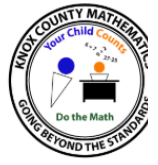


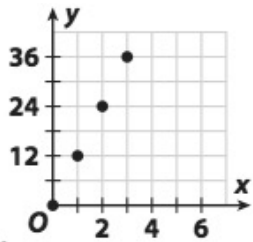


Sixth Grade Math



A B C D E
6.EE.C.9a Write an equation to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the independent variable.

The graph shows a relationship between two variables. Describe a possible situation that the graph could represent and then write the equation for the situation.



A boat rental shop rents paddleboats for a fee plus an additional cost per hour. The cost of renting for different numbers of hours is shown in the table.

Time (hours)	0	1	2	3
Cost (\$)	10	11	12	13

What is the independent variable?

What is the dependent variable?

What equation could represent the situation?

Ty borrowed \$500 from his parents. The graph shows how much he owes them each month if he pays back a certain amount each month.



Describe the relationship between the number of months and the amount Ty owes in terms of independent and dependent variables.

How much money does Ty have to pay back per month?

Jameson downloaded two digital songs for \$2.70. Complete the table below.

Songs downloaded	1	2	5	10
Total cost (\$)				

Write and solve an equation to find the cost to download 25 digital songs.

At a bake sale, plates of cookies, P are sold for \$5 each. The amount of money from the sale of cookies is expressed as dollars, D. Which equations represents the earnings of the bake sale?

Plates of Cookies (p)	Earnings (d)
1	5
2	10
3	15
4	20

- A. $P = 5D$
- B. $D = P + 5$
- C. $D = \frac{P}{5}$
- D. $D = 5P$

How many plates of cookies would have to be sold to make \$60?

Answer Key

Any scenario that has a unit rate of for every 1 of something = 12.
 $12x = y$

Time is the independent variable and cost is the dependent variable.
 $1x + 10 = y$

Ty starts out owing \$500 and every month the amount he owes decreases by \$50. Independent variable is number of months and dependent variable is amount he owes. Ty pays back \$50 per month.

It costs \$1.35 per download. It will cost \$33.75 for 25 songs.

$D = 5P$
They would have to sell 12 plates to make \$60.



Sixth Grade Social Studies

6th Grade Social Studies Standard 6.50

SHOULD ALEXANDER BE CONSIDERED ONE OF THE GREATS?

**There will be a short video lesson of a Knox County teacher to accompany this task available on the KCS YouTube Channel and KCS TV.*

Directions for this lesson: Read the following text. Answer the questions on the following two (2) pages. Create a poster about Alexander the Great.

In 359 BC, Philip II became king of **Macedonia**. After becoming king of Macedonia, Philip's main target became Greece, which was located south of Macedonia. Soon the leaders of Athens, realized that they would become the target of Philip's powerful army. Athens called for all Greeks to join together. Few people responded due to being weakened from previous civil wars. Philip defeated the Greeks because he borrowed and improved many of the strategies Greek armies used in battle. For example, Philip's soldiers, like the Greeks, fought as a **phalanx** ("fay-lanks"). A phalanx was a group of warriors who stood close together in a square with overlapping shields and spears. As soldiers in the front lines were killed, others stepped up from behind to fill their spots.

Philip improved upon the Greeks' idea. He gave his soldiers spears that were much longer than those of his opponents. This allowed his army to attack effectively in any battle. Philip also sent cavalry and archers into battle to support the phalanx.

After conquering Greece, Philip turned his attention to Persia. He planned to march east and conquer the Persian Empire, but he never made it. He was murdered in 336 BC while celebrating his daughter's wedding. When Philip died, his throne—and his plans—passed to his son, Alexander.

At the age of 20, Alexander inherited his father's kingdom and was as strong a leader as his father had been. He immediately went south to end the revolt in Thebes.

Within a year, Alexander had destroyed Thebes and enslaved the Theban people. He used Thebes as an example to other Greeks of what would happen if they turned against him. Then, confident that the Greeks would not rebel again, he set out to build an empire.

Alexander's efforts to build an empire made him one of the greatest conquerors in history. These efforts earned him the name Alexander the Great.

In 334 BC, he attacked the Persians, whose army was much larger than his own. But Alexander's troops were well trained and ready for battle. They defeated the Persians time after time.

According to legend, Alexander visited a town called Gordium in Asia Minor (present-day Turkey) while he was fighting the Persians. There he heard an ancient tale about the Gordium knot tied by an ancient king. The tale said that whoever untied the knot would rule all of Asia. According to the legend, Alexander pulled out his sword and cut right through the knot. Taking this as a good sign, he and his army set out again.

After defeating the Persians near the town of Issus, Alexander went to Egypt, which was part of the Persian Empire. The Persian governor had heard of his skill in battle. He surrendered without a fight in 332 BC and crowned Alexander pharaoh.

After a short stay in Egypt, Alexander set out again. Near the town of Gaugamela ("gaw-guh-mee-luh"), he defeated the Persian army for the last time. After the battle, the Persian king, Darius III (not Darius I the Great) fled and was soon killed by one of his own nobles. With Darius III's death, Alexander became the ruler of what had been the Persian Empire.

Still intent on building his empire, Alexander led his army through Central Asia. As he went along, he worked to spread Greek influence throughout his empire by founding cities in the lands he conquered. He modeled his new cities after the cities of Greece. He named many of them Alexandria, after himself. He built temples and theaters like those in Greece. He then encouraged Greek settlers to move to the new cities. These settlers spoke Greek, which became common throughout the empire. In time, Greek art, literature, and science spread into surrounding lands.

Even as he supported the spread of Greek culture, Alexander encouraged conquered people to keep their own customs and traditions. As a result, a new blended culture developed in Alexander's empire. It combined elements of Persian, Egyptian, Syrian, and other cultures with Greek ideas. Because this new culture was not completely Greek, or Hellenic, historians call it **Hellenistic**, or Greek-like. It wasn't purely Greek, but it was heavily influenced by Greek ideas.

In 327 BC, Alexander crossed the Indus River and wanted to push deeper into India. But, his exhausted soldiers refused to go any farther. Disappointed, Alexander began the long march home. He never made it home because in 323 BC he became ill and died in Babylon. He was only 32 years old. *Do you think Alexander should be considered one of the greats? Why or why not?*



Alexander the Great

Source: HMH Social Studies - Ancient Civilizations

Learning Target



What? Explain the unification of Greece and the spread of Greek culture.

Why? To understand the culture of ancient Greece and how it still affects us today.

How? (1) Explain Philip II and Alexander's role in uniting Greece. (2) Analyze Alexander's impact and cultural diffusion.

1. Define these terms:

Macedonia _____

phalanx _____

Hellenistic _____

2. Using at least two (2) key terms, explain in three to five (3-5) sentences Phillip's role in uniting Greece.

3. What were Philip's plan after conquering and unifying Greece? _____

4. When Philip died, to whom were his throne and plans passed? _____

5. In one to two (1-2) sentences, explain how Alexander maintained control over the Greeks.

6. In two to three (2-3) sentences, explain how Alexander became the ruler of what used to be the Persian Empire.

7. What was the impact of Alexander's conquest on the people and lands he conquered? List three (3).

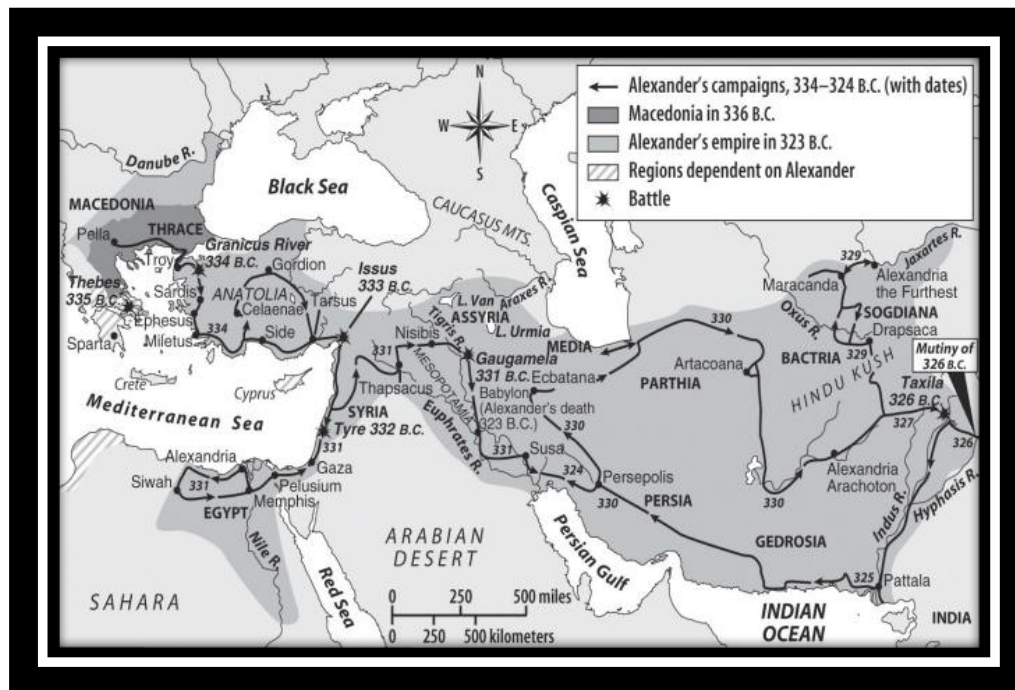
8. Cultural diffusion can be described as a mixture, or blending, of different cultures. What evidence in the text suggests that there was a cultural diffusion and what is it called?

9. CREATIVE THINKING: A legend can be described as a story that have been passed down from generation to generation that many people in a society know but cannot prove to be true or untrue. There is a legend that Alexander cut the Gordium knot and could have controlled all of Asia. Unfortunately, his soldiers refused to go any further once they had crossed the Indus River. Alexander and his troops turned away from conquest to go home only for Alexander to die at the young age of 32. Below, write your own legend of Alexander's life as if he and his soldiers had continued their conquest.

Map and Timeline

Should Alexander be considered one of the greats?

The Empire of Alexander the Great



Map courtesy of <http://web.cocc.edu/cagatucci/classes/hum213/Maps/Maps2HistoryAncient.htm>

Timeline

- 449 BC – The Persian Wars ends.
- 359 BC – Philip II is crowned king of Macedonia.
- 338 BC – Philip II conquers Greece uniting all Greek city-states and plans to conquer Persia.
- 336 BC – Philip II is assassinated. Alexander, his son, inherits his throne and plans.
- 336 BC – Darius III becomes the king of Persia.
- 334 BC – Alexander invades Asia.
- 331 BC – Alexander defeats the Persian army for the last time in Gaugamela.
- 329 BC – Alexander and his army crosses the Indus River.
- 323 BC – Alexander dies in Babylon at the age of 32. Hellenistic Period begins.
- 30 AD – The Hellenistic Period ends due to Roman conquest. Jesus of Nazareth is crucified.

Map and Timeline Analysis

1. Which direction did Alexander and his army travel to get to Egypt? _____
2. List the battle sites.

3. How many cities on the map are named after Alexander? _____
4. Use the map and your background knowledge to argue why Alexander is considered “Great.”

5. Use the map and your background knowledge to argue why Alexander would not be considered “Great.”

6. How many years was Philip II king of Macedonia and ruler of Greece? (Hint: Subtract.) ____
7. Approximately, how long was the Hellenistic Period? (Hint: Add.) ____

Should Alexander be considered one of the greats?

Directions: Using the text, map, and timeline from the previous pages, create an 8 ½” x 11” poster. You are welcomed to use the back side of this page. Include the following:

1. Create an alternative title that summarizes your poster.
2. Add YOUR conclusion to the question: Should Alexander be considered one of the greats? (Note: There are no wrong answers.)
 - A. Yes. If yes, explain why.

 - B. No. If no, explain why.

3. List five (5) facts or theories from reading the text, map, and timeline to support your conclusion.
4. Add three (3) graphics that illustrate something from your conclusion, text, map, and/or timeline.
5. Add your favorite quote from the text.
6. Design a decorative border for your poster.





Sixth Grade

ELA

Creating Support with Reasons and Evidence

Learning Targets

- Identify reasons and evidence in a text and analyze how they support claims.
- Participate in an effective debate by using evidence from texts, contributing ideas clearly, and responding to others' ideas.
- Integrate ideas from multiple texts to build knowledge and vocabulary about the intended goals of homework.

Preview

In this activity, you will learn how to identify the ways reasons and evidence support claims in argumentative texts. You will also take sides in the homework argument after reading additional articles about the topic.

Learning Strategies

Graphic Organizer
Marking the Text

ACADEMIC

Reasons are the points that explain why the author is making a certain claim.

Evidence is the facts, details, and information that support the reasons for the claim. Strong arguments have clear reasons with strong evidence.

VOCABULARY

Reasons and Evidence

A claim should be backed up with support. A writer can support his or her viewpoint with **reasons** and **evidence**. Reasons are the points or opinions the writer gives to show why his or her claim should be accepted. In writing, each reason often acts as the topic sentence of a paragraph.

Evidence is a more specific type of support. Different kinds of evidence, such as facts, statistics, examples, observations, quotations, and expert opinions, can be used to support reasons. Sometimes people believe that their reasons should be sufficient to win an argument, but arguments without evidence are just personal opinions. Argumentative speakers and writers should attempt to use both reasons and evidence to be most effective.

Setting a Purpose for Reading

- As you read, underline reasons and evidence that the author uses to support her claim.
- Highlight words and phrases that indicate a formal tone.
- Circle unknown words and phrases. Try to determine the meaning of the words by using context clues, word parts, or a dictionary.

About the Author

Amedee Marchand Martella (1993–) is a graduate student in the Department of Psychology at Carnegie Mellon University (CMU) and a fellow in CMU's Program in Interdisciplinary Education Research (PIER). She graduated from the University of Colorado Boulder with a double major in ecology & evolutionary biology and psychology. Her research interests center on improving K–16 student performance in STEM areas through the use of effective teaching practices.



Opinion Piece

A High School Student's Perspective on Homework

by Amedee Martella, ASCD Website

1 For years I have never fully understood my parents' celebrations of or concerns about my education. They have strong opinions about everything from the curricula used in my classes to how instruction is provided. My parents are both professors in the educational psychology and special education fields, so I have heard their views on education all my life.

2 One area that has prompted much discussion in our household surrounds the use of homework, particularly since I entered high school. Based on my own experiences, listening to my parents in their classes, and my research, I have come to the conclusion that homework could use some serious modification.

3 First, mastery can only be achieved by correct practice over time. My parents are advocates of explicit instruction; that is, teachers should show us what to do, give us opportunities to do it, and then give us a chance to show that we can do it on our own. Homework was designed to build on skills covered extensively in class. I should be able to complete an assignment with little to no confusion at home as long as it involves previously learned skills. I read Harris Cooper's 1989 article "Synthesis of Research on Homework," published in *Educational Leadership*, which is cited by many of the researchers who have studied homework and its effects. Two recommendations stood out for me:

- "Homework will not be used to teach complex skills. It will generally focus on simple skills and material or on the integration of skills already possessed by the student." (p. 90)
- "Parents will rarely be asked to play a formal instructional role in homework. Instead, they should be asked to create a home environment that facilitates student self-study." (p. 90)

4 Many of the homework assignments I have received throughout my years of schooling have involved activities not previously practiced. When a teacher assigns homework incorporating information that was just recently taught or not taught at all, it puts a tremendous amount of stress on students. Worse yet, I think, it puts a great deal of stress on our parents. We rely on our parents to help us be successful. Our parents have to figure out how to do the assignment and then teach it to us. Many of the projects and activities are too difficult to be done without our parents' help. Students who have no help at home, therefore, are at a total disadvantage and their grades might falter because of this lack of assistance...

5 Second, homework should not exceed two hours per night. Again, Cooper provides recommendations about the length of homework. He says the following (p. 90):



KNOWLEDGE QUEST

Knowledge Question:

What are some intended goals of homework, and how can homework policy be changed to better align with these goals?

- Grades 1–3: 1–3 assignments a week, each lasting no more than 15 minutes.
- Grades 4–6: 2–4 assignments a week, each lasting 15–45 minutes.
- Grades 7–9: 3–5 assignments a week, each lasting 45–75 minutes.
- Grades 10–12: 4–5 assignments a week, each lasting 75–120 minutes.

6 If we assume that we know how to do the homework we are assigned, we should be able to complete it in a reasonable amount of time. But consider the schedules of many high school students: we often wake up early in the morning; some of us have long bus rides; and many of us have sports practices, jobs, or other extracurricular activities before or after school. We have to make time to eat dinner and complete our chores. Now add on three or more hours of homework a night and you have instant stress, not only for students but also for their families. I have known my peers to stay up until midnight trying to finish their homework on top of everything else they have to do in their busy lives. These students are not always procrastinators—they just simply cannot do it all...

7 In summary, I enjoy school and appreciate the time my teachers take in providing feedback on homework assignments and in reviewing them in class. If teachers take the time to assign homework we can actually do within a reasonable amount of time, we will enjoy the experience much more, be less stressed, and have more time to spend with our families each evening.



Many high school students, like these Kingwood High School football players in Houston, Texas, have obligations after school that limit their homework time.

Reference

Cooper, H. (1989, November). Synthesis of research on homework. *Educational Leadership*, 47(3), 85–91.

Tuesday: On a separate piece of paper, complete the Knowledge Quest and the But, Because, and So Sentence Stems.

Knowledge Quest

- What stands out most for you about the information on homework in this piece?
- What is your first reaction to the author's opinion on homework: Do you agree or disagree with it?

Question Stems

1. Amedee Martella states in her article that homework is important, but . . .
2. Amedee Martella states in her article that homework is important, because . . .
3. Amedee Martella states in her article that homework is important, so . . .

3.4

Wednesday: Complete the Revisiting an Argument organizer and Focus on the Sentence.

Revisiting an Argument

1. You will now go back and reread the editorial in Activity 3.4 to find reasons and evidence that support the author’s position. Use the Side A column in the following graphic organizer to identify the components of the argument.

Side A	Side B
Claim:	Claim:
Reason:	Reason:
Evidence:	Evidence:
Type of evidence:	Type of evidence:

Focus on the Sentence

Write a question for each of the following answers based on the article. Question: Answer: a maximum of two hours per night

Question:

Answer: to practice and build on skills learned in class

Thursday: Complete Returning to the Text and answer questions 2, 3, and 4. ✕

Returning to the Text

- Return to the text as you respond to the following questions. Use text evidence to support your responses.
 - Write any additional questions you have about the text in your Reader/Writer Notebook.
2. What is the author’s claim in this article? Who is the author’s intended audience? How do you know?
 3. What makes the author an authority figure on homework?
 4. **KQ** In paragraph 3, the author cites information from an article by Harold Cooper that says homework should “focus on simple skills or on the integration of skills already possessed by the student.” What does *integration* mean in this context? Use a dictionary to help you decide. Then tell what you think a homework assignment that involves an *integration* of students’ current skills might involve and whether you think this kind of assignment is something students could do independently.

Friday: Answer question 7 in a complete paragraph. Be sure to cite evidence in your response.

7. **KQ** How does the author address the opposing viewpoint that students only have to stay up late doing homework because they are procrastinators?



College and Career Readiness Standards

Focus Standards:

RI.6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

RI.6.5 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.

RI.6.6 Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.

RI.6.7 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

RI.6.8 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

SL.6.1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

SL.6.1b Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

Additional Standards Addressed:

RI.6.1, RI.6.7, W.6.9b, L.6.4a, L.6.4b, L.6.4c

Plan

Suggested Pacing: 3 50-minute class periods plus homework

Teach

- 1 Read the Learning Targets and Preview with your students.
- 2 Review the Knowledge Question with students. Remind them to think about their answer to the Knowledge Question as they read and build knowledge about the topic.
- 3 **Vocabulary Development:** Read aloud the Reasons and Evidence section. Have students work in pairs to define *reasons* and *evidence* in their own words and think of both examples and non-examples of the terms.

4 Introduce the strategy **rereading** before having partners revisit the opinion piece in [Activity 3.3](#) and complete the **graphic organizer**.

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5 Read the Setting a Purpose for Reading section with students. Remind students of the definition of *claim* and encourage them to think about the author's claim in the last article as they read this new article on the same topic.

6 **First Read:** Read "A High School Student's Perspective on Homework" in a shared read aloud. Pause after reading paragraph 2 and ask, "What experiences does the author have with homework?"

Text Complexity

Overall: Complex

Lexile: 1000L

Qualitative: Moderate Difficulty

Task: Moderate (Analyze)

7 Pause after reading paragraph 3 and ask, "What two recommendations about homework stood out to the author?"

Teacher to Teacher

Personal experiences and anecdotes are credible resources for reasons and evidence and one way to support a claim. The ultimate goal is to have a variety of credible resources to help make up the argument.

Teacher Notes

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Scaffolding the Text-Dependent Questions

1. What is the author's claim in this article? Who is the author's intended audience? How do you know? What is the author's opinion of homework, and how has she come to it? Who would relate to the kind of language she uses? RI.6.8, W.6.9b

2. What makes the author an authority figure on homework? How old do you think the author is? What do the author's parents do for a living? Why is this important? RI.6.8, W.6.9b

3. In paragraph 3, the author cites information from an article by Harold Cooper that says homework should “focus on simple skills or on the integration of skills already possessed by the student.” What does integration mean in this context? Use a dictionary to help you decide. Then tell what you think a homework assignment that involves an integration of students' current skills might involve and whether you think this kind of assignment is something students could do independently. Some homework may require you to use skills you already have in a new way. Explain why this is or isn't okay. L.6.4a, L.6.4c

4. In paragraphs 3 and 5, why does the author use bullet points? How does this structure contribute to her purpose? What information is contained in the bullet points? Where did that information come from? How do the bullet points make the text easier to read? RI.6.6

5. The following claim is made in “A Teacher's Defense of Homework”: “Homework isn't very beneficial for younger kids.” How does “A High School Student's Perspective on Homework” support this claim? Look at paragraph 4. Could the experiences described in this paragraph pertain to younger kids? What phrase tells you so? Also, what about these experiences supports the claim from “A Teacher's Defense of Homework”? RI.6.7

6. How does the author address the opposing viewpoint that students only have to stay up late doing homework because they are procrastinators? What information does the author include about students' schedules? Why is this information important to include? RI.6.8, W.6.9b

7. How did Brandy Young arrive at the decision to change the homework policy? Use text evidence to support your response. What will homework consist of this year? How is this different from previous years? RI.6.1

8. In paragraph 5, why does the author include quotation marks? Whose words are being quoted in paragraph 5? Why would the author want to quote Young's words? RI.6.5

9. What does the word policy mean in paragraph 6? Use a dictionary along with context clues from paragraphs 1 through 6 to help you decide. Then summarize Young's policy in your own word and tell whose support she needed in order to set it in place. What has Young decided about homework? Who supports her decision? L.6.4a, L.6.4c, L.6.5c

10. Why does the author include paragraphs 9 and 10 in the article? What information is presented in paragraphs 9 and 10? How does this information fit in with the rest of the article? RI.6.5, RI.6.8, W.6.9b

11. What is the author's purpose for writing this article? Why do journalists write news articles?
What do you think the author's opinion is on this topic? Why? RI.6.6

12. Based on what you know from reading all three articles, what can you infer about why many parents and teachers might support Young's idea? Why might a high school student's parent be less supportive? What do parents like and dislike about homework? How does Young's idea address parents' likes and dislikes? Why might Young's idea not work for high schoolers?
RI.6.7

200

8 After reading the text for the first time, guide students in a discussion about their reactions to the author's argument using the Knowledge Quest questions. Based on their discussion, determine if students are ready to move on to the text-dependent questions.

9 Have students complete the Focus on the Sentence task. Their questions should be grammatically correct and reflect an understanding of the text.

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10 **Returning to the Text:** Discuss the strategy **rereading**, being explicit about its purpose before you have students answer the text-dependent questions. Give students time to return to the text to respond to the questions in small groups. Remind them to use text evidence in their responses.

11 Move from group to group and listen in as students answer the text-dependent questions. If they have difficulty, scaffold the questions by rephrasing them or breaking them down into smaller parts. See the Scaffolding the Text-Dependent Questions boxes for suggestions.

12 Have students return to the Revisiting an Argument graphic organizer from the beginning of this activity and identify the claim, reasons, and evidence presented in the opinion piece. Have them record this information in the graphic organizer's "Side B" column.

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13 Read the Setting a Purpose for Reading section for the news article with students. Encourage them to think about how this news article differs from the previous two passages, which were opinion pieces that offer a claim directly.

14 **First Read:** Have students read "Texas Teacher Implements No-Homework Policy, the Internet Rejoices" in pairs. Pause after reading the second paragraph and ask, "What information is presented in the first two paragraphs?"

Text Complexity

Overall: Complex

Lexile: 1020L

Qualitative: Moderate Difficulty

Task: Moderate (Analyze)

15 As students are reading, monitor their progress. Be sure they are taking notes and annotating the text.

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16 After reading the article for the first time, allow students to respond to the Knowledge Quest questions in a quick think-pair-share.

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17 Have students complete the Focus on the Sentence task. Use their responses to assess their overall comprehension of the article before moving on to the text-dependent questions.

Teacher to Teacher

When asked to complete sentences with the conjunctions *because* and *but*, make sure students are correctly using the conjunctions to tell why and show contrast.

18 **Returning to the Text:** Have students work in small groups to reread the text and respond to the text-dependent questions. Remind them to use evidence in their responses.

19 Move from group to group and listen in as students answer the text-dependent questions. If they have difficulty, scaffold the questions by rephrasing them or breaking them down into smaller parts. See the Scaffolding the Text-Dependent Questions boxes for suggestions.

205

20 Return to the Knowledge Question presented to students. Have them share their ideas about the purpose of homework and how they would change homework policy to better align with their goals with a partner. Then ask volunteers to share their ideas with the class.

21 Encourage students to continue building knowledge on this topic by conducting research, as suggested in the Independent Reading Link.

22 Have students return to the Revisiting an Argument graphic organizer at the beginning of this activity and add reasons and evidence they found in the news article to support both Side A and Side B.

23 Have students take an initial side in the homework argument. Encourage them to think of reasons and evidence that support and oppose their opinion.

24 Allow time for students to complete the **quickwrite** in the Check Your Understanding feature. Review students' responses to be sure they understand why analyzing reasons and evidence is important when evaluating argumentative texts.

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25 Have students prepare for a debate by responding to the writing prompt.

Teacher to Teacher

You will need to arrange your classroom in a U shape. Label one side with a poster labeled *Yes* and the other side with a poster labeled *No*. The bottom of the U is a place for “undecided” students—the “hot seats.”

26 Read and discuss the Rules for Debate instruction with students. Then verbally tell students these additional rules for the “Philosophical Chairs” process:

- Sit according to your initial position on a topic.
- Move about the room during the discussion; this symbolizes your willingness to adopt a different point of view, even if temporarily.
- Share reasons and evidence from the text to support what you say.

27 Read aloud and discuss the Rules of Engagement instruction with students. Then begin the debate. Act as the mediator and encourage all students to speak at least once.

Writing to Sources

The following standards are addressed in the writing prompt:

- W.6.1a
- W.6.1b
- W.6.1c
- W.6.1d

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28 After the debate, have students complete the graphic organizer to organize their final ideas into a personal claim, reasons, and evidence. Allow students to support their ideas with reasons and evidence from the three texts they have read on the issue of homework as well as their own life experiences.

29 Have students self-assess their participation and set at least one goal.

Assess

Make sure students are engaging with the text during reading by marking according to the directions. Pay attention to the reasons and evidence students record in the Revisiting an Argument graphic organizer. It takes some practice to distinguish between the two. The primary goal is for students to recognize that effective argumentation uses a blend of reasons and evidence as support.

Adapt

If students need additional help properly assessing their own performance, have them work in small groups. Have the groups evaluate each other's performances in the debate. For each member of the group, require the other members to tell one thing the person did well and one thing the person should work on for next time. Then have students use this information to write their self-assessments.

Students will continue identifying and evaluating reasons and evidence in the texts in future activities. Support or extend students' understanding of reasons and evidence by finding more examples in the editorials or letters to the editor that you may have directed them to bring in. Consider assigning this as homework.

Activity 3.4: Creating Support with Reasons and Evidence

Learning Targets

- Identify reasons and evidence in a text and analyze how they support claims.
- Participate in an effective debate by using evidence from texts, contributing ideas clearly, and responding to others' ideas.
- Integrate ideas from multiple texts to build knowledge and vocabulary about the intended goals of homework.

Preview

In this activity, you will learn how to identify the ways reasons and evidence support claims in argumentative texts. You will also take sides in the homework argument after reading additional articles about the topic.

Learning Strategies

-

Graphic Organizer, Marking the Text, Rereading

Reasons and Evidence

A claim should be backed up with support. A writer can support his or her viewpoint with reasons and evidence. Reasons are the points or opinions the writer gives to show why his or her claim should be accepted. In writing, each reason often acts as the topic

sentence of a paragraph.

- **Vocabulary**

Academic

Reasons are the points that explain why the author is making a certain claim.

Evidence is the facts, details, and information that support the reasons for the claim.

Strong arguments have clear reasons with strong evidence.

Evidence is a more specific type of support. Different kinds of evidence, such as facts, statistics, examples, observations, quotations, and expert opinions, can be used to support reasons. Sometimes people believe that their reasons should be sufficient to win an argument, but arguments without evidence are just personal opinions. Argumentative speakers and writers should attempt to use both reasons and evidence to be most effective.

Introducing the Strategy: Rereading

Good readers often reread a text to help them make sense of it and find information they did not notice during the first reading. Rereading a text two or three times is sometimes needed for full understanding.

Revisiting an Argument

1. You will now go back and reread the editorial in [Activity 3.3](#) to find reasons and evidence that support the author's position. Use the Side A column in the following graphic organizer to identify the components of the argument.

Side A	Side B
Claim:	Claim:
Reason:	Reason:

Side A	Side B
Evidence:	Evidence:
Type of evidence:	Type of evidence:

Setting a Purpose for Reading

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- As you read, underline reasons and evidence that the author uses to support her claim.
- Highlight words and phrases that indicate a formal tone.
- Circle unknown words and phrases. Try to determine the meaning of the words by using context clues, word parts, or a dictionary.

About the Author

Amedee Marchand Martella (1993–) is a graduate student in the Department of Psychology at Carnegie Mellon University (CMU) and a fellow in CMU's Program in Interdisciplinary Education Research (PIER). She graduated from the University of Colorado Boulder with a double major in ecology & evolutionary biology and psychology. Her research interests center on improving K–16 student performance in STEM areas through the use of effective teaching practices.

Opinion Piece

A High School Student's Perspective on Homework

by Amedee Martella, ASCD Website

1 For years I have never fully understood my parents' celebrations of or concerns about my education. They have strong opinions about everything from the curricula used in my classes to how instruction is provided. My parents are both professors in the educational psychology and special education fields, so I have heard their views on education all my life.

Knowledge Quest

Knowledge Question:

What are some intended goals of homework, and how can homework policy be changed to better align with these goals?

2 One area that has prompted much discussion in our household surrounds the use of homework, particularly since I entered high school. Based on my own experiences, listening to my parents in their classes, and my research, I have come to the conclusion that homework could use some serious modification.

3 First, mastery can only be achieved by correct practice over time. My parents are advocates of explicit instruction; that is, teachers should show us what to do, give us opportunities to do it, and then give us a chance to show that we can do it on our own. Homework was designed to build on skills covered extensively in class. I should be able to complete an assignment with little to no confusion at home as long as it involves previously learned skills. I read Harris Cooper's 1989 article "Synthesis of Research on Homework," published in *Educational Leadership*, which is cited by many of the researchers who have studied homework and its effects. Two recommendations stood out for me:

- "Homework will not be used to teach complex skills. It will generally focus on simple skills and material or on the integration of skills already possessed by the student." (p. 90)
- "Parents will rarely be asked to play a formal instructional role in homework. Instead, they should be asked to create a home environment that facilitates student self-study." (p. 90)

4 Many of the homework assignments I have received throughout my years of schooling have involved activities not previously practiced. When a teacher assigns homework incorporating information that was just recently taught or not taught at all, it puts a tremendous amount of stress on students. Worse yet, I think, it puts a great deal of stress on our parents. We rely on our parents to help us be successful. Our parents have to figure out how to do the assignment and then teach it to us. Many of the projects and activities are too difficult to be done without our parents' help. Students who have no help at home, therefore, are at a total disadvantage and their grades might falter because of this lack of assistance...

5 Second, homework should not exceed two hours per night. Again, Cooper provides recommendations about the length of homework. He says the following (p. 90):

- Grades 1–3: 1–3 assignments a week, each lasting no more than 15 minutes.
- Grades 4–6: 2–4 assignments a week, each lasting 15–45 minutes.
- Grades 7–9: 3–5 assignments a week, each lasting 45–75 minutes.
- Grades 10–12: 4–5 assignments a week, each lasting 75–120 minutes.



Many high school students, like these Kingwood High School football players in Houston, Texas, have obligations after school that limit their homework time.

6 If we assume that we know how to do the homework we are assigned, we should be able to complete it in a reasonable amount of time. But consider the schedules of many high school students: we often wake up early in the morning; some of us have long bus rides; and many of us have sports practices, jobs, or other extracurricular activities before or after school. We have to make time to eat dinner and complete our chores. Now add on three or more hours of homework a night and you have instant stress, not only for students but also for their families. I have known my peers to stay up until midnight trying to finish their homework on top of everything else they have to do in their busy lives. These students are not always procrastinators—they just simply cannot do it all...

7 In summary, I enjoy school and appreciate the time my teachers take in providing feedback on homework assignments and in reviewing them in class. If teachers take the time to assign homework we can actually do within a reasonable amount of time, we will enjoy the experience much more, be less stressed, and have more time to spend with our families each evening.

Knowledge Quest

1. What stands out most for you about the information on homework in this piece?

2. What is your first reaction to the author's opinion on homework: Do you agree or disagree with it?

Focus on the Sentence

Write a question for each of the following answers based on the article.

Question:

ANSWER

How long should students spend on homework per night?

Answer: a maximum of two hours per night

Question:

ANSWER

How should homework be used?

Answer: to practice and build on skills learned in class

Returning to the Text

- Return to the text as you respond to the following questions. Use text evidence to support your responses.
- Write any additional questions you have about the text in your Reader/Writer Notebook.

2. What is the author's claim in this article? Who is the author's intended audience? How do you know?

ANSWER

The author's claim is that homework could use some serious modification. She wrote it for an adult audience, probably professionals in the education field. Her language is formal, it includes some technical education terms, and the article was published on an education-related website.

3. What makes the author an authority figure on homework?

ANSWER

She is a student who does homework. Her parents are professors who know about education.

4. In paragraph 3, the author cites information from an article by Harold Cooper that says homework should “focus on simple skills or on the integration of skills already possessed by the student.” What does *integration* mean in this context? Use a dictionary to help you decide. Then tell what you think a homework assignment that involves an *integration* of students' current skills might involve and whether you think this kind of assignment is something students could do independently.

ANSWER

In this article, integration means “the act of combining into something that is coherent and whole.” For example, homework that integrates students' current skills might involve using the skills in a new way or along with new skills they recently learned in school. This sounds doable because it doesn't involve figuring out something completely new.

5. In paragraphs 3 and 5, why does the author use bullet points? How does this structure contribute to her purpose?

ANSWER

The author uses bullet points to organize the evidence from her research into an easily readable format for readers. This formatting also makes her evidence stand out to readers, which helps her accomplish her purpose for writing: persuading readers.

6. The following claim is made in “A Teacher’s Defense of Homework:” “Homework isn’t very beneficial for younger kids.” How does “A High School Student’s Perspective on Homework” support this claim?

ANSWER

The author says that “throughout [her] years of schooling” she has received homework assignments that involved “activities not previously practiced.” These activities could not be completed without the help of a parent, and when that help wasn’t available, students were “at a total disadvantage.”

7. How does the author address the opposing viewpoint that students only have to stay up late doing homework because they are procrastinators

ANSWER

The author offers other reasons for why students would have to stay up late to do homework as evidence that not all of them have the time available to do homework earlier in the day.

Setting a Purpose for Reading

- As you read the news article, underline reasons and evidence that the subjects of the article use as support for their opinions.

- Use the My Notes section to describe any similarities or differences this article has with the previous two articles you have read about the homework debate.
- Circle unknown words and phrases. Try to determine the meaning of the words by using context clues, word parts, or a dictionary.

News Article

Texas Teacher Implements No-Homework Policy, the Internet Rejoices

by Ashley May, USA Today, Aug. 24, 2016

1 A second grade teacher's no-homework policy has gone viral, thanks to a student's mother posting about it on Facebook.

Knowledge Quest

Knowledge Question:

1. **What are some intended goals of homework, and how can homework policy be changed to better align with these goals?**
-

2 Last week, mom Samantha Gallagher posted a note on Facebook from her daughter's teacher reading: "After much research this summer, I'm trying something new. Homework will only consist of work that your student did not finish during the school day. There will be no formally assigned homework this year."

3 Godley Elementary School teacher Brandy Young told parents research doesn't prove homework improves performance. So, she said, time after school is best spent eating dinner as a family, reading together, playing outside and getting children to bed early.

4 It was a decision Young said she made with the support of her district.

5 "Our district, campus, and teaching teams are exactly the supportive environment you need if you're going to break the mold and try something new," Young said in an email. "We're never really afraid to voice new opinions and ideas because our leadership is always so supportive, and our coworkers want what's best for educating our students."

6 Gallagher said her daughter is “loving her new teacher already!” The post has more than 67,400 shares on Facebook and started a healthy conversation on Reddit: I wish this was the homework policy when I was in school.

7 The response has been overwhelmingly “supportive and positive,” Gallagher said. “Many who have responded are educators themselves wanting info from Mrs. Young on how to go about implementing the policy themselves.”

8 Hosburgh said her daughter had about an hour of homework each night in first grade. “We plan on spending more time as a family unwinding and catching up in the evenings,” she said. “Also Brooke is interested in gymnastics and this will allow more time for that.”

9 The National PTA and the National Education Association recommends the maximum amount of homework (all subjects combined) should be 10 minutes or less per grade level per night. So, second grade students should have 20 minutes of homework per night.

10 Duke University Professor Harris M. Cooper, author of *The Battle over Homework: Common Ground for Administrators, Teachers, and Parents*, said short and simple homework assignments are necessary.

11 “A creative and thoughtful teacher can make reading with parents the homework assignment or go out and play, keep track of your batting average,” Cooper said.



12 No homework is a “bad idea,” he said, because homework creates good study habits and self-discipline.

13 He said it also allows parents to monitor their children's progress.

14 "Homework is a lot like medication," he said. "If you're taking too much, it can kill you. If you take too little, it has no effect."

Knowledge Quest

- What surprises you most about what you just read?

- What details in this article stand out to you?

Focus on the Sentence

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Complete the following sentences about the article you just read.

Brandy Young stopped formally assigning homework because

ANSWER

she did research and does not think it benefits students.

Brandy Young stopped formally assigning homework, but

ANSWER

students will have to do work at home when they don't finish in class.

Returning to the Text

- Return to the text as you respond to the following questions. Use text evidence to support your responses.
 - Write other questions you have in your Reader/Writer Notebook.
8. **How did Brandy Young arrive at the decision to change the homework policy? Use text evidence to support your response.**

ANSWER

She did “much research” over the summer to arrive at the decision.

9. In paragraph 5, why does the author include quotation marks?

ANSWER

The author is citing words that came directly from an email from Brandy Young. The author wants to convey Young's words directly to her readers.

10. What does the word *policy* mean in paragraph 6? Use a dictionary along with context clues from paragraphs 1 through 6 to help you decide. Then summarize Young's *policy* in your own word and tell whose support she needed in order to set it in place.

ANSWER

In this article, *policy* means “a plan that guides present and future decisions.” For example, Young's policy is that “homework will only consist of work [students] did not finish during the school day. Young needed the support of her school district in order to set this policy in place.

11. Why does the author include paragraphs 9 and 10 in the article?

ANSWER

The author presents research as evidence that less homework is better. This evidence supports the author's claim that less homework is better.



12. What is the author's purpose for writing this article?

ANSWER

The author's purpose is to inform readers about an event that happened and use that information as evidence to support the argument against homework.

13. Based on what you know from reading all three articles, what can you infer about why many parents and teachers might support Young's idea? Why might a high school student's parent be less supportive?

ANSWER

Many parents might support Young because research says younger children benefit from a no-homework policy. However, high school students' parents might be less supportive because research shows that high schoolers benefit from homework.

Knowledge Quest

After reading these three articles about homework, jot down your own ideas on the purpose of homework in your class. Write about how you would change the homework policy to better align with your goals.

Independent Reading Link

You can continue to build your knowledge about homework and other academic considerations by reading related articles at ZINC Reading Labs. Search for keywords such as *homework* or *school policies*.

Working from the Text

14. Return to the Revisiting an Argument graphic organizer and identify the components of the argument you read in this activity.

15. Take a side in the homework argument, using the evidence you found in the texts. In the My Notes space, write why that evidence provides the most convincing support for your position. Then brainstorm other reasons and/or evidence that might strengthen either side of the argument.

Check Your Understanding

Quickwrite: Why is it important to identify reasons and evidence in an argumentative text? Why is it also necessary to analyze how the reasons and evidence support claims?

Debating the Issue

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Should students be assigned homework?



Writing to Sources: Argument

In preparation for the class debate, you will now formulate a written response about your opinion on the previous question. Read the question carefully and decide whether to answer yes or no. Then write about your opinion. Be sure to:

- Clearly state your opinion in your writing.
- Provide reasons and cite evidence from the three argumentative texts you have read on the issue to support your opinion.
- Use words, phrases, and clauses to clearly connect reasons and evidence to claims.
- Write in a formal style.

Rules for Debate

For your debate, you will use a process called “Philosophical Chairs.” This process organizes the debate and does the following:

- Helps you become aware of your own position on a topic
- Helps you practice using reasons and evidence to support your position
- Exposes you to alternative perspectives (others' positions) on a topic

Listen as your teacher describes how the debate will be done.

Rules of Engagement

- Listen carefully when others speak; seek to understand their position even if you don't agree.
- Wait for the mediator to recognize you before you speak; only one person speaks at a time. Speak clearly and loudly enough to be heard by the audience. Explicitly refer to evidence from the texts as you offer new support or elaborate on a previous point.
- If you have spoken for a side, you must wait until three other people on your side speak before you speak again.
- If you are undecided, you may sit in the available "hot seats," but for no longer than 4 minutes.
- Since this is not a team game, don't cheer or jeer your classmates as they move.

Your Final Argument

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16. Complete the graphic organizer to show your final argument.

Issue: Should students be assigned homework?	
Claim:	
Reason 1:	Evidence (facts, statistics, examples, observations, quotations, expert opinion):
	Source:

Reason 2:	Evidence (facts, statistics, examples, observations, quotations, expert opinion): Source:
Reason 3:	Evidence (facts, statistics, examples, observations, quotations, expert opinion): Source:

Check Your Understanding

How did you do in the debate? Complete the self-assessment and set at least one goal for improvement.

	Sometimes	Always	Never
I explicitly referred to evidence from the texts.			
I offered new support or elaborated on previous points.			
I spoke clearly, slowly, and loudly enough to be heard by the audience.			

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Sixth Grade Science

6th Grade Science: Week 5, May 4th

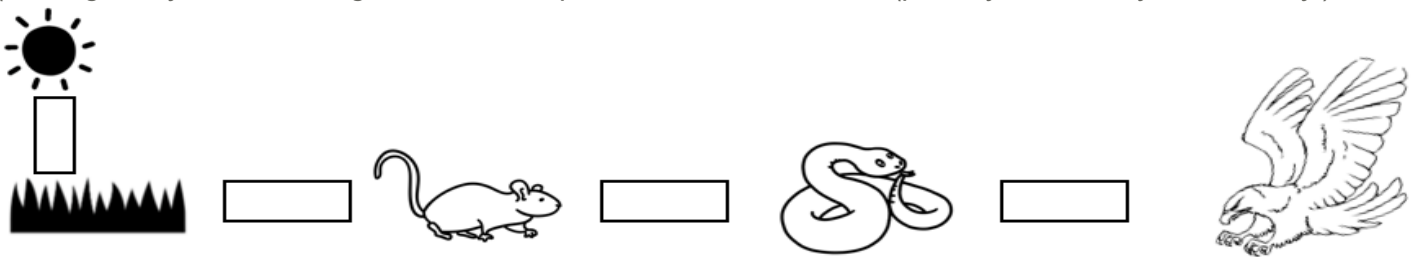
How does energy move through an ecosystem?



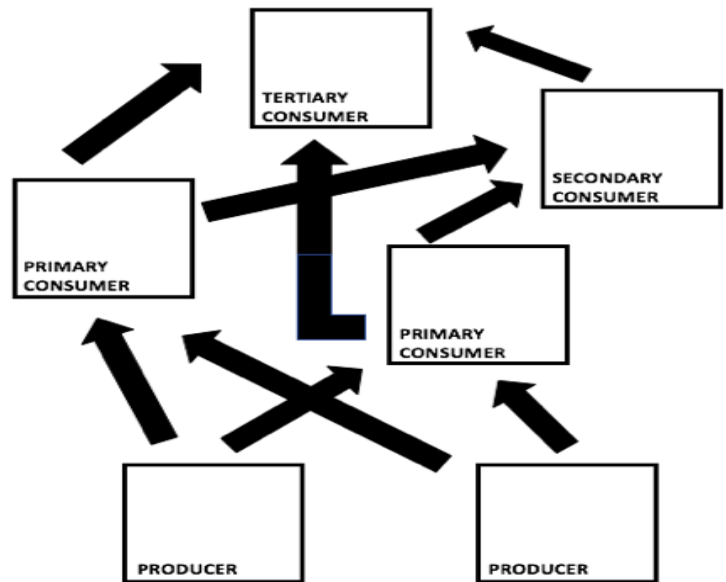
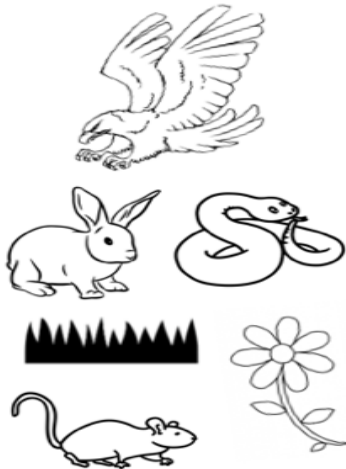
Directions: This handout goes with a KCS Teacher Video. If you have access to the video, watch the video before doing this activity. You can find the videos here <https://www.knoxschools.org/Page/21816>

Energy flow within an ecosystem can be tracked in multiple ways. **Food chains** and **food webs** are two of the most common ways. Rely on your prior knowledge of ecosystems and energy transformations to track the flow of energy through the food chain and food web below! Remember, the Sun is the source of all energy!

Fill in the boxes with arrows to show the correct direction that energy flows in the food chain. (Feeling ready for a challenge?... Label the producer and consumers (primary, secondary, and tertiary!))



Fill in the boxes with the name of each producer or consumer from the options below. Remember that your arrows must show the correct direction of the flow of energy.



Only about 10% of the energy from each level of your energy pyramid passes on to the next level. 90% of the energy is lost to heat!

Can you figure out how many calories the rabbit receives from the grass if the grass had 1000 calories? How about the snake?