

Quarter 4 Week 2 Assignment Sheet

Writing 8

Ms. Sandlin

Middle School Writing

4/16/24

Instructions: After completing/working on each day's assignment include a parent initial signature below.

Day One/Tuesday:
<ul style="list-style-type: none">- Complete Developing Writing Skills, creating sentences that incorporate additional adverbs, according to the assignment instructions. <p style="text-align: right;">Parent Initial: _____</p>
Day One/Wednesday:
<ul style="list-style-type: none">- Read the provided argument. Highlight the main idea/thesis in the argument in one color.- Highlight a minimum of three reasons presented in the article that support the author's opinion/thesis. (Use a different color highlighter than the main idea.)- Using a third color, highlight evidence that the author provided for each reason for their thesis. (Example: Thesis: Students learn better working independently. 1) They learn better working independently because they avoid distractions. 2) They learn better independently because they are forced to do more research/be more independent. 3) Students learn better individually because they are able to activate more creativity that could be stifled in a group. [Highlight pieces of evidence referenced for each reason in the article.]- Look up an article that presents an opposite point of view from yours on your argumentative topic. For example, if you are arguing that everyone should recycle, find a credible article that believes that individuals should <i>not</i> recycle. Save your links and print your resource for the Works Cited. <p style="text-align: right;">Parent Initial: _____</p>
Day Two/Thursday:
<ul style="list-style-type: none">- Referring to the persuasive writing outline created in class, type 1) an introductory paragraph, 2) the first body paragraph, 3) the second reason/second body paragraph. Take time to include MLA conventions such as headings, spacing, and a title.- Complete the <i>Building Credibility Take-Home Quiz</i>. <p style="text-align: right;">Parent Initial: _____</p>
Day Three/Friday:
<ul style="list-style-type: none">- Referring to the persuasive writing outline created in class, type 1) a third reason or body paragraph, 2) a conclusion paragraph that introduces an opposite point of view from yours, reiterating your

thesis in a fresh way that counters this opposite point of view, overviewing the three reasons or evidence for the thesis in a fresh way. **3)** Incorporate a minimum of one piece of evidence per paragraph. Take steps to include alternate types of evidence (primary sources, anecdotes, references from an expert, reference to a study, historical event, or current issue).

- Complete the *active, passive* handout.

Parent Initial: _____

Day Four/Monday:

- Complete the *Letter to the Editor* class assignment, following provided guidelines for word count, etc. OR...
- If the student is done with the *Letter to the Editor* assignment, complete 30 minutes of at-home reading, noting beginning and starting pages and the book title.

Starting page: _____ Ending page: _____
Book Title: _____

Parent Initial: _____

The weekly schedule has been broken down to maximize parent and student success. Parents: please oversee that student work is at individual/grade-level standard. Please sign below after checking students' daily work.

I have looked over each day's assigned work and verify its quality and completion.

Parent signature: _____ Date: _____

Questions? Contact Ms. Sandlin
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DEVELOPING WRITING SKILLS: Writing Sentences with Adverbs. Write each sentence, adding one or more adverbs. Include at least one noun used as an adverb.

EXAMPLE: Kathleen entered the room.

Kathleen quietly entered the room.

1. Tony will go to the grocery store for us.
2. Barn swallows are helpful because they eat insects.
3. His poor posture made him seem shorter than he was.
4. The sorcerer cast a terrible spell upon the town.
5. We were sad about the end of summer.
6. Many people think snails are delicious.
7. The boat docked and lowered its sails.
8. Their enthusiasm faded.
9. Night fell and the celebration began.
10. Can a helicopter rescue those men?

"Coddling" Means "Overprotecting"

We have always been ambivalent about the word "coddling." We didn't like the implication that children today are pampered, spoiled, and lazy, because that is not accurate. Young people today—at a minimum, those who are competing for places at selective colleges—are under enormous pressure to perform academically and to build up a long list of extracurricular accomplishments. Meanwhile, all teens face new forms of harassment, insult, and social competition from social media. Their economic prospects are uncertain in an economy being reshaped by globalization, automation, and artificial intelligence, and characterized by wage stagnation for most workers. So most kids don't have easy, pampered childhoods. But as we'll show in this book, *adults* are doing far more these days to protect children, and their overreach might be having some negative effects. Dictionary definitions of "coddle" emphasize this overprotection; for example, "to treat with extreme or excessive care or kindness."²⁰ The fault lies with adults and with institutional practices, hence our subtitle: "How Good Intentions and Bad Ideas Are Setting Up a Generation for Failure." That is exactly what this book is about. We will show how well-intentioned overprotection—from peanut bans in elementary schools through speech codes on college campuses—may end up doing more harm than good.

But overprotection is just one part of a larger trend that we call *problems of progress*. This term refers to bad consequences produced by otherwise good social changes. It's great that our economic system produces an abundance of food at low prices, but the flip side is an epidemic of obesity. It's great that we can connect and communicate with people instantly and for free, but this hyperconnection may be damaging the mental health of young people. It's great that we have refrigerators, antidepressants, air conditioning, hot and cold running water, and the ability to escape from most of the physical hardships that were woven into the daily lives of our ancestors back to the dawn of our species. Comfort and physical safety are boons to humanity, but they bring some costs, too. We adapt to our new and improved circumstances and then lower the bar for what we count as intolerable

levels of discomfort and risk. By the standards of our great-grandparents, nearly all of us are coddled. Each generation tends to see the one after it as weak, whiny, and lacking in resilience. Those older generations may have a point, even though these generational changes reflect real and positive progress.

To repeat, we are *not* saying that the problems facing students, and young people more generally, are minor or “all in their heads.” We are saying that what people choose to *do* in their heads will determine how those real problems affect them. Our argument is ultimately pragmatic, not moralistic: Whatever your identity, background, or political ideology, you will be happier, healthier, stronger, and more likely to succeed in pursuing your own goals if you do the *opposite* of what Misoponos advised. That means *seeking out challenges* (rather than eliminating or avoiding everything that “feels unsafe”), *freeing yourself from cognitive distortions* (rather than always trusting your initial feelings), and *taking a generous view of other people, and looking for nuance* (rather than assuming the worst about people within a simplistic us-versus-them morality).

What We Will Do in This Book

The story we tell is not simple, and while there are some heroes, there are no clear villains. Our tale is, rather, a social science detective story in which the “crime” was committed by a confluence of social trends and forces. Surprising events began happening on college campuses around 2013 and 2014, and they became stranger and more frequent between 2015 and 2017. In Part I of the book, we set the stage. We give you the intellectual tools you’ll need to make sense of the new culture of “safety” that has swept across many college campuses since 2013. Those tools include learning to recognize the three Great Untruths. Along the way, we’ll explain some of the key concepts of cognitive behavioral therapy, and we’ll show how CBT improves critical thinking skills while counteracting the effects of the Great Untruths.

In Part II, we show the Great Untruths in action. We examine the “shout-downs” intimidation and making it more

sake, ~~not consciously pursued to achieve ends that are distinct from the activity itself.~~¹⁰ Piano lessons and soccer practice are not free play, but goofing around on a piano or organizing a pickup soccer game are. Gray and other researchers note that all play is not equal. Vigorous physical free play—outdoors, and with other kids—is a crucial kind of play, one that our evolved minds are “expecting.” It also happens to be the kind of play that kids generally say they like the most.¹¹ (There is also a good case to be made for the importance of imaginative or pretend play,¹² which is found not only in less rambunctious kinds of indoor free play but often in rough-and-tumble outdoor free play as well.)

Gray notes the tendency of kids to introduce danger and risk into outdoor free play, such as when they climb walls and trees, or skateboard down staircases and railings:

They seem to be dosing themselves with moderate degrees of fear, as if deliberately learning how to deal with both the physical and emotional challenges of the moderately dangerous conditions they generate. . . . All such activities are fun to the degree that they are moderately frightening. If too little fear is induced, the activity is boring; if too much is induced, it becomes no longer play but terror. Nobody but the child himself or herself knows the right dose.¹³

Unfortunately, outdoor physical play is the kind that has declined the most in the lives of American children. The study that offers the clearest picture of the relevant trends was carried out in 1981 by sociologists at the University of Michigan, who asked parents of children under thirteen to keep detailed records of how their kids spent their time on several randomly chosen days. They repeated the study in 1997, and found that time spent in any kind of play went down 16% overall, and much of the play had shifted to indoor activities, often involving a computer and no other children.¹⁴ This kind of play does not build physical strength and is not as effective at building psychological resilience or social competence, so the drop in real, healthy, sociable free play was much greater than 16%. That study compared

Name: _____

Building Credibility

Review

Persuasive Writing

Instructions: After completing/working on each day's assignment include a parent initial signature below.

1. *Cred* means which of the following? (Circle your answer.)
 - a. Trust
 - b. Access
 - c. Advancement
 - d. Believe

2. What kind of URL endings should you target for professional research? (Circle as many as apply.)
 - a. .gov
 - b. .com
 - c. .net
 - d. .org
 - e. .edu

3. Which of the following sources are considered evidence? (Circle as many as apply.)
 - a. A president's statement that X is an issue.
 - b. A current event
 - c. Personal anecdotes
 - d. Historical information
 - e. A quote from an expert
 - f. A reporter's editorial
 - g. Research from a study

4. A *thesis* is:
 - a. Your opinion on a topic.
 - b. The title of an essay.
 - c. The topic your essay relates to.
 - d. The filing system for authored works.

Name: _____

5. Which of the following would be an appropriate piece of evidence for the thesis: "Social media offers benefits to society." (There may be more than one correct answer.)
- a. "Five-hundred million phones were sold in 2021."
 - b. "According to the University of Austin, users can explore ten times more historical archive content and works than the library of Congress can house."
 - c. "Nearly one in five Americans subscribes to or operates a podcast offering insights on current events."
 - d. "Technology theft has brought a whole new wave of crime to the modern justice system."
 - e. "While technology may aid in certain crime-bent situations, it also contributes more to accidents while driving according to municipal traffic records."
6. Write an example of a thesis on the topic of *fertilizer*.
7. How many sources or pieces of evidence are enough to back an argument? Explain.
8. In your own words, what is *bias*?

Name: _____

Active and Passive Voice
Exercise 2

___/8

Examples:

Active: I am punctual and dependable.

Passive: Punctuality and dependability were ways my manager described me.

Active: I won the vote to be class treasurer for my sophomore class.

Passive: The vote determined me to be class treasurer my sophomore year.

Try two of your own examples: (Examples not used before.)

1. (Active):

2. (Passive):

3. How would you define *active voice*? (Paraphrased in a way not stated before.)