

## Assignment #11

I had to make some adjustments due to the fact that I am not currently teaching and need to finish this course before school starts. Therefore, these are lessons I required students to do last year, and I want to adapt them. I have changed them to fit the workshop method more, and to model my writing more. (I previously had gotten permission from these students to share their work as examples with my classes)

This first assignment also could be similar to the NPO assignment with it being a more urgent topic.

### MY LESSON:

(We read the textbook pp. 259-261 to get further details on expectations.)

Choose a topic about consumerism! See examples on p. 259 or others, such as *What kinds of commercials are the most harmful for teenagers, or people in general? How does reality TV change people's attitude about life and happiness? Is the minimalism movement helping some people be happier? How long do people actually live in tiny houses? Do tiny houses help people buy less material items because they don't have anywhere to put them? What dangerous products have consumers bought that have been recalled-did they get their money back? Why are prescription medicines advertised? Should prescriptions be advertised? Do prescription advertisements make people think they are sick when they aren't? Is recycling helping the landfills not be so large? Do companies like 10 Tree really help the environment?*

Definition from dictionary.com:

CONSUMERISM: noun

1. a modern movement for the protection of the [consumer](#) against useless, inferior, or dangerous products, misleading advertising, unfair pricing, etc.
2. the concept that an ever-expanding consumption of goods is advantageous to the economy.
3. the fact or practice of an increasing consumption of goods

**First read an article about your topic.** Many suggestions are on this link:

<https://hmfyi.com/6-12/grades/grade-7/the-stuff-of-consumer-culture/>

I would model here, by reading my own article about tiny houses and filling out the LAPS form in front of them. (We are required to do LAPS at my school, and was surprised to not see anything

like this in Nancie's lessons. It is a great way for students to analyze what they read as long as it isn't over used.)

- **PART 1: Analyze it using a LAPS format.** Turn the LAPS in online (see attachment on google classroom)
  
- **PART 2:** Then write the informational or persuasive essay on p. 260-261 using your LAPS, the textbook or other resources: (it is not just a rewrite of your LAPS, but more!)
  1. Start with a hook in your introduction. (I would add that I model writing my own introduction to the topic I choose of tiny houses.)
  2. Write at least 5 paragraphs about your topic.(Use accordion draft, or outline in book...)
  3. Use a variety and logical transitions.
  4. Write a conclusion that supports your main idea, and leaves the reader with a lasting impression. (I would continue to model the above and the conclusion making in more urgent than I had originally told them)
  5. Cite your sources. (I am not sure what Nancie's expectations are on this as I don't remember reading anything about citing sources, but feel kids should)
  
- **PART 3:** Use your essay to create a multimedia version using google slides, music, videos, graphics, pictures and other text features to help us understand your topic/perspective. (Revise your essay to keep your presentation brief and clear)
  1. Think about your audience as you prepare your presentation. Convince us with visuals and research. PRACTICE your presentation. Evaluate presentation using p. 262
  2. OPTIONAL: record your presentation ahead of time on a video to share instead of live. (Or record part of it in audio to share) Make a commercial/advertisement?

## STUDENT EXAMPLE: Is Minimalism Becoming a Good Thing?

By : NA

Imagine you had just gotten home and a lot of your belongings were missing. Oh no a robbery? No your family has chosen to become minimalists. Most of your belongings are gone. You have the bare minimum to live. Simple things like a few forks and plates now instead of 20 that you don't use. Your family has chosen a lifestyle that many are choosing to do now. (My comment: Interesting idea!)

Many people have found that it has been quite a nice life. They say they are happier with less things than they were with many things they didn't need. In the article "Three shirts, four pairs of trousers: meet Japan's 'hardcore' minimalists" many of the people who were interviewed said that they had happier lives. Fumio Sasaki had said, "Spending less time on cleaning or shopping means I have more time to spend with friends, go out, or travel on my days off. I have become a lot more active." This has

proved it can make people happier. ( My comment: Great quote and reference to source.)

Like stated by Sasaki you have more time on your hands. This can lead you to spending more time with friends and family. I know what you're thinking, how could being a minimalist give me more time for friends and family? Well with more things you have to spend a lot of time cleaning and other things to keep the house in tact. With fewer things you could take the time you would cleaning and go with friends. What a blast!

The thrill you can have from not having anything. Isn't that strange? Yet have you thought about the amount of trash that this can create? Buying a lot of things can make a lot of trash that will pollute the earth. Having less in your house means you have to throw away less and you won't put as much garbage on the earth. That could help this world tremendously.

All in all I believe that today's trend in Japan of becoming a minimalism is a great idea. It can not only help you stay active with friends but just active in general. Having less things means less disposal. So help the world and try it out sometime. (My comment and her grade: Well said: A)

Source:

<https://www.theguardian.com/world/2016/jun/20/three-shirts-four-pairs-of-trousers-meet-japans-hard-core-minimalists>

## QUESTIONS:

- Do you feel this lesson was effective? For the majority of students, yes I do feel it was effective.
- Why or why not? Being as this lesson was at the end of the year, I feel some were not motivated because they saw summer in view, and were giving up in a lot of the hard work they had been doing. It was affective though for those who really chose a topic they cared about. For example, the student work above was one of my better submitted essays for this topic.
- What would you do differently? I would add more modeling on my part, and I also would suggest they make it more urgent. They could even do interviews like with the NPO assignment Nancie shared in the textbook.

## EVALUATION TOOLS:

LAPS-this of course is before I read Nancie's book, but it is required at my school, and just a good tool so I would still use it: Here is the LAPS filled out by the same student who wrote the essay above.

[https://docs.google.com/document/d/1Awyfk5E\\_Bc4mm1O35k-JLsBJJqJyHYk6MyHfj5U1P-g/edit](https://docs.google.com/document/d/1Awyfk5E_Bc4mm1O35k-JLsBJJqJyHYk6MyHfj5U1P-g/edit)

Students are evaluated on the common core standards for reading (the LAPS), and the common core standards for writing. (Writing 7.1: Writing arguments to support claims with clear reasons and relevant evidence. Reading Informational Text 7.1: Cite several pieces of textual evidence to support analysis of what the text says.)

They are also evaluated on the speaking and listening standard while they do their presentation.

My tools for grading the writing is similar to Nancie's checkoff list, but I have students use the textbook's list. It requires transitions, a good lead, conclusion and so forth similar to the course. I do not have access to my textbook right now to list it, but I use rubrics like this a lot to get kids use to them.

I prefer the checkoff list type rubric instead of this type of rubric:

[http://www.lbschools.net/Asset/Files/Curriculum/ELA/CC/MS/Rubric%20for%20Informative%20Writing%206-11%20\(Pearson%20MyPerspectives\).pdf](http://www.lbschools.net/Asset/Files/Curriculum/ELA/CC/MS/Rubric%20for%20Informative%20Writing%206-11%20(Pearson%20MyPerspectives).pdf)

I find the above rubric to be too hard to read, so instead I prefer to make the Proficient (3) section a check off list like Nancie does as well. Then I add the advanced (4) ones to the list too for students who want the challenge. The essay above written by a student obviously used her check off list because she did everything required, plus some of the advanced suggestions and got an advanced grade (A).

ANOTHER LESSON and Student example with TOOLS:

I also teach writing in my science class. The biggest essay they have to write is about photosynthesis using evidence from experiments we study in class: See the lesson here from "Better Lessons"

<https://betterlesson.com/lesson/628541/photosynthesis-claim-and-evidence>

STUDENT EXAMPLE:

1st Period Science

## **Photosynthesis Essay**

Have you seen the equation  $6\text{CO}_2$  (Carbon Dioxide) +  $6\text{H}_2\text{O}$  (Water) + light energy (first part is in chlorophyll) =  $\text{C}_6\text{H}_{12}\text{O}_6$  (Glucose) +  $6\text{O}_2$  (Oxygen)? If you haven't then that's the equation for photosynthesis. Did you know that if there were no plants humans would die? And animals would die off too. (My comment: Good start-although could be more of a hook than an equation)

In the first place plants create  $\text{O}_2$  (Oxygen) through photosynthesis. According to Priestly J's. experiment in 1775 showed that a plant inside a jar with a mouse kept the mouse from fainting. And when a plant was inside a jar with a candle the candle stays lit. When the mouse was all by itself in the jar in twenty minutes the mouse fainted same with the candle. When the candle was in the jar in about twenty minutes the candle flame went out.

Secondly a plant needs light to do photosynthesis and produce oxygen. According to Ingenhousz's experiment in 1779 if you put a plant in a jar all by itself with light then after a day there is no visible changes to the plant and same if the plant has no light. If you were to put a plant and a candle together in a jar without light then after a day the candle won't light. And if you were to put a mouse and a plant in a jar together without light

then after a day the mouse will faint do to the lack of oxygen. And finally if there was no light for the plant then the plant can't perform photosynthesis.

And lastly without carbon dioxide a plant can't perform photosynthesis. According to a diagram if you perform a test to see if there is starch in a leaf the iodine will show the chlorophyll which is where the carbon dioxide goes. In a test a leaf with carbon dioxide will turn blue. And a leaf without carbon dioxide will turn yellow. The iodine test shows that no starch was produced when co<sub>2</sub> (Carbon Dioxide) was taken away.

Finally plants are a great part in human life. If there was no plants then humans and animals would die. Humans and animals would die because of the lack of oxygen. If there is no carbon dioxide then plants can't perform photosynthesis and humans and animals would die. Last but not least if plants didn't get enough sunlight and couldn't perform photosynthesis then humans and animals would die. (My comment and grade: Excellent evidence. Try new transitions. Sci&ELA: P)

TOOLS: This student also used the checkoff list as a tool to complete their essay, but did not do any of the advanced options so their grade was a P. Also, their transitions were basic as mentioned above. Below includes a graphic organizer, checkoff list, and traditional rubric so students know how they are graded and can practice that format for Smarter Balanced Testing: <https://betterlesson.com/lesson/resource/3108863/photosynthesis-performance-task>

In the science lesson, I do more modeling than I seem to do in my English classes. I think this is surprising, but realize it is probably because I feel they are in science class and need more writing support, however it works in science, and therefore I should do it more in English class too. (Better Lessons really are excellent lessons with modeling, and tools to help teach and evaluate such as the graphic organizer, check off list, and rubric.)

I should write more lessons following the above better lessons format, which follows along with modeling more as Nancie suggests. However, I know I am still following the five paragraph essay format with both of these lessons that Nancie despises, but I feel I have to do it along with my textbook. Next year though, I will try to not do it as often, until closer to testing time.