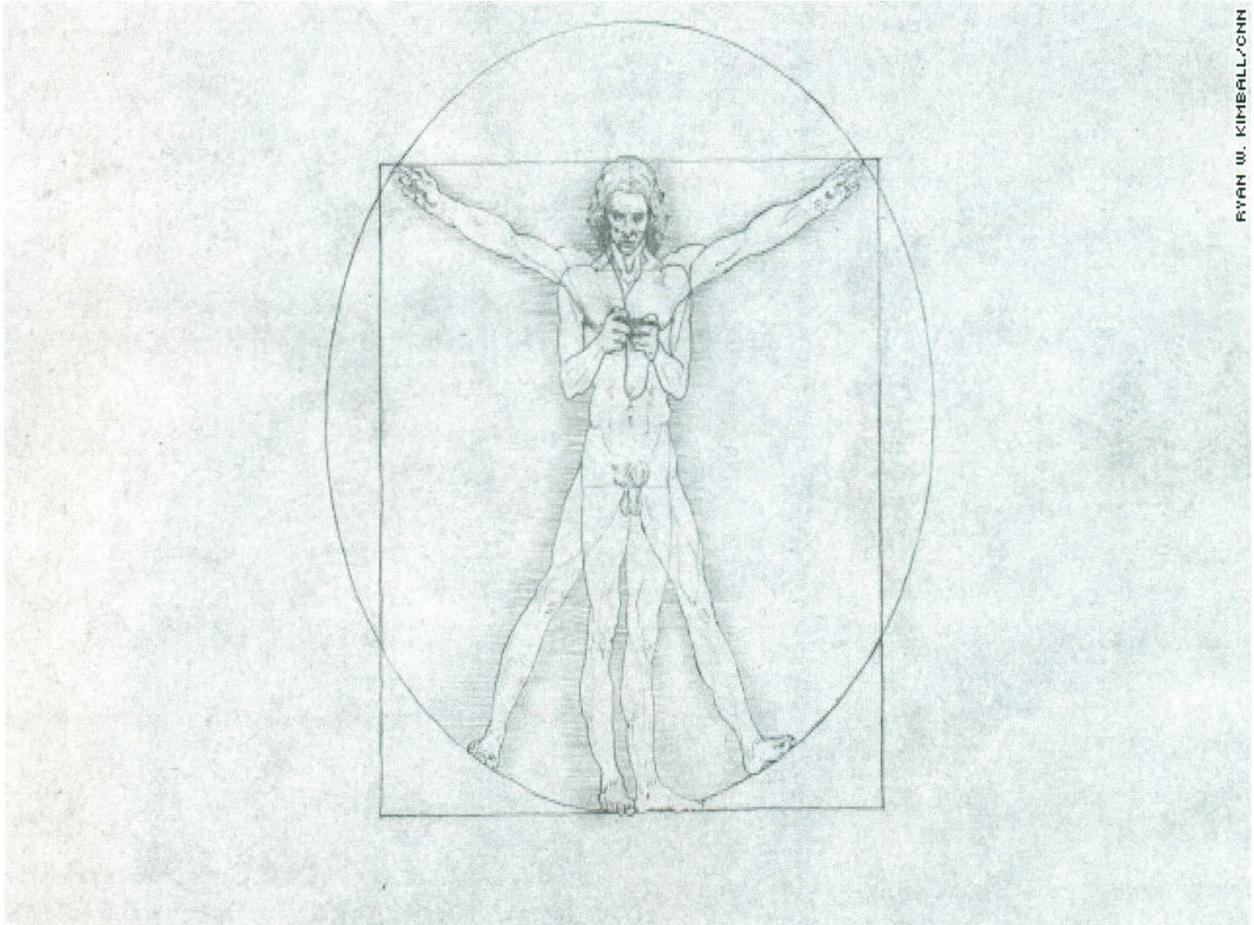


How will the cell phone be remembered:  
global social connector to improve and  
educate societies or degrader of health,  
intelligence and personal interaction?



Mr. Lindberg

US History

Name: \_\_\_\_\_

Period: \_\_\_\_\_

**Lesson Title:** How will the cell phone be remembered: global social connector to improve and educate societies or degrader of health, intelligence, and personal interaction?

**Author Name:** Michael Lindberg

**Contact Information:** mjlinberg@washoeschools.net

**Appropriate for Grade Level(s):** Junior US History and Senior Government

**US History Standard(s)/Applicable CCSS(s):** RH (key ideas and details) standard 1, 2, 5, 8. WHST (text types and purposes) standard 1.

**Engagement Strategy:** Fishbowl Discussion

**Student Readings (list):** Bill Clinton *Phones mean Freedom*, Susan Phillips *Teens Sleeping with Cell Phones: A Clear and present danger*, 9 Niharika S. Jain *We can use cell phones for social change*, David Wygant *Are Smartphones making us stupid?*, Mark Glaser *How Cell Phones are Killing Face-to-Face*, 18 John Sutter *How smartphones make us superhuman*, Robert Earl *Do Cell Phones Belong in the Classroom?*

**Total Time Needed:** 7 days, 50 minute periods

**Lesson Outline:**

Time Frame (e.g. 15 minutes)	What is the teacher doing?	What are students doing?
<b>Day 1</b>		
20 min video clip and discussion	Teacher is showing a clip from Wall-E (ch 14-15) to introduce the unit. After the clip the teacher asks, "Is the story of Wall-E foreshadowing the future of human existence"?	Students are watching the clip and are quite confused about the purpose of it. After the clip students are responding to the question in pairs.
20 min hook exercise	The teacher is handing out the unit packet and is introducing the essential question for the unit and assigning the hook exercise to complete.	Students are working in pairs to complete and discuss their opinion to the prompt in the hook exercise.
<b>Day 2</b>		
20 min Bill Clinton Doc	The teacher will ask the students to quietly read the passage from Bill Clinton on their own and read it out loud afterwards. The teacher will then model how to complete the Power Sentence document.	Students will read the passage and with the direction of the teacher will complete the Power Sentence handout.
30 Min <i>Teens Sleeping with Cell Phones</i>	Teacher will assign this reading which is the opposing opinion to the previous documents. The teacher will instruct the students to read it and complete the Source Summary doc.	Students will read the article by Susan Phillips and complete the source summary in groups of four.
Homework:	Teacher will assign the Mobil Revolution close read and text dependent questions as homework	Students will complete the close read at home.
<b>Day 3</b>		
15 min Discuss homework	Teacher will read the close read out loud and ask the students to share their responses to the questions.	Students will share their response to the close read questions when called upon at random by the teacher.
30 min David Wygant	The teacher will assign the reading from David Wygant.	On their own students will read the article and complete the Q.C.Q reading organizer.
<b>Day 4</b>		
50 min	The teacher will assign the Mark Glaser and John Sutter articles and ask the students to complete	As a group of four the students will read silently and work together to complete the Power

	them in groups.	Sentence and Source Summary handouts on the two assigned articles.
<b>Day 5</b>		
20 min Robert Earl article	The teacher will assign the reading, <i>Do Cell Phones Belong in the Classroom?</i> and ask students to complete the close read questions	Students will read and answer the text and discuss their findings with the class.
30 min Vocab Power Sentences	Teacher will instruct the students to work in pairs to come up with sentences for the power sentence activity. After the students will share their favorite one.	During the vocabulary power sentence activity students will take three pre-selected words and make three different sentences for each word. Upon completion students will share their favorite one.
<b>Day 6</b>		
50 min Fish Bowl discussion prep.	The Teacher will allow the students the period to finish their EAR charts on both evidence to support their opinion and counterclaims.	Students will be using the EAR charts to prepare and organize their arguments for the fish bowl discussion. The EAR charts will allow them to have evidence to support their claims to the questions posed during the discussion.
<b>Day 7</b>		
50 min Fish Bowl	Teacher will be facilitating the fish bowl discussion and maintaining it by posing several questions related to the unit materials	Students will be participating in the fish bowl discussion.

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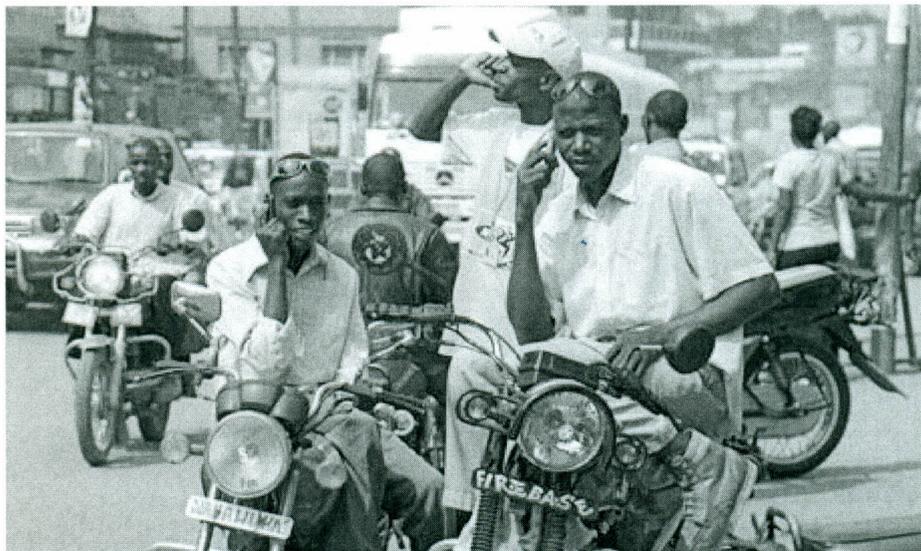
Page 1 Hook Exercise	10 pts_____
Pages 2-3 Bill Clinton <i>Phone mean Freedom and Power Sentences</i>	20 pts_____
Pages 4-6 Susan Phillips <i>Teens Sleeping with Cell Phones: A Clear and present danger</i> and Source Summary	20 pts_____
Pages 7-9 Niharika S. Jain <i>We can use cell phones for social change</i> and close read questions	10 pts_____
Pages 10-12 David Wygant <i>Are Smartphones making us stupid?</i> And Q.C.Q.	18pts_____
Pages 13-15 Mark Glaser <i>How Cell Phones are Killing Face-to-Face</i> and Power Sentences	20 pts_____
Pages 16-18 John Sutter <i>How smartphones make us superhuman</i> and source summary	20 pts_____
Pages 19-21 Robert Earl <i>Do Cell Phones Belong in the Classroom?</i> And close read questions	15 pts_____
Page 22 Vocabulary Power Sentences	18 pts_____
Page 23 EAR Chart for supportive evidence to your claim	18 pts_____
Page 24 EAR Chart for counter claim evidence	18pts_____
Total_____	/187 pts.

Hook Exercise: Read each quote and look at each picture. Which do you agree with and why? Share your response with the person next to you and write your opinions down on a sheet of paper.

Albert Einstein: "I fear the day that technology will surpass our human interaction. The world will have a generation of idiots."



Hillary Clinton: "There are 4 billion cell phones in use today. Many of them are in the hands of market vendors, rickshaw drivers, and others who've historically lacked access to education and opportunity. Information networks have become a great leveler, and we should use them together to help lift people out of poverty and give them a freedom from want."



From technology to equality, five ways the world is getting better all the time

BY BILL CLINTON

1 TECHNOLOGY

## PHONES MEAN FREEDOM

FORGET WHAT YOU MAY HAVE HEARD about a digital divide or worries that the world is splintering into “info haves” and “info have-nots.” The fact is, technology fosters equality, and it’s often the relatively cheap and mundane devices that do the most good. A 2010 U.N. study, for example, found that cell phones are one of the most effective advancements in history to lift people out of poverty.

In Haiti, one of the poorest places on the planet, phones have revolutionized the average person’s access to financial opportunity. Until very recently, banks in Haiti didn’t make loans. Since about 20% of the country’s income comes from remittances from Haitians working in the U.S, Canada, France and around the Caribbean, the banks concentrated on converting the dollars, francs and Canadian dollars to Haitian currency. While that kept the banks in business, it didn’t help the ordinary Haitian or change the fact that roughly 70% of the country’s people were living on less than \$2 a day before the 2010 earthquake.

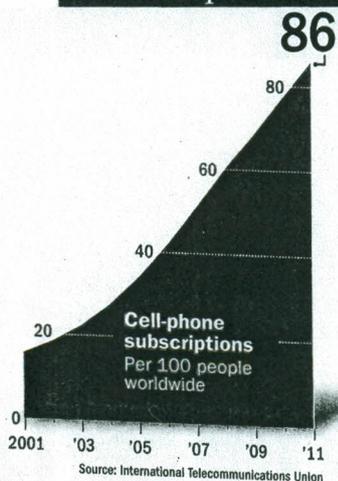
As a consequence, only 10% of Haitians have a bank account. But around 80% of Haitian households have access to a cell phone. So the chairman of Digicel, Irish businessman Denis O’Brien, worked with a Canadian bank, Scotiabank, to provide a service that lets Haitians withdraw cash and make deposits and person-to-person transfers using their mobile phones without a bank account. By the end of 2011, this service had processed over 6 million transactions.

Similar stories are happening in Africa. Only 4% of households in Africa have Internet access, but more than 50% have cell phones. Because counterfeit medications are a huge problem in sub-Saharan Africa, a CGI member created a company called Sproxil, which lets people in Africa (and now India) use cell phones to text a code on any medication they have to see if it’s counterfeit. Ericsson—with the U.N., big investment firm Delta Partners and an NGO called Refugees United—is helping fami-

OUR WORLD IS MORE INTERDEPENDENT THAN EVER. BORDERS HAVE become more like nets than walls, and while this means that wealth, ideas, information and talent can move freely around the globe, so can the negative forces shaping our shared fates. The financial crisis that started in the U.S. and swept the globe was further proof that—for better and for worse—we can’t escape one another.

There are three big challenges with our interdependent world: inequality, instability and unsustainability. The fact that half the world’s people live on less than \$2 a day and a billion people on less than \$1 a day is stark evidence of inequality, which is increasing in many places. We’re feeling the effects of instability not only in the global economic slowdown but also in the violence, popular disruptions and political conflicts in the Middle East and elsewhere. And the way we produce and use energy is unsustainable, changing our climate in ways that cast a shadow over our children’s future.

But I firmly believe that progress changes consciousness, and when you change people’s consciousness, then their awareness of what is possible changes as well—a virtuous circle. So it’s important that the word gets out, that people realize what’s working. That where there’s been creative cooperation coupled with a communitarian view of our future, we’re seeing real success. That’s the reason I try to bring people together every year for the Clinton Global Initiative (CGI). Here are five areas in which there has been concrete, measurable and reproducible progress.



lies that have become separated because of conflict reunite using cell phones.

Smart phones help restart the lives of many individuals, but they also help millions of individuals help restart the lives of others. We’ve seen how technological advances have democratized charitable giving as never before, allowing people to make a difference even if they don’t have much time or money to give. The 2004 South Asian tsunami was the first natural disaster in which huge numbers of people who were poor or of modest means gave a little of their money because they could use global communication networks to do it. For example, Americans gave \$1.92 billion toward tsunami relief, with a median contribution of \$50. When the earthquake hit Haiti, Americans also gave a billion dollars, but that time the median was even lower, because by then cell-phone technology had enabled people to give as little as \$5 or \$10 simply by texting their favored charity.

# Constructing Power Sentences from an Exemplar

.... power sentences are clear, concise, specific...

Names: \_\_\_\_\_

Exemplar: \_\_\_\_\_

Sentence Summarizing Main Idea of Reading: \_\_\_\_\_

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## Supporting Detail Power Sentence #1:

Original Section of Text: \_\_\_\_\_

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Summarizing Power Sentence: \_\_\_\_\_

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## Supporting Detail Power Sentence #2:

Original Section of Text: \_\_\_\_\_

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Summarizing Power Sentence: \_\_\_\_\_

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## Supporting Detail Power Sentence #3:

Original Section of Text: \_\_\_\_\_

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Summarizing Power Sentence: \_\_\_\_\_

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1 **Teens Sleeping with Cell Phones: A Clear and Present Danger**

2 By: Susan Phillips, PsyD

3 *Dr. Phillips is a licensed Psychologist, Psychoanalyst, Diplomat in Group*  
4 *Psychotherapy and Co-Author of Healing Together.*

5 ***Text Question: How can cell phones negatively affect a person's health?***

6 You may already know that many teens sleep with their cell phone on or near the  
7 bed. As an adult, you yourself may sleep with your cell phone and see no problem  
8 with this behavior.

9 A closer look at the reasons that 4 out of 5 teens sleep with their phone, however,  
10 gives cause for concern. While for some teens, the night use of the phone is as a  
11 clock or alarm, for most the phone is on all night to connect with peers.

12 This "on call" status can reflect obligation, anxious need, and even addiction. It  
13 jeopardizes physical, emotional and cognitive functioning and limits domains of  
14 influence and connection.

15 **Obligation**

16 The peer pressure "to be available" used to mean hanging out after school. It takes  
17 on different proportions when it means being available 24/7. Teens in focus  
18 groups report that they sleep with a phone under the pillow in case someone  
19 contacts them. They report wanting to be available for a friend in need but dislike  
20 being called for unnecessary issues, pranks, or by bored friends.

21 At an age when self-esteem hinges on peer acceptance, being caught in the  
22 demands of always being available is difficult. Many teens report stories of  
23 friends getting insulted, angry or upset if a text message or phone call is not  
24 responded to immediately.

25 "People will wake me up in the middle of the night and I have to wake up and talk  
26 or they will think I'm mad at them or something."

27 **Sleep Deprivation**

28 Anyone who has dealt with the sleep deprivation of being a new parent or knows  
29 the sleep disruption and hyper vigilance of being "on call" can appreciate the  
30 undue physical and emotional cost of a teen's all night phone connection.

31 Medical research increasingly underscores the need for adolescents to get sleep –  
32 in fact 9 hours compared with adult's 8 hours. Teen sleep deprivation has been  
33 associated with memory deficits, impaired performance and alertness. The loss of

Jeopardize: Put  
(someone or  
something) into a  
situation in which  
there is a danger of  
loss.

Deprivation: Loss.

Vigilance: ability to  
maintain attention.

34 REM or intense sleep can result in increased irritability, anxiety and depression,  
35 as well as reduced concentration and creativity.

### 36 The Texting Trap

37 Cell-phone texting has become the preferred channel of basic communication  
38 between teens and their friends. One in three teens sends more than 100 text  
39 messages a day or 3000 texts a month.

40 Teens who use their cell phones to text are 42% more likely to sleep with their  
41 phones than teens who own phones but don't text.

42 Texting is instantly gratifying and highly anxiety producing. Instant connection  
43 can create elation and self-value only to be replaced by the devastation of no  
44 response, a late response, the misinterpretation of a punctuation mark, a sexually  
45 harassing text, a text sent to the wrong person or a text that is later regretted.

46 Neuro-imaging has shown that back and forth texting floods the pleasure centers  
47 of the brain, the same area that lights up when using heroin. The emotional  
48 disruption of a real or perceived negative response, however, necessitates more  
49 texting to repair the mood, to fix the feelings of rejection, blame and  
50 disconnection. The addictive potential is obvious.

51 Texting as an addiction jeopardizes sleep, cognitive functioning and real relating-  
52 making dependence on it greater and greater.

### 53 The Benefit of Disconnection

54 As one teen described it,

55 "To stay connected with my friends means there is no disconnecting."

56 Notwithstanding the importance of peer and parental connection, there is a need  
57 for disconnection from both-a need for downtime. Research has found that major  
58 cross sections of the brain become surprisingly active during downtime. Private  
59 time without stimulation allows the brain to synthesize information, make  
60 connections between ideas and foster development of a personal self.

61 We have provided our teens with a high tech world of endless connectivity-We  
62 must also insure for them the ingredients of privacy, balance, space and time to  
63 make it safe as well as vital.

Elation: excitement.

## Source Summary

Name of source: \_\_\_\_\_

What are the 3-4 most important ideas in the text?

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What are the 2-4 most interesting or telling details of the piece?

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Write a paragraph with 5-7 sentences summarizing the text which includes all of the ideas and details recorded above. This is a group effort, and all members of the group should have the SAME summary. Talk about how to form sentences that combine multiple ideas and/or ideas with details.

# 1 The Mobile Revolution

2 *We can use cell phones for social change*

3 By NIHARIKA S. JAIN

4 March 30, 2011

## 5 **CLOSE READ QUESTION:** HOW CAN WE USE CELL 6 PHONES FOR SOCIAL CHANGE?

7 In Ghana, it just takes a text message to buy life insurance. In Bangalore,  
8 India, urban sex workers receive automated voicemails informing them about  
9 critical health issues, microfinance loan deadlines, and vocational training  
10 opportunities. In Kenya, 55 percent of adults use mobile phones to make cash  
11 transfers—from electricity bills to school fees—using a technology called M-  
12 PESA.

13 Mobile phones are revolutionizing international development and social  
14 change. Already, governments, non-profits, businesses, and everyday citizens  
15 are leveraging vast mobile phone networks in many countries to promote  
16 social development in innovative ways. Perhaps most important, these mobile  
17 networks have the potential to reach marginalized populations, especially in  
18 rural areas, and to provide them with transformative new opportunities.

19 Mobile phones can facilitate better governance. They can help government  
20 entities to communicate with citizens and improve the delivery of social  
21 services. For example, in Kerala, one of the most socially developed states in  
22 India, the regional government sends text messages to parents of newborns,  
23 reminding them to vaccinate their babies and explaining how to navigate this  
24 process.

25 Mobile phones can sow the seeds of cultural change. iHollaback allows  
26 everyday citizens to use cell phones to report street harassment. The  
27 submitted stories are compiled in a blog format online, juxtaposing the  
28 reports and mapping them to show the clusters of incidents around the world.  
29 By empowering people to voice their experiences, this powerful technology  
30 subverts the prevailing culture of silence surrounding harassment.

Leveraging: using something to its maximum potential.

Marginalized: treated as unimportant.

Juxtaposing: Act of positioning two different things together for contrasting effect.

Subvert: undermine power.

31 Mobile phones can combat widespread social problems. In Ghana and  
32 Nigeria, mPedigree undermines the fake drug trade. By sending the system a  
33 text message with a code found on their medicines, citizens can verify the  
34 authenticity of the drug. In the United States, PeaceTXT is using mobile  
35 technology to enhance CeaseFire, a Chicago program that uses data to detect  
36 and interrupt violent events.

37 Mobile phones can fuel social movements. In countries where authoritarian  
38 regimes control many forms of social media, cell phones can enable dissidents  
39 to communicate their messages and rally support for uprisings. In Indonesia  
40 in 1998, students used cell phones to coordinate protests that precipitated the  
41 downfall of the incumbent President Suharto. This was seen again in the  
42 recent social revolutions and uprisings in Africa and the Middle East. In  
43 Angola, for instance, protesters used SMS to organize demonstrations against  
44 the ruling regime.

45 Why have mobile phones suddenly become so powerful? Quite simply, the  
46 power of cell phones lies in their vast network. Mobile phones are nearly  
47 ubiquitous, especially in developing nations, where cell phone service can be  
48 quite inexpensive. Since 1998, the number of cell phones in Africa has  
49 increased from under four million to over 400 million, now serving almost  
50 half the continent's population. In India, there are 560 million cell phone  
51 users, including some 80 percent of the adult population.

52 I noticed this myself when I traveled to India last summer. Although I spent  
53 most of my time working in an impoverished village on the outskirts of New  
54 Delhi, I found that even within the least privileged strata of society, nearly  
55 everyone had a cell phone. The widespread penetration of mobile phones  
56 across the developing world, especially amongst rural, marginalized, and  
57 impoverished populations, makes this technology all the more powerful in  
58 effecting transformative social change.

59 *Niharika S. Jain '12 is a Social Studies concentrator in Dunster House. Her*  
60 *column appears on alternate Wednesdays*

Authenticity:  
undisputed credibility.

Authoritarian: strict  
obedience to  
authority at expense  
of personal freedom.

Close Read Questions:

1) How have cell phones improved life in Africa? \_\_\_\_\_

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2) In what ways can cell phones improve the way a country governs itself? \_\_\_\_\_

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1 **David Wygant** [http://www.huffingtonpost.com/david-wygant/are-smartphones-making-](http://www.huffingtonpost.com/david-wygant/are-smartphones-making-us-b-783750.html)  
2 [us b 783750.html](http://www.huffingtonpost.com/david-wygant/are-smartphones-making-us-b-783750.html)

3 Internationally-renowned dating and relationship coach, and author

#### 4 **Are Smartphones making us stupid?**

5 Posted: November 16, 2010 07:32 PM

6 Excerpted:

7 So many people are completely consumed and obsessed with their phone. Have you ever been in  
8 a bar and observed how many people sit there on their phone texting someone who's not there?  
9 Gee, that sounds like a really fun night out! That must be some interesting conversation going on  
10 at your table.

11 Do you ever notice all the people walking the aisles at the supermarket who are constantly  
12 checking their phone and answering emails while they shop? They grab an item, then check their  
13 email, then grab an item then check their email. Is your email so important that you need to be  
14 checking it 24/7?

15 I've even seen people out on dates who are checking or typing something on their phones. They  
16 have to give their friends the "play-by-play" of how the date is going. "Hey. Date's not so good.  
17 Do you know why? Because I'm so obsessed with my smartphone!"

18 I really and truly believe that these smartphones should be nicknamed "stupidphones," because  
19 they're just making us dumb. We have become dumb. We're like little children who constantly  
20 need stimulation.

21 Robin Williams said it best years ago when he said that giving his kids Nintendo was like giving  
22 them the ultimate cocaine. Of course, he would know about that since he was addicted to cocaine  
23 all those years.

24 We have really become an addicted society though. As I sat in the airport recently, I watched  
25 people texting on their smartphones, emailing on their smartphones and even watching television  
26 on their smartphones.

27 Come on folks. What happened to the art of conversation between two people? Do we constantly  
28 need to be stimulated by our phones? It's ridiculous.

29 Technology is great up to a certain point, but I think technology is making us dumb as a society.  
30 Why? We no longer pay attention to what's going on around us, because all we are is consumed  
31 with our so-called smartphone. The more people get these, the more people become addicted to  
32 them, and the less social interaction people have (and learn how to have).

33 So drop your smartphone. Leave it at home.

34 When you go out on a date, go out on a date with an actual person. You don't need to be texting  
35 or sending video updates to people via your smartphone.

36 When you're out with friends, I want you to really *be* with your friends. I want you to pay  
37 attention to them, enjoy their company and stop giving updates about what's going on to people  
38 who aren't there.

39 Get with it folks! Start interacting more with each other, and less and with our new best friend --  
40 the smartphone.

# Q

# C

# Q

**Q – Questions you have that stem from the reading...**

**C – Comments you have about the reading - things you think about as you are reading (relation to history, current events, another subject area, your life)**

**Q – Quotes from the article that made you think, made you happy, made you mad, made you question. Include your analysis – the quote in your own words.**

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1 *How Cell Phones Are Killing Face-to-Face* by Mark Glaser, October 22, 2007

2 **Interactions**[http://www.pbs.org/mediashift/2007/10/how-cell-phones-are-killing-](http://www.pbs.org/mediashift/2007/10/how-cell-phones-are-killing-face-to-face-interactions295.html)  
3 **face-to-face-interactions295.html**

4 Whether you are dating someone, interviewing someone, or just meeting someone  
5 for the first time, there is a special quality about face-to-face interactions. You can  
6 catch the subtle tone in their voice, see their expression as it changes from sad to  
7 outraged, and you can look them in the eye to see if you trust them.

8 So it's unfortunate that real-life interactions are on the outs as cell phone  
9 conversations, texting, instant messaging and Facebook emails start to take up  
10 more of our time. For young people especially, having a cell phone or iPod in  
11 hand and at the ready is the default mode while walking the streets. That means  
12 much less chance of conversation with the people who populate their real lives.

13 Last weekend I went back for a reunion of old friends at my alma mater, the  
14 University of Missouri-Columbia, located in the heartland of America. While  
15 wandering around campus, I noticed that just about every student had a cell phone  
16 out to read text messages or check voicemails as they walked around -- whether  
17 they had friends nearby or not. What was once something you did in private or  
18 during downtime has now become an obsession. We all need to find out what else  
19 is going on at other locations, to the detriment of the current situation happening  
20 right there in front of us.

21 The unspoken subtext of checking text messages in front of friends is:  
22 "Somewhere else there is someone who I care about more than you. I want to  
23 know what they have to say more than what you have to say to me now." The idea  
24 of being present in the moment is disappearing faster than you can say, "Hey, I've  
25 got to take this call..." We devalue our current situation, the friends and family  
26 around us, our surroundings and setting, for something going on somewhere else.

27 Last year when I visited London, I noticed an acute case of what I call *gadget*  
28 *haze*, with so many hipster urbanites connected at all times to smart phones or  
29 MP3 players. When I got lost, I asked a woman if I was near SoHo, and it took a  
30 moment for her to realize that someone real in front of her was actually talking to  
31 her. Slowly, she removed herself from her bubble, took off her headset, asked me  
32 to repeat what I said. Eventually she pointed me in the right direction and put the  
33 headset back on.

34 What amazed me was the delay between the time I asked my question and her  
35 reply. It was almost as though I was talking to her in a foreign language. She had  
36 to take a moment to come out of her reverie, to literally come back to the present  
37 moment and the place where she stood to talk to someone right in front of her.  
38 With ever more immersive experiences on mobile devices -- from music to TV to

Acute: serious.

Hipster:  
independent  
thinkers who  
support counter  
culture ideals, as  
well as  
progressive  
programs.

39 games -- I wonder whether the gadget haze will grow thicker and thicker, making  
40 it even more difficult for others to break through.

41 In many cases, having a cell phone around can be a huge help. In emergencies,  
42 you can call the police or a friend quickly. If you're running late, you can tell  
43 someone where you are. And having an iPod or MP3 player is great when you're  
44 out exercising or if you have a long cross-country flight.

45 The problem is that despite all our raging against bad cell phone habits, they  
46 persist unabated. People talk on cell phones out at restaurants, they text while  
47 driving, and there's even a push to bring safe cell phone calling onto airplanes at  
48 all times. It might be safe for the pilot, but not for the rest of us stuck next to  
49 people gabbing on their phones endlessly for entire flights. You just know it will  
50 happen. Crying babies, by comparison, will start to sound like the London  
51 Symphony Orchestra.

52 When I went back to my old college, I met up with a friend about my age (i.e.  
53 well removed from college age) and we chatted about the overuse of cell phones.

54 "Even people my age are addicted to them," he said. "I try not to have them on me  
55 at all. I just don't like the idea of people being able to contact me wherever I go.  
56 I'd rather be with the people around me than worry about who's going to call me,  
57 who I need to call back and all that. It's really a sad state of our society to see so  
58 many people tied down to their cell phones."

59 Indeed. There have even been studies showing that cell phones are causing the  
60 same problems as other addictive behavior. According to a University of Florida  
61 news story, a Japanese study found that children with cell phones often won't  
62 make friends with other children who don't have cell phones. Plus, a British study  
63 of college students found that 7% of students had lost a relationship or job due to  
64 cell phone usage.

65 That's a warning sign that we as a society are giving in to our electronic tether,  
66 our techno-fetishes, and putting more faith in them than in our own real-world  
67 concerns. I wonder whether more electronic communication will mean less face-  
68 to-face conversations, and we'll have generations of people who are more  
69 comfortable texting their friends than talking to them in person. Or perhaps they  
70 will prefer to sit around and listen to their own iPods separately rather than having  
71 the shared experience of hearing music on a stereo system.

72 About the only counterbalance to our techno-obsession is the growing trend of  
73 public places such as libraries and restaurants that ban or block cell phone usage.  
74 I've also heard of plenty of weekend retreats that require people to leave cell  
75 phones off or at home. It shouldn't take long before these technology-free zones  
76 become popular oases for a public that's drifting more and more into a gadget  
77 haze.

Unabated: Without  
any reduction in  
intensity.

# Constructing Power Sentences from an Exemplar

... power sentences are clear, concise, specific...

Names: \_\_\_\_\_

Exemplar: \_\_\_\_\_

Sentence Summarizing Main Idea of Reading: \_\_\_\_\_

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## Supporting Detail Power Sentence #1:

Original Section of Text: \_\_\_\_\_

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Summarizing Power Sentence: \_\_\_\_\_

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## Supporting Detail Power Sentence #2:

Original Section of Text: \_\_\_\_\_

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Summarizing Power Sentence: \_\_\_\_\_

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## Supporting Detail Power Sentence #3:

Original Section of Text: \_\_\_\_\_

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Summarizing Power Sentence: \_\_\_\_\_

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# 1 How smartphones make us superhuman

By John D. Sutter, CNN

updated 12:16 PM EDT, Mon September 10, 2012 | Filed under: Mobile

2 Text Question: ***How are smartphones improving the way we live??***

3 (CNN) -- Both men lit themselves on fire in protest. But only one of them is credited  
4 with starting a revolution. The difference between the two? Mobile phones recorded  
5 Mohamed Bouazizi, a Tunisian fruit vendor, as he set himself ablaze in despair over  
6 his economic plight. Those videos kicked off the wave of 2011 Arab Spring  
7 demonstrations. Abdesslem Trimech, the other man, fell into relative obscurity. The  
8 example, cited in the book "The Mobile Wave," highlights just one of the many  
9 superpowers that mobile phones -- and to a lesser extent, tablets -- have bestowed  
10 upon humanity. In addition to enabling us to video events on a second's notice,  
11 potentially altering the course of global politics, these high-tech human "appendages"  
12 increasingly have become tools for fighting corruption, buying stuff, bolstering  
13 memory, promoting politics, improving education and giving people around the world  
14 more access to health care.

15  
16 They've shaken up our social lives, too. Forget letters and phone calls. Texts are the  
17 currency of modern conversation -- and mobile Internet searches are the way to  
18 solve disputes of fact or trivia. Dating apps search suitors by location, and mobile  
19 maps ensure we app-enabled super humans can't get lost, as long as there's a  
20 wireless signal.

21  
22 Superman could fly. Phones, it seems, help us do everything but.

23  
24 "This is the first time in the entire history of humanity that we've connected in this  
25 way," Amber Case, a "cyborg anthropologist," said in a 2010 lecture at TEDWomen.  
26 "And it's not that machines are taking over. It's that they're helping us to be more  
27 human. They're helping us to connect to each other. The most successful technology  
28 gets out of the way and helps us live our lives."

## 29 **Nearly 6 billion phones**

30  
31 Regardless of the effects, adoption of mobile tech seems to be going only one  
32 direction: up. There were nearly 6 billion mobile phone subscriptions worldwide in  
33 2011, according to the International Telecommunication Union, a branch of the  
34 United Nations. There are 7 billion people in the world. Some have multiple mobile  
35 contracts, but technology is clearly widespread, and getting smarter. Saylor, the  
36 author and CEO, estimates 5 billion people will have smartphones in the next five  
37 years, giving those people access to the mobile Internet and apps. The United States  
38 already reached a tipping point this year: The majority of American phone owners  
39 now have smartphones.

40  
41 These phones, such as those running the Apple iOS and Google Android operating  
42 systems, offer "more computing power than Apollo 11 when it landed a man on the  
43 moon," Nancy Gibbs writes for Time. "In many parts of the world, more people have

Obscurity: at state of being unknown.

44 access to a mobile device than to a toilet or running water," she writes. "For millions,  
45 this is the first phone they've ever had."

46  
47 By the 2000s, a host of sensors -- from GPS, which enables mobile mapping, to  
48 accelerometers, which helps the phone know if it's being tilted -- were being  
49 squeezed into the gadgets. The mother of all smartphones, the Apple iPhone,  
50 debuted in 2007 with all these accouterments. By then, phones had become the  
51 warehouse for technological innovation -- the Swiss Army knives of modern living, as  
52 many authors have argued. If you include tablets and e-readers in the mix, mobile  
53 devices have come to rival desktop computers and laptops for their usefulness in life  
54 and business.

55  
56 **Smartphone superpowers**

57 There are plenty of potential superpowers these always-on mobile gadgets could  
58 give us. One of the more futuristic, as outlined by Google this year, is a sort of digital  
59 X-ray, or "Terminator" vision. Using augmented-reality technology, that company and  
60 others hope to superimpose a layer of digital information on top of the real world. A  
61 person wearing Google's prototype of high-tech glasses, for example, might see data  
62 about people they encounter or about deals offered inside restaurants they pass.  
63 Other efforts aim to empower people literally to open doors or pay for coffee with a  
64 tap of their phone, and to identify themselves using NFC chips that are built into  
65 newer smartphones.

66  
67 Meanwhile, schools in rural parts of Africa that never had textbooks are incorporating  
68 smartphones as an information source with the help of Paul Kim, chief technology  
69 officer at Stanford University. "I know they are not only using the technology," Kim  
70 said, "but they are getting smarter and smarter every day."

71  
72 And researchers, including George Whitesides at Harvard University, are trying to  
73 use mobile phones to bring medical care to remote corners of the world where  
74 people otherwise would have to walk for a day or more to see a doctor or nurse.  
75 Whitesides' group has been working on a paper chip that could be touched with a  
76 drop of blood and then photographed and text messaged to a clinic that could  
77 analyze it and offer a diagnosis.

78  
79 But over time, there's hope smartphones will be a radical, democratizing force --  
80 particularly as they become more affordable for everyone. "The Agricultural  
81 Revolution took thousands of years to run its course. The Industrial Revolution  
82 required a few centuries. The Information Revolution, propelled by mobile technology  
83 will likely reshape our world on the order of decades," Saylor writes. "But despite the  
84 turbulence ahead, we live at one of the greatest times in history. Software will suffuse  
85 the planet, filling in every niche, and exciting opportunities will lie everywhere."

Accouterments:  
additional items.

## Source Summary

Name of source: \_\_\_\_\_

What are the 3-4 most important ideas in the text?

\*

\*

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What are the 2-4 most interesting or telling details of the piece?

\*

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\*

\*

Write a paragraph with 5-7 sentences summarizing the text which includes all of the ideas and details recorded above. This is a group effort, and all members of the group should have the SAME summary. Talk about how to form sentences that combine multiple ideas and/or ideas with details.

1 *Robert Earl* - Robert Earl, a partner in a strategic consulting firm in Arlington, Virginia, has  
2 served in the federal government, in the defense industry, and in the Marine Corps. He is a Naval  
3 Academy graduate and Rhodes Scholar and has spent many years observing public school  
4 classrooms.

## 5 **Do Cell Phones Belong in the Classroom?**

6 By Robert Earl

7 If you were to drop in on most any American high school these days, what would  
8 you see? Cell phones. Lots of them. Virtually all students have one, and it's  
9 typical to see them tapping away or listening to music through their ear buds --  
10 not just in the hallways during the five minutes between classes, but also in the  
11 classroom, at every opportunity the teacher gives them.

12 Most schools allow students to have cell phones for safety -- a reaction to the  
13 Littleton, Colorado, high school shooting incident of 1999. Apart from emergency  
14 situations, most schools don't officially allow students to use cell phones during  
15 class time. However, when the teacher is busy helping out another student or  
16 writing on the board, outcome the phones as students send instant messages to  
17 friends, listen to music, or watch videos on the Internet. Eventually, the teacher  
18 notices and warns them that their phones will be confiscated. The phones  
19 disappear with reluctant obedience -- until the next opportunity arises to  
20 surreptitiously pull them out again.

21 But whatever a school's approach to technology, cell phones seem to be nearly  
22 ubiquitous. An April 2010 study by the Pew Internet and American Life Project  
23 and the University of Michigan found that in schools that permitted students to  
24 have cell phones, 71 percent of students sent or received text messages on their  
25 cell phones in class. In the majority of schools -- those that allow students to have  
26 phones in school but not use them in the classroom - the percentage was almost as  
27 high: 65%. Even in schools that ban cell phones entirely, the percentage was still  
28 a shocking 58%.

29 Many teachers have given in and allowed their students to listen to music through  
30 their earbuds while they're doing individual class work (reading or writing or  
31 conducting research). "I concentrate better on my schoolwork when I'm listening  
32 to music," is the rationalization from many students. Many teachers seem to  
33 accept this reasoning, little knowing about the data on multitasking and its  
34 deleterious effects on concentration and the ability to think clearly. Two years  
35 ago, for example, Peter Bregman wrote in the Harvard Business Review Blog  
36 Network that multitasking can reduce productivity by as much as 40%, increase  
37 stress and cause a 10-point fall in IQ.

38 But thinking clearly doesn't seem to be one of the principal objectives in our high  
39 schools -- for the teachers or the administrative staff, much less for the students

Surreptitiously: by  
stealthy means.

Ubiquitous: Present,  
appearing, or found  
everywhere.

40 themselves. After all, this is a generation that is used to being entertained.  
41 Attention spans are short.

42 In some cases, schools have actually embraced cell phones and incorporated them  
43 into their teaching. The educational benefits of cell phones have been argued as  
44 follows by various education writers:

- 45 • They give students a chance to collaborate with each other, or connect  
46 with peers in other countries. (Marc Prensky)
- 47 • They can be used for high-tech alternatives to boring classroom lectures,  
48 letting kids take part in interactive assignments like classroom polls.  
49 (Kevin Thomas)
- 50 • They can serve as notepads or as an alarm for setting study reminders.  
51 (Lisa Nielsen)
- 52 • They can be recording devices, letting students record impressions during  
53 field trips and create audio podcasts and blog posts. (Liz Kolb)

54 However, none of these supposed advantages can overcome one very basic  
55 disadvantage: Cell phones distract students from schoolwork and class activities.  
56 Half of teens send 50 or more text messages a day. According to the Pew study,  
57 "Older teen girls ages 14-17... average 100 messages a day." It's naïve to imagine  
58 that students armed with cell phones won't be quietly typing away under their  
59 desks, sending messages or surfing the Internet. And this activity is much harder  
60 to regulate than traditional note-passing.

61 There may not be one right way of educating. The Waldorf School philosophy of  
62 pen and paper, blackboards and chalk, can work fine for some students. But  
63 computers in the classroom can also work. What's clear either way is that students  
64 must be taught to love learning -- to embrace the process of finding answers. In a  
65 recent *New York Times* article titled "A Silicon Valley School That Doesn't  
66 Compute," Paul Thomas, a former teacher and an associate professor of education  
67 at Furman University was quoted as saying, "Teaching is a human experience.  
68 Technology is a distraction when we need literacy, numeracy, and critical  
69 thinking."

70 Many high school students have grown unaccustomed to reading anything longer  
71 than a 140-character tweet. And at a time when calculators are available on every  
72 cell phone, they've grown more dependent than ever on letting machines solve  
73 even the simplest of problems. What students lose in such a dependency is an  
74 ability to respond quickly on their feet -- in a boardroom presentation, for  
75 example -- as well as a keen common sense about math and science. There's no  
76 *thinking* going on.

77 And students need more than just discipline in the classroom. They also need to  
78 be inspired to learn about the wonders of life, of humanity, of nature, of our  
79 planet, of the cosmos.

Deleterious: Causing  
harm or damage.

Collaborate: working  
together.

Numeracy: Ability to  
work with numbers.

Text Dependent Questions:

1) In what ways can cell phones decrease our intelligence and productivity? \_\_\_\_\_

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2) Describe how cell phones can benefit the classroom environment? \_\_\_\_\_

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3) If you were in charge of your school would you allow cell phones in class? Why or why not? \_\_\_\_\_

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# Vocabulary Power Sentences

For each vocabulary word, write three different types of power sentences which include *appropriate context clues*.

1. Statement Sentence
2. Question Sentence
3. Exclamation Sentence

Context clues exist in the words and phrases that appear near to a more difficult vocabulary term. These words provide clues for you to make a logical guess about the meaning of the word in its context. Context clues are helpful in reading, and they can be equally helpful in developing your writing. They can add detail to make your sentences more **clear** and **specific**.

## Context Clues Examples for CORONER

**Statement:** The coroner investigated the dead body and determined the cause of death.

**Question:** What evidence did the coroner use to confirm this death as a suicide?

**Exclamation:** "Holy etymology," exclaimed the coroner during the autopsy, as she found hundreds of blowfly larvae.

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## Vocabulary Words for Your Power Sentences (3 per word)

*(Make sure to refer back to your readings to find context clues.)*

### 1. Social Change

- a. Statement
- b. Question
- c. Exclamation

### 2. Ubiquity

- a. Statement
- b. Question
- c. Exclamation

### 3. Smartphone

- a. Statement
- b. Question
- c. Exclamation

**EAR Chart - Cell Phone Debate: Evidence to support your opinion**

**Directions:** Examine the list of kept evidence. Determine how the evidence helps to answer the question:

EVIDENCE – Facts/Concrete Details	ANALYSIS – This means that.../Commentary/Connection to question	RELEVANCE(Does this address the question?)

*From the evidence and the analysis, create two main idea statements:*

**EAR Chart - Cell Phone Debate: Counter claims to your opinion**

**Directions:** Examine the list of kept evidence. Determine how the evidence helps to answer the question:

EVIDENCE – Facts/Concrete Details	ANALYSIS – This means that.../Commentary/Connection to question	RELEVANCE(Does this address the question?)

*From the evidence and the analysis, create two main idea statements:*

# **“THE FISHBOWL”**

## **CLASS DISCUSSION TECHNIQUE (SS100505)**

1. Place seven seats in a circle, located in the center of the room.
2. All other seats are pushed to the walls for seating for non-participants.
3. The seven students in the circle, the fishbowl, are the only ones allowed to speak in the room. There is to be no conversation outside of the circle. The teacher chooses the first students in the circle, at random. At the beginning one chair is to be vacant to allow a “flying fish” to enter and give their opinion at any time.
4. The students engage in debate on an issue presented, as an open-ended question, by the teacher.
5. All participants must abide by the rules of civic discussion. These rules are provided in the discussion rubric.
6. The participants must also operate under the standards of common courtesy. (No yelling, no interrupting, no name-calling, etc.)
7. Once a student in the circle has spoken, a student from outside the circle may come and tap that student. The student in the circle must then give the one who tapped them their seat and return to the outside observation seats. The new entrant may not be tapped until he or she has spoken at least once.
8. Students, once removed from the circle, may return at any time. (They may not be tapped until they have spoken again.) The teacher may grant preferential seating to students who have not yet participated in the debate.
9. The teacher does not participate in the discussion except to provide a new question or to terminate an irrelevant, or inappropriate, line of discussion.

## Discussion Rubric (SS100505)

Discussion Rubric	3	2	1	0
<b>Substantive</b>				
States and identifies issues.	Accurately states and identifies issues.	Accurately states an issue.	States a relevant factual, ethical, or definitional issue as a question.	Does not state any issues.
Uses foundational knowledge.	Accurately and expresses completely relevant foundational knowledge pertaining to the issues raised during the discussion.	Accurately expresses mostly relevant foundational knowledge pertaining to issues raised during the discussion.	Accurately expresses somewhat relevant foundational knowledge pertaining to an issue raised by someone else.	Does not express any relevant foundational knowledge.
Elaborates statements with explanations, reasons, or evidence.	Pursues an issue with more than one elaborated statements.	Pursues an issue with one elaborated statement.	Elaborates a statement with an explanation, reasons, or evidence.	Does not elaborate any issues.
<b>Procedural</b>				
Invites contributions from, and acknowledges statements of, others.	Engages others in the discussion by inviting their contributions and acknowledging their contributions.	Invites comments from others and does not acknowledge their statements.	Does not invite comments from others but allows others to speak. Does not acknowledge contributions from others.	Does not invite comments from others nor acknowledge their statements.
Challenges the accuracy, logic, relevance, or clarity of statements.	Constructively challenges the accuracy, clarity, relevance, or logic of statements made.	Responds in a civil manner to a statement made by someone else by challenging its accuracy, clarity, relevance, or logic.	Responds in a civil manner but does not challenge the accuracy, clarity, relevance, or logic of statements.	Does not respond in a civil manner in all conversations. Does not challenge the accuracy, clarity, relevance, or logic of statements.

Adapted from Harris, David E. "Assessing Discussion of Public Issues: A Scoring Guide." In *Handbook on Teaching Social Issues*, edited by Ronald W. Evans and David Warren Saxe. Washington, D.C.: National Council for the Social Studies, 1996.

## Elements of a Proficient Essay Rubric

Rating				Elements
Exemplar	Proficient	Emerging	Missing	
_____	_____	_____	_____	<b>Introduction</b>
_____	_____	_____	_____	Grabber
_____	_____	_____	_____	Background (time, place, story)
_____	_____	_____	_____	Restatements of the Question
_____	_____	_____	_____	Thesis Statement
_____	_____	_____	_____	<b>First Body Paragraph</b>
_____	_____	_____	_____	First Claim and Reasoning
_____	_____	_____	_____	Evidence with citations
_____	_____	_____	_____	Argument: Explain the evidence
_____	_____	_____	_____	<b>Second Body Paragraph</b>
_____	_____	_____	_____	Second Claim and Reasoning
_____	_____	_____	_____	Evidence with citations
_____	_____	_____	_____	Argument: Explain the evidence
_____	_____	_____	_____	<b>Third Body Paragraph</b>
_____	_____	_____	_____	Third Claim and Reasoning
_____	_____	_____	_____	Evidence with citations
_____	_____	_____	_____	Argument: Explain the evidence
_____	_____	_____	_____	<b>Conclusion</b>
_____	_____	_____	_____	Restatement of thesis
_____	_____	_____	_____	“Although” statement
_____	_____	_____	_____	Argument trumping “although” statement

Essay Example: By Michael Lindberg

GPS, navigation, internet, television, radio, camera, video games, financial organizer, and phone. These gadgets were once individual pieces of technology we had around the house or in our cars. Today our technological obsessions can be wrapped into one tiny device known as the cell phone or smartphone to be precise. Dr. Martin Cooper, the person to create the original cell phone for Motorola, created the device to allow phone calls while out of the home. Today the use of his instrument has been blown out of proportion and is creating generations of technological addicts. Former President Bill Clinton once stated, "cell phones are one of the most effective advancements in history to lift people out of poverty". This is fine and well, yet once those countries have a lifestyle similar to ours they will be sucked into the cell phone dependent vortex Americans are falling into. If that is where developing nations will be at, then what will people be like in the developed nations? The cell phone is an instrument with great sophistication and intent yet will be remembered as the device to erode our society because it will destroy our health, intelligence and our ability to communicate face to face.

As a movie goer it is appalling to see the number of public service announcements asking viewers to stay off their phones during the show. Humans have gotten so wrapped up in their digital lives that they cannot sit through a movie without checking their phones. Cell phones have become an addiction and it is going to ruin the health of its users. Doctor Susan Phillips PsyD, states, "Neuro-imaging has shown that back and forth texting floods pleasure centers of the brain, the same area that lights up when using heroin." People who text on a regular basis are playing a dangerous game when the emotional response it creates is so powerful it can be compared to heroin. For people who communicate via texting this addiction can be detrimental to their health and well-being. Dr. Phillips goes on to say, "Texting as an addiction jeopardizes sleep and cognitive functioning." This means those who are addicted to their phones run the risk of missing out on REM sleep which poses several health

issues such as increased irritability, depression and a loss of creativity. Its health implications like these that will lead to a decrease in human intelligence.

It is evident using cell phones plays a key role in degrading our health. With humans falling into the habit of cell phone dependence and addiction an unfortunate byproduct will be a loss of intelligence. As phones become more intelligent and offer more innovations people are immersing themselves in several media outlets at once; negatively impacting their efficiency and intelligence. Robert Earl, a former Marine and Naval Academy graduate who has spent many years observing high school classrooms explains, "...Peter Bergman wrote in the Harvard Business Review Blog Network that multitasking can reduce productivity by as much as 40%, increase stress and cause a 10-point fall in IQ". With people surfing the web, listening to music, and watching a podcast at the same time it is obvious humans are slowly draining their ability to think critically. These implications have a strong connection to the classroom where students are trying to learn while dodging the distracting desire to be on their phones. Earl goes on to say, "Many high school students have grown unaccustomed to reading anything longer than a 140-character tweet." Students have become dependent on their phones to give them the information they need that they are losing their ability to solve problems on their own. It has become easier to let machines do the thinking for them. This dependence and reduced ability to think on ones feet during conversations is why cell phones will eventually ruin our ability to communicate through personal interaction.

It is hard to imagine yet it is not uncommon to walk around in public and see groups of people ignoring each other as they stare down at their phones. It is as if what is happening in cyber world is more important than the moment; creating a reliance on our smartphones that has become an addiction. Mark Glaser who wrote the article, *How Cell Phones are Killing Face to Face Interaction*, for PBS explains, "For young people especially, having a cell phone or iPod in hand and at the ready is the

default mode while walking the streets." This means more and more people can whip out their phones and appear to be busy in public to avoid a conversation with a stranger or even an acquaintance. It is hard to imagine but face to face conversations may be a thing of the past if we continue down this path. David Wygant, an internationally-renowned dating and relationship coach adds, "The more people get these (smart phones), the more people become addicted to them, and the less social interaction people have (and learn how to have)". People will need to learn how to moderate their phone usage or eventually there will not be a need to leave the home.

Early in its existence the cell phone served a purpose and allowed us to remain human. Modern phones still fulfill their original purpose, yet have been packed with so many amenities the purpose gets lost. People are becoming best friends with their phones and are forgetting to enjoy their surroundings and physical friends. Decades from now the cell phone will be remembered as the device to negatively change the course of human existence because it is degrading our health, intelligence, and ability to interact face to face. Although Amber Case, a cyborg anthropologist, insists, "...it's not that machines are taking over. It's that they're helping us to be more human. They're helping us to connect to each other. The most successful technology gets out of the way and helps us live our lives." Cell phones are not making us more human, they are taking us towards the realities depicted in Disney's, *Wall-E*. They are not helping us live our lives; they are making us forget what it actually means to be human.