they write could be a summary, a question, a connection or another interesting idea that they have while reading.

Model the process of annotation by reading aloud each of the first three paragraphs of Chapter Four. Use a document camera, if available, to show the text of your book. After each paragraph, model annotations in the margin of each. For example, after the first paragraph, write, "early writing was fragile." After the second paragraph, write, "cuneiform – official writing" toward the beginning of the paragraph and "clay tablets for longer writing" at the end of the paragraph. After the third paragraph, write "papyrus was easier to use" and "scrolls were frequently used."

Have students work on their own or with a partner to read through page 67, making annotations as they read. If students are prohibited from writing in the margins, encourage them to use sticky notes, separate pages, or another means of making annotations. Circulate as necessary to ensure that students are working well and understanding the annotating process.

Ask students to share out some of the annotations they made.

Model for students, using the annotations made from *The Shallows*, pages 58-67 to begin answering the first question in the reading log for Chapter Four, "In the space below, trace the history of the book." Write something like the following:

Writing technologies have progressed from scratch marks on natural products, to cuneiform on clay tablets, to scrolls made from papyrus. Because papyrus scrolls were expensive, people started using wax tablets…

Continue as much as is needed to assist students with using their annotations to develop what is basically a summary of the section of text. Use class time to have students complete the answer to this question.

For homework or during the remainder of class, students should read the remainder of Chapter Four: The Deepening Page and "a digression: on lee de forest and his amazing audion" (pages 58-80). As they read, they should annotate each paragraph; they should use their annotations to complete the remainder of the reading log for that chapter (academic notebook pages 44-46). In addition, they should complete charts for one word from the list for Chapter Four and one self-selected word from Chapter Four.

Assessment:

Outcome 1:

Students will read informational text so as to recognize argument/claim/evidence structure and point of view in relation to the central claim of *The Shallows: What the Internet is Doing to Our Brains*.

Evaluation Rubric			
Reading log shows that student has read the assigned material.	No	Somewhat	Very
Reading log includes textual evidence.	No	Somewhat	Very
Student uses completed reading log to support classroom dialogue.	No	Somewhat	Very
Total Points	**9**		

Activity Four — The Deepening Page (Approx. 15 minutes)

College and Career Readiness Standards: ELA Reading Informational Text– 1, 2; ELA Speaking and Listening– 1.

Facilitate a whole-class discussion, using students' annotations of Chapter Four and their work in the reading log for Chapter Four by asking students to look back in the text and at their reading log for concepts related to this statement (from page 75 of *The Shallows*):

"As our ancestors imbued their minds with the discipline to follow a line of argument or narrative through a succession of printed pages, they became more contemplative, reflective, and imaginative."

What historical and research evidence does Carr provide to make this argument?

During the discussion, you should encourage students to refer back to their reading, and to the text specifically, to support their collection of evidence from the text. Do this by writing down on the white board or a document camera the evidence that students find and asking them "What in the central text gives you that idea"? so that they will refer back to the text. Require page numbers and specific quotes.

Activity Five — The Power of Literacy (Approx. 45 minutes)

College and Career Readiness Standards: ELA Reading Informational Text– 1, 2, 3, 7; ELA Speaking and Listening– 1; ELA Writing– 2

Tell the class that they will now look at some other authors who have written about the power of literacy.

Break the class into three groups. Each group should be assigned to analyze one of the passages from Benjamin Franklin, Ralph Waldo Emerson and Frederick Douglass (see academic notebook). Instruct students to read their assigned excerpt with two goals:

1. Respond to this question: Do you think that the writer of the excerpt you are reading would agree or disagree with Carr? How so?
2. Collectively write a rhetorical précis on the excerpt your group is reading. Be sure to include an MLA citation (see reference page in academic notebook).

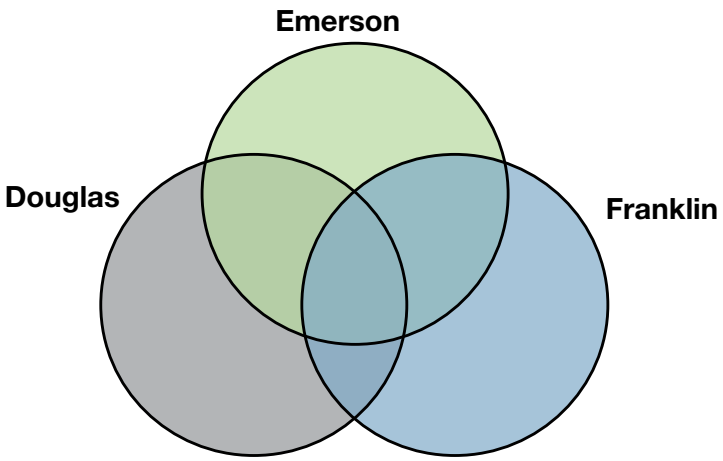
- Group one should read the excerpt from Benjamin Franklin's autobiography (the section about creating the library).
- Group two should read the excerpt from Frederick Douglass' autobiography (Chapter VII).
- Group three should read the excerpt from Ralph Waldo Emerson's essay, "The American Scholar."

FROM THE STUDENT ACADEMIC NOTEBOOK pp 47-59

The Power of Literacy

Directions: Once you have completed your work, your group will report out on both your finding related to the author's agreement and/or disagreement with Carr, as well as your rhetorical précis. As each group is making its presentation, complete the Venn diagram below.

Note the main ideas of each author in the appropriate circle, using the rhetorical précis written by each group. Note where the authors agree and/or disagree, in the shaded areas. Highlight points in all three circles that show agreement with Carr, as well as points in all three circles that show disagreement with Carr.



Each group should report out on both its finding related to the author's agreement and/or disagreement with Carr, as well as its rhetorical précis. As each group is making its presentation, ask the students to collectively complete a Venn diagram in their academic notebooks.

Students should put in main ideas in each of the author's circles, then contribute suggestions for how Emerson/Franklin are connected, how Douglas/Franklin are connected, and how Emerson/Douglas are connected. Once this Venn diagram is completed, ask students to work independently to highlight points in all three circles that show agreement with Carr, as well as points in all three circles that show disagreement with Carr. Discuss the points of agreement and disagreement as a class and make a list of those points on the white board or document camera.

Using either the points of agreement and disagreement with Carr from the discussion, model for students how to write a synthesis paragraph, using the white board or document camera. Such a synthesis might read as follows (but yours will differ based on what your students develop for points of agreement and disagreement).

Benjamin Franklin writes quite positively about the benefits of access to books, in his description of a public library, writing that those who had this access were "better instructed and more intelligent." Emerson and Douglass, however, seem more conflicted in their estimation of the benefits of reading. Emerson notes that "Books are the best type of the influence of the past," but because they can be used poorly, they "are for the scholar's idle times." Douglass describes how he learned to read as "a curse rather than a blessing;" this skill gave him a clear understanding of his situation as a slave, "without the remedy."

Once this process is completed, remind students that they will be completing a synthesis of information at the end of the unit regarding one of the three quotes from Carr, in which they take a stance either agreeing or disagreeing with Carr's statement. Remind them that these materials from Douglass, Emerson and Franklin could be used as evidence in their synthesis papers.

Assessment:

Outcome 4:

Students will read several documents, collecting information on how those documents connect or disconnect with the ideas in the central text, and they will receive modeling on synthesis in preparation for writing the synthesis essay.

Evaluation Rubric			
Participates in group work on assigned document.	No	Somewhat	Very
Participates in presentation of main points.	No	Somewhat	Very
Participates in discussion of agreements and disagreements among the three documents and with the central text.	No	Somewhat	Very
Total Points	**9**		

Activity Six	Noticing Aspects of Synthesis in Chapter 5 (Approx. 15 minutes)

College and Career Readiness Standards: ELA Reading Informational Text– 1, 2, 5; ELA Speaking and Listening– 1.

Ask students to read and annotate the first three paragraphs of Chapter Five, beginning on page 81 and ending on page 82 with "… but Turing seems to have been the first to understand the digital computer's limitless adaptability." Ask students to pay particular attention to the sources Carr is using by examining the endnotes Carr provides within these three paragraphs.

When students are finished reading this short section, make a list of the four sources Carr uses. These include:

- An encyclopedia article about Alan Turing.
- Two articles by Alan Turing.
- A book by George Dyson.

Facilitate a brief discussion of the synthesis techniques Carr uses in these paragraphs. Students should notice Carr uses quotes from his sources, but he introduces those quotes within his own sentences. They might also note Carr strings together information from those sources to tell a story of sorts—in this case, a story about Alan Turing. This story is used eventually in the chapter to help Carr build the case for his argument.

For homework or during the remainder of class, students should read Chapter Five (pages 81-98) of *The Shallows* and complete both the reading log and the vocabulary work for Chapter Five.

Teacher Checklist	Use this list to ensure that you have completed all of the lesson components. I . . .

- [ ] 1. Facilitated student work on self-selected vocabulary from Chapter Three and a brief discussion afterward.
- [ ] 2. Facilitated students in writing one-sentence claim statements for a section of Chapter Three.
- [ ] 3. Modeled annotation on the opening paragraphs of Chapter Four and assigned students to read and annotate Chapter Four, complete a reading log on Chapter Four and complete vocabulary work from Chapter Four.
- [ ] 4. Facilitated a whole-class discussion of Chapter Four.
- [ ] 5. Divided students into three groups and assigned each group an excerpt from Benjamin Franklin, Ralph Waldo Emerson or Frederick Douglass.
- [ ] 6. Facilitated small-group work on those three readings to determine the main idea, connections with each other and connections with Carr's argument.
- [ ] 7. Modeled synthesis writing related to these three supplemental readings.
- [ ] 8. Facilitated in-class reading of the opening paragraphs of Chapter Five, noticing synthesis techniques within these paragraphs.
- [ ] 9. Assigned students to complete reading Chapter Five, along with the reading log and vocabulary work for the chapter.

Lesson 5
The Internet, Books and Our Brains

Overview and Rationale:

Students will continue tracing Carr's argument through reading and discussion of Chapters Five through Seven, which extends his argument by examining the development of the Internet as a medium, its impact on media and other institutions, the evolution of the book into the ebook and research on how the Internet is changing human brains. Students will begin this examination by tracing the development of the Web as a medium using a timeline or other graphic organizer. Subsequently, students will read a short *Time* magazine article entitled "You" and participate in a discussion of the connections and disconnections between the article's tone regarding the potential of the Internet and Carr's perspective on the same. Students will read a blog post by Clay Shirky that addresses the impact of the Internet on newspaper publishing and will highlight quotes in that blog post that may relate to their chosen quote for the synthesis essay. The teacher will then model how to embed quotes in a sentence and students will practice embedding the quotes they have selected in a sentence of their own. The teacher will model note taking, using a modified version of the Cornell Notes system with the opening paragraphs of Chapter Six in the Carr text. Students will be assigned to read Chapters Six and Seven, to complete reading logs for both chapters and to do vocabulary work for both chapters. With this reading completed, students will choose the most convincing evidence from Chapters Six and Seven for the statement, "The Internet is changing the way people read and write books." They will practice embedding the most convincing quote found in a sentence and will participate in a discussion focusing on information from Chapters Six and Seven. Students will then study both teacher- and student-selected vocabulary words, collecting both definitional and contextual information from the central text and will participate in a process of teaching the words to other students, sorting them into categories, and developing rationales for those categories. Finally, the teacher will review contextual information and dictionary information for the word *algorithm* in preparation for students' reading of Chapter Eight. Students will be assigned to read Chapter Eight and to complete the reading log and vocabulary work for this chapter, either for homework or during the remainder of class.

Tasks/Expected Outcomes:

1. Students will read informational text so as to recognize argument/claim/evidence structure and point of view in relation to the central claim of *The Shallows: What the Internet is Doing to Our Brains*.

2. Students will demonstrate their ability to understand and analyze the content of Carr's argument, specifically the development of the Internet and its impact on media and other institutions, the evolution of the book into the ebook and research on how the Internet is changing human brains.
3. Students will apply strategies for locating words in an informational text that are unfamiliar to them and determining the meaning of those words, using both context clues and dictionaries.
4. Students will learn how to embed quotes from sources into their writing.
5. Students will write a rhetorical précis on a supplemental text.

College and Career Readiness Standards (CCRS)

English Language Arts Standards – Reading: Informational Text

1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

2 Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings.

5 Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing and engaging.

6 Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.

10 By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11-CCR text complexity band independently and proficiently.

English Language Arts Standards – Writing

2 Write informative/explanatory texts to examine and convey complex ideas, concepts and information clearly and accurately through the effective selection, organization and analysis of content.

4 Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. (Grade-specific expectations for writing types are defined in standards one through three above.)

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.

9 Draw evidence from literary or informational texts to support analysis, reflection and research.

10 Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes and audiences.

English Language Arts Standards – Speaking and Listening

1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on grades 11-12 topics, texts and issues, building on others' ideas and expressing their own clearly and persuasively.

Throughout this course, only grade 11-12 standards are used.

LDC	Skills and Ability List

Skills Cluster 2: Reading Process

1. Literary Epistemology

Ability to recognize that literary texts provide a space for interrogating the meanings of human experiences and that literary texts are open to dialogue between and among readers and texts.

2. Reading Argument

Ability to read for and recognize the development of argument/claim/evidence structure and point of view over the course of a text.

3. Reading for Rhetorical Structure

Ability to decipher rhetorical strategies and patterns, to make inferences from details, and to analyze how the author's choices contribute to the power, persuasiveness or beauty of the text.

4. Reading for Internal/External Connections

Ability to draw on prior knowledge to construct interpretations and to use the text to reflect on the human condition or the reader's life.

5. Essential Vocabulary

Ability to apply strategies for developing an understanding of both literary and informational texts by locating words and phrases that identify key concepts and facts or information. Ability to apply terms specific to literary analysis, evaluation and use.

(www.literacydesigncollaborative.org)

Skills Cluster 4: Writing Process

1. Précis Writing

Ability to write a rhetorical précís based on text reading.

2. Embedded Quotations

Ability to embed quotations from text in a précis .

3. Evidence Selection

Ability to select the most convincing evidence to support a claim.

4. Revising Writing

Ability to revise writing to embed quotations from sources.

Materials:

- Copies of *The Shallows*
- Academic Notebooks
- *Time* Magazine article "You" (2006)
- Clay Shirky blog post: *Newspapers and Thinking the Unthinkable*
- Index cards and markers
- Chart paper

Timeframe:

210 minutes

Targeted Vocabulary:

Words from Carr's *The Shallows*, Chapter Four

- ephemera (58)
- scribes (59)
- parchment (59)
- stylus (59)
- artisan (60)
- codex (60)
- cognitive (61)
- mellifluous (62)
- obsolete (62)
- antithetical (63)
- anomaly (64)
- seditious (65)
- propagation (67)
- adept (69)
- gendarmes (70)
- tawdry (71)
- symbiotic (74)
- idiosyncratic (75)
- nonlinear (76)

Words from Carr's *The Shallows*, Chapter Five

- incalculable (81)
- universal (82)
- rendering (83)
- typographical (84)
- kineographs (84)
- algorithms (84)
- compendium (85)
- proliferated (86)
- precipitous (87)
- ubiquity (88)
- inexorable (89)
- inextricable (90)
- tenuous (91)
- hegemony (93)
- parishioners (97)

Words from Carr's *The Shallows*, Chapter Six

- robust (99)
- pixels (100)
- artifacts (102)
- obsolescence (102)
- linearity (104)
- hybrids (105)
- asynchronous (106)
- milieu (107)
- anomaly (108)
- hierarchical (111)
- outré (111)
- kaleidoscopic (112)

Words from Carr's *The Shallows*, Chapter Seven

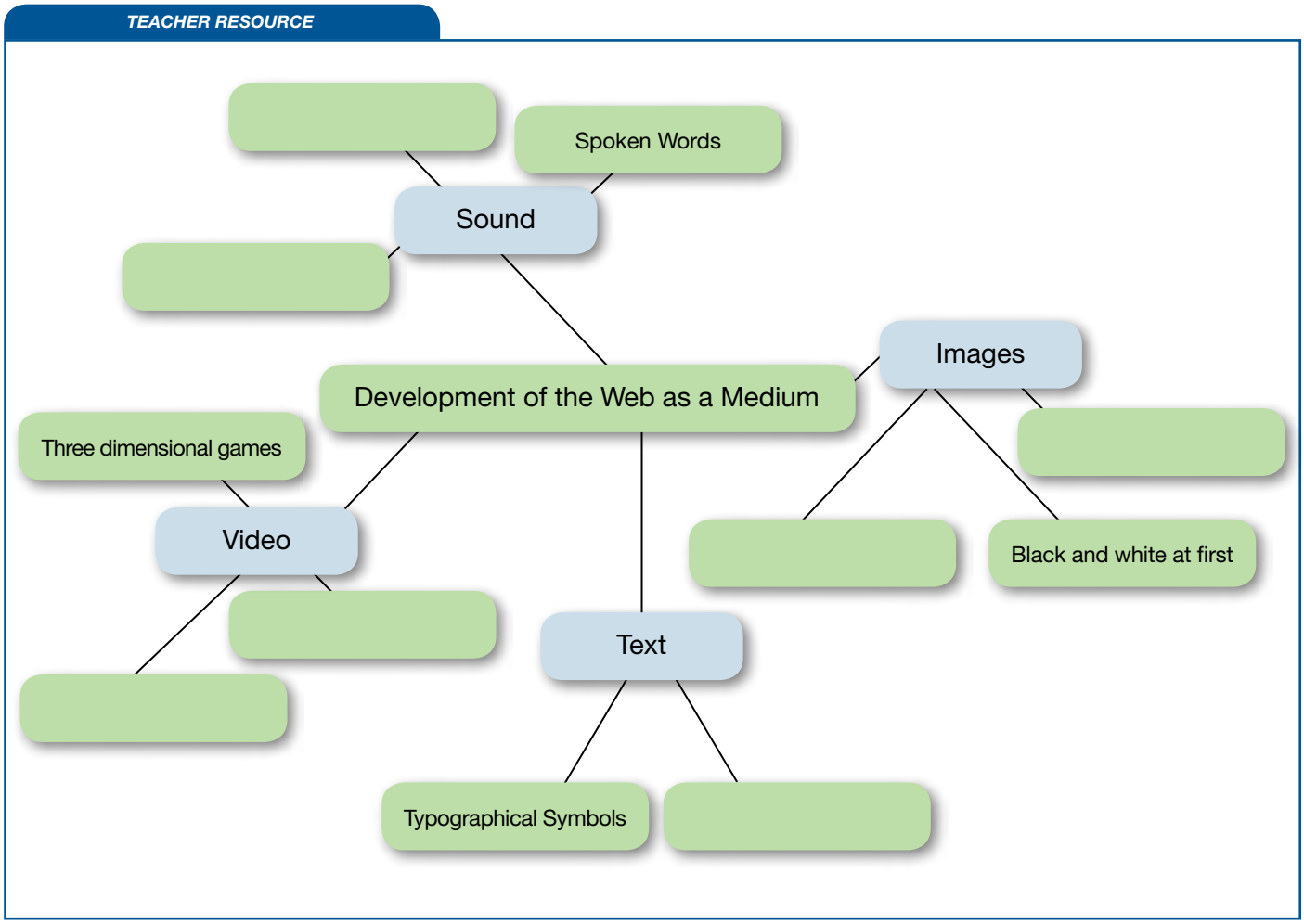
- fortitude (115)
- somatosensory (116)
- interactivity (118)
- cacophony (119)
- naïve (121)
- strenuous (122)
- schemas (124)
- extraneous (125)
- materiality (126)
- hypertext (127)
- hypermedia (129)
- attentional (131)
- influx (132)
- verbiage (135)
- skimming (136)
- trajectory (138)
- optimizing (140)
- reverberate (141)

Activity One — History of the Internet (Approx. 40 minutes)

College and Career Readiness Standards: ELA Reading Informational Text– 1, 2, 3 10; ELA Speaking and Listening– 1

With the students, trace the development of the Web as a medium using a timeline or other graphic organizer, developing this timeline or other graphic organizer on a white board or document camera. (A sample graphic organizer is seen below; you may choose to use this one or to develop a graphic organizer that will work better for you and for your students.) Refer to pages 83-85 of *The Shallows* (beginning with the paragraph that starts, "The way the Web has progressed as a medium….") and students' work in their reading logs (done previously as homework) and ask students to supply the information for the timeline and develop it collaboratively, all based on Carr's work in this chapter.

TEACHER RESOURCE



Assessment:

Outcome 1:

Students will read informational text so as to recognize argument, claim, evidence, structure and point of view in relation to the central claim of *The Shallows: What the Internet is Doing to Our Brains*.

Evaluation Rubric			
Reading log shows that student has read the assigned material.	No	Somewhat	Very
Reading log includes textual evidence.	No	Somewhat	Very
Student uses completed reading log to support classroom dialogue.	No	Somewhat	Very
Total Points	**9**		

Ask students to read the short *Time* magazine article "You" and to annotate the article. Specifically, students should be looking for material that connects with or indicates a disconnect with Carr's discussion in Chapter Five of the history of the Internet and the impact of the Internet on other media/institutions.

FROM THE STUDENT ACADEMIC NOTEBOOK pp 64-65

Read the short *Time* magazine article "You" (found below) and annotate the article in the margins. Specifically, you should be looking for material that connects with Carr's discussion in Chapter Five of the history of the Internet and the impact of the Internet on other media/institutions.

***Time* Magazine Link and Article Text:**

(http://www.time.com/time/magazine/article/0,9171,1570810,00.html)

The "Great Man" theory of history is usually attributed to the Scottish philosopher Thomas Carlyle, who wrote that "the history of the world is but the biography of great men." He believed that it is the few, the powerful and the famous who shape our collective destiny as a species. That theory took a serious beating this year.

To be sure, there are individuals we could blame for the many painful and disturbing things that happened in 2006. The conflict in Iraq only got bloodier and more entrenched. A vicious skirmish erupted between Israel and Lebanon. A war dragged on in Sudan. A tin-pot dictator in North Korea got the Bomb, and the President of Iran wants to go nuclear too. Meanwhile nobody fixed global warming, and Sony didn't make enough PlayStation3s.

But look at 2006 through a different lens and you'll see another story, one that isn't about conflict or great men. It's a story about community and collaboration on a scale never seen before. It's about the cosmic compendium of knowledge Wikipedia and the million-channel people's network YouTube and the online metropolis MySpace. It's about the many wresting power from the few and helping one another for nothing and how that will not only change the world, but also change the way the world changes.

The tool that makes this possible is the World Wide Web. Not the Web that Tim Berners-Lee hacked together (15 years ago, according to Wikipedia) as a way for scientists to share research. It's not even the overhyped dotcom Web of the late 1990s. The new Web is a very different thing. It's a tool for bringing together the small contributions of millions of people and making them matter. Silicon Valley consultants call it Web 2.0, as if it were a new version of some old software. But it's really a revolution. And we are so ready for it. We're ready to balance our diet of predigested news with raw feeds from Baghdad and Boston and Beijing. You can learn more about how Americans live just by looking at the backgrounds of YouTube videos—those rumpled bedrooms and toy-strewn basement rec rooms—than you could from 1,000 hours of network television.

And we didn't just watch, we also worked. Like crazy. We made Facebook profiles and Second Life avatars and reviewed books at Amazon and recorded podcasts. We blogged about our candidates losing and wrote songs about getting dumped. We camcordered bombing runs and built open-source software.

America loves its solitary geniuses—its Einsteins, its Edisons, its Jobses—but those lonely dreamers may have to learn to play with others. Car companies are running open design contests. Reuters is carrying blog postings alongside its regular news feed. Microsoft is working overtime to fend off user-created Linux. We're looking at an explosion of productivity and innovation, and it's just getting started, as millions of minds that would otherwise have drowned in obscurity get backhauled into the global intellectual economy. Who are these people? Seriously, who actually sits down after a long day at work and says, I'm not going to watch *Lost* tonight. I'm going to turn on my computer and make a movie starring my pet iguana? I'm going to mash up 50 Cent's vocals with Queen's instrumentals? I'm going to blog about my state of mind or the state of the nation or the *steak-frites* at the new bistro down the street? Who has that time and that energy and that passion?

The answer is, you do. And for seizing the reins of the global media, for founding and framing the new digital democracy, for working for nothing and beating the pros at their own game, TIME's Person of the Year for 2006 is you.

Sure, it's a mistake to romanticize all this any more than is strictly necessary. Web 2.0 harnesses the stupidity of crowds as well as its wisdom. Some of the comments on YouTube make you weep for the future of humanity just for the spelling alone, never mind the obscenity and the naked hatred.

But that's what makes all this interesting. Web 2.0 is a massive social experiment, and like any experiment worth trying, it could fail. There's no road map for how an organism that's not a bacterium lives and works together on this planet in numbers in excess of 6 billion. But 2006 gave us some ideas. This is an opportunity to build a new kind of international understanding, not politician to politician, great man to great man, but citizen to citizen, person to person. It's a chance for people to look at a computer screen and really, genuinely wonder who's out there looking back at them. Go on. Tell us you're not just a little bit curious.

Facilitate a discussion addressing the connections and disconnects students find. Students should notice this article is passionately positive about the impact of the Internet and its use on society, whereas Carr has typically seemed quite negative. Students should note that the authors of this article seem to be *net enthusiasts*. Encourage students to consider what evidence from Carr and from this article could be used to dispute claims from both sides.

In addition, ask students to use their reading of Carr to discuss the following questions:

According to Carr, how does the Internet differ from most mass media?

Students should see that Carr says the Internet is "bidirectional" (page 85). Here, encourage students to make connections between the *Time* article just read and the perspective Carr takes.

What can you infer from the statistics Carr provides on pages 86-87?

Students should be able to tell that more and more people are actually multitasking, using the Internet and other media at the same time. Here, refer students back to the interview with Clifford Nass – if people are doing more and more multitasking, what does the research say is happening to the quality of what they're doing?

What is increasing as the net grows? Decreasing? Why?

Students should be able to see that Carr is arguing that print materials are decreasing and that multiple forms of technology (such as separate calculators, radios, telephones, etc.) are becoming increasingly digitized, as people want to have access to everything within one device.

Assessment:

Outcome 2:

Students will demonstrate their ability to understand and analyze the content of Carr's argument, specifically the development of the Internet and its impact on media and other institutions, the evolution of the book into the ebook and research on how the Internet is changing human brains.

Evaluation Rubric			
Participates in class discussion linking the Carr text with the supplemental reading from *Time* magazine.	No	Somewhat	Very
Participation indicates an understanding of the content of Carr's argument, specifically the development of the Internet and its impact on media and other institutions.	No	Somewhat	Very
Total Points	**6**		

Activity Two	Another Perspective on Newspapers and Embedding Quotes in Writing (Approx. 60 minutes)

College and Career Readiness Standards: ELA Reading Informational Text– 1, 2, 6, 10; ELA Writing– 2, 4, 5, 9, 10

Have students read and annotate the Clay Shirky blog post: "Newspapers and Thinking the Unthinkable," also in their academic notebooks pages 66-70. (http://www.shirky.com/weblog/2009/03/newspapers-and-thinking-the-unthinkable/)

Ask students to write a rhetorical précis of the Shirky blog post in the academic notebook p 71. You may wish to ask students to work with a partner, or to ask them to work alone, depending on their skill level. Ask one or two students to share their rhetorical précis with the class, using a document camera or other technology. Review the criteria for each of the sentences with the class and make revisions to the sample rhetorical précis as necessary. Provide time in class for students to revise their rhetorical précis.

Remind students that they should be examining the supplemental materials that they read in light of the quote that they want to write about for the culminating project. Ask students to revisit their chosen quote and to highlight, in the Shirky blog post, any quotes that might be usable in their synthesis essay.

Ask one or two students to volunteer to share the quotes from the Shirky blog post that they selected. Model for students how to embed the quote in a sentence. For example, if a student selected the following quote: "Society doesn't need newspapers. What we need is journalism," model the following sentence:

According to Clay Shirky, it is journalism itself that will make the difference: "Society doesn't need newspapers. What we need is journalism."

Introduce a variety of other ways to embed quotes in text by using some of the following sentence starters (taken from *They Say, I Say: The Moves that Matter in Academic Writing* by Gerald Graff and Cathy Birkenstein):

X acknowledges that...

X agrees that...

X argues that...

X believes that...

Ask students to practice embedding one of their selected quotes in a sentence, using one of these sentence starters. Ask one or two students to volunteer their sentences, examine them on the document camera or white board and revise for clarity and efficiency.

Assessment:

Outcome 2:

Students will demonstrate their ability to understand and analyze the content of Carr's argument, specifically the development of the Internet and its impact on media and other institutions, the evolution of the book into the ebook and research on how the Internet is changing human brains.

Evaluation Rubric			
Participates in class discussion linking the Carr text with the Clay Shirky blog post.	No	Somewhat	Very
Participation indicates an understanding of the content of Carr's argument, specifically the development of the Internet and its impact on media and other institutions.	No	Somewhat	Very
Total Points	**6**		

Assessment:

Outcome 4:

Students will learn how to embed quotes from sources into their writing.

Evaluation Rubric			
Participates in class work on embedding quotes in sentences.	No	Somewhat	Very
Written work indicates an understanding of how to embed quotes in sentences with clarity.	No	Somewhat	Very
Total Points	**6**		

Assessment:

Outcome 5:

Students will write a rhetorical précis on a supplemental text.

Rhetorical Précis of Clay Shirky blog post

Evaluation Rubric			
Adheres to the form of the rhetorical précis (MLA citation, formatting and sentence formulas).	No	Somewhat	Very
Content thoughtfully and accurately represents the original text in a synthesis, without using any part of the original text or abstract.	No	Somewhat	Very
Sentence structure adheres to standard conventions of grammar, usage and mechanics.	No	Somewhat	Very
Total Points	**9**		

Activity Three — Taking Notes from Text (Approx. 15 minutes)

College and Career Readiness Standards: ELA Reading Informational Text– 1, 2, 10

Model for students how to take notes by key words, using the opening paragraphs of Chapter Six. Ask students to look at the reading log for Chapter Six, as you model taking notes on key words in the left-hand column and quotes, page numbers, and other information in the right-hand column, in order to connect Carr's evidence to the statement at the top of the page: "The Internet is changing the way people read and write books." For example, after the first paragraph, write "What about books?" in the left-hand column, and "resistant to the Net's influence," "Book publishers have suffered some loss of business," and "a remarkably robust technology" (all from page 98) in the right-hand column.

Continue modeling as long as necessary so that students get the idea of how to take notes from a textbook chapter.

For homework or during the remainder of class, students should read Chapter Six: The Very Image of a Book, Chapter Seven: The Juggler's Brain, and "a digression: on the buoyancy of IQ scores." They should also complete a reading log for each chapter and vocabulary charts for these sections (academic notebook pages 72-78).

FROM THE STUDENT ACADEMIC NOTEBOOK p 72

Reading Log: *The Shallows*, Chapter Six: The Very Image of a Book. "The Internet is changing the way people read and write books."

On this page, take notes on evidence provided by Carr that supports the above statement, using the key words strategy. Provide page numbers and use quotation marks for the quotes you use.

Key words:	Quotes, page numbers, other information:

FROM THE STUDENT ACADEMIC NOTEBOOK p 73

Vocabulary from Carr's Chapter Six, "The Very Image of a Book"

Directions:

Choose ONE of the words from the list in the box below and ONE unfamiliar word from Chapter Six. For each of your words, complete the chart below. Remember to use the context of the word (the sentence in which it is found) to help you understand the dictionary definition.

Choice words and the page numbers on which they can be found:

robust (99)	obsolescence (102)	asynchronous (106)	hierarchical (111)
pixels (100)	linearity (104)	milieu (107)	outré (111)
artifacts (102)	hybrids (105)	anomaly (108)	kaleidoscopic (112)

Word from the list:	My understanding of this word is (circle one): Excellent Fair Poor
Context (including page number):	
Dictionary definition: What in the world does that mean?	
My sense of the word, including the context and the dictionary definition, in my own words:	

Word I have chosen from Chapter Six:	My understanding of this word is (circle one): Excellent Fair Poor
Context (including page number):	
Dictionary definition: What in the world does that mean?	
My sense of the word, including the context and the dictionary definition, in my own words:	

FROM THE STUDENT ACADEMIC NOTEBOOK p 75

Reading Log: Read *The Shallows*, Chapter Seven: The Juggler's Brain and "a digression: on the buoyancy of IQ scores."

On page 175, Carr writes, "Dozens of studies by psychologists, neurobiologists, educators, and Web designers point to the same conclusion: when we go online, we enter an environment that promotes cursory reading, hurried and distracted thinking, and superficial learning."

Use the chart below to take notes on the evidence Carr provides and the "so what" of each piece of evidence. An example is provided for you, to help you get started. Be sure to cite page numbers.

Evidence	"So What?"
Research by Ap Dijksterhuis (page 119).	Time away from a problem can help us make better decisions about the problem.

Based on your reading of this chapter and "a digression" answer the following questions:

What are the differences between working memory and long-term memory?

How is the Internet changing our brains?

Are there any positives to these changes?

What is the Flynn effect and why might it be important in Carr's argument?

(space provided)

FROM THE STUDENT ACADEMIC NOTEBOOK p 87

Vocabulary from Carr's Chapter Seven, "The Juggler's Brain"

Directions:

Choose ONE of the words from the list in the box below and ONE unfamiliar word from Chapter Seven. For each of your words, complete the chart below. Remember to use the context of the word (the sentence in which it is found) to help you understand the dictionary definition.

Choice words and the page numbers on which they can be found:

fortitude (115)	strenuous (122)	hypermedia (129)	skimming (136)
somatosensory (116)	schemas (124)	attentional (131)	trajectory (138)
interactivity (118)	extraneous (125)	influx (132)	optimizing (140)
cacophony (119)	materiality (126)	verbiage (135)	reverberate (141)
naïve (121)	hypertext (127)		

Word from the list:	My understanding of this word is (circle one): Excellent Fair Poor
Context (including page number):	
Dictionary definition: What in the world does that mean?	
My sense of the word, including the context and the dictionary definition, in my own words:	

Word I have chosen from Chapter Seven:	My understanding of this word is (circle one): Excellent Fair Poor
Context (including page number): 	
Dictionary definition: What in the world does that mean? 	
My sense of the word, including the context and the dictionary definition, in my own words: 	

Activity Four — Books and Our Brains (Approx. 30 minutes)

College and Career Readiness Standards: ELA Reading Informational Text– 1, 2, 5, 10; ELA Writing– 2, 5, 9, 10; ELA Speaking and Listening– 1.

By this time, students should have completed their reading of Chapters Six and Seven, as well as the reading logs and vocabulary work on those chapters. **Begin this section of class by offering to answer questions that emerged from this work.**

Once students are ready, write the following statement on the white board or document camera:

"The Internet is changing the way people read and write books."

Ask students to work with a small group or partner on the page titled "Choosing Evidence" in the academic notebook page 79, using the Carr text and their reading logs for Chapters Six and Seven, to choose the most convincing evidence Carr presents to support this statement. In their small groups, or with a partner, students should also

develop a sentence that embeds a quote from Carr, using the sentence starters they practiced previously.

Ask groups or pairs to share their convincing evidence and their sentences with quotes embedded. Provide an opportunity for review of the evidence and of the sentences, making edits as necessary for clarity and efficiency. Allow opportunities for all students to revise their sentences with quotes embedded.

Lead the class in a discussion using the following questions:

- What are the differences in working memory and long-term memory?
- How is the Internet changing our brains?
- Are there any positives to these changes?
- What is the Flynn effect and why might it be important in Carr's argument?

Facilitate a discussion in which students determine what is the most compelling evidence Carr provides in this chapter, using the reading log completed in the academic notebook. Why is that particular piece of evidence the most compelling?

Assessment:

Outcome 1:

Students will read informational text so as to recognize argument/claim/evidence structure and point of view in relation to the central claim of *The Shallows: What the Internet is Doing to Our Brains*.

Evaluation Rubric			
Reading log shows that student has read the assigned material.	No	Somewhat	Very
Reading log includes textual evidence.	No	Somewhat	Very
Student uses completed reading log to support classroom dialogue.	No	Somewhat	Very
Total Points	**9**		

Assessment:

Outcome 2:

Students will demonstrate their ability to understand and analyze the content of Carr's argument, specifically the development of the Internet and its impact on media and other institutions, the evolution of the book into the ebook and research on how the Internet is changing human brains.

Evaluation Rubric			
Participates in class discussion and work on the Carr text.	No	Somewhat	Very
Participation indicates an understanding of the content of Carr's argument, specifically the evolution of the book into the ebook and research on how the Internet is changing human brains.	No	Somewhat	Very
Total Points	**6**		

Activity Five	Vocabulary and Concepts from Chapters Four through Seven (Approx. 50 minutes)

College and Career Readiness Standards: ELA Reading Informational Text– 2, 4; ELA Speaking and Listening– 1.

Remind students of the vocabulary work that was done previously. Students should have completed their vocabulary work for previous homework, choosing one word from the choice list and one self-selected word from each of the assigned Chapters Four through Seven.

The list of words that students can choose from for Chapters Four through Seven is in the academic notebook, as well as the charts they should have completed for homework.

If necessary, choose one of the words from the choice list and model the kind of work expected from students, referring back to the sample provided in Lesson Three or using another sample taken from the list of choice words for Chapters Four through Seven and projecting this modeling on the document camera or using the white board.

Students should already have completed charts on two words, one from the choice list and one that they have self-selected, from Chapters Four through Seven, for a total of eight words each. Ask students to write their eight words on index cards and to write both the definition and the context (i.e., the sentence from the chapter in which the word is provided) on the back.

Students will then work with a small group of approximately three to four students to introduce their group members to the meaning of the words they collected, by presenting the word, its context from *The Shallows*, and its definition, as well as their own understanding of the word in its context. After each student in the small group has presented his/her words, ask the students to participate in an open sort.

Remind students about the process of carrying out an open sort. Students can develop their own categories, but all of the members of the group must agree to the categories they have developed and each category must have at least two words in it. Give students a large sheet of chart paper or other material on which they can write their categories and the words that they placed in those categories. This sorting process requires that students talk about the meanings of the words and gives them meaningful exposure to the words and their use in the text.

Ask each group to report out to the whole class on the categories they developed and how the words they have selected fit in those categories.

Assessment:

Outcome 3:

Students will apply strategies for locating words in an informational text that are unfamiliar to them and determining the meaning of those words, using both context clues and dictionaries.

Evaluation Rubric			
Identifies vocabulary words, context from which the words are taken and notes their denotative meaning and their meaning in the context of the passage(s).	No	Somewhat	Very
Rates their understanding of the words.	No	Somewhat	Very
Writes in readable prose.	No	Somewhat	Very
Total Points	9		

Ask students to review the words that they studied in their small group and to pull from those words their TOP FIVE words. The words that they choose as their TOP FIVE should be those that carry particular importance in terms of the content of Chapters Four through Seven. Ask each group to report out the words that they chose and why they chose them, i.e., in what way do their TOP FIVE words connect to or remind them of the content of Chapters Four through Seven.

Make sure that the words chosen as TOP FIVE are placed on *The Shallows* vocabulary word wall chart paper or bulletin board so that they are visible by the entire class.

Activity Six	Understanding Algorithms (Approx. 15 minutes)

College and Career Readiness Standards: ELA Reading Informational Text– 1, 2, 4, 10; ELA Speaking and Listening– 1.

Explain to students that they will be continuing their reading of the Carr text with a reading log and with vocabulary work for the chapter, as they have been doing throughout this unit. Before starting the reading, however, there is one word/concept that is important for students to understand, and that is the word *algorithm*. It is possible that this word showed up previously in vocabulary study, as it was one of the words on the choice list for Chapter Five. Students should turn to the page titled "Understanding Algorithms" in their academic notebook page 80 for this work.

Ask students to look back at the use of the word *algorithm* in Chapter Five (page 84): "The network's ability to handle audio streams was aided by the development of software algorithms, such as the one used to produce MP3 files, that erase from music and other recordings sounds that are hard for the human ear to hear." They should also look at the use of the word *algorithm* in the first paragraph of Chapter Eight (page 149): "By breaking down each job into a sequence of small steps and then testing different ways of performing them, he created a set of precise instructions—an 'algorithm,' we might say today—for how each worker should work."

Add to this set of knowledge about the word *algorithm* the dictionary definition, which is "a set of rules for solving a problem in a finite number of steps."

Read for students the sample sentence: "As soon as my mother taught me the algorithm for balancing a checkbook, I was able to balance my own checkbook with few problems."

After talking through this information, ask students to work with a partner to develop a sentence using the word *algorithm*. Ask one or two students to read their sample sentences and provide feedback on the use of the word, *algorithm*. Remind students that the word *algorithm* is going to be very important in their reading of Chapter Eight.

For homework or during the remainder of class, students should read Chapter 8 and complete the reading log and the vocabulary work for the chapter (academic notebook pages 81-85).

Teacher Checklist	Use this list to ensure that you have completed all of the lesson components. I . . .

- [ ] 1. Facilitated students' tracing of the development of the Web as a medium using a timeline or other graphic organizer.
- [ ] 2. Asked students to read the *Time* magazine article "You" and facilitated a discussion of the connections and disconnections between the article and the central text.
- [ ] 3. Modeled how to embed quotes in a sentence and facilitated students' practice of embedding quotes in sentences.
- [ ] 4. Modeled note taking and assigned reading of Chapters Six and Seven, as well as reading logs and vocabulary work for those chapters.
- [ ] 5. Divided students into three groups and assigned each group an excerpt from Benjamin Franklin, Ralph Waldo Emerson or Frederick Douglass.
- [ ] 6. Facilitated students' work on choosing convincing evidence from those chapters for the statement, "The Internet is changing the way people read and write books," and students' practice of embedding quotes in sentences.
- [ ] 7. Facilitated a discussion focusing on information from Chapters Six and Seven.
- [ ] 8. Facilitated the instruction and sorting of vocabulary words from Chapters Four through Seven.
- [ ] 9. Placed the top five vocabulary words on *The Shallows* vocabulary word wall chart.
- [ ] 10. Reviewed contextual and dictionary information for the word *algorithm*.
- [ ] 11. Assigned students to read Chapter Eight and to complete the reading log and vocabulary work for this chapter, either for homework or during the remainder of class.

Lesson 6
The Alienating Potential of Technology

Overview and Rationale:

Students will continue tracing Carr's argument through reading and discussion of Chapters Eight through 10 and the epilogue, which bring home his argument about the ways in which Internet use is changing society, by examination of Google and the Googleplex, human and computer memory and the alienation that can come from technology use. Students will begin this work by working with a partner or small group to write and revise a synthesis paragraph of the strongest evidence that Carr uses, related to a quote from Chapter Eight, which was read for homework. Students will then read and annotate a blog by Scott Karp, entitled "The Evolution from Linear Thought to Networked Thought" and will write and revise a rhetorical précis on the blog. Students and teacher will participate in a discussion pulling information from Karp's blog to connect to the three quotes for the synthesis essay. Students will then be introduced to Chapter Nine through a close examination of the opening paragraphs and will be assigned to read Chapter Nine and to complete the reading log and vocabulary work on the chapter for homework or during the remainder of class. Once students have read Chapter Nine, they will use their reading logs and the text to: a) find a quote from the chapter that most clearly states Carr's argument and b) outline the evidence Carr presents. The teacher will then facilitate a discussion on this evidence and the counter-arguments that might be made. Students will be introduced to the concept of *alienation* and will be assigned to read Chapter 10, complete the reading log and vocabulary work on the chapter for homework or during the remainder of class. Once the reading is completed, students and teacher will participate in a discussion to examine Carr's final statement of the book and connect that statement to the three quotes for the synthesis essay, as well as to develop counter-arguments. Students will then study both teacher- and student-selected vocabulary words from Chapters Eight through 10, collecting both definitional and contextual information from the central text, and will participate in a process of teaching the words to other students, sorting them into categories and developing rationales for those categories.

Tasks/Expected Outcomes:

1. Students will read informational text so as to recognize argument/claim/evidence structure and point of view in relation to the central claim of *The Shallows: What the Internet is Doing to Our Brains*.
2. Students will demonstrate their ability to understand and analyze the content of Carr's argument, specifically the impact of Taylorism on Google, distinguishing between human and computer memory, and the potential for alienation inherent in technology use.
3. Students will demonstrate their ability to apply strategies for locating words in an informational text that are unfamiliar to them and determining the meaning of those words, using both context clues and dictionaries.
4. Students will build on their knowledge of synthesis by writing and revising a synthesis paragraph.
5. Students will write a rhetorical précis on a supplemental text.

College and Career Readiness Standards (CCRS)

English Language Arts Standards – Reading: Informational Text

1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

2 Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings.

5 Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing and engaging.

6 Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

10 By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11-CCR text complexity band independently and proficiently.

English Language Arts Standards – Writing

2 Write informative/explanatory texts to examine and convey complex ideas, concepts and information clearly and accurately through the effective selection, organization and analysis of content.

4 Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. (Grade-specific expectations for writing types are defined in standards one through three above.)

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.

9 Draw evidence from literary or informational texts to support analysis, reflection and research.

10 Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes and audiences.

English Language Arts Standards – Speaking and Listening

1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on grades 11-12 topics, texts and issues, building on others' ideas and expressing their own clearly and persuasively.

LDC	Skills and Ability List

Skills Cluster 2: Reading Process

1. Literary Epistemology

Ability to recognize that literary texts provide a space for interrogating the meanings of human experiences and that literary texts are open to dialogue between and among readers and texts.

2. Reading Argument

Ability to read for and recognize the development of argument/claim/evidence structure and point of view over the course of a text.

3. Reading for Rhetorical Structure

Ability to decipher rhetorical strategies and patterns, to make inferences from details, and to analyze how the author's choices contribute to the power, persuasiveness or beauty of the text.

4. Reading for Internal/External Connections

Ability to draw on prior knowledge to construct interpretations and to use the text to reflect on the human condition or the reader's life.

5. Essential Vocabulary

Ability to apply strategies for developing an understanding of both literary and informational texts by locating words and phrases that identify key concepts and facts or information. Ability to apply terms specific to literary analysis, evaluation and use.

Skills Cluster 3: Transition to Writing

1. Claims and Counterclaims

Ability to examine texts for evidence that supports a claim and to examine a counter-claim from a different source.

2. Synthesizing Arguments from Multiple Texts

Ability to examine multiple texts and identify competing arguments as well as supporting evidence for each.

Skills Cluster 4: Writing Process

1. Pre-writing

Ability to examine text for argument/claim/evidence sequence in preparation for writing.

2. Synthesis Writing

Ability to write a paragraph that synthesizes important elements of a text or a reading.

3. Peer Review

Ability to examine other students' writing and assist in the revision process.

4. Précis Writing

Ability to write a précis on a text and include all required elements.

5. One-page Summary

Ability to summarize most important elements of a reading.

6. Outlining

Ability to develop an outline of claims and evidence from text.

(www.literacydesigncollaborative.org)

Materials:

- Academic notebooks
- Copies of *The Shallows*
- Chart paper

Timeframe:

145 minutes

Targeted Vocabulary:

Words from Carr's *The Shallows*, Chapter Eight

- choreography (149)
- optimization (150)
- permutations (151)
- aesthetic (151)
- analogy (153)
- largesse (155)
- lucrative (155)
- brutish (157)
- ethereal (157)
- complementary (160)
- infringement (162)
- laudable (163)
- digitized (164)
- Transcendentalist (166)
- dissonance (167)
- perpetual (168)
- memex (169)
- malevolent (171)
- embryonic (172)
- Taylorist (173)
- imperialistic (174)
- incubating (175)
- fallacy (176)

Words from Carr's *The Shallows*, Chapter Nine

- proliferation (177)
- synthesis (179)
- crucible (179)
- obsolete (181)
- capacious (182)
- retrograde (183)
- consolidation (184)
- hippocampus (188)
- conundrum (189)
- ethereal (193)
- crux (196)

Words from Carr's *The Shallows*, Chapter 10

- parsing (201)
- penumbra (202)
- banal (203)
- plausibility (206)
- tautology (207)
- apostate (208)
- lucidity (209)
- dexterity (210)
- alienation (211)
- cybernetic (214)
- consensus (217)
- perusal (218)
- erosion (220)
- empathizing (221)

Activity One — Synthesis Writing: Google's Impact on Our Thinking (Approx. 45 minutes)

College and Career Readiness Standards: ELA Writing– 2, 4, 5, 9, 10; ELA Reading Informational Text– 1, 2, 3, 5, 10; ELA Speaking and Listening– 1

Remind students that they have been practicing synthesis writing, and that they will continue that practice with their work on Chapter Eight. Remind them that the purpose of a synthesis is to combine information from various sources to provide information and to make a point.

In order to prepare students to write this synthesis paragraph, read the quote out loud, and ask students to briefly discuss the quote. What are the "delusions of grandeur" that the author mentions? Why does the author seem to believe that the creators of Google have a "pinched conception of the human mind"?

After students have a clear understanding of the quote, ask them to work with a partner or in a small group. They should use their reading logs for Chapter Eight and the text itself to write one paragraph in the academic notebook on the page titled "Writing a Synthesis Paragraph" that synthesizes the strongest evidence that Carr uses in Chapter Eight to support the following argument about Google:

Google is neither God nor Satan, and if there are shadows in the Googleplex they're no more than the delusions of grandeur. What's disturbing about the company's founders is not their boyish desire to create an amazingly cool machine that will be able to outthink its creators, but the pinched conception of the human mind that gives rise to such a desire (page 176).

FROM THE STUDENT ACADEMIC NOTEBOOK p 87

Writing a Synthesis Paragraph

Directions: With a partner or small group, use your reading log for Chapter Eight and the text itself to write one paragraph that synthesizes the strongest evidence that Carr uses in Chapter Eight to support the following argument about Google:

"Google is neither God nor Satan, and if there are shadows in the Googleplex they're no more than the delusions of grandeur. What's disturbing about the company's founders is not their boyish desire to create an amazingly cool machine that will be able to outthink its creators, but the pinched conception of the human mind that gives rise to such a desire" (page 176).

Write your synthesis paragraph in the space below.

(space provided)

Ask one or two partners or small groups to provide their sample synthesis paragraphs for the whole class to review. Make sure that everyone can see these sample paragraphs by projecting them on a document camera or having students write them on the white board. Refer back to Lesson Four, Activity Five and the example synsthesis paragraph provided on page 65 of this guide if additional model synsthesis paragraph is needed.

Read the synthesis paragraph examples as a class. Ask students to read the paragraphs with an eye toward making them stronger. Questions like these might help:

- Does the synthesis paragraph have a strong topic sentence?
- Are the sources included in the synthesis clear? What about the citations?
- Is what the synthesis is talking about clear at any given moment? How might the synthesis information be clarified?
- Were there any points in the synthesis where you were lost because a transition was missing? If so, where is it and how might it be corrected?

Using the answers to these questions and other ideas that emerge, make revisions and edits to the sample paragraphs as a whole class. If time is pressing, carry out this process with only one sample paragraph.

Provide some time for partners or small groups to go back to their synthesis paragraphs and revise them, using the same questions as above.

Facilitate a whole-class discussion of students' synthesis paragraphs. Focus the discussion on connecting students' opinions about Carr's argument with evidence from Carr's writing. Talk about how they picked the strongest evidence. What was the most convincing evidence Carr presented in this chapter?

Assessment:

Outcome 1:

Students will read informational text so as to recognize argument/claim/evidence structure and point of view in relation to the central claim of *The Shallows: What the Internet is Doing to Our Brains*.

Evaluation Rubric			
Reading log shows that student has read the assigned material.	No	Somewhat	Very
Reading log includes textual evidence.	No	Somewhat	Very
Student uses completed reading log to support classroom dialogue.	No	Somewhat	Very
Total Points	**9**		

Assessment:

Outcome 4:

Students will build on their knowledge of synthesis by writing and revising a synthesis paragraph.

Evaluation Rubric			
Adheres to the form of a synthesis paragraph (combining information from more than one source, proper citation of sources).	No	Somewhat	Very
Content thoughtfully and accurately represents the combined information.	No	Somewhat	Very
Sentence structure adheres to standard conventions of grammar, usage and mechanics.	No	Somewhat	Very
Total Points	**9**		

Ask students to read, in pairs, the Scott Karp blog, "The Evolution from Linear Thought to Networked Thought," which can be found in the academic notebooks (pages 88-90). As they read, they should annotate the article. By this time, students should be quite comfortable with annotation, having practiced it several times.

FROM THE STUDENT ACADEMIC NOTEBOOK pp 88-90

The Evolution from Linear Thought to Networked Thought by Scott Kapp

Directions: Read the following blog post by Scott Karp entitled, "The Evolution from Linear Thought to Networked Thought." As you read, annotate the article. After you have read and marked up the reading, write a rhetorical précis for it in the space below. Be sure to include an MLA citation.

February 9, 2008

by Scott Karp

I was thinking last night about books and why I don't read them anyone—I was a lit major in college, and used to be voracious book reader. What happened?

I was also thinking about the panel I organized for the O'Reilly TOC conference on Blogs as Books, Books as Blogs—do I do all my reading online because I like blogs better than books now? That doesn't seem meaningful on the face of it.

Then I read this really interesting post by Evan Schnittman at the OUP Blog about why he uses ebooks only for convenience but actually prefers to read in print.

So do I do all my reading online because it's more convenient? Well, it is, but it's not as if I don't have opportunities to read books. (And I do read a lot of Disney Princess books to my daughter.)

But the convenience argument seems to float on the surface of a deeper issue—there's something about the print vs. online dialectic that always seemed superficial to me. Books, newspapers, and other print media are carefully laid out. Online content like blogs are shoot from the hip. Books are linear and foster concentration and focus, while the Web, with all its hyperlinks, is kinetic, scattered, all over the place.

I've heard many times online reading cast in the pejorative. Does my preference for online reading mean I've become more scattered and disorganized in my reading?

I've also spent a lot of time thinking and talking recently about how understanding the future media on the Web is so counterintuitive from the perspective of traditional media—about the challenge of making the leap from thinking about linear distribution to network effects.

After reading Evan's post and struggling with the convenience argument, I read this Silicon Alley post speculating on a possible lack of demand for ebooks, despite the Kindle reportedly selling well. If I'm such a digital guy, then why do I have no interest in ebooks?

I was eating some peanut butter last night… and then suddenly something clicked. (Don't know if the peanut butter caused it.)

What if I do all my reading on the Web not so much because the way I read has changed, i.e., I'm just seeking convenience, but because the way I THINK has changed?

What if the networked nature of content on the Web has changed not just how I consume information but how I process it?

What if I no longer have the patience to read a book because it's too…. linear.

We still retain an 18th Century bias towards linear thought. Non-linear thought—like online media consumption—is still typically characterized in the pejorative: scattered, unfocused, undisciplined.

Dumb.

But just look at Google, which arguably kept our engagement with the sea of content on the Web from descending into chaos. Google's PageRank algorithm is the antithesis of linearity thinking—it's pured networked thought.

Google can find relevant content on the Web because it doesn't "think" in a linear fashion—it takes all of our thoughts, as expressed in links, and looks at them as a network. If you could follow Google's algorithm in real time, it would seem utterly chaotic, but the result is extremely coherent.

When I read online, I constantly follow links from one item to the next, often forgetting where I started. Sometimes I backtrack to one content "node" and jump off in different directions. There are nodes that I come back to repeatedly, like TechMeme and Google, only to start down new branches of the network.

So doesn't this make for an incoherent reading experience? Yes, if you're thinking in a linear fashion. But I find reading on the Web is most rewarding when I'm not following a set path but rather trying to "connect the dots," thinking about ideas and trends and what it all might mean.

But am I just an outlier, or just imagining with too much peanut butter on the brain some new networked thinking macro trend?

Then I remembered—or rather arrived at in nonlinear fashion—a contrarian piece in the Guardian about an NEA study that bemoaned declines in reading and reading skills. The piece points out the study's fatal flaw—that it completely neglected to study online reading.

All Giola has to say about the dark matter of electronic reading is this: "Whatever the benefits of newer electronic media, they provide no measurable substitute for the intellectual and personal development initiated and sustained by frequent reading."

Technological literacy

The only reason the intellectual benefits are not measurable is that they haven't been measured yet. There have been almost no studies that have looked at the potential positive impact of electronic media. Certainly there is every reason to believe that technological literacy correlates strongly with professional success in the information age.

I challenge the NEA to track the economic status of obsessive novel readers and obsessive computer programmers over the next 10 years. Which group will have more professional success in this climate? Which group is more likely to found the next Google or Facebook? Which group is more likely to go from college into a job paying $80,000 (£40,600)?

But the unmeasured skills of the "digital natives" are not just about technological proficiency. One of the few groups that has looked at these issues is the Pew Research Centre, which found in a 2004 study of politics and media use: "Relying on the Internet as a source of campaign information is strongly correlated with knowledge about the candidates and the campaign. This is more the case than for other types of media, even accounting for the fact that Internet users generally are better educated and more interested politically. And among young people under 30, use of the Internet to learn about the campaign has a greater impact on knowledge than does level of education."

What I'd be most curious to know is whether online reading actually has a positive impact on cognition—through ways that we perhaps cannot measure or even understand yet, particularly if we look at it with a bias towards linear thought.

Is there such a thing as networked human thought? Certainly there is among a group of people enabled by a network—but what about for an individual, processing information via the Web's network?

Perhaps this post hasn't been an entirely linear thought process—is that necessarily a bad thing?

Read more: http://publishing2.com/2008/02/09/the-evolution-from-linear-thought-to-networked-thought/#ixzz2CmOf6vbm.

Once the reading is completed, ask students to work on their own to write a rhetorical précis of this blog post in their academic notebook page 90. Remind students to include an MLA citation.

Assessment:

Outcome 5:

Rhetorical Précis of Scott Karp blog post

Evaluation Rubric			
Adheres to the form of the rhetorical précis (MLA citation, formatting and sentence formulas).	No	Somewhat	Very
Content thoughtfully and accurately represents the original text in a synthesis, without using any part of the original text or abstract.	No	Somewhat	Very
Sentence structure adheres to standard conventions of grammar, usage and mechanics.	No	Somewhat	Very
Total Points	**9**		

Facilitate a discussion in which students examine Karp's blog for information that might be used to either support or disagree with Carr's developing argument.
To facilitate this discussion, put the three quotes for the synthesis essay on the document camera or white board and ask students to refer to the text of Chapter Eight for quotes.

TEACHER RESOURCE

"With the exception of alphabets and number systems, the Net may well be the single most powerful mind-altering technology that has ever come into general use. At the very least, it's the most powerful that has come along since the book" (Carr 118).

"Karp, Friedman, and Davis—all well-educated men with a keenness for writing—seem fairly sanguine about the decay of their faculties for reading and concentrating. All things considered, they say, the benefits they get from using the Net—quick access to loads of information, potent searching and filtering tools, an easy way to share their opinions with a small but interested audience—make up for the loss of their ability to sit still and turn the pages of a book or magazine" (Carr 8).

"The price we pay to assume technology's power is alienation. The toll can be particularly high with our intellectual technologies. The tools of the mind amplify and in turn numb the most intimate, the most human, of our natural capacities—those for reason, perception, memory, emotion" (Carr 211).

Assessment:

Outcome 2:

Students will demonstrate their ability to understand and analyze the content of Carr's argument, specifically the impact of Taylorism on Google, distinguishing between human and computer memory, and the potential for alienation inherent in technology use.

Evaluation Rubric	
Participates in class discussion linking the Carr text with the supplemental reading.	No Somewhat Very
Participation indicates an understanding of the content of Carr's argument.	No Somewhat Very
Total Points	**6**

Activity Two	Close Reading in Chapter Nine (Approx. 15 minutes)

College and Career Readiness Standards: ELA Reading Informational Text– 1, 2, 10; ELA Speaking and Listening– 1

Ask students to read silently the first paragraph of Chapter Nine, focusing as they read on finding one sentence in the paragraph they think is most important, in terms of the meaning of the paragraph. After students have finished reading the paragraph, ask them to volunteer which sentence they picked and why they picked that sentence. There are several sentences students might pick; the important thing is for them to recognize Carr is starting to build a base for his argument, using the idea that memorization is no longer important.

Ask students to read silently the second paragraph of Chapter Nine. After they have finished reading, write the following sentence starter on the white board or document camera:

"Books have made readers less dependent on our memory, but…."

Ask students to work with a partner to develop an ending to that sentence, based on the second paragraph in Chapter Nine. Students may develop something like the following:

. . . the availability of books has provided more knowledge so that people can be more creative.

. . . the availability of books has allowed writers to develop creative personalities.

. . . the availability of books has allowed writers to choose for themselves what they want to read.

Ask students to share their sentence endings and to refer back to the text for the information they pulled to develop these sentence endings.

Ask students to read silently the third paragraph of Chapter Nine. After they have finished reading, draw their attention to the last sentence of the paragraph:

"Books provide a supplement to memory, but they also, as Eco puts it, "challenge and improve memory; they do not narcotize it" (178).

Ask students to refer to the reading log for Chapter Nine in their academic notebooks pages 91-92.

FROM THE STUDENT ACADEMIC NOTEBOOK pp 91-94

Reading Log: *The Shallows*, Chapter Nine: Search, Memory and "a digression: on the writing of this book." Take notes on your reading in the space below.

In pages 177-182, Carr writes about memory, both human memory and computer memory. For each of the references Carr makes, describe what he is saying about memory. An example is provided for you in the space below.

Carr's Reference	Carr's Description
Shakespeare (page 178)	Hamlet says memory is "the book and volume of my brain."

Read the first full paragraph on page 182. Write a one-sentence summary of Carr's concern about human memory and computer memory.

(space provided)

FROM THE STUDENT ACADEMIC NOTEBOOK

After reading the remainder of Chapter Nine (through page 197), write a paragraph explaining how Carr sees the difference between human memory and computer memory, as well as the impact of "outsourcing memory" on our brains.

(space provided)

Note for students that the first example in the chart is done for them, referring back to the second paragraph of Chapter Nine. Ask students to develop an entry for the chart using the third paragraph of Chapter Nine and focusing specifically on the quote from Umberto Eco in the last sentence. Students should write something like the following:

Umberto Eco (page 178): Eco says that access to books should improve our memory.

Explain to students that they should continue their reading of Chapter Nine, filling out this chart and following other directions as they read.

For homework or during the remainder of class, students should read Chapter Nine "Search, Memory" and "a digression: on the writing of this book." Students should complete the reading log and the vocabulary chart for this chapter.

FROM THE STUDENT ACADEMIC NOTEBOOK pp 99-102

Vocabulary from Carr's Chapter Nine, "Search, Memory"

Directions:

Choose ONE of the words from the list in the box below and ONE unfamiliar word from Chapter Nine. For each of your words, complete the chart below. Remember to use the context of the word (the sentence in which it is found) to help you understand the dictionary definition.

Choice words and the page numbers on which they can be found:

proliferation (177)
synthesis (179)
crucible (179)
obsolete (181)
capacious (182)
retrograde (183)
consolidation (184)
hippocampus (188)
conundrum (189)
ethereal (193)
crux (196)

Assessment:

Outcome 1:

Students will read informational text so as to recognize argument/claim/evidence structure and point of view in relation to the central claim of *The Shallows: What the Internet is Doing to Our Brains*.

Evaluation Rubric			
Reading log shows that student has read the assigned material.	No	Somewhat	Very
Reading log includes textual evidence.	No	Somewhat	Very
Student uses completed reading log to support classroom dialogue.	No	Somewhat	Very
Total Points	**9**		

Assessment:

Outcome 2:

Students will demonstrate their ability to understand and analyze the content of Carr's argument, specifically the impact of Taylorism on Google, distinguishing between human and computer memory, and the potential for alienation inherent in technology use.

Evaluation Rubric			
Participates in class discussion and work on the Carr text.	No	Somewhat	Very
Participation indicates an understanding of the content of Carr's argument.	No	Somewhat	Very
Total Points	**6**		

Activity Three — Introducing the Concept of Alienation (Approx. 15 minutes)

College and Career Readiness Standards: ELA Reading Informational Text– 1, 2, 4, 10; ELA Writing– 5; ELA Speaking and Listening– 1

Divide the class into small groups or partners.

Ask groups or partners to: (a) find a quote from Chapter Nine they believe most clearly states Carr's argument within the chapter as a whole; and (b) create an outline of Carr's evidence presented in the chapter. After completing this work on the page titled "Examining Chapter Nine" in the academic notebook, ask groups to present their quotes and outlines to the class, using the document camera or white board.

FROM THE STUDENT ACADEMIC NOTEBOOK p 95

Examining Chapter Nine

Directions: Working with a small group or partner, you will examine Chapter Nine. With the other members of your group, you should use the space below to:

a) copy a quote from Chapter Nine that you believe most clearly states Carr's argument within the chapter as a whole; and

b) create an outline of Carr's evidence presented in the chapter.

Quote from Chapter Nine:

Outline of Evidence:

(space provided)

Facilitate a whole-class discussion in which you ask students to respond to the following questions:

- How convinced are you by Carr's arguments in this chapter?
- What counter-arguments would you make against Carr's evidence in Chapter Nine?

Explain to students that they will be continuing their reading of the Carr text with a reading log and with vocabulary work for Chapter 10, as they have been doing throughout this unit. Before starting the reading, however, there is one word/concept that is important for students to understand, and that is the word *alienation*. Students will remember that this word showed up in one of the three quotes for the synthesis essay assignment.

Ask students to examine the use of the word alienation in Chapter 10 (page 211) on the page titled "Understanding Alienation" in the academic notebook (page 96): "The price we pay to assume technology's power is alienation. The toll can be particularly high with our intellectual technologies. The tools of the mind amplify and in turn numb the most intimate, the most human, of our natural capacities—those for reason, perception, memory, emotion" (Carr 211).

Add to this set of knowledge about the word *alienation* the dictionary definition, which is "the state or experience of being isolated from a group or an activity to which one should belong or in which one should be involved."

Read for students the sample sentence: "The alienation my parents experienced from their family after their marriage caused my brothers and me to never know or understand our grandparents, aunts, uncles and cousins."

After discussing this information, ask students to work with a partner to develop a sentence using the word *alienation*. Ask one or two students to read their sample sentences. Use this experience to refer students back to both the definition and the context in Carr's Chapter 10. Remind students that the word *alienation* is going to be very important in their reading of Chapter 10.

FROM THE STUDENT ACADEMIC NOTEBOOK p 96

Understanding Alienation in Preparation for Chapter 10

alienation in Chapter 10 (page 211):

"The price we pay to assume technology's power is alienation. The toll can be particularly high with our intellectual technologies. The tools of the mind amplify and in turn numb the most intimate, the most human, of our natural capacities—those for reason, perception, memory, emotion" (Carr 211).

alienation:

"the state or experience of being isolated from a group or an activity to which one should belong or in which one should be involved."

Sample Sentence:

"The *alienation* my parents experienced from their family after their marriage caused my brothers and me to never know or understand our grandparents, aunts, uncles, and cousins."

In the space below, write an original sentence using the word alienation, based on the information about the word that we have received.

(space provided)

For homework or during the remainder of class, students should read Chapter 10 and complete the reading log and the vocabulary work for the chapter.

FROM THE STUDENT ACADEMIC NOTEBOOK pp 97-99

Reading Log: Read *The Shallows*, Chapter 10: A Thing Like Me and the Epilogue. Take notes on your reading in the space below.

In pages 201-208, Carr describes ELIZA, the computer program developed by Joseph Weizenbaum. What is ELIZA, and why does Carr include ELIZA in this section?

In the space below, take notes on evidence in the remainder of the chapter that you find for Carr's statement that "Alienation … is the inevitable by-product of the use of technology" (page 212).

(space provided)

Assessment:

Outcome 1:

Students will read informational text so as to recognize argument/claim/evidence structure and point of view in relation to the central claim of *The Shallows: What the Internet is Doing to Our Brains*.

Evaluation Rubric			
Reading log shows that student has read the assigned material.	No	Somewhat	Very
Reading log includes textual evidence.	No	Somewhat	Very
Student uses completed reading log to support classroom dialogue.	No	Somewhat	Very
Total Points	**9**		

Activity Four — Technology and Alienation (Approx. 20 minutes)

College and Career Readiness Standards: ELA Reading Informational Text– 1, 2, 6, 10; ELA Writing– 1; ELA Speaking and Listening– 1

Divide the class into small groups or partners.

Ask students to examine the final statement of the book:

"That's the essence of Kubrick's dark prophecy: as we come to rely on computers to mediate our understanding of the world, it is our own intelligence that flattens into artificial intelligence" (page 224).

Facilitate a whole-class discussion in which students should examine the following questions:

- How is this quote related to each of the three main ideas for the culminating project?
- Do you agree with Carr's ultimate view of the Internet and its impact on our intelligence?
- What counter-arguments can you develop against Carr's view?

Assessment:

Outcome 2:

Students will demonstrate their ability to understand and analyze the content of Carr's argument, specifically the impact of Taylorism on Google, distinguishing between human and computer memory, and the potential for alienation inherent in technology use.

Evaluation Rubric			
Participates in class discussion and work on the Carr text.	No	Somewhat	Very
Participation indicates an understanding of the content of Carr's argument.	No	Somewhat	Very
Total Points	**6**		

Activity Five — Vocabulary and Concepts from Chapters 8-10 (Approx. 50 minutes)

College and Career Readiness Standards: ELA Reading Informational Text– 4; ELA Speaking and Listening– 1

Ask students to open their academic notebooks to the pages on which they have vocabulary charts for Chapters Eight through 10 (pages 92, 93, and 98). Students should have completed their vocabulary work for previous homework, choosing one word from the choice list and one self-selected word from each of the assigned chapters (Eight through 10).

The list of words that students can choose from for Chapters Eight through 10 is in the academic notebook as well as the charts they should have completed for homework.

FROM THE STUDENT ACADEMIC NOTEBOOK pp 82, 93, 98

Vocabulary from Carr's Chapter Eight, "The Church of Google"

Directions:

Choose one of the words from the list in the box below and one unfamiliar word from Chapter Eight. For each of your words, complete the chart below. Remember to use the context of the word (the sentence in which it is found) to help you understand the dictionary definition.

Choice words and the page numbers on which they can be found:

- choreography (149)
- optimization (150)
- permutations (151)
- aesthetic (151)
- analogy (153)
- largesse (155)
- lucrative (155)
- brutish (157)
- ethereal (157)
- complementary (160)
- infringement (162)
- laudable (163)
- digitized (164)
- Transcendentalist (166)
- dissonance (167)
- perpetual (168)
- memex (169)
- malevolent (171)
- embryonic (172)
- Taylorist (173)
- imperialistic (174)
- incubating (175)
- fallacy (176

Vocabulary from Carr's Chapter Nine, "Search, Memory"

Choose one of the words from the list in the box below and one unfamiliar word from Chapter Nine. For each of your words, complete the chart below. Remember to use the context of the word (the sentence in which it is found) to help you understand the dictionary definition.

Choice words and the page numbers on which they can be found:

- proliferation (177)
- synthesis (179)
- crucible (179)
- obsolete (181)
- capacious (182)
- retrograde (183)
- consolidation (184)
- hippocampus (188)
- conundrum (189)
- ethereal (193)
- crux (196)

Vocabulary from Carr's Chapter 10, "A Thing Like Me"

Choose one of the words from the list in the box below and one unfamiliar word from Chapter 10. For each of your words, complete the chart below. Remember to use the context of the word (the sentence in which it is found) to help you understand the dictionary definition.

Choice words and the page numbers on which they can be found:

- parsing (201)
- penumbra (202)
- banal (203)
- plausibility (206)
- tautology (207)
- apostate (208)
- lucidity (209)
- dexterity (210)
- alienation (211)
- cybernetic (214)
- consensus (217)
- perusal (218)
- erosion (220)
- empathizing (221)

FROM THE STUDENT ACADEMIC NOTEBOOK

Word from the list:	My understanding of this word is (circle one): Excellent Fair Poor
Context (including page number):	
Dictionary definition: What in the world does that mean?	
My sense of the word, including the context and the dictionary definition, in my own words:	

If necessary, choose one of the words from the choice list and model the kind of work we expect from students, referring back to the sample provided in Lesson Three or using another sample taken from the list of choice words for Chapters Eight through 10 and projecting this modeling on the document camera or using the white board.

Students should already have completed charts on two words, one from the choice list and one that they have self-selected, from Chapters Eight through 10. Ask students to write their eight words on index cards, and to write both the definition and the context (ie., the sentence from the chapter in which the word is provided) on the back.

Students will then work with a small group of approximately three to four students to introduce their group members to the meaning of the words they collected, by presenting the word, its context from *The Shallows*, and its definition, as well as their own understanding of the word in its context. After each student in the small group has presented his/her words, ask the students to participate in an open sort.

Remind students about the process of carrying out an open sort. Students can develop their own categories, but all of the members of the group must agree to the categories they have developed and each category must have at least two words in it. Give students a large sheet of chart paper or other material on which they can write their categories and the words that they placed in those categories. This sorting process requires that students talk about the meanings of the words and gives them meaningful exposure to the words and their use in the text.

Ask each group to report out to the whole class on the categories they developed and how the words they have selected fit in those categories.

Assessment:

Outcome 3:

Students will apply strategies for locating words in an informational text that are unfamiliar to them and determining the meaning of those words, using both context clues and dictionaries.

Evaluation Rubric			
Identifies vocabulary words, context from which the words are taken, and notes their denotative meaning and their meaning in the context of the passage(s).	No	Somewhat	Very
Rates their understanding of the words.	No	Somewhat	Very
Writes in readable prose.	No	Somewhat	Very
Total Points	**9**		

Ask students to review the words that they studied in their small group and to pull from those words their TOP FIVE words. The words they choose as their TOP FIVE should be those that carry particular importance in terms of the content of Chapters Eight through 10. Ask each group to report out the words they chose and why they chose them, i.e., in what way do their TOP FIVE words connect to or remind them of the content of Chapters Eight through 10.

Make sure the words chosen as TOP FIVE are placed on *The Shallows* vocabulary word wall chart paper or bulletin board so that they are visible by the entire class.

Teacher Checklist	Use this list to ensure that you have completed all of the lesson components. I . . .

- [ ] 1. Facilitated students' work with a partner or small group to write and revise a synthesis paragraph of the strongest evidence Carr uses, related to a quote from Chapter Eight, which was read for homework.
- [ ] 2. Asked students to read and annotate a blog by Scott Karp, entitled, "The Evolution from Linear Thought to Networked Thought."
- [ ] 3. Asked students to write and revise a rhetorical précis on the blog.
- [ ] 4. Facilitated a discussion pulling information from Karp's blog to connect to the three quotes for the synthesis essay.
- [ ] 5. Introduced students to Chapter Nine through a close examination of the opening paragraphs.
- [ ] 6. Assigned students to read Chapter Nine and to complete the reading log and vocabulary work on the chapter for homework or during the remainder of class.
- [ ] 7. Facilitated students' use of their reading logs and the text to: (a) find a quote from the chapter that most clearly states Carr's argument and (b) outline the evidence Carr presents.
- [ ] 8. Facilitated a discussion on this evidence and the counter-arguments that might be made.
- [ ] 9. Introduced students to the concept of alienation and assigned them to read Chapter 10 and complete the reading log and vocabulary work on the chapter for homework or during the remainder of class.
- [ ] 10. Facilitated a discussion to examine Carr's final statement of the book and connect that statement to the three quotes for the synthesis essay, as well as to develop counter-arguments.
- [ ] 11. Facilitated vocabulary study and sorting from Chapters Eight through 10.
- [ ] 12. Placed the TOP FIVE vocabulary words from Chapters Eight through 10 on *The Shallows* vocabulary word wall chart.

Lesson 7
Drafting and Presentation

Overview and Rationale:

At this point in the unit, students have completed their reading of the central text, *The Shallows* by Nicholas Carr. Students should have gathered sufficient evidence from the Carr text to be ready for drafting their synthesis essay based on a stance they have taken on one of three quotes from Carr. Instruction in this lesson begins with a review of the assignment and of the quotes to which students will respond. Students are also asked to revisit the timeline for their writing project that was introduced in Lesson 3. After being given time to go through their academic notebooks and to collect notes that connect to their chosen quote, students will be asked to look for holes or gaps in the evidence they have collected and will be given time in the library or media center to collect additional research. Students will then be asked to write a summary paragraph of their stance and will use a graphic organizer to create an outline. Students will write a draft of their synthesis essay and will create and present a three-minute presentation on their stance and the evidence they have to support their stance. Students will receive peer and teacher feedback on their presentations, as well as teacher feedback on their drafts.

Tasks/Expected Outcomes:

1. Students will complete preparatory work toward the synthesis essay assignment and will write a draft of a synthesis essay.
2. Students will use their synthesis essay draft to make a presentation to the class using their thesis statement and relevant evidence.

College and Career Readiness Standards (CCRS)

English Language Arts Standards: Writing

2 Write informative/explanatory texts to examine and convey complex ideas, concepts and information clearly and accurately through the effective selection, organization and analysis of content.

4 Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. (Grade-specific expectations for writing types are defined in standards one through three above.)

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.

8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and over-reliance on any one source and following a standard format for citation.

9 Draw evidence from literary or informational texts to support analysis, reflection and research.

10 Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes and audiences.

English Language Arts Standards – Speaking and Listening

1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on grades 11-12 topics, texts and issues, building on others' ideas and expressing their own clearly and persuasively.

3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis and tone used.

4 Present information, findings and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance and style are appropriate to purpose, audience and a range of formal and informal tasks.

Throughout this course, only grade 11-12 standards are used.

LDC	Skills and Ability List

Skills Cluster 4: Writing Process

1. Organizing Notes

Ability to prioritize and narrow supporting information, appropriate to and in preparation for writing a synthesis of ideas drawn from an informational text.

2. Initiation of Task

Ability to establish a controlling idea and to consolidate task-relevant information taken from both informational and literary texts.

3. Planning

Ability to develop a line of thought and text structure appropriate to an informational or explanatory task in an English classroom.

4. Development

Ability to construct an initial draft of a synthesis with an emerging line of thought and structure, including appropriate embedding of quotations and other evidence, with appropriate citation.

5. Revision and Editing

Ability to peer review student work and make revisions in writing.

6. Presentation

Ability to transfer synthesis content to a presentation format and to make a three-minute presentation.

(www.literacydesigncollaborative.org)

Materials:

- Academic notebooks
- Access to a library or media center

Timeframe:

220 minutes

Targeted Vocabulary:

- General academic vocabulary
- Synthesis

Activity One — Preparatory Work for Writing a Synthesis Essay Draft (Approx. 45 minutes)

College and Career Readiness Standards: ELA Writing– 2, 4, 5, 7, 8, 9, 10

Revisit with students the assignment prompt and quotes, as well as the requirements for additional resources, on the page titled "Synthesis Essay Assignment" (pages 101-102) in the academic notebook.

FROM THE STUDENT ACADEMIC NOTEBOOK pp 101-102

Informational/Explanatory/ Synthesis 19

Directions: Read the assignment description of the culmination project of this unit. Then respond to the prompt below.

How is the exponential increase of information that we process in all forms of media affecting the way we live? After reading Nicholas Carr's *The Shallows: What the Internet is Doing to Our Brains* and other informational texts on the impact of information technology, write a synthesis essay in which you support a thesis based on one of the following quotes from Carr's text. Support your position with evidence from the texts.

"With the exception of alphabets and number systems, the Net may well be the single most powerful mind-altering technology that has ever come into general use. At the very least, it's the most powerful that has come along since the book" (Carr,118).

"Karp, Friedman, and Davis—all well-educated men with a keenness for writing—seem fairly sanguine about the decay of their faculties for reading and concentrating. All things considered, they say, the benefits they get from using the Net—quick access to loads of information, potent searching and filtering tools, an easy way to share their opinions with a small but interested audience—make up for the loss of their ability to sit still and turn the pages of a book or magazine" (Carr, 8).

"The price we pay to assume technology's power is alienation. The toll can be particularly high with our intellectual technologies. The tools of the mind amplify and in turn numb the most intimate, the most human, of our natural capacities—those for reason, perception, memory, emotion" (Carr, 211).

Use your best voice, academic language, and third person point of view. Incorporate at least three sources (at least one from our class discussions) to support your ideas. Include at least three direct quotes; all quotes and paraphrased information must include a parenthetical citation. The last page of your paper should be your works cited page. Follow all MLA guidelines for formatting and documentation.

You will also give a three-minute presentation highlighting the main ideas presented in your essay. Your presentation should:

- include your thesis statement,
- include at least three main points that support your thesis,
- include at least three pictures/charts/graphs (some visual representation) of the three main points, and

- follow all MLA guidelines for formatting and documentation.

Select one of the three quotes from Carr that interests you the most.

What kind of ideas and thoughts do you have in response to this prompt? What have you seen so far in Carr's text or in the other texts you have read that seems to connect to this quote?

(space provided)

Assessment:

Outcome 1:

Students will complete preparatory work toward the synthesis essay assignment and will write a draft of a synthesis essay.

Timeline

Evaluation Rubric			
Student's timeline presents a "doable" estimation of time allowances, within the time allotted for the draft.	No	Somewhat	Very
Student's timeline shows awareness of the student's strengths and weaknesses in writing.	No	Somewhat	Very
Student's timeline shows awareness of the process of writing an essay.	No	Somewhat	Very
Total Points	**9**		

Tell students to return to the timeline they began developing in Lesson 3 and make any adjustments necessary in order to meet the due date for the synthesis paper. Ask students to have their academic notebooks and a highlighter available. Using a document camera or other technology tool, and a volunteer student's academic notebook, model for students the process of reading through a page of notes, checking for relevance to a prompt and highlighting selected sections.

Ask students to choose one of the prompts and to read through their academic notebooks, highlighting any information contained there that relates in any way to their chosen quote. Once the process of highlighting is complete, students should write a short response on the page titled "Evaluating Source Material" in the academic notebook page 102 to the following three questions: (a) What sources do I have available for responding to this prompt? (b) What holes are there in the information that I have? (c) Where might I find additional information to fill in holes?

FROM THE STUDENT ACADEMIC NOTEBOOK p 102

Evaluating Source Material

Directions: Choose one of the quotes from the prompt and read through your academic notebook, highlighting any information contained there that relates to your chosen quote. Once the process of highlighting is complete you should write a short response to the following three questions:

a) What sources do I have available for responding to this prompt?

b) What holes are there in the information that I have?

c) Where might I find additional information to fill in holes?

(space provided)

Ask students to share their written responses so that they can hear/know what each other is doing and encourage them to help each other when appropriate.

If the teacher wishes, he or she can provide students with the handout "Potential Supplemental Sources," which provides a list of other sources that students can consult for writing their synthesis essay.

TEACHER RESOURCES

Potential Supplemental Sources

Aboujaoude, Elias. *Virtually You: The Dangerous Powers of the E-personality.* New York: W.W. Norton, 2011. Print.

Curley, Robert. *Issues in Cyberspace: From Privacy to Piracy.* New York: Britannica Educational Pub. in Association with Rosen Educational Services, 2012. Print.

Friedman, Lauri S. *Social Networking.* Detroit: Greenhaven, 2011. Print.

Friedman, Thomas L. *The World Is Flat: A Brief History of the Twenty-first Century.* New York: Farrar, Straus and Giroux, 2005. Print.

Gerdes, Louise I. *Cyberbullying.* Detroit: Greenhaven, 2012. Print.

Haugen, Hayley Mitchell, and Susan Musser. *Internet Safety.* Detroit: Greenhaven, 2008. Print.

James Bamford. "The Black Box." *Wired* Apr. 2012: 78-85. Print.

Kiesbye, Stefan. *Does the Internet Increase Crime?* Detroit: Greenhaven, 2010. Print.

Lanier, Jaron. *You Are Not a Gadget: A Manifesto.* New York: Alfred A. Knopf, 2010. Print.

Palfrey, John G., and Urs Gasser. *Born Digital: Understanding the First Generation of Digital Natives.* New York: Basic, 2008. Print.

Rheingold, Howard. *Net Smart: How to Thrive Online.* Cambridge, MA: MIT, 2012. Print.

Vaidhyanathan, Siva. *The Googlization of Everything: (and Why We Should Worry).* Berkeley: University of California, 2011. Print.

Willis, Laurie. *Electronic Devices in Schools.* Detroit: Greenhaven, 2012. Print.

Take students to the library/media resource center so that they can find additional source material for their literary argument.

Activity Two	Write a Summary Paragraph (Approx. 15 minutes)

College and Career Readiness Standards: ELA Writing– 2, 4, 5, 8, 9, 10

Tell students that they are going to write a summary paragraph that includes a thesis statement and sequences the key points they plan to make in their synthesis essay. The writing of this summary paragraph may show students they need more research, they should focus the evidence they have, or they are on the right track. Remind students of the rhetorical précis work they did previously in this unit, which included summary writing. At this point, they are writing a paragraph containing the thesis statement with key points that will support the development of their synthesis. Review the components of a thesis statement and discuss the construction of a thesis statement for this paper.

If necessary, show students summaries and abstracts or opening paragraphs from professional work. You may also collectively write a summary demonstrating a controlling idea with key points that support the development of the explanation. Students should carry out this work on the page titled "Writing a Summary Paragraph" (page 103) of the academic notebook.

FROM THE STUDENT ACADEMIC NOTEBOOK p 103

Writing a Summary Paragraph

In the space below, write a summary paragraph that includes a thesis statement and sequences the key points you plan to make in your synthesis essay.

(space provided)

Once students have completed their summary paragraphs, ask them to review the timeline they created in light of their summary paragraphs. Do they need additional research? Or can they move on?

Assessment:

Outcome 1:

Students will complete preparatory work toward the synthesis essay assignment and will write a draft of a synthesis essay.

Summary Paragraph

Evaluation Rubric			
Student's summary paragraph provides a concise summary statement that establishes a controlling idea.	No	Somewhat	Very
Student's summary paragraph identifies key points that support development of the synthesis.	No	Somewhat	Very
Student's summary paragraph is written in readable prose.	No	Somewhat	Very
Total Points	**9**		

Activity Three — Create an Outline (Approx. 25 minutes)

College and Career Readiness Standards: ELA Writing– 2, 4, 5, 8, 9, 10

Ask students to work on the page titled "Creating an Outline" (pages 104-109) in their academic notebooks to create an outline using the research form for their paper. This outline will include key elements drawn from students' reading or research, an evaluation of each source, and citation information that will be helpful to their final draft. Students will need to pull information from the rhetorical précis they have written, as well as from their reading logs and the additional information they found through the research portion of this lesson.

FROM THE STUDENT ACADEMIC NOTEBOOK pp 104-109

Creating an Outline

Directions:

Using the research form below, create an outline for your synthesis essay.

Idea presented in Carr (quote on which you will base your thesis):

(space provided)

Summary paragraph containing thesis statement:

(space provided)

Source used from class discussions (list using MLA format):

(space provided)

Evaluation of material (how/what will it contribute to your paper or support your argument? How does it relate to the other information that you've found?):

(space provided)

Paraphrased ideas or "direct quotes" from this source to use in paper (if applicable, record the page numbers where the quote is found).

Additional sources (minimum of two; use MLA format):

Source #2:

Evaluation of material (how/what will it contribute to your paper or support your argument? How does it relate to the other information that you've found?):

Paraphrased ideas or "direct quotes" from this source to use in paper (if applicable, record the page numbers where the quote is found):

Source #3:

Evaluation of material (how/what will it contribute to your paper or support your argument? How does it relate to the other information that you've found?

(space provided)

Paraphrased ideas or "direct quotes" from this source to use in paper (if applicable, record the page numbers where the quote is found):

(space provided)

Assessment:

Outcome 1:

Students will complete preparatory work toward the synthesis essay assignment and will write a draft of a synthesis essay.

Outline

Evaluation Rubric			
Student applies an outline strategy to support the controlling idea.	No	Somewhat	Very
Student's outline provides citations and references with elements for correct form.	No	Somewhat	Very
Student's outline represents a credible implication about an issue or topic.	No	Somewhat	Very
Student's outline is written in readable prose.	No	Somewhat	Very
Total Points	**12**		

Activity Four — Write a Draft (Approx. 90 minutes)

College and Career Readiness Standards: ELA Writing– 2, 4, 5, 8, 9, 10

Using their outline, students will construct an initial draft of a synthesis with an emerging line of thought and structure, including appropriate embedding of quotations and other evidence, with appropriate citation. The drafting work will be done on students' own paper or computer, not in the academic notebook. Tell the students:

Redraft an opening for your composition with one or more paragraphs that establishes the controlling idea and provides a lead in for your reader. Write an initial draft to include multiple paragraphs: an opening, development of your process, an ending to include either a comment, conclusion or implication. Include evidence, such as quotations, with appropriate citations.

Any additional time needed can be carried out at home so that students have completed their draft by the beginning of the next week. In order to provide students with appropriate feedback on their drafts, the teacher should be prepared to read and comment on the students' drafts and to analyze patterns of writing problems that can be addressed through mini-lessons on writing in Lesson Eight. Monitor student progress on the drafts and assist as needed. Provide conference time with students as they work on their drafts.

Assessment:

Outcome 1:

Students will complete preparatory work toward the synthesis essay assignment and will write a draft of a synthesis essay.

Evaluation Rubric			
Draft provides an opening that includes a controlling idea and an opening strategy relevant to the prompt.	No	Somewhat	Very
Draft addresses all elements of the prompt.	No	Somewhat	Very
Draft includes evidence with appropriate citation.	No	Somewhat	Very
Draft is written in readable prose.	No	Somewhat	Very
Total Points	**12**		

Activity Five — Create and Deliver a Presentation (Approx. 45 minutes)

College and Career Readiness Standards: ELA Writing– 2, 4, 5, 8, 9, 10; Speaking and Listening– 1, 3, 4

Tell the students to use their initial draft to transfer their main ideas and supporting evidence to a PowerPoint or other presentation technology; they should prepare for a three-minute presentation containing a summary of their synthesis, including the evidence they have collected for their synthesis, to a small group. Consider the following recommendations for grouping:

1. Group students by the quote they have selected for their synthesis essay.
2. Keep the groups small (no more than four) so that less time is spent on the overall presentation, thus allowing for greater revision time.

Each student will make a three-minute presentation of his or her thesis statement and supporting evidence to the class. While students are presenting, members of their small group will complete a feedback form on each other's presentations. The focus of this feedback is on the content of the presentation, as this feedback will be directly used to revise the draft of the synthesis essay for the final draft.

Ask students to address the following for each presentation, using the peer feedback form: How convincing for you was the evidence presented here? What could have made it more convincing? What other advice would you provide to the speaker?

FROM THE STUDENT ACADEMIC NOTEBOOK p 110

Peer Feedback Form

Name of Presenter:

Your Name:

How convincing for you was the evidence presented here?

What could have made it more convincing?

What other advice would you provide to the speaker?

Assessment:

Outcome 2:

Students will use their synthesis essay draft to make a presentation to the class using their thesis statement and relevant evidence.

Presentation

Evaluation Rubric			
Presentation provides a concise and clear summary of main points in the synthesis.	No	Somewhat	Very
Presentation includes evidence, such as quotations, with appropriate citation.	No	Somewhat	Very
Presentation style is coherent and effective.	No	Somewhat	Very
Total Points	**9**		

Teacher Checklist	Use this list to ensure that you have completed all of the lesson components. I . . .

- [ ] 1. Reviewed with students the assignment and the quotes to which they will respond.
- [ ] 2. Facilitated students' development of a timeline for their writing project.
- [ ] 3. Gave students time to go through their academic notebooks and collect notes that connect to their chosen quote.
- [ ] 4. Asked students to look for holes or gaps in the evidence they have collected and gave them time in the library or media center to collect additional research.
- [ ] 5. Asked students to write a summary paragraph of their stance and to use a graphic organizer to create an outline.
- [ ] 6. Asked students to write a draft of their synthesis essay.
- [ ] 7. Asked students to create and present a three-minute presentation on their stance and the evidence they have to support their stance.
- [ ] 8. Ensured that students received peer and teacher feedback on their presentations, as well as teacher feedback on their drafts.

Lesson 8
Synthesis Writing: Final Draft

Overview and Rationale:

Students will use peer and teacher feedback elicited from their presentations, as well as teacher feedback on synthesis essay drafts, to revise and edit their drafts and to write and submit a final draft of their synthesis essays.

Tasks/Expected Outcomes:

1. Students will use peer and teacher feedback elicited from their presentations and drafts to revise and edit their synthesis essays and turn in the final draft.

College and Career Readiness Standards (CCRS)

English Language Arts Standards – Writing

2 Write informative/explanatory texts to examine and convey complex ideas, concepts and information clearly and accurately through the effective selection, organization, and analysis of content.

4 Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. (Grade-specific expectations for writing types are defined in standards one through three above.)

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.

8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and over-reliance on any one source and following a standard format for citation.

9 Draw evidence from literary or informational texts to support analysis, reflection and research.

10 Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes and audiences.

English Language Arts Standards – Speaking and Listening

1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on grades 11-12 topics,

texts and issues, building on others' ideas and expressing their own clearly and persuasively.

Throughout this course, only grade 11-12 standards are used.

LDC	Skills and Ability List

Skills Cluster 4: Writing Process

1. Revision

Ability to apply revision strategies to refine development of information or explanation, including line of thought, language usage and tone as appropriate to audience and purpose.

Ability to revise writing based on elements identified in scoring rubric.

2. Editing

Ability to apply editing strategies.

(www.literacydesigncollaborative.org)

Materials:

- Drafts of students' synthesis essays
- Peer feedback on presentations; teacher feedback on drafts
- Academic notebook
- In-text citations basics handout

Timeframe:

250 minutes

Targeted Vocabulary:

- None

Activity One	Preparatory Work for Writing a Synthesis Essay Draft (Approx. 45 minutes)

College and Career Readiness Standards: ELA Writing– 2, 4, 5, 8, 9, 10; ELA Speaking and Listening– 1

Review with students the assignment prompt and quotes, as well as the requirements for additional resources, on the page titled "Synthesis Essay Assignment" in the academic notebook page 101.

Provide students with copies of the peer feedback on their presentations. Provide students with teacher feedback on their synthesis drafts.

Ask students to read the feedback and to look for patterns and for ideas that they could apply to the revision of their synthesis essay drafts. Help students understand the importance of revision by clarifying the difference between revision and editing. (Revision applies to changes in wording, transitions, big picture ideas, etc., while editing applies to spelling, punctuation, mechanics and usage issues.)

The teacher may choose to present mini-lessons on specific writing issues, based on the analysis of students' rough drafts. For example, if several students are having difficulty with providing appropriate citations, with embedding quotes in the body of the paper, with subject-verb agreement, etc., the teacher may wish to present a mini-lesson on one of these topics. The topic for the mini-lesson(s) should be appropriate for the strengths and weaknesses of the students' rough drafts.

Model the revision process by using one of the students' papers (or your own, if you are writing with the students) and showing students how to go about revising. Depending on the student, this revision may require, (a) additional resources and library time to find those resources; (b) rewriting and restructuring, with time to peer and/or teacher conference; and (c) careful editing, with helpful direction from the teacher on grammar/mechanics/usage issues.

Model for students how to provide helpful and critical peer feedback. To model helpful feedback, ask for a volunteer to bring his or her rough draft forward and sit with the volunteer, reading sections of his or her paper as directed and providing critical feedback. The purpose of this modeling is to ensure that students understand their role as peer readers of the draft. The teacher might begin this modeling by asking, "What do you see as the strengths and weaknesses of your draft?" or a similar question. The volunteer's answer should provide you with a way to focus your reading. Next, read a paragraph at a time out loud, stopping to provide feedback to the volunteer as you read. In your feedback, be sure to provide help based on the volunteer's response to the "strengths and weaknesses" question. In addition, provide feedback on the following: the structure of the synthesis essay (introduction/body/conclusion), thesis statement, transitions, citing and embedding source materials and mechanics/grammar/spelling.

After modeling, ask students who were observing the feedback session to discuss what they noticed and how they might be able to carry out similar feedback to their peers when they review.

Ask students to work with a partner to do a final proofing and editing of their drafts, using peer conferring. They should work through the Editing & Revision Checklist: Synthesis Essay in the academic notebook pages 112-115 and the Scoring Rubric in the academic notebook page 34. Provide students with a copy of the in-text citations information sheet if necessary. If time allows, carry out this peer conferring process with more than one partner.

TEACHER RESOURCE

In-Text Citations: The Basics

Guidelines for referring to the works of others in your text using MLA style is covered in your language textbook as well as on several online sources. All provide extensive examples, so it's a good idea to consult them if you want to become even more familiar with MLA guidelines or if you have a particular reference question. The On-Line Writing Lab at Purdue University website is: http://owl.english.purdue.edu/owl/resource/557/02/. The following information comes from that website.

Basic In-Text Citation Rules

In MLA, referring to the works of others in your text is done by using a parenthetical citation. Immediately following a quotation from a source or a paraphrase of a source's ideas, you place the author's name followed by a space and the relevant page number(s).

Human beings have been described as "symbol-using animals" (Burke 3).

When a source has no known author, use a shortened title of the work instead of an author name. Place the title in quotation marks if it's a short work, or italicize or underline it if it's a longer work.

Your in-text citation will correspond with an entry in your Works Cited page, which, for the Burke citation above, will look something like this:

Burke, Kenneth. *Language as Symbolic Action: Essays on Life, Literature, and Method.* Berkeley: U of California P, 1966.

We'll review how to make a Works Cited page later, but right now it's important to know that parenthetical citations and Works Cited pages allow readers to know which sources you consulted in writing your essay, so that they can either verify your interpretation of the sources or use them in their own scholarly work.

Multiple Citations

To cite multiple sources in the same parenthetical reference, separate the citations by a semi-colon:

...as has been discussed elsewhere (Burke 3; Dewey 21).

When Citation is *Not* Needed

Common sense and ethics should determine your need for documenting sources. You do not need to give sources for familiar proverbs, well-known quotations or common knowledge. Remember, this is a rhetorical choice, based on audience. If you're writing for an expert audience of a scholarly journal, he'll have different expectations of what constitutes common knowledge.

In-Text Citations: Author-Page Style

MLA format follows the author-page method of in-text citation. This means that the author's last name and the page number(s) from which the quotation or paraphrase is taken must appear in the text, and a complete reference should appear on your Works Cited page. The author's name may appear either in the sentence itself or in parentheses following the quotation or paraphrase, but the page number(s) should always appear in the parentheses, not in the text of your sentence. For example:

Wordsworth stated that Romantic poetry was marked by a "spontaneous overflow of powerful feelings" (263).

Romantic poetry is characterized by the "spontaneous overflow of powerful feelings" (Wordsworth, 263).

Wordsworth extensively explored the role of emotion in the creative process (263).

The citation, both (263) and (Wordsworth, 263), tells readers that the information in the sentence can be located on page 263 of a work by an author named Wordsworth. If readers want more information about this source, they can turn to the Works Cited page, where, under the name of Wordsworth, they would find the following information:

Wordsworth, William. *Lyrical Ballads.* London: Oxford U.P., 1967.

Anonymous Work/Author Unknown

If the work you are citing from has no author, use an abbreviated version of the work's title. (For non-print sources, such as films, TV series, pictures, or other media, or electronic sources, include the name that begins the entry in the Works Cited page). For example:

An anonymous Wordsworth critic once argued that his poems were too emotional ("Wordsworth Is a Loser," 100).

Citing Authors with Same Last Names

Sometimes more information is necessary to identify the source from which a quotation is taken. For instance, if two or more authors have the same last name, provide both authors' first initials (or even the authors' full name if different authors share initials) in your citation. For example:

Although some medical ethicists claim that cloning will lead to designer children (R. Miller, 12), others note that the advantages for medical research outweigh this consideration (A. Miller, 46).

Citing Multiple Works by the Same Author

If you cite more than one work by a particular author, include a shortened title for the particular work from which you are quoting to distinguish it from the others.

Lightenor has argued that computers are not useful tools for small children ("Too Soon" 38), though he has acknowledged elsewhere that early exposure to computer games does lead to better small motor skill development in a child's second and third year ("Hand-Eye Development" 17).

Citing Indirect Sources

Sometimes you may have to use an indirect source. An indirect source is a source cited in another source. For such indirect quotations, use "qtd. in" to indicate the source you actually consulted. For example:

Ravitch argues that high schools are pressured to act as "social service centers, and they don't do that well" (qtd. in Weisman 259).

Citing the Bible

In your first parenthetical citation, you want to make clear which Bible you're using (and underline or italicize the title), as each version varies in its translation, followed

by book (do not italicize or underline), chapter and verse. For example:

Ezekiel saw "what seemed to be four living creatures," each with faces of a man, a lion, an ox, and an eagle (New Jerusalem Bible, Ezek. 1.5-10).

All future references can then just cite book, chapter, and verse, since you've established which edition of the Bible you will be using.

Formatting Quotations

When you directly quote the works of others in your paper, you will format quotations differently depending on their length. Below are some basic guidelines for incorporating quotations into your paper.

Short Quotations

To indicate short quotations (fewer than four typed lines of prose or three lines of verse) in your text, enclose the quotation within double quotation marks. Provide the author and specific page citation (in the case of verse, provide line numbers) in the text, and include a complete reference on the Works Cited page. Punctuation marks such as periods, commas, and semicolons should appear after the parenthetical citation. Question marks and exclamation points should appear within the quotation marks if they are a part of the quoted passage but after the parenthetical citation if they are a part of your text. For example:

According to some, dreams express "profound aspects of personality" (Foulkes 184), though others disagree.

According to Foulkes's study, dreams may express "profound aspects of personality" (184).

Is it possible that dreams may express "profound aspects of personality" (Foulkes 184)?

Mark breaks in short quotations of verse with a slash, /, at the end of each line of verse: (a space should precede and follow the slash)

Cullen concludes, "Of all the things that happened there / That's all I remember" (11-12).

Long Quotations

Place quotations longer than four typed lines in a free-standing block of text, and omit quotation marks. Start the quotation on a new line, with the entire quote indented one inch from the left margin; maintain double-spacing. Only indent the first line of the quotation by a half inch if you are citing multiple paragraphs. Your parenthetical citation should come after the closing punctuation mark. When quoting verse, maintain original line breaks. (You should maintain double-spacing throughout your essay.) For example:

> Nelly Dean treats Heathcliff poorly and dehumanizes him throughout her narration:
>
> They entirely refused to have it in bed with them, or even in their room, and I had no more sense, so, I put it on the landing of the stairs, hoping it would be gone on the morrow. By chance, or else attracted by hearing his voice, it crept to Mr. Earnshaw's door, and there he found it on quitting his chamber. Inquiries were made as to how it got there; I was obliged to confess, and in recompense for my cowardice and inhumanity was sent out of the house (Bronte 78).

Adding or Omitting Words In Quotations

If you add a word or words in a quotation, you should put brackets around the words to indicate that they are not part of the original text.

Jan Harold Brunvand, in an essay on urban legends, states: "some individuals [who retell urban legends] make a point of learning every rumor or tale" (78).

If you omit a word or words from a quotation, you should indicate the deleted word or words by using ellipsis marks, which are three periods (...) preceded and followed by a space. For example:

In an essay on urban legends, Jan Harold Brunvand notes that "some individuals make a point of learning every recent rumor or tale ... and in a short time a lively exchange of details occurs" (78).

Students should submit their final draft before or on the due date for scoring and feedback.

Assessment:

Outcome 1:

Students will use peer and teacher feedback elicited from their presentations and drafts to revise and edit their synthesis essays and turn in the final draft.

Revision and Editing Process

Evaluation Rubric			
Student demonstrates use of revision strategies that clarify logic and development of ideas.	No	Somewhat	Very
Student demonstrates use of revision strategies that improve word-usage and phrasing.	No	Somewhat	Very
Student demonstrates use of revision strategies that create smooth transitions between sentences and paragraphs.	No	Somewhat	Very
Total Points	**9**		

Students should submit their final draft before or on the due date for scoring and feedback.

Rubric for Synthesis Essay

Scoring Elements	1 Not Yet	1.5	2 Approaches Expectations	2.5	3 Meets Expectations	3.5	4 Advanced
Focus	Attempts to address prompt, but lacks focus or is off-task.		Addresses prompt appropriately and establishes a position, but focus is uneven.		Addresses prompt appropriately and maintains a clear, steady focus. Provides a generally convincing position.		Addresses all aspects of prompt appropriately with a consistently strong focus and convincing position.
Controlling Idea	Attempts to establish a claim, but lacks a clear purpose. Makes no mention of counter claims.		Establishes a claim Makes note of counter claims.		Establishes a credible claim. Develops claim and counter claims fairly.		Establishes and maintains a substantive and credible claim or proposal. Develops claims and counter claims fairly and thoroughly.
Reading/ Research	Attempts to reference reading materials to develop response, but lacks connections or relevance to the purpose of the prompt.		Presents information from reading materials relevant to the purpose of the prompt with minor lapses in accuracy or completeness.		Accurately presents details from reading materials relevant to the purpose of the prompt to develop argument or claim.		Accurately and effectively presents important details from reading materials to develop argument or claim.
Development	Attempts to provide details in response to the prompt, but lacks sufficient development or relevance to the purpose of the prompt. Makes no connections or a connection that is irrelevant to argument or claim.		Presents appropriate details to support and develop the focus, controlling idea, or claim, with minor lapses in the reasoning, examples, or explanations. Makes a connection with a weak or unclear relationship to argument or claim.		Presents appropriate and sufficient details to support and develop the focus, controlling idea, or claim. Makes a relevant connection to clarify argument or claim.		Presents thorough and detailed information to effectively support and develop the focus, controlling idea, or claim. Makes a clarifying connection(s) that illuminates argument and adds depth to reasoning.
Organization	Attempts to organize ideas, but lacks control of structure.		Uses an appropriate organizational structure for development of reasoning and logic, with minor lapses in structure and/or coherence.		Maintains an appropriate organizational structure to address specific requirements of the prompt. Structure reveals the reasoning and logic of the argument.		Maintains an organizational structure that intentionally and effectively enhances the presentation of information as required by the specific prompt. Structure enhances development of the reasoning and logic of the argument.
Conventions	Attempts to demonstrate standard English conventions, but lacks cohesion and control of grammar, usage and mechanics. Sources are used without citation.		Demonstrates an uneven command of standard English conventions and cohesion. Uses language and tone with some inaccurate, inappropriate, or uneven features. Inconsistently cites sources.		Demonstrates a command of standard English conventions and cohesion, with few errors. Response includes language and tone appropriate to the audience, purpose and specific requirements of the prompt. Cites sources using appropriate format with only minor errors.		Demonstrates and maintains a well-developed command of standard English conventions and cohesion, with few errors. Response includes language and tone consistently appropriate to the audience, purpose and specific requirements of the prompt. Consistently cites sources using appropriate format.
Content Understanding	Attempts to include disciplinary content in argument, but understanding of content is weak; content is irrelevant, inappropriate, or inaccurate.		Briefly notes disciplinary content relevant to the prompt; shows basic or uneven understanding of content; minor errors in explanation.		Accurately presents disciplinary content relevant to the prompt with sufficient explanations that demonstrate understanding.		Integrates relevant and accurate disciplinary content with thorough explanations that demonstrate in-depth understanding.

Unit 1
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SREB Readiness Courses

Transitioning to college and careers

Literacy Ready

English Unit 1

The Academic Notebook

Name

Unit 1
Table of Contents

Course Overview

Welcome to the first English literacy unit of the SREB Readiness Course- Literacy Ready. What does English literacy mean? English literacy is based on an understanding that texts—both literary and informational—provide a terrain for interrogating the meanings of human experiences and that literary texts are open to dialogue between and among readers and texts. When reading texts in English classes, both in high school and in college, students should be able to:

- read for and recognize the development of argument/claim/evidence structure and point of view over the course of a text,
- decipher rhetorical strategies and patterns,
- make inferences from details,
- analyze how the author's choices contribute to the power, persuasiveness or beauty of the text,
- draw on prior knowledge to construct interpretations, and
- use the text to reflect on the human condition or the reader's life.

In this course, you will take part in several activities aimed at improving your literacy, specifically as literacy is used in English. While certainly the content covered in this course is important, a principal purpose of this course is to equip you with the tools necessary to be more successful in your college coursework. To that end, the creators of the course have developed this academic notebook.

Purposes of the Academic Notebook

The academic notebook has several roles in this course. First, you will keep a record of your reading of the central text, *The Shallows: What the Internet is Doing to Our Brains*, by making reading log entries for assigned readings. The idea behind the reading logs is to provide you with both direction and structure for collecting the ideas, for noticing the structure of the argument, and for evaluating the claims and the evidence in this central text. The notes that you take in the reading log will be used at the end of the unit as preparation for a synthesis essay, in which you will take a position on one of the arguments made in the central text and synthesize information supporting your position.

A second role of the notebook is to provide you with a space in which you can make note of new vocabulary that you encounter in the text and collect information about the meanings of those words. To carry out this role, you will use vocabulary charts to make note of words that are new to you, write the context in which you find the word, rate your understanding of the word, and write a dictionary definition for the word as well as your own understanding of that definition.

The final role of the notebook is that of an assessment tool. Your instructor may periodically take up the notebooks and review your work to insure that you are remaining on task and to assist you with any material that is causing you difficulty. At the end of this six-week module, your instructor will review the contents of this notebook as part of your overall grade. Thus, it is important that you take this work seriously as this notebook becomes the record of your activity in this course.

You will notice that a good deal of the work involved in this course will need to be done as homework. For some of you, this increased amount and difficulty of homework may be a challenge. As the purpose of this course is to prepare you for the types of reading and writing you will do in college, and as college courses typically require significant amounts of homework, it is important that you commit yourself to maintaining consistency in your homework.

The academic notebook is organized by lesson, and your teacher will give you instructions on which pages you should attend to during class and for homework.

Lesson 1
The Impact of Noise

In this lesson, you will . . .

- Explore the nature of disciplinary literacy in English/language arts classes, as well as the goals and purposes of the course.
- Read informational text so as to recognize argument, claim, and evidence structure and point of view in relation to the central claim of *The Shallows: What the Internet is Doing to Our Brains*.
- Participate in a data collection and analysis experiment designed to engage you with the content of the unit, to assist you in understanding how evidence can be used to substantiate claims and to develop a definition for *multitasking*.
- Apply strategies for locating words in an informational text that are unfamiliar to you and determining the meaning of those words, using both context clues and dictionaries.

Activity

1 Student Survey

Directions:

Take a few minutes to think about the questions below; write a brief response to each question. You will be asked to share your responses with the whole group.

1. What kinds of reading and writing have you typically done in an English class?

2. How do you use the Internet?

3. In general, on a daily basis, how much time do you spend on the Internet?

4. Do you multitask? If so, how?

Activity

2 Net Enthusiasts / Net Skeptics

Your teacher will read for you the first three paragraphs of *The Shallows*, Prologue, The Watchdog and the Thief, pages one and two, helping you to understand and analyze this section.

As you read the remainder of the Prologue, look for words and phrases that will help you understand what Carr means by the terms "net enthusiast" and "net skeptic" and write those words and phrases, as well as your own definition for these terms, in the graphic organizer below. Your teacher will provide you with the dictionary definition of an "enthusiast" and a "skeptic." What additional information does the definition provide for you?

net enthusiast	**net skeptic**
Textual clues	Textual clues
My definition based on those clues	My definition based on those clues
Added information from the dictionary definition	Added information from the dictionary definition
Revised definition	Revised definition

Activity

2 Reading Log

Reading Log: Read *The Shallows*, Prologue, The Watchdog and the Thief, pages one through four.

As you read, take notes using the chart below. Be sure to include page numbers and cite the text.

In the Prologue, Carr argues that we have been so dazzled by new communication technologies and the access they provide that we have neglected to see some potential negative effects they may have on us. In the space below, write down the possible negative effects that Carr mentions, including page numbers.

Activity
3 Gateway Activity

"A Necessary Tranquilizer" by Arthur C. Clarke

Directions: Read the following passage. Answer the questions that follow the passage by circling the letter of the correct answer. This is a timed reading assignment and you will have 10 minutes to read and answer the questions.

(1) We have all seen unbuttoned beer-bellies slumped in front of the TV set, and transistorized morons twitching down the street, puppets controlled by invisible disc jockeys. (2) These are not the highest representatives of our culture; but, tragically, they may be typical of the near future. (3) As we evolve a society oriented toward information, and move away from one based primarily on manufacture and transportation, there will be millions who cannot adapt to the change. (4) We may have no alternative but to use the lower electronic arts to keep them in a state of drugged placidity.

(5) For in the world of the future, the sort of mindless labor that has occupied 99 percent of mankind, for much more than 99 percent of its existence, will of course be—even work that they don't like. (7) In a workless world, therefore, only the highly educated will be able to flourish, or perhaps even to survive. (8) The rest are likely to destroy themselves and their environment out of sheer frustration. (9) This is no vision of the distant future; it is already happening, most of all in the decaying cities.

(10) So perhaps we should not despise TV soap operas if, during the turbulent transition period between our culture and real civilization, they serve as yet another opium for the masses. (11) This drug, at any rate, is cheap and harmless, serving to kill Time—for those many people who like it better dead.

1. According to Clarke, why will we need the TV set in the information age?

   a. To numb the masses of people who cannot adapt to change.
   b. To relieve the boredom people experience from working.
   c. To assist with the transition to the information age.
   d. To educate the masses who are workless.

2. Clarke suggests that the main purpose of work is

   a. To allow the educated to flourish.
   b. To produce competent citizenry.
   c. To rebuild the decaying cities.
   d. To alleviate boredom.

3. Which of the following best describes the tone of this passage?

   a. Outraged
   b. Sarcastic
   c. Amused
   d. Optimistic

4. In sentence 11, “This drug” is referring to:

   a. Opium
   b. Soap operas
   c. TV
   d. Education

5. Clarke makes all of the following predictions about man’s ability to adapt to the change from a manufacturing based society to an information based society EXCEPT…

   a. They will destroy the environment.
   b. They will destroy themselves.
   c. They will need opium to suppress frustration.
   d. They will need to kill time with TV.

Number of your correct answers: ____

Average scores for the multitasking group: ____

Average scores for the non-multitasking group: ____

What is the class's definition of multitasking?

What connections can you make between this multitasking experiment and Carr's argument?

Activity

4 Consulting an Expert

Interview with Clifford Nass

Directions: Work either individually or with a partner to read and annotate the interview with Clifford Nass, a professor at Stanford University and the founder and direction of the Communication between Humans and Interactive Media (CHIMe) Lab, below. Annotation involves making notes in the margin, based on your reading of the text. Annotation is another of several strategies for note-taking that you will be using throughout this unit; eventually, you will select and use the best strategies for your own style of note-taking. For this annotation exercise, use the following symbols for your annotations:

M = anything that adds to or changes our understanding of the definition of "multitasking."

B = big ideas that are important for our understanding of the experiment that Nass and his colleagues are doing.

In addition, underline the specific text that you are targeting with your annotation.

Interviewer: What is multitasking?

Nass: *Multitasking as we're studying it here involves looking at multiple media at the same time. So we're not talking about people watching the kids and cooking and stuff like that. We're talking about using information, multiple sources. And that is the part of everyone's life that's growing so rapidly.*

Interviewer: So what's the big point here [behind your research]? ...

Nass: *The big point here is, you walk around the world, and you see people multitasking, working on tasks while watching TV, while talking with people. If they're at the computer, they're playing games and they're reading e-mail and they're on Facebook, etc. Yet classic psychology says that's impossible; no one can do that. So we're confronted with a mystery. Here are all these people doing things that psychology says is impossible. And we want to ask the question, how do they do it? Do they have some secret ingredient, some special ability that psychologists had no idea about, or what's going on?*

Interviewer: What are you putting them through here [in your lab]?

Nass: *What we're doing here is, we're giving them different tasks that ask about the most basic ways the brain works. We're not literally throwing them in with 10 different things at once, but to ask the question, do their brains work differently? Do high multitaskers think about information differently than low multitaskers?*

Interviewer: Explain to me what a high multitasker and a low multitasker is.

Nass: *We call those high multitaskers ... who are constantly using many things at one time when it comes to media. So let's say they're doing e-mail while they're chatting, while they're on Facebook, while they're reading websites, while they're doing all these other things. And low multitaskers are people who really are more one-at-a-time people. When they're texting, they're texting. When they're reading a website, they're reading a website. So those are the low multitaskers.*

Psychologists say all of us should be low multitaskers. But obviously the world's changing, and more and more people, especially young people, but even older people, are becoming multitaskers.

Interviewer: What are the experiments that you're doing today?

Nass: *Today we have people doing two experiments. The first one asks the question, can high and low multitaskers focus on something and not be distracted? Because one would think to multitask, you'd have to be good at ignoring distractions and going, "Oh, that's important; that's unimportant."*

The idea we're looking at today is can high multitaskers ignore irrelevancy, which would seem to be very important. So what we do is we're going to show them red rectangles and blue rectangles, tell them all we want to know is did the red rectangles move. Ignore the blue. They're totally irrelevant. And what we want to see is if the high multitaskers can ignore them, the blue, very well, or are they suckers for looking at the blue rectangles.

Interviewer: What about the other experiment?

Nass: *The other experiment has to do with the idea of shifting from one task to another. In fact, that's where the term "multitasking" comes from. So what we're doing here is we're telling people, we're going to either show you the word "letter" or "number" and then show you a letter and number. And if you see the word "letter," press this letter if it's a vowel and this one if it's a consonant. If you see the word "number," press this one if it's even and this one if it's odd. And the idea is to see when people have to switch from looking at the number to looking at the letter, how fast are they? Are high multitaskers fast multitaskers? Or are they in some sense slower, crippled by having to switch from task to task?*

Interviewer: What did you expect when you started these experiments?

Nass: *Each of the three researchers on this project thought that ... high multitaskers [would be] great at something, although each of us bet on a different thing.*

I bet on filtering. I thought, those guys are going to be experts at getting rid of irrelevancy. My second colleague, Eyal Ophir, thought it was going to be the ability to switch from one task to another. And the third of us looked at a third task that we're not running today, which has to do with keeping memory neatly organized. So we each had our own bets, but we all bet high multitaskers were going to be stars at something.

Interviewer: And what did you find out?

Nass: *We were absolutely shocked. We all lost our bets. It turns out multitaskers are terrible at every aspect of multitasking. They're terrible at ignoring irrelevant information; they're terrible at keeping information in their head nicely and neatly organized; and they're terrible at switching from one task to another.*

Interviewer: So what do you make of that?

Nass: *We're troubled, because if you think about it, if on the one hand multitasking is growing not only across time, but in younger and younger kids we're observing high levels of multitasking, if that is causing them to be worse at these fundamental abilities —I mean, think about it: Ignoring irrelevancy—that seems pretty darn important. Keeping*

your memory in your head nicely and neatly organized—that's got to be good. And being able to go from one thing to another? Boy, if you're bad at all of those, life looks pretty difficult.

And in fact, we're starting to see some higher-level effects [of multitasking]. For example, recent work we've done suggests we're worse at analytic reasoning, which of course is extremely valuable for school, for life, etc. So we're very troubled about, on the one hand, the growth, and on the other hand, the essential incompetence or failure.

One would think that if people were bad at multitasking, they would stop. However, when we talk with the multitaskers, they seem to think they're great at it and seem totally unfazed and totally able to do more and more and more. We worry about it, because as people become more and more multitaskers, as more and more people—not just young kids, which we're seeing a great deal of, but even in the workplace, people being forced to multitask, we worry that it may be creating people who are unable to think well and clearly.

Interviewer: Are there certain kinds of thought that suffer more than others?

Nass: *It's a great question. The answer is yes. So we know, for example, that people's ability to ignore irrelevancy—multitaskers love irrelevancy. They get distracted constantly. Multitaskers are very disorganized in keeping their memory going so that we think of them as filing cabinets in the brain where papers are flying everywhere and disorganized, much like my office.*

And then we have them being worse at switching from one task to another. It's very troubling. And we have not yet found something that they're definitely better at than people who don't multitask.

Interviewer: We were at MIT, and we were interviewing students and professors. And the professors, by and large, were complaining that their students were losing focus because they were on their laptops during class, and the kids just all insisted that they were really able to manage all that media and still pay attention to what was important in class—pick and choose, as they put it. Does that sound familiar to you?

Nass: *It's extremely familiar. And the truth is, virtually all multitaskers think they are brilliant at multitasking. And one of the big new items here, and one of the big discoveries is, you know what? You're really lousy at it. And even though I'm at the university and tell my students this, they say: "Oh, yeah, yeah. But not me! I can handle it. I can manage all these," which is, of course, a normal human impulse. So it's actually very scary.*

Interviewer: So who are these kids that you picked [for your study] to come in here today?

Nass: *We picked the kids at Stanford who are multitasking a whole lot. So on a college campus, most kids are doing two things at once, maybe three things at once. These are kids who are doing five, six or more things at once, all the time.*

So they're the kids who are texting while talking with people, while working on their papers, while chatting on multiple sessions. They're the kids who are playing multiple games on their screen while they're doing Facebook, while they're talking, while they're doing all these other things. So these are the extreme kids, the kids who are at the very, very high end of that.

Interviewer: And do these kids think they're pretty good at it?

Nass: *Yeah. They all seem to think they're really good at it. In fact, what's ironic is when we talk with people who multitask all the time, those who don't—even though our research suggests the ones who don't would actually be better at it—they're the ones who are sure they're really bad at it. And the ones who do it all the time and are sure they are great at it are really bad at it. So it's a real question: What's going on?*

Some things that we know get lost are, first of all, anytime you switch from one task to another, there's something called the "task switch cost," which basically, imagine, is I've got to turn off this part of the brain and turn on this part of the brain. And it's not free; it takes time. So one thing that you lose is time.

A second thing you lose is when you're looking at unrelated things, our brains are built to relate things, so we have to work very, very hard when we go from one thing to another, going: "No, not the same! Not the same! Stop it! Stop it!" It's why people who aren't multitaskers, like me, often experience when we're typing and someone walks up and starts talking with you—you've probably had this—you start typing their words and go, "Ah, what happened?" And that's because your brain loves to mix. So we're spending a lot of time trying to beat down this combining brain we have.

At the end of the day, it seems like it's affecting things like ability to remember long term, ability to handle analytic reasoning, ability to switch properly, etc., if this stuff is, again, ... trained rather than inborn. If it's inborn, what we're losing is the ability to do a lot of things that we're doing. We're doing things much, much poorer and less efficiently in time. So it's actually costing us time.

One of the biggest delusions we hear from students is, "I do five things at once because I don't have time to do them one at a time." And that turns out to be false. That is to say, they would actually be quicker if they did one thing, then the next thing, then the next. It may not be as fun, but they'd be more efficient.

Interviewer: You're confident of that?

Nass: *Yes. There's lots and lots of evidence. And that's just not our work. The demonstration that when you ask people to do two things at once they're less efficient has been demonstrated over and over and over. No one talks about it—I don't know why—but in fact there's no contradictory evidence to this for about the last 15, 20 years. Everything [as] simple as the little feed at the bottom of a news show, the little text, studies have shown that distracts people. They remember both less. Studies on asking people to read something and at the same time listen to something show those effects. So there's really, in some sense, no surprise there. There's denial, but there's no surprise.*

The surprise here is that what happens when you chronically multitask, you're multitasking all the time, and then you don't multitask, what we're finding is people are not turning off the multitasking switch in their [brain]—we think there's a switch in the brain; we don't know for sure—that says: "Stop using the things I do with multitasking. Focus. Be organized. Don't switch. Don't waste energy switching." And that doesn't seem to be turned off in people who multitask all the time.

Interviewer: So are you suggesting that by multitasking all the time, we are actually changing our brains and making our brains worse at focusing on one thing?

Nass: *There's a good chance. We don't know for sure, because it also could be that people are born to multitask. That is, they're born with the desire to do all these things, and that's making them worse. But there is reason to worry at least, and believe that.*

One of the other worries is, we're seeing multitasking younger and younger and younger. So in a lovely study, someone showed that when infants were breastfeeding and the television was on, infants were doing a lot of television watching. Now, if we think about it, the way that we think that breastfeeding evolved the way it did is the distance from the mother's face to the infant is the perfect focal distance. The voice is one that's very attractive.

Well, if you think about it, what is television filled with? Faces and voices. What do babies love? Faces and voices. So now, at a time when we believe that children learn intense concentration, they're being drawn away. Then as they get older, as they get to 3 or 4, we started feeling guilty that we put kids in front of the TV as a baby-sitter. So what did we do? We didn't turn off the TV. We started giving them toys, books, etc., while they're watching TV. So what are we telling them? We're telling them, "Don't pay attention; do many things at once." Well, it may not then be surprising that years later, that's how they view the media world.

Interviewer: So is there any movement to stop all this multitasking?

Nass: *Oddly enough, we see the opposite. We see a number of societal forces encouraging multitasking. So in a lot of workplaces we see people being told, "You must answer e-mail within 15 minutes." Well, that means you're stopping what you're doing. Or, "You must keep your chat windows open."*

Among software, how many new apps are there every single day on the iPhone, on the Android? How many new YouTube videos are there? How often does Facebook change? So, if anything, cultural forces and the expectation that people will respond instantly and chat and talk and do all these things all at once means, frankly, all the pressure is going that way.

We are seeing some rebellion. So, for example, [there are] companies, you know, calling me and saying, "How can we stop this? Our workforce is being driven crazy," or teachers trying desperately—mostly failing—to control the level of multitasking in the classroom. But it seems like mostly a losing battle.

Interviewer: It's disturbing.

Nass: *It is scary. And it changes. We don't know how to teach to multitaskers. We don't know how to design software for multitaskers. We don't know how to have conversations effectively with multitaskers. So we're utterly unprepared for a world we're being thrust into.*

Interviewer: What about the notion that kids, because they've learned how to multitask for longer, are better at it than people like you and I?

Nass: *We expected that, and we hope that. There are some colleagues who are looking at kids and children and development. One of the things we're seeing important for kids is—already mentioned it—very young age groups, infants watching TV ... and doing a bunch of other tasks.*

But what we're also seeing is, in younger and younger ages, social relationships occurring online rather than face to face, and all the classical theories of developmental psychology worked on the assumption that kids would interact with other kids, and you learned everything from that—everything from moral development to your identity to whatever. We're seeing incredible growth in social multitasking among younger and younger kids. We're talking third grade, fourth grade. As soon as they can write, one of the first things they're writing is social communication, not reading books. So now all of a sudden, we're changing that, too.

Of course the advantage is, it's hard for me to navigate talking with two people at once. But on the Web, I can easily talk with—well, not easily [for me]—I can talk with four people at once. I can have four different conversations at the same time. So we don't know at all—and again, it's scary just because we don't know—how are their brains changing. How is the whole nature of social life [changing] because of multitasking?

One of the biggest points here I think is, when I grew up, the greatest gift you could give someone was attention, and the best way to insult someone was to ignore them. ... The greatest gift was attention. Well, if we're in a society where the notion of attention as important is breaking apart, what now is the relationship glue between us? Because it's always been attention.

Interviewer: What is it [now]? Do you have any theories?

Nass: No. None at all, and it's scary, because this seems to be an inexorable trend.

Text of website:
(www.pbs.org/wgbh/pages/frontline/digitalnation/interviews/nass.html#1).

Nass's Experiment and the Definition of Multitasking

Directions: Now that you have read the interview with Clifford Nass, you will be divided into two groups. Using your annotations (M), one group will flesh out the class's definition of multitasking. The other group will use its annotations (B) to develop a summary of Nass's research. Each group will report out. Use the space below to complete these tasks.

Multitasking	**Summary of Nass's Research**

Activity

6 Homework Preparation

Reading Log: Read *The Shallows*, Chapter One: Hal and Me, pages five through 16.

As you read, take notes using the T-chart below. Be sure to include page numbers and cite the text.

Write **statements** from each paragraph of the reading, including quotes with page numbers, that contain the evidence that Carr is using to make his argument.	Write **one sentence** capturing the "big idea" or the argument that Carr is making in this chapter. Using your notes from the reading, what types of evidence does Carr provide (i.e., personal narrative, blog posts, etc.)?

Lesson 2
The Rhetorical Précis

In this lesson, you will . . .

- Read informational text so as to recognize argument, claim, and evidence structure and point of view in relation to the central claim of *The Shallows: What the Internet is Doing to Our Brains*.
- Demonstrate your ability to summarize and understand the rhetorical situation of a text by creating a rhetorical précis of an informational test.

Activity 1

Reading for Claim and Evidence

Developing a Claim and Evidence

Directions: Work with a small group or partner to develop a central claim statement and a list of evidence for chapter one of *The Shallows*. Use your reading log for chapter one (see page 17) and write your group's claim statement and evidence in the space below.

Activity 2

Writing the Rhetorical Précis

Deep Reading for Learning
Patrick Sullivan:

Directions: Read the letter below. You can underline, highlight, take notes, annotate in the margins, look up words in the dictionary, or use other tools that work for you while you read.

An Open Letter to High School Students about Reading

The value of reading as preparation for college should never be underestimated, not even as the focus of higher education turns to STEM majors and career preparation.

By Patrick Sullivan

Dear High School Students,

Greetings!

A few years ago I wrote an open letter to ninth graders about college readiness, trying to provide beginning high school students with a college professor's perspective on what being ready for college really means (see "An Open Letter to Ninth Graders" in the January–February 2009 issue of Academe). As it turns out, "being ready" involves a lot more than taking a particular sequence of courses or achieving a certain GPA. My original letter received a very enthusiastic response from high school teachers and students. Some teachers even had their students write their own letters back to me in response to what I said. It was great getting feedback directly from high school students.

There were many areas of agreement expressed in the letters I have received from students over the years, but one rather consistent area of resistance was about reading. In my letter, I told students that if they wanted to be ready for college they needed to love reading, they needed to read for pleasure, and they needed to do a lot of reading overall. A number of the students I heard from did not like this advice one bit.

I have a few more things I'd now like to share with you about getting ready for college—and, believe it or not, they all involve reading.

My research has confirmed that "deep" reading and reading for pleasure may be the most important things you can do to prepare for college.

One study that has shaped my thinking on this subject was conducted by Alice Sullivan and Matt Brown. Their research showed that reading for pleasure produces important benefits across a variety of academic disciplines (including math) and that "reading is actually linked to increased cognitive progress over time." Obviously, these cognitive gains will help you regardless of your major or career aspirations. This study was based on data gathered from six thousand students in the United Kingdom. It may seem counterintuitive that reading can help you with math, but if we think of reading as an activity that by its very nature—regardless of what you are reading—helps us develop more sophisticated ways of understanding the world, then it makes good sense.

As the French novelist Marcel Proust noted, "It is through the contact with other minds

which constitutes reading that our minds are fashioned." Exposure to new vocabulary, new ideas and conceptual understandings, new ways of forging relationships between ourselves and others and ourselves and the world, and new forms of reasoning help us do this.

Another important study that has helped shape my understanding of the importance of reading to college readiness was conducted by French sociologists Pierre Bourdieu and Jean-Claude Passeron. These researchers found that the influence of language skills developed through reading, conversation, and family life "never ceases to be felt" across an individual's life span. And the benefits go much deeper than vocabulary: "Language is not simply an instrument of communication: it also provides, together with a richer or poorer vocabulary, a more or less complex system of categories, so that the capacity to decipher and manipulate complex structures, whether logical or aesthetic," depends partly on the complexity of the language a student possesses. Some of this is passed down like an inheritance by one's family, and some is gained through effort, application, and focused attention to reading. Reading, then, can literally help determine the way we are able to think.

As I mentioned in my first letter, science has begun to play an important role in our understanding of learning, and some fascinating discoveries have been made in this regard related to reading. We now know that the brain actually changes as a result of engaged, effortful learning and that when we challenge ourselves to learn something new, the brain forms new neural pathways. These new pathways make us smarter. As psychologist Carol Dweck has noted, "More and more research is showing that our brains change constantly with learning and experience and that this takes place throughout our lives."

The discovery of the brain's "neuroplasticity" has important implications for you as students. New evidence suggests that intelligence and IQ are not fixed but rather can be strengthened through effort and activity. In fact, researcher Maryanne Wolf has shown that reading itself has had a profound impact in shaping human history and the development of the human brain: "Reading is one of the single most remarkable inventions in history; the ability to record history is one of its consequences. Our ancestors' invention could come about only because of the human brain's extraordinary ability to make new connections among its existing structures, a process made possible by the brain's ability to be shaped by experience. This plasticity at the heart of the brain's design forms the basis for much of who we are, and who we might become." Wolf suggests there is great value in students engaging in challenging reading activities—reading that is "time-demanding, probative, analytical, and creative." This is important research for you to know about as you think about getting ready for college and establishing the kind of approach to your work that you will choose to take in high school.

There has also been a great deal of research recently on the difference between "deep learning" and "surface learning." Much of this research focuses on how students engage with the texts they read for school. A key variable in this research is how students position themselves as readers in classrooms. Some ways of engaging with texts provide very powerful opportunities for growth, while others provide very limited opportunities. In one study, sociologists Judith C. Roberts and Keith A. Roberts found that many students see "reading" as simply forcing one's eyes to "touch" each word on the assigned pages, and many students candidly admit that they do not even

read assigned materials at all. Many students often read only to finish rather than to understand what they have read. Students may favor this kind of approach to learning because it requires minimal effort. Obviously, however, with minimal effort comes minimal rewards.

"Deep learning" and "deep reading" require a very different kind of engagement and investment from you, but they produce significant gains that can help develop college-level skills and dispositions. Instead of memorization, recall, and shallow engagement, "deep reading" requires reflection, curiosity, humility, sustained attention, a commitment to rereading, consideration of multiple possibilities, and what the education scholar Sheridan Blau has called "intellectual generosity." These are characteristics highly valued in the workplace, and they can be of great service to you in all areas of your life. Why not start developing them now?

Reading researchers have also found that we read for all kinds of different reasons, and readers often have to adjust their reading strategies for different purposes and contexts. When we read for pleasure, we often read a text just once, and rather quickly, focusing on the enjoyment and the pleasure. When we read a complex text or sophisticated research, we may still focus on the enjoyment of encountering new ideas and challenging content, but we often have to change our approach and read more carefully, more slowly, and more deliberately. We also have to assume that we will likely need to reread key passages in order to understand them fully. I do this myself almost every day in my professional life as a scholar and teacher, even though I am a fairly skilled reader.

Strong readers expect to make situational adjustments in how they read, depending on context and purpose—and on what they are reading and why they are reading it. This understanding can be a very useful component of your repertoire of college-level reading skills and strategies.

So what am I recommending? I recommend that you start to find a way right now to enjoy reading and to make it an important part of your life. A great deal of research has been done on the importance of free choice in building engagement with reading, so choosing what you are interested in is a great way to start. You can read whatever books or articles you want. Of course, we all enjoy reading social media, but we're not going to count that. Let's focus, instead, on books and articles. This kind of reading requires sustained concentration that will help you develop a number of important cognitive skills, including the capacity to focus your attention for longer periods of time and the ability to monitor and direct your reading processes (metacognition). These skills will be vitally important to you in college and beyond.

I wish you the very best in your high school years and great success as you transfer to college and put these essential reading and thinking skills to work. If you'd like to discuss anything that I've said here, please feel free to write me a letter or send me an e-mail. I would enjoy hearing from you.

Patrick Sullivan is an English professor at Manchester Community College in Manchester, Connecticut. His most recent book is A New Writing Classroom: Listening, Motivation, and Habits of Mind*. He can be reached at psullivan@mcc.commnet.edu or through the mail at the English Department, Manchester Community College, Manchester, CT 06045-1046.*

https://www.aaup.org/article/open-letter-high-school-students-about-reading#.WgSEc-mhSzIU

In the section below, write a bulleted list of the essential ideas of "Summarizing to Comprehend," using your own words.

Compare your bulleted list with one written by a partner. What ideas did you both select as being essential to the summary?

Rhetorical Précis Guidelines and Sample

First, provide the MLA citation for the text on which you are creating a rhetorical précis. (See MLA citation guide on pages 24 – 25 for more help with citations.)

If it is an electronic journal, the MLA citation will look like this:

Sullivan, Patrick. "An Open Letter to High School Students about Reading." *Academe*, vol. 102, no. 3, May-June 2016, https://www.aaup.org/article/open-letter-high-school-students-about-reading#.WgSEcmhSzIU. Accessed 29 Nov. 2017.

If it is a print journal, the MLA citation will look like this:

Sullivan, Patrick. "An Open Letter to High School Students about Reading." *Academe*, vol. 102, no. 3, May-June 2016, pp.

NOTE: This article is not available in print; but if it were, add the page numbers.

Sentence 1: The first sentence should include the author's name, the title of the work, the date of publication in parentheses, a rhetorically accurate verb (such as asserts, argues, suggests, implies, claims), and a that-clause containing the major assertion (thesis statement) of the work.

EXAMPLE: Patrick Sullivan in "An Open Letter to High School Students about Reading" (2016) asserts that one of the most important things students can do to prepare for college is to ready deeply and for pleasure.

Sentence 2: The second sentence should: (a) explain how the author develops and/or supports the thesis; (b) discuss how the author accomplishes his/her task; and (c) support the strong verb used in sentence one; and cite where to locate the specific points addressed.

EXAMPLE: Sullivan supports this assertion by citing academic studies, scientific research, and expert testimony while exploring what it means to read and to learn "deeply."

Sentence 3: The third sentence should state the author's apparent purpose, followed by an "in order to" phrase.

EXAMPLE: The writer concludes that students must read frequently and with engagement in order to be prepared for college and beyond.

Sentence 4: The fourth sentence should describe the intended audience and/or the relationship the author establishes with the audience.

EXAMPLE: The writer establishes a conversational tone to convince his audience of high school students that they must find a way to enjoy reading and to make it a part of their everyday lives.

MLA Citation Guide

A Book (Print version):

Carr, Nicholas G. *The Big Switch: Rewiring the World, from Edison to Google.* New York: W.W. Norton, 2008. Print.

Carr, Nicholas G. *The Shallows: What the Internet Is Doing to Our Brains.* New York: W.W. Norton, 2010. Print.

A Book (Electronic version):

Flippo, Rona F., and David C. Caverly. *Handbook of College Reading and Study Strategy Research.* n.p.: Lawrence Erlbaum Associates, 2000. eBook Collection (EBSCOhost). Web. 21 Dec. 2012.

Matsuo, Tokuro, and Takayuki Fujimoto. *E-Activity and Intelligent Web Construction: Effects Of Social Design*. n.p.: Information Science Reference, 2011. eBook Collection (EBSCOhost). Web. 21 Dec. 2012.

A Scholarly Journal (Electronic):

McCullough, Heather. "The Fate of Reading, Thinking, and Learning in an Electronic Age." *International Journal of the Book* 7.4 (2010): 65. Publisher Provided Full Text Searching File. Web. 21 Dec. 2012.

Stephenson, Wen. "The Message Is The Medium: A Reply To Sven Birkerts and The Gutenberg Elegies." *Chicago Review* 41.4 (1995): 116. MasterFILE Elite. Web. 21 Dec. 2012.

A Scholarly Journal (Print):

Nystrand, Martin. "Research on the Role of Classroom Discourse As It Affects Reading Comprehension." *Research in the Teaching of English* 40.4 (2006): 392-412. Print.

A Magazine Article (Electronic version):

Birkerts, Sven. "Resisting the Kindle." *The Atlantic.* N.p., Mar. 2009. Web. 21 Dec. 2012.

Khater, Rami. "Social Media Evolution, Not Revolution." *The Huffington Post.* TheHuffingtonPost.com, 20 Dec. 2012. Web. 21 Dec. 2012.

A Blog (Electronic version):

Karp, Scott. "The Evolution from Linear Thought to Networked Thought." Web log post. Publishing 2.0. Publishing 2.0, 9 Feb. 2008. Web. 21 Dec. 2012.

Practicing the Rhetorical Précis

Directions: Write a rhetorical précis of pages 5-10 from Chapter One of *The Shallows* in the space below, following the pattern for a rhetorical précis.

In the space below, write an MLA citation for The Shallows, paying attention to the sample MLA book citation.

Sample MLA book citation (print):

Carr, Nicholas G. *The Big Switch: Rewiring the World, from Edison to Google.* New York: W.W. Norton, 2008. Print.

Activity

3 Note Taking on Carr's Chapter 2

Reading Log: Read *The Shallows* Chapter Two, "The Vital Paths" and "a digression: what the brain thinks about when it thinks about itself" (pages 17-38).

As you read, take notes using the T-chart below. Be sure to include page numbers and cite the text.

Write **statements** from each paragraph of the reading, including quotes with page numbers, that contain the evidence that Carr is using to make his argument.	Write **one sentence** capturing the "big idea" or the argument that Carr is making in this chapter. Notes

Write **statements** from each paragraph of the reading, including quotes with page numbers, that contain the evidence that Carr is using to make his argument.

Write **one sentence** capturing the "big idea" or the argument that Carr is making in this chapter.

Notes

What are the “Vital Paths” that are referenced in the title of this chapter?

What connection to his main argument does Carr make in “a digression”?

Lesson 3
Vital Paths

In this lesson, you will . . .

- Debrief your experience writing the rhetorical précis, examine the skills developed in the writing practice, and revise your précis.
- Apply strategies for locating words in an informational text that are unfamiliar to you and determining the meaning of those words, using both context clues and dictionaries.
- Read informational text so as to recognize argument, claim, and evidence structure and point of view in relation to the central claim of *The Shallows: What the Internet is Doing to Our Brains*.
- Demonstrate your ability to evaluate evidence and recognize the types of evidence that can be used to support a claim in argument writing.
- Demonstrate your understanding of the writing task and expectations for success.

Activity

2 Examining the Prompts for the Synthesis Essay

Synthesis Essay Assignment

Read the assignment description for the culminating project of this unit. Then respond to the prompt below.

How is the exponential increase of information that we process in all forms of media affecting the way we live? After reading Nicholas Carr's *The Shallows: What the Internet is Doing to Our Brains* and other informational texts on the impact of information technology, write a synthesis essay in which you support a thesis based on one of the following quotes from Carr's text. Support your position with evidence from the texts.

"With the exception of alphabets and number systems, the Net may well be the single most powerful mind-altering technology that has ever come into general use. At the very least, it's the most powerful that has come along since the book" (Carr,118).

"Karp, Friedman, and Davis—all well-educated men with a keenness for writing—seem fairly sanguine about the decay of their faculties for reading and concentrating. All things considered, they say, the benefits they get from using the Net—quick access to loads of information, potent searching and filtering tools, an easy way to share their opinions with a small but interested audience—make up for the loss of their ability to sit still and turn the pages of a book or magazine" (Carr, 8).

"The price we pay to assume technology's power is alienation. The toll can be particularly high with our intellectual technologies. The tools of the mind amplify and in turn numb the most intimate, the most human, of our natural capacities—those for reason, perception, memory, emotion" (Carr, 211).

Use your best voice, academic language, and third person point of view. Incorporate at least three sources (at least one from our class discussions) to support your ideas. Include at least three direct quotes; all quotes and paraphrased information must include a parenthetical citation. The last page of your paper should be your Works Cited page. Follow all MLA guidelines for formatting and documentation.

You will also give a three-minute presentation highlighting the main ideas presented in your essay. Your presentation should:

- include your thesis statement,
- include at least three main points that support your thesis,
- include at least three pictures/charts/graphs (some visual representation) of the three main points, and
- follow all MLA guidelines for formatting and documentation.

Select one of the three quotes from Carr that interests you the most.

What kind of ideas and thoughts do you have in response to this prompt? What have you seen so far in Carr's text or in the other texts you have read that seems to connect to this quote?

Select one of the three quotes from Carr that interests you the most.

What kind of ideas and thoughts do you have in response to this prompt?

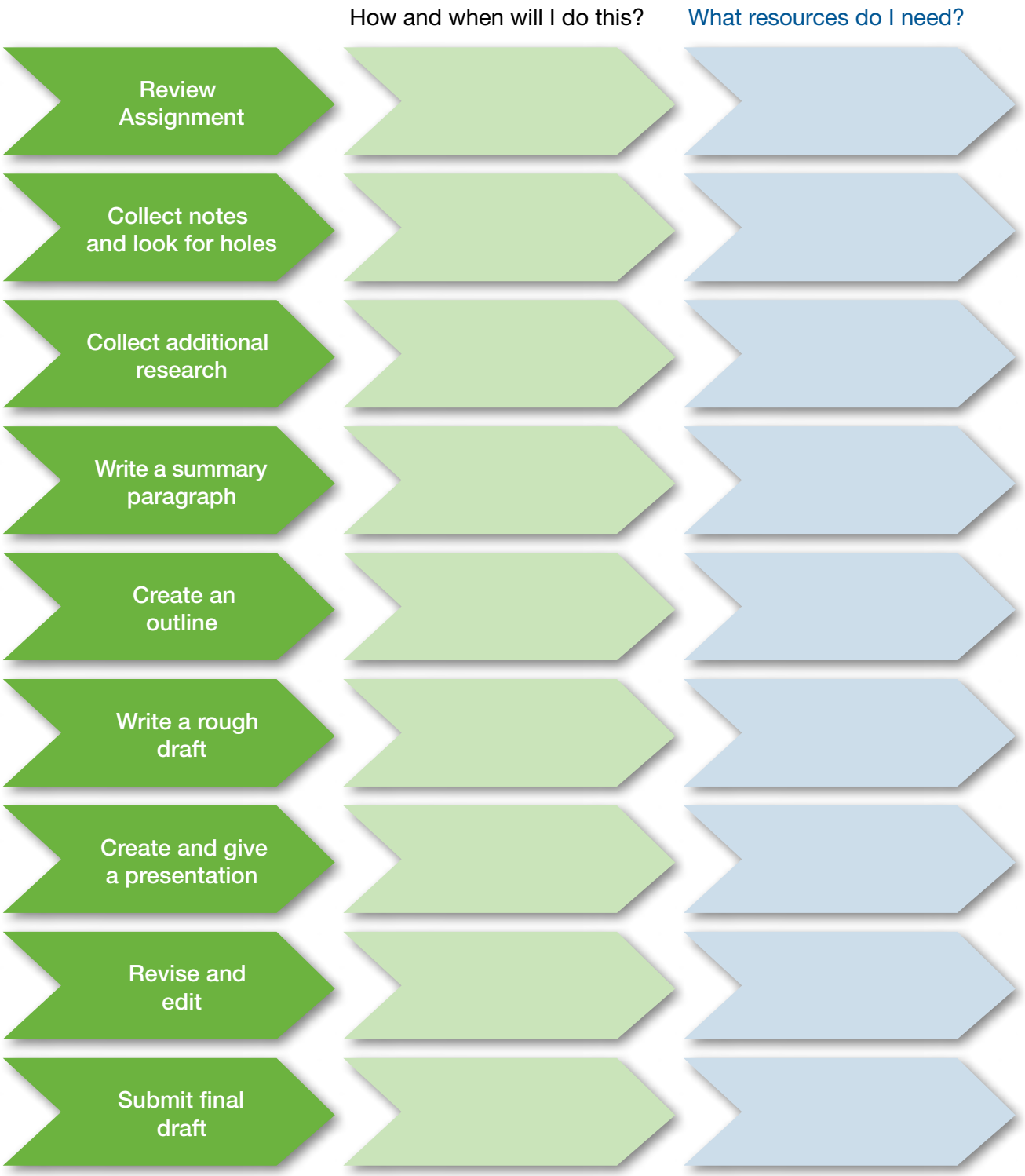
What have you seen so far in Carr's text or in the other texts you have read that seems to connect to this quote?

Rubric for Synthesis Essay

Scoring Elements	1 Not Yet	1.5	2 Approaches Expectations	2.5	3 Meets Expectations	3.5	4 Advanced
Focus	Attempts to address prompt, but lacks focus or is off-task.		Addresses prompt appropriately and establishes a position, but focus is uneven.		Addresses prompt appropriately and maintains a clear, steady focus. Provides a generally convincing position.		Addresses all aspects of prompt appropriately with a consistently strong focus and convincing position.
Controlling Idea	Attempts to establish a claim, but lacks a clear purpose. Makes no mention of counter claims.		Establishes a claim Makes note of counter claims.		Establishes a credible claim. Develops claim and counter claims fairly.		Establishes and maintains a substantive and credible claim or proposal. Develops claims and counter claims fairly and thoroughly.
Reading/ Research	Attempts to reference reading materials to develop response, but lacks connections or relevance to the purpose of the prompt.		Presents information from reading materials relevant to the purpose of the prompt with minor lapses in accuracy or completeness.		Accurately presents details from reading materials relevant to the purpose of the prompt to develop argument or claim.		Accurately and effectively presents important details from reading materials to develop argument or claim.
Development	Attempts to provide details in response to the prompt, but lacks sufficient development or relevance to the purpose of the prompt. Makes no connections or a connection that is irrelevant to argument or claim.		Presents appropriate details to support and develop the focus, controlling idea, or claim, with minor lapses in the reasoning, examples, or explanations. Makes a connection with a weak or unclear relationship to argument or claim.		Presents appropriate and sufficient details to support and develop the focus, controlling idea, or claim. Makes a relevant connection to clarify argument or claim.		Presents thorough and detailed information to effectively support and develop the focus, controlling idea, or claim. Makes a clarifying connection(s) that illuminates argument and adds depth to reasoning.
Organization	Attempts to organize ideas, but lacks control of structure.		Uses an appropriate organizational structure for development of reasoning and logic, with minor lapses in structure and/or coherence.		Maintains an appropriate organizational structure to address specific requirements of the prompt. Structure reveals the reasoning and logic of the argument.		Maintains an organizational structure that intentionally and effectively enhances the presentation of information as required by the specific prompt. Structure enhances development of the reasoning and logic of the argument.
Conventions	Attempts to demonstrate standard English conventions, but lacks cohesion and control of grammar, usage and mechanics. Sources are used without citation.		Demonstrates an uneven command of standard English conventions and cohesion. Uses language and tone with some inaccurate, inappropriate, or uneven features. Inconsistently cites sources.		Demonstrates a command of standard English conventions and cohesion, with few errors. Response includes language and tone appropriate to the audience, purpose and specific requirements of the prompt. Cites sources using appropriate format with only minor errors.		Demonstrates and maintains a well-developed command of standard English conventions and cohesion, with few errors. Response includes language and tone consistently appropriate to the audience, purpose and specific requirements of the prompt. Consistently cites sources using appropriate format.
Content Understanding	Attempts to include disciplinary content in argument, but understanding of content is weak; content is irrelevant, inappropriate, or inaccurate.		Briefly notes disciplinary content relevant to the prompt; shows basic or uneven understanding of content; minor errors in explanation.		Accurately presents disciplinary content relevant to the prompt with sufficient explanations that demonstrate understanding.		Integrates relevant and accurate disciplinary content with thorough explanations that demonstrate in-depth understanding.

Evaluating Source Materials

Directions: In the spaces below, create a timeline for completion of this project.



Activity
3 Vocabulary

Vocabulary from Carr's Chapter Two, "Vital Paths"

Directions:

Choose ONE of the words from the list in the box below and ONE unfamiliar word from Chapter Two. For each of your words, complete the chart below. Remember to use the context of the word (the sentence in which it is found) to help you understand the dictionary definition.

Choice words and the page numbers on which they can be found:

philology (17)
concentric (18)
ingenious (18)
telegraphic (18)
appendages (19)
immutability (21)
malleable (21)
plasticity (21)
tenuous (23)
nihilism (23)
peripheral (25)
neuroplasticity (25)
meticulous (26)
habituated (28)
empiricism (28)
rationalism (28)
determinism (34)

Word from the list:	My understanding of this word is (circle one): Excellent Fair Poor
Context (including page number):	
Dictionary definition: What in the world does that mean?	
My sense of the word, including the context and the dictionary definition, in my own words:	

Word I have chosen from Chapter Two:	My understanding of this word is (circle one): Excellent Fair Poor
Context (including page number):	
Dictionary definition: What in the world does that mean?	
My sense of the word, including the context and the dictionary definition, in my own words:	

Activity

4 Homework

Using your reading log, work with a partner to make a list of the types of evidence that Carr provides (i.e., historical events, quotes from experts, personal anecdotes, and other types).

Reading Log: Read *The Shallows*, Chapter Three: "Tools of the Mind" (pages 17-38).

As you read, take notes using the T-chart below. Be sure to include page numbers and cite the text.

According to Carr, how can our intellectual maturation be traced through mapmaking?	What was the historical progression of the mechanical clock? What influenced the advances of the mechanical clock?

What is Carr's purpose in presenting this information about mapmaking and time keeping? In other words, what is the claim he is making in this chapter, using information about mapmaking and timekeeping?

Vocabulary from Carr's Chapter Three, "Tools of the Mind"

Directions:

Choose ONE of the words from the list in the box below and ONE unfamiliar word from Chapter Three For each of your words, complete the chart below. Remember to use the context of the word (the sentence in which it is found) to help you understand the dictionary definition.

Choice words and the page numbers on which they can be found:

maturation (39)	theodolite (40)	proliferation (43)	conundrum (49)
topographic (40)	cyclical (41)	instrumentalists (46)	proxies (49)
cartography (40)	agrarian (41)	determinists (46)	logographic (51)
egocentric (40)	synchronization (42)	metallurgy (48)	logosyllabic (53)

Word from the list:	My understanding of this word is (circle one): Excellent Fair Poor
Context (including page number):	
Dictionary definition: What in the world does that mean?	
My sense of the word, including the context and the dictionary definition, in my own words:	

Word I have chosen from Chapter Three:	My understanding of this word is (circle one): Excellent Fair Poor
Context (including page number):	
Dictionary definition: What in the world does that mean?	
My sense of the word, including the context and the dictionary definition, in my own words:	

Lesson 4
The Mind, the Page and a Synthesis

In this lesson, you will . . .

- Read informational text so as to recognize argument, claim, and evidence structure and point of view in relation to the central claim of *The Shallows: What the Internet is Doing to Our Brains*.
- Demonstrate the ability to understand and analyze Carr's content, specifically the history of early technologies and how those technologies impact humanity.
- Apply strategies for locating words in an informational text that are unfamiliar to you and determining the meaning of those words, using both context clues and dictionaries.
- Read several documents, collecting information on how those documents connect or disconnect with the ideas in the central text, and they will receive modeling on synthesis in preparation for writing the synthesis essay.

Activity
2 Chapter 3

Developing a Claim

Directions: In the space below, follow the directions for your group's assignment related to Carr's Chapter Three. Remember that a claim statement should fit the following criteria:

- A claim is typically a statement of the point that the author is trying to make.
- A good claim should be one that is debatable, one that reasonable people can hold different ideas on.
- It should take a strong stand, and it should have a quality antithesis, or counterargument.

Group 1: Examine the section of Chapter Three that begins on page 44 and ends on page 50. In this section, Carr categorizes technological tools and defines determinists and instrumentalists. With your group members, write a one-sentence claim that Carr is making in this section.

Group 2: Examine the section of Chapter Three that begins on page 50 and ends on page 57. In this section, Carr describes how intellectual technologies of reading and writing shape our brains. With your group members, write a one-sentence claim that Carr is making in this section.

Activity
3 Homework

Reading Log 6

Directions: Read *The Shallows*, Chapter Four: The Deepening Page. Answer the following questions, being sure to use page numbers and cite the text as you answer.

In the space below, trace the history of the book (pages 58-67).

In the space below, trace the history of the printing press (pages 68-76).

In the space below, write a one-sentence summary of Carr's two paragraphs on page 77.

"a digression: on lee de forest and his amazing audion"

What connections do you find between Carr's description of the development of the Audion and his emerging argument?

Vocabulary from Carr's Chapter Four, "The Deepening Page"

Directions:

Choose ONE of the words from the list in the box below and ONE unfamiliar word from Chapter Four. For each of your words, complete the chart below. Remember to use the context of the word (the sentence in which it is found) to help you understand the dictionary definition.

Choice words and the page numbers on which they can be found:

- ephemera (58)
- scribes (59)
- parchment (59)
- stylus (59)
- artisan (60)
- codex (60)
- cognitive (61)
- mellifluous (62)
- obsolete (62)
- antithetical (63)
- anomaly (64)
- seditious (65)
- propagation (67)
- adept (69)
- gendarmes (70)
- tawdry (71)
- symbiotic (74)
- idiosyncratic (75)
- nonlinear (76)

Word from the list:	My understanding of this word is (circle one): Excellent Fair Poor
Context (including page number):	
Dictionary definition: What in the world does that mean?	
My sense of the word, including the context and the dictionary definition, in my own words:	

Word I have chosen from Chapter Four:	My understanding of this word is (circle one): Excellent Fair Poor
Context (including page number):	
Dictionary definition: What in the world does that mean?	
My sense of the word, including the context and the dictionary definition, in my own words:	

Activity

5 The Power of Literacy

The Power of Literacy

Directions: You will be placed by your teacher into a group that will read one of the three excerpts that follow. For your excerpt, you should:

1. Respond to this question: Do you think that the writer of the excerpt you are reading would agree or disagree with Carr? How so?

2. Collectively write a rhetorical précis on the excerpt your group is reading. Be sure to provide an MLA citation for the excerpt.

Excerpt from Benjamin Franklin's Autobiography *taken from Gutenberg Online Library*:

Not having any copy here of what is already written, I know not whether an account is given of the means I used to establish the Philadelphia public library, which, from a small beginning, is now become so considerable, though I remember to have come down to near the time of that transaction (1730). I will therefore begin here with an account of it, which may be struck out if found to have been already given.

At the time I establish'd myself in Pennsylvania, there was not a good bookseller's shop in any of the colonies to the southward of Boston. In New York and Philad'a the printers were indeed stationers; they sold only paper, etc., almanacs, ballads, and a few common school-books. Those who lov'd reading were oblig'd to send for their books from England; the members of the Junto had each a few. We had left the alehouse, where we first met, and hired a room to hold our club in. I propos'd that we should all of us bring our books to that room, where they would not only be ready to consult in our conferences, but become a common benefit, each of us being at liberty to borrow such as he wish'd to read at home. This was accordingly done, and for some time contented us.

Finding the advantage of this little collection, I propos'd to render the benefit from books more common, by commencing a public subscription library. I drew a sketch of the plan and rules that would be necessary, and got a skilful conveyancer, Mr. Charles Brockden, to put the whole in form of articles of agreement to be subscribed, by which each subscriber engag'd to pay a certain sum down for the first purchase of books, and an annual contribution for increasing them. So few were the readers at that time in Philadelphia, and the majority of us so poor, that I was not able, with great industry, to find more than fifty persons, mostly young tradesmen, willing to pay down for this purpose forty shillings each, and ten shillings per annum. On this little fund we began. The books were imported; the library was opened one day in the week for lending to the subscribers, on their promissory notes to pay double the value if not duly returned. The institution soon manifested its utility, was imitated by other towns, and in other provinces. The libraries were augmented by donations; reading became fashionable; and our people, having no publick amusements to divert their attention from study, became better acquainted with books, and in a few years were observ'd by strangers to be better instructed and more intelligent than people of the same rank generally are in other countries.

When we were about to sign the above-mentioned articles, which were to be binding upon us, our heirs, etc., for fifty years, Mr. Brockden, the scrivener, said to us, "You are young men, but it is scarcely probable that any of you will live to see the expiration of the term fix'd in the instrument." A number of us, however, are yet living; but the instrument was after a few years rendered null by a charter that incorporated and gave perpetuity to the company.

The objections and reluctances I met with in soliciting the subscriptions, made me soon feel the impropriety of presenting one's self as the proposer of any useful project, that might be suppos'd to raise one's reputation in the smallest degree above that of one's neighbors, when one has need of their assistance to accomplish that project. I therefore put myself as much as I could out of sight, and stated it as a scheme of a number of friends, who had requested me to go about and propose it to such as they thought

lovers of reading. In this way my affair went on more smoothly, and I ever after practis'd it on such occasions; and, from my frequent successes, can heartily recommend it. The present little sacrifice of your vanity will afterwards be amply repaid. If it remains a while uncertain to whom the merit belongs, some one more vain than yourself will be encouraged to claim it, and then even envy will be disposed to do you justice by plucking those assumed feathers, and restoring them to their right owner.

This library afforded me the means of improvement by constant study, for which I set apart an hour or two each day, and thus repair'd in some degree the loss of the learned education my father once intended for me. Reading was the only amusement I allow'd myself. I spent no time in taverns, games, or frolicks of any kind; and my industry in my business continu'd as indefatigable as it was necessary. I was indebted for my printing-house; I had a young family coming on to be educated, and I had to contend with for business two printers, who were established in the place before me. My circumstances, however, grew daily easier. My original habits of frugality continuing, and my father having, among his instructions to me when a boy, frequently repeated a proverb of Solomon, "Seest thou a man diligent in his calling, he shall stand before kings, he shall not stand before mean men," I from thence considered industry as a means of obtaining wealth and distinction, which encourag'd me, tho' I did not think that I should ever literally stand before kings, which, however, has since happened; for I have stood before five, and even had the honor of sitting down with one, the King of Denmark, to dinner.

Excerpt from Emerson's The American Scholar essay *taken from Gutenberg Online Library*:

II. The next great influence into the spirit of the scholar is the mind of the Past,—in whatever form, whether of literature, of art, of institutions, that mind is inscribed. Books are the best type of the influence of the past, and perhaps we shall get at the truth,—learn the amount of this influence more conveniently,—by considering their value alone.

The theory of books is noble. The scholar of the first age received into him the world around; brooded thereon; gave it the new arrangement of his own mind, and uttered it again. It came into him life; [25] it went out from him truth. It came to him short-lived actions; it went out from him immortal thoughts. It came to him business; it went from him poetry. It was dead fact; now, it is quick thought. It can stand, and it can go. It now endures, it now flies, it now inspires.[15] Precisely in proportion to the depth of mind from which it issued, so high does it soar, so long does it sing.

Or, I might say, it depends on how far the process had gone, of transmuting life into truth. In proportion to the completeness of the distillation, so will the purity and imperishableness of the product be. But none is quite perfect. As no air-pump can by any means make a perfect vacuum,[16] so neither can any artist entirely exclude the conventional, the local, the perishable from his book, or write a book of pure thought, that shall be as efficient, in all respects, to a remote posterity, as to contemporaries, or rather to the second age. Each age, it is found, must write its own books; or rather, each generation for the next succeeding. The books of an older period will not fit this.

Yet hence arises a grave mischief. The sacredness which attaches to the act of creation, the act of thought, is instantly transferred to the record. The poet chanting was felt to be a divine man. Henceforth the chant is divine also. The writer was a just and wise spirit. Henceforward it is settled the book is perfect; as love of the hero corrupts into worship of his statue. Instantly the book becomes noxious.[17] [26] The guide is a tyrant. We sought a brother, and lo, a governor. The sluggish and perverted mind of the multitude, always slow to open to the incursions of Reason, having once so opened, having once received this book, stands upon it, and makes an outcry if it is disparaged. Colleges are built on it. Books are written on it by thinkers, not by Man Thinking, by men of talent, that is, who start wrong, who set out from accepted dogmas, not from their own sight of principles. Meek young men grow up in libraries, believing it their duty to accept the views which Cicero, which Locke,[18] which Bacon,[19] have given; forgetful that Cicero, Locke and Bacon were only young men in libraries when they wrote these books.

Hence, instead of Man Thinking, we have the bookworm. Hence the book-learned class, who value books, as such; not as related to nature and the human constitution, but as making a sort of Third Estate[20] with the world and soul. Hence the restorers of readings,[21] the emendators,[22] the bibliomaniacs[23] of all degrees. This is bad; this is worse than it seems.

Books are the best of things, well used; abused, among the worst. What is the right use? What is the one end which all means go to effect? They are for nothing but to inspire.[24] I had better never see a book than to be warped by its attraction clean out of my own orbit, and made a satellite instead of a system. The one thing in the world of value is the [27] active soul,—the soul, free, sovereign, active. This every man is entitled to; this every man contains within him, although in almost all men obstructed, and

as yet unborn. The soul active sees absolute truth and utters truth, or creates. In this action it is genius; not the privilege of here and there a favorite, but the sound estate of every man.[25] In its essence it is progressive. The book, the college, the school of art, the institution of any kind, stop with some past utterance of genius. This is good, say they,—let us hold by this. They pin me down.[26] They look backward and not forward. But genius always looks forward. The eyes of man are set in his forehead, not in his hindhead. Man hopes. Genius creates. To create,—to create,—is the proof of a divine presence. Whatever talents may be, if the man create not, the pure efflux of the Deity is not his;[27]—cinders and smoke there may be, but not yet flame. There are creative manners, there are creative actions, and creative words; manners, actions, words, that is, indicative of no custom or authority, but springing spontaneous from the mind's own sense of good and fair.

On the other part, instead of being its own seer, let it receive always from another mind its truth, though it were in torrents of light, without periods of solitude, inquest, and self-recovery; and a fatal disservice[28] is done. Genius is always sufficiently the enemy of genius by over-influence.[29] The literature of [28] every nation bear me witness. The English dramatic poets have Shakespearized now for two hundred years.[30]

Undoubtedly there is a right way of reading, so it be sternly subordinated. Man Thinking must not be subdued by his instruments. Books are for the scholar's idle times. When he can read God directly, the hour is too precious to be wasted in other men's transcripts of their readings.[31] But when the intervals of darkness come, as come they must,—when the soul seeth not, when the sun is hid and the stars withdraw their shining,—we repair to the lamps which were kindled by their ray, to guide our steps to the East again, where the dawn is.[32] We hear, that we may speak. The Arabian proverb says, "A fig-tree, looking on a fig-tree, becometh fruitful."

It is remarkable, the character of the pleasure we derive from the best books. They impress us ever with the conviction that one nature wrote and the same reads. We read the verses of one of the great English poets, of Chaucer,[33] of Marvell,[34] of Dryden,[35] with the most modern joy,—with a pleasure, I mean, which is in great part caused by the abstraction of all time from their verses. There is some awe mixed with the joy of our surprise, when this poet, who lived in some past world, two or three hundred years ago, says that which lies close to my own soul, that which I also had well-nigh thought and said. But for the evidence thence afforded to the philosophical doctrine of the identity of all minds, we should [29] suppose some pre-established harmony, some foresight of souls that were to be, and some preparation of stores for their future wants, like the fact observed in insects, who lay up food before death for the young grub they shall never see.

I would not be hurried by any love of system, by any exaggeration of instincts, to underrate the Book. We all know that as the human body can be nourished on any food, though it were boiled grass and the broth of shoes, so the human mind can be fed by any knowledge. And great and heroic men have existed who had almost no other information than by the printed page. I only would say that it needs a strong head to bear that diet. One must be an inventor to read well. As the proverb says, "He that would bring home the wealth of the Indies must carry out the wealth of the Indies." There is then creative reading as well as creative writing. When the mind is braced by labor and invention, the page of whatever book we read becomes luminous with

manifold allusion. Every sentence is doubly significant, and the sense of our author is as broad as the world. We then see, what is always true, that as the seer's hour of vision is short and rare among heavy days and months, so is its record, perchance, the least part of his volume. The discerning will read, in his Plato[36] or Shakespeare, only that least part,—only the authentic utterances of the oracle;—all the rest he rejects, were it never so many times Plato's and Shakespeare's.

[30]

Of course there is a portion of reading quite indispensable to a wise man. History and exact science he must learn by laborious reading. Colleges, in like manner, have their indispensable office,—to teach elements. But they can only highly serve us when they aim not to drill, but to create; when they gather from far every ray of various genius to their hospitable halls, and by the concentrated fires set the hearts of their youth on flame. Thought and knowledge are natures in which apparatus and pretension avail nothing. Gowns[37] and pecuniary foundations,[38] though of towns of gold, can never countervail the least sentence or syllable of wit.[39] Forget this, and our American colleges will recede in their public importance, whilst they grow richer every year.

Excerpt from Frederick Douglass' Narrative *taken from Gutenberg Online Library*:

I lived in Master Hugh's family about seven years. During this time, I succeeded in learning to read and write. In accomplishing this, I was compelled to resort to various stratagems. I had no regular teacher. My mistress, who had kindly commenced to instruct me, had, in compliance with the advice and direction of her husband, not only ceased to instruct, but had set her face against my being instructed by any one else. It is due, however, to my mistress to say of her, that she did not adopt this course of treatment immediately. She at first lacked the depravity indispensable to shutting me up in mental darkness. It was at least necessary for her to have some training in the exercise of irresponsible power, to make her equal to the task of treating me as though I were a brute.

My mistress was, as I have said, a kind and tender-hearted woman; and in the simplicity of her soul she commenced, when I first went to live with her, to treat me as she supposed one human being ought to treat another. In entering upon the duties of a slaveholder, she did not seem to perceive that I sustained to her the relation of a mere chattel, and that for her to treat me as a human being was not only wrong, but dangerously so. Slavery proved as injurious to her as it did to me. When I went there, she was a pious, warm, and tender-hearted woman. There was no sorrow or suffering for which she had not a tear. She had bread for the hungry, clothes for the naked, and comfort for every mourner that came within her reach. Slavery soon proved its ability to divest her of these heavenly qualities. Under its influence, the tender heart became stone, and the lamblike disposition gave way to one of tiger-like fierceness. The first step in her downward course was in her ceasing to instruct me. She now commenced to practise her husband's precepts. She finally became even more violent in her opposition than her husband himself. She was not satisfied with simply doing as well as he had commanded; she seemed anxious to do better. Nothing seemed to make her more angry than to see me with a newspaper. She seemed to think that here lay the danger. I have had her rush at me with a face made all up of fury, and snatch from me a newspaper, in a manner that fully revealed her apprehension. She was an apt woman; and a little experience soon demonstrated, to her satisfaction, that education and slavery were incompatible with each other.

From this time I was most narrowly watched. If I was in a separate room any considerable length of time, I was sure to be suspected of having a book, and was at once called to give an account of myself. All this, however, was too late. The first step had been taken. Mistress, in teaching me the alphabet, had given me the *inch*, and no precaution could prevent me from taking the *ell*.

The plan which I adopted, and the one by which I was most successful, was that of making friends of all the little white boys whom I met in the street. As many of these as I could, I converted into teachers. With their kindly aid, obtained at different times and in different places, I finally succeeded in learning to read. When I was sent of errands, I always took my book with me, and by going one part of my errand quickly, I found time to get a lesson before my return. I used also to carry bread with me, enough of which was always in the house, and to which I was always welcome; for I was much better off in this regard than many of the poor white children in our neighborhood. This bread I used to bestow upon the hungry little urchins, who, in return, would give me that more valuable bread of knowledge. I am strongly tempted to give the names of

two or three of those little boys, as a testimonial of the gratitude and affection I bear them; but prudence forbids;—not that it would injure me, but it might embarrass them; for it is almost an unpardonable offence to teach slaves to read in this Christian country. It is enough to say of the dear little fellows, that they lived on Philpot Street, very near Durgin and Bailey's ship-yard. I used to talk this matter of slavery over with them. I would sometimes say to them, I wished I could be as free as they would be when they got to be men. "You will be free as soon as you are twenty-one, *but I am a slave for life*! Have not I as good a right to be free as you have?" These words used to trouble them; they would express for me the liveliest sympathy, and console me with the hope that something would occur by which I might be free.

I was now about twelve years old, and the thought of being *a slave for life* began to bear heavily upon my heart. Just about this time, I got hold of a book entitled "The Columbian Orator." Every opportunity I got, I used to read this book. Among much of other interesting matter, I found in it a dialogue between a master and his slave. The slave was represented as having run away from his master three times. The dialogue represented the conversation which took place between them, when the slave was retaken the third time. In this dialogue, the whole argument in behalf of slavery was brought forward by the master, all of which was disposed of by the slave. The slave was made to say some very smart as well as impressive things in reply to his master—things which had the desired though unexpected effect; for the conversation resulted in the voluntary emancipation of the slave on the part of the master.

In the same book, I met with one of Sheridan's mighty speeches on and in behalf of Catholic emancipation. These were choice documents to me. I read them over and over again with unabated interest. They gave tongue to interesting thoughts of my own soul, which had frequently flashed through my mind, and died away for want of utterance. The moral which I gained from the dialogue was the power of truth over the conscience of even a slaveholder. What I got from Sheridan was a bold denunciation of slavery, and a powerful vindication of human rights. The reading of these documents enabled me to utter my thoughts, and to meet the arguments brought forward to sustain slavery; but while they relieved me of one difficulty, they brought on another even more painful than the one of which I was relieved. The more I read, the more I was led to abhor and detest my enslavers. I could regard them in no other light than a band of successful robbers, who had left their homes, and gone to Africa, and stolen us from our homes, and in a strange land reduced us to slavery. I loathed them as being the meanest as well as the most wicked of men. As I read and contemplated the subject, behold! that very discontentment which Master Hugh had predicted would follow my learning to read had already come, to torment and sting my soul to unutterable anguish. As I writhed under it, I would at times feel that learning to read had been a curse rather than a blessing. It had given me a view of my wretched condition, without the remedy. It opened my eyes to the horrible pit, but to no ladder upon which to get out. In moments of agony, I envied my fellow-slaves for their stupidity. I have often wished myself a beast. I preferred the condition of the meanest reptile to my own. Any thing, no matter what, to get rid of thinking! It was this everlasting thinking of my condition that tormented me. There was no getting rid of it. It was pressed upon me by every object within sight or hearing, animate or inanimate. The silver trump of freedom had roused my soul to eternal wakefulness. Freedom now appeared, to disappear no more forever. It was heard in every sound, and seen in every thing. It was ever present to torment me with

a sense of my wretched condition. I saw nothing without seeing it, I heard nothing without hearing it, and felt nothing without feeling it. It looked from every star, it smiled in every calm, breathed in every wind, and moved in every storm.

I often found myself regretting my own existence, and wishing myself dead; and but for the hope of being free, I have no doubt but that I should have killed myself, or done something for which I should have been killed. While in this state of mind, I was eager to hear any one speak of slavery. I was a ready listener. Every little while, I could hear something about the abolitionists. It was some time before I found what the word meant. It was always used in such connections as to make it an interesting word to me. If a slave ran away and succeeded in getting clear, or if a slave killed his master, set fire to a barn, or did any thing very wrong in the mind of a slaveholder, it was spoken of as the fruit of *abolition*. Hearing the word in this connection very often, I set about learning what it meant. The dictionary afforded me little or no help. I found it was "the act of abolishing;" but then I did not know what was to be abolished. Here I was perplexed. I did not dare to ask any one about its meaning, for I was satisfied that it was something they wanted me to know very little about. After a patient waiting, I got one of our city papers, containing an account of the number of petitions from the north, praying for the abolition of slavery in the District of Columbia, and of the slave trade between the States. From this time I understood the words *abolition* and *abolitionist*, and always drew near when that word was spoken, expecting to hear something of importance to myself and fellow-slaves. The light broke in upon me by degrees. I went one day down on the wharf of Mr. Waters; and seeing two Irishmen unloading a scow of stone, I went, unasked, and helped them. When we had finished, one of them came to me and asked me if I were a slave. I told him I was. He asked, "Are ye a slave for life?" I told him that I was. The good Irishman seemed to be deeply affected by the statement. He said to the other that it was a pity so fine a little fellow as myself should be a slave for life. He said it was a shame to hold me. They both advised me to run away to the north; that I should find friends there, and that I should be free. I pretended not to be interested in what they said, and treated them as if I did not understand them; for I feared they might be treacherous. White men have been known to encourage slaves to escape, and then, to get the reward, catch them and return them to their masters. I was afraid that these seemingly good men might use me so; but I nevertheless remembered their advice, and from that time I resolved to run away. I looked forward to a time at which it would be safe for me to escape. I was too young to think of doing so immediately; besides, I wished to learn how to write, as I might have occasion to write my own pass. I consoled myself with the hope that I should one day find a good chance. Meanwhile, I would learn to write.

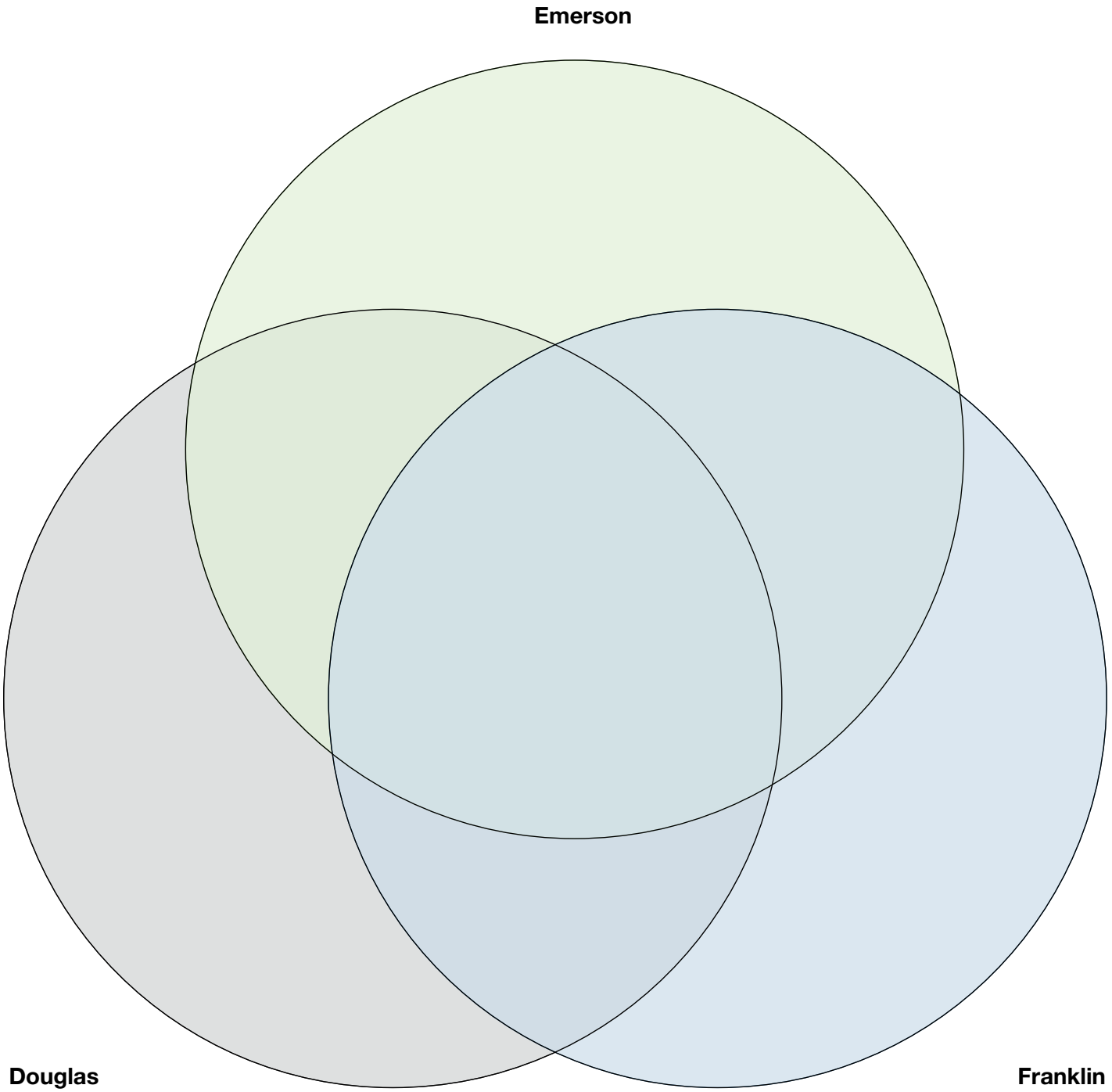
The idea as to how I might learn to write was suggested to me by being in Durgin and Bailey's ship-yard, and frequently seeing the ship carpenters, after hewing, and getting a piece of timber ready for use, write on the timber the name of that part of the ship for which it was intended. When a piece of timber was intended for the larboard side, it would be marked thus—"L." When a piece was for the starboard side, it would be marked thus—"S." A piece for the larboard side forward, would be marked thus—"L. F." When a piece was for starboard side forward, it would be marked thus—"S. F." For larboard aft, it would be marked thus—"L. A." For starboard aft, it would be marked thus—"S. A." I soon learned the names of these letters, and for what they were intended when placed upon a piece of timber in the ship-yard. I immediately commenced

copying them, and in a short time was able to make the four letters named. After that, when I met with any boy who I knew could write, I would tell him I could write as well as he. The next word would be, “I don’t believe you. Let me see you try it.” I would then make the letters which I had been so fortunate as to learn, and ask him to beat that. In this way I got a good many lessons in writing, which it is quite possible I should never have gotten in any other way. During this time, my copy-book was the board fence, brick wall, and pavement; my pen and ink was a lump of chalk. With these, I learned mainly how to write. I then commenced and continued copying the Italics in Webster’s Spelling Book, until I could make them all without looking on the book. By this time, my little Master Thomas had gone to school, and learned how to write, and had written over a number of copy-books. These had been brought home, and shown to some of our near neighbors, and then laid aside. My mistress used to go to class meeting at the Wilk Street meetinghouse every Monday afternoon, and leave me to take care of the house. When left thus, I used to spend the time in writing in the spaces left in Master Thomas’s copy-book, copying what he had written. I continued to do this until I could write a hand very similar to that of Master Thomas. Thus, after a long, tedious effort for years, I finally succeeded in learning how to write.

Directions:

Once you have completed your work, your group will report out on both your findings related to the author's agreement and/or disagreement with Carr, as well as your rhetorical précis. As each group is making its presentation, complete the Venn diagram on the next page.

Note the main ideas of each author in the appropriate circle using the rhetorical précis written by each group. Note where the authors agree and/or disagree in the shaded areas. Highlight points in all three circles that show agreement with Carr, as well as points in all three circles that show disagreement with Carr.


Emerson
Douglas
Franklin

Activity
6 Homework

Reading Log: Read *The Shallows*, Chapter Five: A Medium of the Most General Nature.

As you read, take notes below. Be sure to include page numbers and cite the text as you take notes.

From pages 81-85, Carr provides a brief overview of the development of the Web as a medium. Make a list of the important points Carr makes in the space below. Has he left out anything?	The remainder of the chapter provides a discussion of the impact of the Internet on other media and on institutions. Take notes below on these impacts.

What is Carr's purpose in presenting this information? How does it add to and build on his argument to this point?

Vocabulary from Carr's Chapter Five, "The Deepening Page"

Directions:

Choose ONE of the words from the list in the box below and ONE unfamiliar word from Chapter Five. For each of your words, complete the chart below. Remember to use the context of the word (the sentence in which it is found) to help you understand the dictionary definition.

Choice words and the page numbers on which they can be found:

incalculable (81)	kineographs (84)	precipitous (87)	tenuous (91)
universal (82)	algorithms (84)	ubiquity (88)	hegemony (93)
rendering (83)	compendium (85)	inexorable (89)	parishioners (97)
typographical (84)	proliferated (86)	inextricable (90)	

Word from the list:	My understanding of this word is (circle one): Excellent Fair Poor
Context (including page number):	
Dictionary definition: What in the world does that mean?	
My sense of the word, including the context and the dictionary definition, in my own words:	

Word I have chosen from Chapter Five:	My understanding of this word is (circle one): Excellent Fair Poor
Context (including page number):	
Dictionary definition: What in the world does that mean?	
My sense of the word, including the context and the dictionary definition, in my own words:	

Lesson 5
The Internet, Books and Our Brains

In this lesson, you will . . .

- Read informational text so as to recognize argument, claim, and evidence structure and point of view in relation to the central claim of T*he Shallows: What the Internet is Doing to Our Brains*.
- Demonstrate your ability to understand and analyze the content of Carr's argument, specifically the development of the Internet and its impact on media and other institutions, the evolution of the book into the ebook, and research on how the Internet is changing human brains.
- Apply strategies for locating words in an informational text that are unfamiliar to you and determining the meaning of those words, using both context clues and dictionaries.
- Learn how to embed quotes from sources into your writing.
- Write a rhetorical précis on a supplemental text.

Activity 1

History of the Internet

Directions: Read the short *Time* magazine article "You" (found below) and annotate the article in the margins. Specifically, you should be looking for material that connects with Carr's discussion in Chapter Five of the history of the Internet and the impact of the Internet on other media/institutions.

***Time* Magazine Link and Article Text:**

(http://www.time.com/time/magazine/article/0,9171,1570810,00.html)

The "Great Man" theory of history is usually attributed to the Scottish philosopher Thomas Carlyle, who wrote that "the history of the world is but the biography of great men." He believed that it is the few, the powerful and the famous who shape our collective destiny as a species. That theory took a serious beating this year.

To be sure, there are individuals we could blame for the many painful and disturbing things that happened in 2006. The conflict in Iraq only got bloodier and more entrenched. A vicious skirmish erupted between Israel and Lebanon. A war dragged on in Sudan. A tin-pot dictator in North Korea got the Bomb, and the President of Iran wants to go nuclear too. Meanwhile nobody fixed global warming, and Sony didn't make enough PlayStation3s.

But look at 2006 through a different lens and you'll see another story, one that isn't about conflict or great men. It's a story about community and collaboration on a scale never seen before. It's about the cosmic compendium of knowledge Wikipedia and the million-channel people's network YouTube and the online metropolis MySpace. It's about the many wresting power from the few and helping one another for nothing and how that will not only change the world, but also change the way the world changes.

The tool that makes this possible is the World Wide Web. Not the Web that Tim Berners-Lee hacked together (15 years ago, according to Wikipedia) as a way for scientists to share research. It's not even the overhyped dotcom Web of the late 1990s. The new Web is a very different thing. It's a tool for bringing together the small contributions of millions of people and making them matter. Silicon Valley consultants call it Web 2.0, as if it were a new version of some old software. But it's really a revolution. And we are so ready for it. We're ready to balance our diet of predigested news with raw feeds from Baghdad and Boston and Beijing. You can learn more about how Americans live just by looking at the backgrounds of YouTube videos—those rumpled bedrooms and toy-strewn basement rec rooms—than you could from 1,000 hours of network television.

And we didn't just watch, we also worked. Like crazy. We made Facebook profiles and Second Life avatars and reviewed books at Amazon and recorded podcasts. We blogged about our candidates losing and wrote songs about getting dumped. We camcordered bombing runs and built open-source software.

America loves its solitary geniuses—its Einsteins, its Edisons, its Jobses—but those lonely dreamers may have to learn to play with others. Car companies are running open design contests. Reuters is carrying blog postings alongside its regular news feed. Microsoft is working overtime to fend off user-created Linux. We're looking at an explosion of productivity and innovation, and it's just getting started, as millions of minds that would otherwise have drowned in obscurity get backhauled into the global intellectual economy. Who are these

people? Seriously, who actually sits down after a long day at work and says, I'm not going to watch *Lost* tonight. I'm going to turn on my computer and make a movie starring my pet iguana? I'm going to mash up 50 Cent's vocals with Queen's instrumentals? I'm going to blog about my state of mind or the state of the nation or the *steak-frites* at the new bistro down the street? Who has that time and that energy and that passion?

The answer is, you do. And for seizing the reins of the global media, for founding and framing the new digital democracy, for working for nothing and beating the pros at their own game, *Times's* Person of the Year for 2006 is you.

Sure, it's a mistake to romanticize all this any more than is strictly necessary. Web 2.0 harnesses the stupidity of crowds as well as its wisdom. Some of the comments on YouTube make you weep for the future of humanity just for the spelling alone, never mind the obscenity and the naked hatred.

But that's what makes all this interesting. Web 2.0 is a massive social experiment, and like any experiment worth trying, it could fail. There's no road map for how an organism that's not a bacterium lives and works together on this planet in numbers in excess of 6 billion. But 2006 gave us some ideas. This is an opportunity to build a new kind of international understanding, not politician to politician, great man to great man, but citizen to citizen, person to person. It's a chance for people to look at a computer screen and really, genuinely wonder who's out there looking back at them. Go on. Tell us you're not just a little bit curious.

Activity
2 Another Perspective

Directions: Read the following blog post, written by Clay Shirky, and write a rhetorical précis for it in the space provided below. Include an MLA citation for this text.

Clay Shirky blog post:
http://www.shirky.com/weblog/2009/03/newspapers-and-thinking-the-unthinkable/.

Newspapers and Thinking the Unthinkable

Back in 1993, the Knight-Ridder newspaper chain began investigating piracy of Dave Barry's popular column, which was published by the Miami Herald and syndicated widely. In the course of tracking down the sources of unlicensed distribution, they found many things, including the copying of his column to alt.fan.dave_barry on usenet; a 2000-person strong mailing list also reading pirated versions; and a teenager in the Midwest who was doing some of the copying himself, because he loved Barry's work so much he wanted everybody to be able to read it.

One of the people I was hanging around with online back then was Gordy Thompson, who managed Internet services at the New York Times. I remember Thompson saying something to the effect of "When a 14 year-old kid can blow up your business in his spare time, not because he hates you but because he loves you, then you got a problem." I think about that conversation a lot these days.

The problem newspapers face isn't that they didn't see the Internet coming. They not only saw it miles off, they figured out early on that they needed a plan to deal with it, and during the early 90s they came up with not just one plan but several. One was to partner with companies like America Online, a fast-growing subscription service that was less chaotic than the open Internet. Another plan was to educate the public about the behaviors required of them by copyright law. New payment models such as micro-payments were proposed. Alternatively, they could pursue the profit margins enjoyed by radio and TV, if they became purely ad-supported. Still another plan was to convince tech firms to make their hardware and software less capable of sharing, or to partner with the businesses running data networks to achieve the same goal. Then there was the nuclear option: sue copyright infringers directly, making an example of them.

As these ideas were articulated, there was intense debate about the merits of various scenarios. Would DRM or walled gardens work better? Shouldn't we try a carrot-and-stick approach, with education and prosecution? And so on. In all this conversation, there was one scenario that was widely regarded as unthinkable, a scenario that didn't get much discussion in the nation's newsrooms, for the obvious reason.

The unthinkable scenario unfolded something like this: The ability to share content wouldn't shrink, it would grow. Walled gardens would prove unpopular. Digital advertising would reduce inefficiencies, and therefore profits. Dislike of micropayments would prevent widespread use. People would resist being educated to act against their own desires. Old habits of advertisers and readers would not transfer online. Even ferocious litigation would be inadequate to constrain massive, sustained law-breaking. (Prohibition redux.) Hardware and software vendors would not regard copyright holders as allies, nor would they regard customers as enemies. DRM's requirement that the attacker be

allowed to decode the content would be an insuperable flaw. And, per Thompson, suing people who love something so much they want to share it would piss them off.

Revolutions create a curious inversion of perception. In ordinary times, people who do no more than describe the world around them are seen as pragmatists, while those who imagine fabulous alternative futures are viewed as radicals. The last couple of decades haven't been ordinary, however. Inside the papers, the pragmatists were the ones simply looking out the window and noticing that the real world increasingly resembled the unthinkable scenario. These people were treated as if they were barking mad. Meanwhile the people spinning visions of popular walled gardens and enthusiastic micropayment adoption, visions unsupported by reality, were regarded not as charlatans but saviors.

When reality is labeled unthinkable, it creates a kind of sickness in an industry. Leadership becomes faith-based, while employees who have the temerity to suggest that what seems to be happening is in fact happening are herded into Innovation Departments, where they can be ignored *en bloc*. This shunting aside of the realists in favor of the fabulists has different effects on different industries at different times. One of the effects on the newspapers is that many of their most passionate defenders are unable, even now, to plan for a world in which the industry they knew is visibly going away.

* * *

The curious thing about the various plans hatched in the '90s is that they were, at base, all the same plan: "Here's how we're going to preserve the old forms of organization in a world of cheap perfect copies!" The details differed, but the core assumption behind all imagined outcomes (save the unthinkable one) was that the organizational form of the newspaper, as a general-purpose vehicle for publishing a variety of news and opinion, was basically sound, and only needed a digital facelift. As a result, the conversation has degenerated into the enthusiastic grasping at straws, pursued by skeptical responses.

"The Wall Street Journal has a paywall, so we can too!" (Financial information is one of the few kinds of information whose recipients don't want to share.) "Micropayments work for iTunes, so they will work for us!" (Micropayments work only where the provider can avoid competitive business models.) "The New York Times should charge for content!" (They've tried, with QPass and later TimesSelect.) "Cook's Illustrated and Consumer Reports are doing fine on subscriptions!" (Those publications forgo ad revenues; users are paying not just for content but for unimpeachability.) "We'll form a cartel!" (…and hand a competitive advantage to every ad-supported media firm in the world.)

Round and round this goes, with the people committed to saving newspapers demanding to know "If the old model is broken, what will work in its place?" To which the answer is: Nothing. Nothing will work. There is no general model for newspapers to replace the one the Internet just broke.

With the old economics destroyed, organizational forms perfected for industrial production have to be replaced with structures optimized for digital data. It makes increasingly less sense even to talk about a publishing industry, because the core publishing solves—the incredible difficulty, complexity, and expense of making something available to the public—has stopped being a problem.

* * *

Elizabeth Eisenstein's magisterial treatment of Gutenberg's invention, *The Printing Press as an Agent of Change*, opens with a recounting of her research into the early history of the printing press. She was able to find many descriptions of life in the early 1400s, the era before movable type. Literacy was limited, the Catholic Church was the pan-European political force, Mass was in Latin, and the average book was the Bible. She was also able to find endless descriptions of life in the late 1500s, after Gutenberg's invention had started to spread. Literacy was on the rise, as were books written in contemporary languages, Copernicus had published his epochal work on astronomy, and Martin Luther's use of the press to reform the Church was upending both religious and political stability.

What Eisenstein focused on, though, was how many historians ignored the transition from one era to the other. To describe the world before or after the spread of print was child's play; those dates were safely distanced from upheaval. But what was happening in 1500? The hard question Eisenstein's book asks is "How did we get from the world before the printing press to the world after it? What was the revolution itself like?"

Chaotic, as it turns out. The Bible was translated into local languages; was this an educational boon or the work of the devil? Erotic novels appeared, prompting the same set of questions. Copies of Aristotle and Galen circulated widely, but direct encounter with the relevant texts revealed that the two sources clashed, tarnishing faith in the Ancients. As novelty spread, old institutions seemed exhausted while new ones seemed untrustworthy; as a result, people almost literally didn't know what to think. If you can't trust Aristotle, who can you trust?

During the wrenching transition to print, experiments were only revealed in retrospect to be turning points. Aldus Manutius, the Venetian printer and publisher, invented the smaller octavo volume along with italic type. What seemed like a minor change — take a book and shrink it — was in retrospect a key innovation in the democratization of the printed word. As books became cheaper, more portable, and therefore more desirable, they expanded the market for all publishers, heightening the value of literacy still further.

That is what real revolutions are like. The old stuff gets broken faster than the new stuff is put in its place. The importance of any given experiment isn't apparent at the moment it appears; big changes stall, small changes spread. Even the revolutionaries can't predict what will happen. Agreements on all sides that core institutions must be protected are rendered meaningless by the very people doing the agreeing. (Luther and the Church both insisted, for years, that whatever else happened, no one was talking about a schism.) Ancient social bargains, once disrupted, can neither be mended nor quickly replaced, since any such bargain takes decades to solidify.

And so it is today. When someone demands to know how we are going to replace newspapers, they are really demanding to be told that we are not living through a revolution. They are demanding to be told that old systems won't break before new systems are in place. They are demanding to be told that ancient social bargains aren't in peril, that core institutions will be spared, that new methods of spreading information will improve previous practice rather than upending it. They are demanding to be lied to.

There are fewer and fewer people who can convincingly tell such a lie.

* * *

If you want to know why newspapers are in such trouble, the most salient fact is this: Printing presses are terrifically expensive to set up and to run. This bit of economics,

normal since Gutenberg, limits competition while creating positive returns to scale for the press owner, a happy pair of economic effects that feed on each other. In a notional town with two perfectly balanced newspapers, one paper would eventually generate some small advantage—a breaking story, a key interview—at which point both advertisers and readers would come to prefer it, however slightly. That paper would in turn find it easier to capture the next dollar of advertising, at lower expense, than the competition. This would increase its dominance, which would further deepen those preferences, repeat chorus. The end result is either geographic or demographic segmentation among papers, or one paper holding a monopoly on the local mainstream audience.

For a long time, longer than anyone in the newspaper business has been alive in fact, print journalism has been intertwined with these economics. The expense of printing created an environment where Wal-Mart was willing to subsidize the Baghdad bureau. This wasn't because of any deep link between advertising and reporting, nor was it about any real desire on the part of Wal-Mart to have their marketing budget go to international correspondents. It was just an accident. Advertisers had little choice other than to have their money used that way, since they didn't really have any other vehicle for display ads.

The old difficulties and costs of printing forced everyone doing it into a similar set of organizational models; it was this similarity that made us regard Daily Racing Form and L'Osservatore Romano as being in the same business. That the relationship between advertisers, publishers, and journalists has been ratified by a century of cultural practice doesn't make it any less accidental.

The competition-deflecting effects of printing cost got destroyed by the Internet, where everyone pays for the infrastructure, and then everyone gets to use it. And when Wal-Mart, and the local Maytag dealer, and the law firm hiring a secretary, and that kid down the block selling his bike, were all able to use that infrastructure to get out of their old relationship with the publisher, they did. They'd never really signed up to fund the Baghdad bureau anyway.

* * *

Print media does much of society's heavy journalistic lifting, from flooding the zone—covering every angle of a huge story—to the daily grind of attending the City Council meeting, just in case. This coverage creates benefits even for people who aren't newspaper readers, because the work of print journalists is used by everyone from politicians to district attorneys to talk radio hosts to bloggers. The newspaper people often note that newspapers benefit society as a whole. This is true, but irrelevant to the problem at hand; "You're gonna miss us when we're gone!" has never been much of a business model. So who covers all that news if some significant fraction of the currently employed newspaper people lose their jobs?

I don't know. Nobody knows. We're collectively living through 1500, when it's easier to see what's broken than what will replace it. The Internet turns 40 this fall. Access by the general public is less than half that age. Web use, as a normal part of life for a majority of the developed world, is less than half that age. We just got here. Even the revolutionaries can't predict what will happen.

Imagine, in 1996, asking some net-savvy soul to expound on the potential of craigslist, then a year old and not yet incorporated. The answer you'd almost certainly have

gotten would be extrapolation: “Mailing lists can be powerful tools”, “Social effects are intertwining with digital networks”, blah blah blah. What no one would have told you, could have told you, was what actually happened: craigslist became a critical piece of infrastructure. Not the idea of craigslist, or the business model, or even the software driving it. Craigslist itself spread to cover hundreds of cities and has become a part of public consciousness about what is now possible. Experiments are only revealed in retrospect to be turning points.

In craigslist’s gradual shift from ‘interesting if minor’ to ‘essential and transformative’, there is one possible answer to the question “If the old model is broken, what will work in its place?” The answer is: Nothing will work, but everything might. Now is the time for experiments, lots and lots of experiments, each of which will seem as minor at launch as craigslist did, as Wikipedia did, as octavo volumes did.

Journalism has always been subsidized. Sometimes it’s been Wal-Mart and the kid with the bike. Sometimes it’s been Richard Mellon Scaife. Increasingly, it’s you and me, donating our time. The list of models that are obviously working today, like Consumer Reports and NPR, like ProPublica and WikiLeaks, can’t be expanded to cover any general case, but then nothing is going to cover the general case.

Society doesn’t need newspapers. What we need is journalism. For a century, the imperatives to strengthen journalism and to strengthen newspapers have been so tightly wound as to be indistinguishable. That’s been a fine accident to have, but when that accident stops, as it is stopping before our eyes, we’re going to need lots of other ways to strengthen journalism instead.

When we shift our attention from ‘save newspapers’ to ‘save society’, the imperative changes from ‘preserve the current institutions’ to ‘do whatever works.’ And what works today isn’t the same as what used to work.

We don’t know who the Aldus Manutius of the current age is. It could be Craig Newmark, or Caterina Fake. It could be Martin Nisenholtz, or Emily Bell. It could be some 19 year old kid few of us have heard of, working on something we won’t recognize as vital until a decade hence. Any experiment, though, designed to provide new models for journalism is going to be an improvement over hiding from the real, especially in a year when, for many papers, the unthinkable future is already in the past.

For the next few decades, journalism will be made up of overlapping special cases. Many of these models will rely on amateurs as researchers and writers. Many of these models will rely on sponsorship or grants or endowments instead of revenues. Many of these models will rely on excitable 14 year olds distributing the results. Many of these models will fail. No one experiment is going to replace what we are now losing with the demise of news on paper, but over time, the collection of new experiments that do work might give us the journalism we need.

Rhetorical Précis

Activity

3 Taking Notes from Text

Reading Log: *The Shallows*, Chapter Six: The Very Image of a Book.

"The Internet is changing the way people read and write books."

On this page, take notes on evidence provided by Carr that supports the above statement, using the key words strategy. Provide page numbers and use quotation marks for the quotes you use.

Key words:	Quotes, page numbers, other information:

Vocabulary from Carr's Chapter Six, "The Very Image of a Book"

Directions:

Choose ONE of the words from the list in the box below and ONE unfamiliar word from Chapter Six. For each of your words, complete the chart below. Remember to use the context of the word (the sentence in which it is found) to help you understand the dictionary definition.

Choice words and the page numbers on which they can be found:

robust (99)	linearity (104)	anomaly (108)
pixels (100)	hybrids (105)	hierarchical (111)
artifacts (102)	asynchronous (106)	outré (111)
obsolescence (102)	milieu (107)	kaleidoscopic (112)

Word from the list:	My understanding of this word is (circle one): Excellent Fair Poor
Context (including page number):	
Dictionary definition: What in the world does that mean?	
My sense of the word, including the context and the dictionary definition, in my own words:	

Word I have chosen from Chapter Six:	My understanding of this word is (circle one): Excellent Fair Poor
Context (including page number):	
Dictionary definition: What in the world does that mean?	
My sense of the word, including the context and the dictionary definition, in my own words:	

Activity

3 Taking Notes from Text

Reading Log: Read *The Shallows*, Chapter Seven: The Juggler's Brain and "a digression: on the buoyancy of IQ scores."

On page 175, Carr writes, "Dozens of studies by psychologists, neurobiologists, educators, and Web designers point to the same conclusion: when we go online, we enter an environment that promotes cursory reading, hurried and distracted thinking, and superficial learning."

Use the chart below to take notes on the evidence Carr provides and the "so what" of each piece of evidence. An example is provided for you, to help you get started. Be sure to cite page numbers.

Evidence	"So What?"
Research by Ap Dijksterhuis (page 119).	Time away from a problem can help us make better decisions about the problem.

Based on your reading of this chapter and "a digression" answer the following questions:

What are the differences between working memory and long-term memory?

How is the Internet changing our brains?

Are there any positives to these changes?

What is the Flynn effect and why might it be important in Carr's argument?

Vocabulary from Carr's Chapter Seven, "The Juggler's Brain"

Directions:

Choose ONE of the words from the list in the box below and ONE unfamiliar word from Chapter Seven. For each of your words, complete the chart below. Remember to use the context of the word (the sentence in which it is found) to help you understand the dictionary definition.

Choice words and the page numbers on which they can be found:

fortitude (115)	strenuous (122)	hypermedia (129)	skimming (136)
somatosensory (116)	schemas (124)	attentional (131)	trajectory (138)
interactivity (118)	extraneous (125)	influx (132)	optimizing (140)
cacophony (119)	materiality (126)	verbiage (135)	reverberate (141)
naïve (121)	hypertext (127)		

Word from the list:	My understanding of this word is (circle one): Excellent Fair Poor
Context (including page number):	
Dictionary definition:	
What in the world does that mean?	
My sense of the word, including the context and the dictionary definition, in my own words:	

Word I have chosen from Chapter Seven:	My understanding of this word is (circle one): Excellent Fair Poor
Context (including page number):	
Dictionary definition: What in the world does that mean?	
My sense of the word, including the context and the dictionary definition, in my own words:	

Activity

4 Books and Our Brains

Choosing Evidence

Directions: Work with a small group or partner, using both the central text and your reading logs to choose the most convincing evidence that Carr presents to support this statement: **"The Internet is changing the way people read and write books."** Develop at least two counter-arguments for Carr's thesis in this chapter.

Write a sentence in which a quote from Carr is embedded in the space below.

Activity

6 Understanding Algorithms

Understanding Algorithms

algorithm in Chapter Five (page 84):

"The network's ability to handle audio streams was aided by the development of software algorithms, such as the one used to produce MP3 files, that erase from music and other recordings sounds that are hard for the human ear to hear."

algorithm in the first paragraph of Chapter Eight (page 149):

"By breaking down each job into a sequence of small steps and then testing different ways of performing them, he created a set of precise instructions—an 'algorithm,' we might say today—for how each worker should work."

algorithm according to Dictionary.com:

"a set of rules for solving a problem in a finite number of steps."

Sample Sentence:

"As soon as my mother taught me the algorithm for balancing a checkbook, I was able to balance my own checkbook with few problems."

Directions: In the space below, write an original sentence using the word algorithm, based on the information about the word that we have received.

Activity
6 Homework

Reading Log: Read *The Shallows*, Chapter Eight: The Church of Google

As you read this chapter, take notes on the information provided in this portion of Carr's argument, and answer the questions that follow. Be sure to provide page numbers and quotes with citations.

Main Points	More Information
Taylorism (pages 149-150)	a set of precise instructions, or an algorithm, that promotes efficient factory production

Vocabulary from Carr's Chapter Eight, "The Church of Google"

Directions:

Choose ONE of the words from the list in the box below and ONE unfamiliar word from Chapter Eight. For each of your words, complete the chart below. Remember to use the context of the word (the sentence in which it is found) to help you understand the dictionary definition.

Choice words and the page numbers on which they can be found:

choreography (149)	lucrative (155)	digitized (164)	embryonic (172)
optimization (150)	brutish (157)	Transcendentalist (166)	Taylorist (173)
permutations (151)	ethereal (157)	dissonance (167)	imperialistic (174)
aesthetic (151)	complementary (160	perpetual (168)	incubating (175)
analogy (153)	infringement (162)	memex (169)	fallacy (176)
largesse (155)	laudable (163)	malevolent (171)	

Word from the list:	My understanding of this word is (circle one): Excellent Fair Poor
Context (including page number):	
Dictionary definition:	
What in the world does that mean?	
My sense of the word, including the context and the dictionary definition, in my own words:	

Word I have chosen from Chapter Eight:	My understanding of this word is (circle one): Excellent Fair Poor
Context (including page number):	
Dictionary definition: What in the world does that mean?	
My sense of the word, including the context and the dictionary definition, in my own words:	

What is “Taylorism” and how does it apply to Google?

What seems to be Carr’s perspective on Google’s effort to digitize all published books?

How do you know what his perspective is?

What seems to be Carr's perspective on Artificial Intelligence (AI)?

How do you know what his perspective is?

Lesson 6
The Alienating Potential of Technology

In this lesson, you will . . .

- Read informational text so as to recognize argument, claim, and evidence structure and point of view in relation to the central claim of *The Shallows: What the Internet is Doing to Our Brains*.
- Demonstrate your ability to understand and analyze the content of Carr's argument, specifically the impact of Taylorism on Google, distinguishing between human and computer memory and the potential for alienation inherent in technology use.
- Demonstrate your ability to apply strategies for locating words in an informational text that are unfamiliar to you and determining the meaning of those words, using both context clues and dictionaries. Learn how to embed quotes from sources into your writing.
- Build on your knowledge of synthesis by writing and revising a synthesis paragraph.
- Write a rhetorical précis on a supplemental text.

Activity

1 Synthesis Writing

Writing a Synthesis Paragraph

Directions: With a partner or small group, use your reading log for Chapter Eight and the text itself to write one paragraph that synthesizes the strongest evidence that Carr uses in Chapter Eight to support the following argument about Google:

"Google is neither God nor Satan, and if there are shadows in the Googleplex they're no more than the delusions of grandeur. What's disturbing about the company's founders is not their boyish desire to create an amazingly cool machine that will be able to outthink its creators, but the pinched conception of the human mind that gives rise to such a desire" (page 176).

Write your synthesis paragraph in the space below.

The Evolution From Linear Thought To Networked Thought by Scott Karp

Directions: Read the following blog post by Scott Karp entitled, "The Evolution from Linear Thought to Networked Thought." As you read, annotate the article. After you have read and marked up the reading, write a rhetorical précis for it in the space below. Be sure to include an MLA citation.

February 9, 2008

I was thinking last night about books and why I don't read them anyone—I was a lit major in college, and used to be voracious book reader. What happened?

I was also thinking about the panel I organized for the O'Reilly TOC conference on Blogs as Books, Books as Blogs—do I do all my reading online because I like blogs better than books now? That doesn't seem meaningful on the face of it.

Then I read this really interesting post by Evan Schnittman at the OUP Blog about why he uses ebooks only for convenience but actually prefers to read in print.

So do I do all my reading online because it's more convenient? Well, it is, but it's not as if I don't have opportunities to read books. (And I do read a lot of Disney Princess books to my daughter.)

But the convenience argument seems to float on the surface of a deeper issue—there's something about the print vs. online dialectic that always seemed superficial to me. Books, newspapers, and other print media are carefully laid out. Online content like blogs are shoot from the hip. Books are linear and foster concentration and focus, while the Web, with all its hyperlinks, is kinetic, scattered, all over the place.

I've heard many times online reading cast in the pejorative. Does my preference for online reading mean I've become more scattered and disorganized in my reading?

I've also spent a lot of time thinking and talking recently about how understanding the future media on the Web is so counterintuitive from the perspective of traditional media—about the challenge of making the leap from thinking about linear distribution to network effects.

After reading Evan's post and struggling with the convenience argument, I read this Silicon Alley post speculating on a possible lack of demand for ebooks, despite the Kindle reportedly selling well. If I'm such a digital guy, then why do I have no interest in ebooks?

I was eating some peanut butter last night… and then suddenly something clicked. (Don't know if the peanut butter caused it.)

What if I do all my reading on the Web not so much because the way I read has changed, i.e. I'm just seeking convenience, but because the way I THINK has changed?

What if the networked nature of content on the Web has changed not just how I consume information but how I process it?

What if I no longer have the patience to read a book because it's too…. linear.

We still retain an 18th Century bias towards linear thought. Non-linear thought—like online media consumption—is still typically characterized in the pejorative: scattered, unfocused, undisciplined.

Dumb.

But just look at Google, which arguably kept our engagement with the sea of content on the Web from descending into chaos. Google's PageRank algorithm is the antithesis of linearity thinking—it's pured networked thought.

Google can find relevant content on the Web because it doesn't "think" in a linear fashion—it takes all of our thoughts, as expressed in links, and looks at them as a network. If you could follow Google's algorithm in real time, it would seem utterly chaotic, but the result is extremely coherent.

When I read online, I constantly follow links from one item to the next, often forgetting where I started. Sometimes I backtrack to one content "node" and jump off in different directions. There are nodes that I come back to repeatedly, like TechMeme and Google, only to start down new branches of the network.

So doesn't this make for an incoherent reading experience? Yes, if you're thinking in a linear fashion. But I find reading on the Web is most rewarding when I'm not following a set path but rather trying to "connect the dots," thinking about ideas and trends and what it all might mean.

But am I just an outlier, or just imagining with too much peanut butter on the brain some new networked thinking macro trend?

Then I remembered—or rather arrived at in nonlinear fashion—a contrarian piece in the Guardian about an NEA study that bemoaned declines in reading and reading skills. The piece points out the study's fatal flaw—that it completely neglected to study online reading.

All Giola has to say about the dark matter of electronic reading is this: "Whatever the benefits of newer electronic media, they provide no measurable substitute for the intellectual and personal development initiated and sustained by frequent reading."

Technological literacy

The only reason the intellectual benefits are not measurable is that they haven't been measured yet. There have been almost no studies that have looked at the potential positive impact of electronic media. Certainly there is every reason to believe that technological literacy correlates strongly with professional success in the information age.

I challenge the NEA to track the economic status of obsessive novel readers and obsessive computer programmers over the next 10 years. Which group will have more professional success in this climate? Which group is more likely to found the next Google or Facebook? Which group is more likely to go from college into a job paying $80,000 (£40,600)?

But the unmeasured skills of the "digital natives" are not just about technological proficiency. One of the few groups that has looked at these issues is the Pew Research Centre, which found in a 2004 study of politics and media use: "Relying on the Internet as a source of campaign information is strongly correlated with knowledge about the candidates and the campaign. This is more the case than for other types of media, even accounting for the fact that Internet users generally are better educated and more interested politically. And among young people under 30, use of the Internet to learn about the campaign has a greater impact on knowledge than does level of education."

What I'd be most curious to know is whether online reading actually has a positive impact on cognition—through ways that we perhaps cannot measure or even understand yet, particularly if we look at it with a bias towards linear thought.

Is there such a thing as networked human thought? Certainly there is among a group of people enabled by a network—but what about for an individual, processing information via the Web's network?

Perhaps this post hasn't been an entirely linear thought process—is that necessarily a bad thing?

Read more: http://publishing2.com/2008/02/09/the-evolution-from-linear-thought-to-networked-thought/#ixzz2CmOf6vbm.

Activity
2 Homework

Reading Log: *The Shallows*, Chapter Nine: Search, Memory and "a digression: on the writing of this book." Take notes on your reading in the space below.

In pages 177-182, Carr writes about memory, both human memory and computer memory. For each of the references Carr makes, describe what he is saying about memory. An example is provided for you in the space below.

Key words:	Quotes, page numbers, other information:
Shakespeare (page 178)	Hamlet says memory is "the book and volume of my brain."

Read the first full paragraph on page 182. Write a one-sentence summary of Carr's concern about human memory and computer memory.

After reading the remainder of Chapter Nine (through page 197), write a paragraph explaining how Carr sees the difference between human memory and computer memory, as well as the impact of "outsourcing memory" on our brains.

Vocabulary from Carr's Chapter Nine, "Search, Memory"

Directions:

Choose ONE of the words from the list in the box below and ONE unfamiliar word from Chapter Nine. For each of your words, complete the chart below. Remember to use the context of the word (the sentence in which it is found) to help you understand the dictionary definition.

Choice words and the page numbers on which they can be found:

proliferation (177)	capacious (182)	conundrum (189)
synthesis (179)	retrograde (183)	ethereal (193)
crucible (179)	consolidation (184)	crux (196)
obsolete (181)	hippocampus (188)	

Word from the list:	My understanding of this word is (circle one): Excellent Fair Poor
Context (including page number):	
Dictionary definition:	
What in the world does that mean?	
My sense of the word, including the context and the dictionary definition, in my own words:	

Word I have chosen from Chapter Nine:	My understanding of this word is (circle one): Excellent Fair Poor
Context (including page number):	
Dictionary definition: What in the world does that mean?	
My sense of the word, including the context and the dictionary definition, in my own words:	

Activity

3 Introducing the Concept of Alienation

Examining Chapter Nine

Directions: Working with a small group or partner, you will examine Chapter Nine. With the other members of your group, you should use the space below to:

a) copy a quote from Chapter Nine that you believe most clearly states Carr's argument within the chapter as a whole; and

b) create an outline of Carr's evidence presented in the chapter.

Quote from Chapter Nine:

Outline of Evidence:

Understanding *Alienation*

alienation in Chapter 10 (page 211):

"The price we pay to assume technology's power is alienation. The toll can be particularly high with our intellectual technologies. The tools of the mind amplify and in turn numb the most intimate, the most human, of our natural capacities—those for reason, perception, memory, emotion" (Carr 211).

alienation:

"the state or experience of being isolated from a group or an activity to which one should belong or in which one should be involved."

Sample Sentence:

"The *alienation* my parents experienced from their family after their marriage caused my brothers and me to never know or understand our grandparents, aunts, uncles, and cousins."

In the space below, write an original sentence using the word alienation, based on the information about the word that we have received.

Activity

3 Homework

Reading Log: Read *The Shallows*, Chapter 10: A Thing Like Me and the Epilogue. Take notes on your reading in the space below.

In pages 201-208, Carr describes ELIZA, the computer program developed by Joseph Weizenbaum. What is ELIZA, and why does Carr include ELIZA in this section?

In the space below, take notes on evidence in the remainder of the chapter that you find for Carr's statement that "Alienation … is the inevitable by-product of the use of technology" (page 212).

Vocabulary from Carr's Chapter 10, "A Thing Like Me"

Directions:

Choose ONE of the words from the list in the box below and ONE unfamiliar word from Chapter 10. For each of your words, complete the chart below. Remember to use the context of the word (the sentence in which it is found) to help you understand the dictionary definition.

Choice words and the page numbers on which they can be found:

parsing (201)	apostate (208)	consensus (217)
penumbra (202)	lucidity (209)	perusal (218)
banal (203)	dexterity (210)	erosion (220)
plausibility (206)	alienation (211)	empathizing (221)
tautology (207)	cybernetic (214)	

Word from the list:	My understanding of this word is (circle one): Excellent Fair Poor
Context (including page number):	
Dictionary definition: What in the world does that mean?	
My sense of the word, including the context and the dictionary definition, in my own words:	

Word I have chosen from Chapter 10:	My understanding of this word is (circle one): Excellent Fair Poor
Context (including page number):	
Dictionary definition: What in the world does that mean?	
My sense of the word, including the context and the dictionary definition, in my own words:	

Lesson 7
Drafting and Presentation

In this lesson, you will . . .

- Complete preparatory work toward the synthesis essay and write a draft of a synthesis essay.
- Use your synthesis essay draft to make a presentation to the class using your thesis statement and relevant evidence.
- Receive peer and teacher feedback on your presentation and teacher feedback on your draft.

Activity

1 Preparatory Work for Synthesis Essay

Synthesis Essay Assignment

How is the exponential increase of information that we process in all forms of media affecting the way we live? After reading Nicholas Carr's *The Shallows: What the Internet is Doing to Our Brains* and other informational texts on the impact of information technology, write a synthesis essay in which you support a thesis based on one of the following quotes from Carr's text.
Support your position with evidence from the texts.

"With the exception of alphabets and number systems, the Net may well be the single most powerful mind-altering technology that has ever come into general use. At the very least, it's the most powerful that has come along since the book" (Carr,118).

"Karp, Friedman, and Davis—all well-educated men with a keenness for writing— seem fairly sanguine about the decay of their faculties for reading and concentrating. All things considered, they say, the benefits they get from using the Net—quick access to loads of information, potent searching and filtering tools, an easy way to share their opinions with a small but interested audience—make up for the loss of their ability to sit still and turn the pages of a book or magazine" (Carr, 8).

"The price we pay to assume technology's power is alienation. The toll can be particularly high with our intellectual technologies. The tools of the mind amplify and in turn numb the most intimate, the most human, of our natural capacities—those for reason, perception, memory, emotion" (Carr, 211).

Use your best voice, academic language, and third person point of view. Incorporate at least three sources (at least one from our class discussions) to support your ideas. Include at least three direct quotes; all quotes and paraphrased information must include a parenthetical citation. The last page of your paper should be your Works Cited page. Follow all MLA guidelines for formatting and documentation.

You will also give a three-minute presentation highlighting the main ideas presented in your essay. Your presentation should:

- include your thesis statement,
- include at least three main points that support your thesis,
- include at least three pictures/charts/graphs (some visual representation) of the three main points, and
- follow all MLA guidelines for formatting and documentation.

Evaluating Source Material

Directions:

Choose one of the quotes from the prompt and read through your academic notebook, highlighting any information contained there that relates to your chosen quote. Once the process of highlighting is complete you should write a short response to the following three questions:

a) What sources do I have available for responding to this prompt?

b) What holes are there in the information that I have?

c) Where might I find additional information to fill in holes?

Activity

2 Writing a Sample Paragraph

Writing a Summary Paragraph

Directions:

In the space below, write a summary paragraph that includes a thesis statement and sequences the key points you plan to make in your synthesis essay.

Activity

3 Creating an Outline

Creating an Outline

Directions:

Using the research form below, create an outline for your synthesis essay.

Idea presented in Carr *(quote on which you will base your thesis):*

Summary Paragraph Containing Thesis Statement:

Source used from class discussions *(list using MLA format):*

Evaluation of material *(how/what will it contribute to your paper or support your argument):*

How does it relate to the other information that you've found?

Paraphrased ideas or "direct quotes" from this source to use in paper *(if applicable, record the page numbers where the quote is found):*

Additional sources *(minimum of two; use MLA format):*
Source #2*:*

Evaluation of material *(how/what will it contribute to your paper or support your argument?*

How does it relate to the other information that you've found?

Paraphrased ideas or "direct quotes" from this source to use in paper *(if applicable, record the page numbers where the quote is found):*

Source #3*:*

Evaluation of material *(how/what will it contribute to your paper or support your argument?*

How does it relate to the other information that you've found?

Activity

5 Create and Deliver a Presentation

Peer Feedback Form

Name of Presenter:

Your Name:

How convincing for you was the evidence presented here?

What could have made it more convincing?

What other advice would you provide to the speaker?

Lesson 8
Synthesis Writing: Final Draft

In this lesson, you will . . .

- Use peer and teacher feedback elicited from your presentations and teacher feedback on your draft to revise and edit your synthesis essay and turn in the final draft.

Activity 1

Peer Revision and Editing

Revise and Edit the Synthesis Essay Draft

Paper's Author

Paper's Editor

Directions: Answer all questions to the best of your ability. Circle "Yes" or "No" for each question. You need to read the paper several times. Do not skip sentences. Do not skim. Read very closely. Even read aloud quietly, so you can hear problems. Make any changes necessary to gain a "yes" answer to all questions.

Title:

Yes No 1. Is there a title?

Yes No 2. If "Yes," is the title specific and supported by the paper?

Yes No 3. Is the title centered?

Yes No 4. The title should not be not underlined, italicized, or quoted. Did the writer do this correctly?

Introduction:

Yes No 1. Is there an attention-getter?

Yes No 2. Is there background information about the topic?

Yes No 3. Is there a good transition between the attention-getter and essential information?

Yes No 4. Is there a thesis statement? Mark the thesis statement on the paper. Put a bracket next to it on the left side.

Yes No 5. Is the thesis supported by the topic sentences throughout the paper?

Body Paragraph #1

Yes No 1. Is there a topic sentence and is it the first or second sentence in the paragraph?

Yes No 2. Do you introduce all quotes and paraphrases by setting up their context? This means that there might be a little summary before the quote so that the reader knows the origin of the quote or paraphrase.

Yes No 3. Do you provide citations after each quote or paraphrase?

Yes No 4. After the quote, is there some kind of explanation of how the quote supports the topic sentence?

Make sure the body paragraph does not start or end with a quote. Help your partner with transitions.

Body Paragraph #2

☐ Yes ☐ No 1. Is there a topic sentence and is it the first or second sentence in the paragraph?

☐ Yes ☐ No 2. Do you introduce all quotes and paraphrases by setting up their context? This means that there might be a little summary before the quote so that the reader knows the origin of the quote or paraphrase.

☐ Yes ☐ No 3. Do you provide citations after each quote or paraphrase?

☐ Yes ☐ No 4. After the quote, is there some kind of explanation of how the quote supports the topic sentence?

Make sure the body paragraph does not start or end with a quote. Help your partner with transitions.

Body Paragraph #3

☐ Yes ☐ No 1. Is there a topic sentence and is it the first or second sentence in the paragraph?

☐ Yes ☐ No 2. Do you introduce all quotes and paraphrases by setting up their context? This means that there might be a little summary before the quote so that the reader knows the origin of the quote or paraphrase.

☐ Yes ☐ No 3. Do you provide citations after each quote or paraphrase?

☐ Yes ☐ No 4. After the quote, is there some kind of explanation of how the quote supports the topic sentence?

Make sure the body paragraph does not start or end with a quote. Help your partner with transitions.

Body Paragraph #4

☐ Yes ☐ No 1. Is there a topic sentence and is it the first or second sentence in the paragraph?

☐ Yes ☐ No 2. Do you introduce all quotes and paraphrases by setting up their context? This means that there might be a little summary before the quote so that the reader knows the origin of the quote or paraphrase.

☐ Yes ☐ No 3. Do you provide citations after each quote or paraphrase?

☐ Yes ☐ No 4. After the quote, is there some kind of explanation of how the quote supports the topic sentence?

Make sure the body paragraph does not start or end with a quote. Help your partner with transitions.

Subsequent Body Paragraphs

- ☐ Yes ☐ No 1. Is there a topic sentence and is it the first or second sentence in the paragraph?
- ☐ Yes ☐ No 2. Do you introduce all quotes and paraphrases by setting up their context? This means that there might be a little summary before the quote so that the reader knows the origin of the quote or paraphrase.
- ☐ Yes ☐ No 3. Do you provide citations after each quote or paraphrase?
- ☐ Yes ☐ No 4. After the quote, is there some kind of explanation of how the quote supports the topic sentence?

Make sure the body paragraph does not start or end with a quote. Help your partner with transitions.

Conclusion:

- ☐ Yes ☐ No 1. Do you refer to the thesis in some way without directly restating it?
- ☐ Yes ☐ No 2. Do you avoid introducing new information in the conclusion?
- ☐ Yes ☐ No 3. Is your concluding sentence meaningful and memorable?

Works Cited Page

- ☐ Yes ☐ No 1. Is the title “Works Cited” centered at the top?
- ☐ Yes ☐ No 2. Have you used at least four different sources?
- ☐ Yes ☐ No 3. Are all of your sources those required for this assignment (one book, two periodicals, one Web - .edu or .gov)?
- ☐ Yes ☐ No 4. Is only the first line of each source left aligned with the side of the paper?
- ☐ Yes ☐ No 5. Are the sources in alphabetical order?
- ☐ Yes ☐ No 6. As much as you can tell, is each source listed in the correct format?
- ☐ Yes ☐ No 7. Is the entire page double-spaced?

Grammar/Mechanics Checklist:

- ☐ 1. Read through the entire paper and look at all of the words that end with –s. Check and make sure that the writer didn't forget to make a possessive –s. On the paper, put 's (apostrophe s) any where it is needed.
- ☐ 2. Read through the entire paper and look for any sentence that begins with the following words: **when**, **because**, **since**, **if**, **although**, **after**, **even though**, **while**, **in order that**. First, make sure these sentences are not fragments. Second, **make sure there is a comma after the subordinate clause**.
- ☐ 3. Check for sentences beginning with the word "**So.**" Get rid of the word. It probably isn't needed. Do the same for sentences beginning with "**And**" or "**But**."
- ☐ 4. Circle any use of the words "**you**," "**your**," "**me**," "**I**," "**we**," and so on. Suggest how the writer can avoid these words.
- ☐ 5. Read through the entire paper. Mark all uses of the words "**they**" and "**their**," and make sure that the antecedents are plural. Also check to make sure there is a clear antecedent for these words.
- ☐ 6. Mark all uses of the words "**this**," "**that**," "**these**," or "**those**." Remind the writer to follow these words with specific nouns.
- ☐ 7. Read the entire paper and make sure that all sentences make sense. Mark sentences that don't make sense and suggest how the writer can change them.
- ☐ 8. Read the entire paper again and make sure that all words are **spelled correctly**. Circle words that are questionable. Check for common misspelled words: *then*, *than*, *effect*, *affect*, *its*, *it's*, their, there, to, too, two.
- ☐ 9. Check all quotes. Make sure that they are not by themselves and that they have correct MLA citations. Make sure that the sentences are punctuated correctly. And make sure that the page numbers are done right.
- ☐ 10. Make sure that titles are properly designated by ***italics***, <u>underlining</u>, or **quotation marks**.
- ☐ 11. Read through the entire paper and check every time the writer uses the word ***that***. Make sure it shouldn't be ***who***.
- ☐ 12. Check every comma in the paper, and make sure that it is not bringing together two complete sentences.
- ☐ 13. Check all of the following words: **and**, **but**, **so**, **for**, **or**. Make sure that there isn't a comma needed. Ask your teacher if you are not sure. If these words are bringing together two complete sentences, then use a comma before the conjunction.
- ☐ 14. Anytime you see a **colon** (:) or a **semi-colon** (;), make sure that it is used correctly.
- ☐ 15. Read the paper one last time and make sure that there are no other mistakes that you can identify. Check for transitions, double negatives, verb forms, subject-verb agreement, and so on. Help the writer get an A.
- ☐ 16. Check to make sure that the entire paper is in **consistent tense** (no shifting from past to present, etc.).
- ☐ 17. Check all verbs ending with –ing, and make sure you can't change it. You are looking for passive verbs: some form of the verb *be* + the past participle of the verb.

  Example: "Many options *were tried* by the soldiers." can be changed to "The soldiers *tried* many options." Check to make sure that passive sentences couldn't be better if they were *active.*