Video Games in School Mini Unit

**Objectives**: The objective is for students to create an argument drawing on sources that offer different perspectives about video games. Students will use reading strategies for writers and organization strategies for developing their writing pieces.

**Materials**: Printed copy of each article per student, 2 index cards per student, 6 small post-it notes (2 colors/3 each) per student, 1 large post-it note per student, queued up video and image for student viewing.

**Time of each activity:** To teacher’s discretion and grade/skill levels of students.

**Activity 1: Image**

Directions for Teacher:

1.Project photo onto Smartboard/wall: [www.lds.org/bc/content/shared/content/images/magazines/new-era/2013/02/ne13feb40-ALL-addicted-to-video-games-L13FCA50-51A.jpg](http://www.lds.org/bc/content/shared/content/images/magazines/new-era/2013/02/ne13feb40-ALL-addicted-to-video-games-L13FCA50-51A.jpg)

2. Ask students the following:

“Without writing or talking take a minute to view the picture, study the details that stand out to you”.

3. On your own paper, answer (in 3-5 mins.): What argument do you think this picture is making? Why? What is your opinion about that argument? Keep in mind the details you noticed when viewing image. Halfway through the writing time, say to students, “Add in a ‘for example…’

4. With your table/partner/neighbor spend 3-5 minutes sharing what you wrote on your paper.

5. As class share group observations from writing. Look for the differences in opinion (Teachers: keep in mind this is an entry lesson, there is no real right or wrong, you are looking to set the stage for looking for textual evidence)

**Activity 2: Video**

1. Tell students to create a T-chart with one side “It Says” and the other side “I Say” on their own papers. Students will fill out “It Says” while viewing video – tell students not to worry about “I Say” yet. Teacher creates sample chart on board (if room)

2. Project onto board/wall “Do Video Games Make You Smarter” and play.

Do Video Games Make You Smarter?: https://www.youtube.com/watch?v=OOsqkQytHOs

3. Play video again, allowing students more opportunity to gather details/flesh out charts.

4. Teacher fills in sample chart “It Says” on board with suggestions and input from students.

5. Teacher models an “I Say” response.

6. Students complete their “I Say” portions.

7. Class discussion of “I Say.”

8. Generate a list with the class of shared ways we can add information from a source to our writing. EXAMPLES: “According to the video, \_\_\_\_\_\_\_” “In a study discussed during the video “Do Video Games Make You Smarter, \_\_\_\_\_\_”

9. Students freewrite about their opinions on video games, drawing on the video and their charts. (5-7 min)

10. Optional: Table/class discussion after writing.

**Activity 3: Article 1 “The Impact of Video Games”**

1. Hand out to students 6 sticky notes: 3 of each color and copies of the article.

Instruct students to use one color to data/facts in the article. Stick the other color next to statements that are interesting that they want to respond to.

2. Give students time to read article and place sticky notes.

OPTIONAL: Pair students to read out loud/jigsaw for challenged readers.

3. Table discussion: share the stickies that they wanted to respond to (not data stickies).

4. Return to freewriting from previous activity, and have students continue adding to what they have written. Students should include facts as well as their responses to the article as marked by sticky notes.

**Activity 4: Article 2 “Students and Video Game Addiction”**

1. Pass out the article, as well as 2 index cards to students.

2. Instruct students to read article. After reading, they select 2 quotes that were especially interesting/striking.

3. Students write down 1 quote on each index card. On the back, they write their response to that quote.

4. In pairs, they exchange cards. Partners read the quote out loud and discuss what they find significant about the quote. After they speak, the student who created the card shares why he or she chose that quote.

**Activity 5: Claim**

1. Define “claim” with students as class.

2. Have students refer back to notes and evidence from all previous activities, and formulate an overall opinion about video games.

- MS/Challenged writers: create claim templates for students.

- HS/Advanced writers: have students share claims and write them on the board as models. (Tweak or revise claims with students as needed)

3. Hand out sticky notes. Each student writes final claim on sticky note and teacher collects them to review.

**Activity 6: Planning the Argument**

1. Return sticky notes from previous activity.

2. Teacher models sample flow chart on board: claim -> first major point -> evidence -> second major point -> evidence -> conclusion (Emphasize to students: Include as many major points as necessary for argument – avoid formulaic 5-paragraph essay)

Use Think-Aloud questions: “What is my main argument?” “What would I need to say first?” “What would make sense to say next?” “How should I end it?”

* MS/Challenge writers: Use video game topic
* HS/Advanced: use different topic to model flow chart.

3. Students create own flow charts for arguments.

**Activity 7: Drafting**

1. Students place sticky note at top of paper to remind them of claim.

2. Students draft essay.