*Set up your page to capture quality evidence that can be tracked to credible sources.*

Top: Source information, MLA

Knorr, Caroline. “The Sneaky Science Behind Your Kid’s Tech Obsessions.” *Parenting,*

*Media, and Everything in Between.”* Common Sense Media. Jan 1, 2018.

<https://www.commonsensemedia.org/blog/the-sneaky-science-behind-your-kids->

tech-obsessions

*Gather evidence from each source to climb the ladder to higher levels of critical thinking*

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| --- |
| Draw the Rhetorical Triangle and Label Its Parts |
| Speaker/Author: What persona does the writer show to the audience?  Text/Message  Audience  Appeals to the Audience   * Logos * Ethos * Pathos |

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| --- |
| Cause and Effect |
| What are the causes and effects of the technology according to the article? Choose at least two examples |

|  |
| --- |
| Paraphrasing |
| Choose the most important idea or quote and put it in your own words here. |

|  |
| --- |
| Summarizing |
| In 32 words or less, write a sentence that summarizes the selection’s most important ideas. |

Savedge, Jenn. “Student Science Experiment Finds Plants Won’t Grow Near Wi-Fi Router.”

The Mother Nature Network. Feb 7, 2018. <https://www.mnn.com/health/healthy->

spaces/blogs/student-science-experiment-finds-plants-wont-grow-near-wi-fi-

router

|  |  |  |
| --- | --- | --- |
| **They Say**: Gather Quotes, Paraphrases, or summaries from the source itself. *What evidence is important? What details are relevant to our discussion about the benefits or dangers of social media?* | **I Say:** For each piece of evidence you gather, offer your analysis, opinion, or comment. *What are you thinking as you read? Look back over your thoughts before you read these articles. Do you see any connections?* | **And So . . . ?:** What connections can you draw between this article and the other article we have read? Why does this matter? Whom does this affect? |
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