

**GRADE:** Seventh

**TOPIC:** Dodgeball Debate

**NAME OF ASSESSMENT:** Fall Informational Reading and Argument Writing Performance Task  
*Growth Model (Same prompt will be used for Spring Writing Performance Task)*

**STANDARDS ASSESSED:**

- Students will cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text (RI.7.1)
- By the end of the year, students will read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range. (RI.7.10)
- Students will write arguments to support claims with clear reasons and relevant evidence. (W.7.1)

**Explanation of Standards Alignment:**

**RI.7.1.** Students will cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

- Students will write in response to prompts to analyze explicit and implicit information from the text. They will also cite textual evidence from sources and analyze that evidence when writing their argument essay.

**RI.7.10:** By the end of the year, students will read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range. (RI.6.10)

- Students will read a grade-level text and respond to prompts to demonstrate comprehension of that text.

**W.7.1:** Write arguments to support claims with clear reasons and relevant evidence

- Students will write an argument essay on the topic of whether or not pets should be allowed in the classroom, prompted to support their position with clear reasons and relevant evidence from provided sources.

**Depth of Knowledge Level of task:** Levels 2-3

**Duration of administration:** Two to three class periods

**Materials needed:**

- Videos-“Dodgeball Debate Part 1 and 2”  
<https://www.youtube.com/watch?v=L70L8qmiiYQ>  
<https://www.youtube.com/watch?v=z8EshIhnoTA>
- Text: Life Lessons You Should’ve Learned from Playing Dodgeball
- Text: “The Fall of Dodgeball: Why Schools are Removing Competitive Elimination Games from Their PE Curriculum”
- Student booklet for responses

## Overview of Assessment-

**\*\*Note: please alter and make note of alterations based on your own conversational style and the ways in which you've talked about informational reading and argument writing in your own classroom. The tasks below could be administered in many different ways (scaffolding and differentiating as needed.)\*\***

### ***TEACHER SCRIPT:***

#### **Possible Introduction to Assessment:**

Take a few minutes to introduce the whole of the assessment to the students. It might sound something like:

“You’re going to have a chance to show off what you know about doing quick, on-the-run, intensive research, and composing an argument. Over the next couple of periods, you’ll encounter a few texts that present different possible positions and supporting reasons and evidence about whether or not dodgeball should be allowed in our school. It will be up to you to really analyze the information and ideas, so that you can state your own claim and justify it, using researched evidence.

For each text, you’ll respond to questions that ask you to analyze the author’s claims and cite specific details from the text that support those claims. Then you’ll have some time to look over your research. Then, we’ll imagine that our school is taking a stand on whether or not to allow dodgeball. You will write an essay to send to the principal, arguing one side. You’ll want to acknowledge the sides of the argument, cite research that backs your claim, and make a persuasive claim for either allowing dodgeball in our school, or continuing the dodgeball ban in our school.

Today is part one of this research project. You’ll have a chance to watch a video and read two texts, and to respond to questions that prompt you to analyze the texts and cite the important text details.”

#### **Introduction and Tasks 1-2**

Introduction: Video text: watching and listening to gather information for essays

“You’re about to watch a videos titled “Dodgeball Debate Part 1 and Part 2.” As you watch, think about the important ideas and information in the video. After the second viewing, fill in the outline in your booklet to capture one reason and more than one piece of evidence that the video offers to teach us why dodgeball should or should not be allowed in schools. Be sure to include accurate text details –more than one-in your response. I’m showing it twice so that you have a chance to write down exact quotes the second time through. You may decide to use some of this evidence for your own essay.

#### **Task 1–Reading to gather information for essays**

Text: “Life Lessons You Should’ve Learned from Playing Dodgeball”

“Now you’ll have a chance to study an article about life lessons that can be learned from playing dodgeball. After reading this, fill in the outline in your booklet, finding reasons the article gives in favor of and against dodgeball. Remember to quote directly so that you capture exactly what the text said. You may decide to use some of this evidence for your own essay.



## Task 2–Reading to gather information for essays

Text: “The Fall of Dodgeball: Why Schools are Removing Competitive Elimination Games from Their PE Curriculum”


“Now you’ll have a chance to study another article about dodgeball in schools. After reading this, choose reasons and evidence the author gives to support the central idea of the article. Again, you may decide to use some of this evidence for your own essay.”

## Task 3: Argument Writing

“Researchers, you’ve done some good research now by studying this information and the ideas of these authors. Now you’ll want to take a position on whether or not to allow dodgeball in our school. First, you’ll want to look over your summaries and notes, and the texts as well if you’d like, and decide, based on the best evidence from both articles, which side of the argument you will take up.

Then, imagine that you are writing an essay/letter to send to the principal, clearly stating one side of this argument in a convincing way, and supporting that claim with strong evidence you’ve gathered in your research. You’ll want to include information and details from the articles and video to support your claim.

You’ll want to take a few minutes to plan how your draft will go, and remember what you know about writing convincing arguments, including...”

“Dodgeball”	
	Checklist for Writing a 7 <sup>th</sup> grade Argument Essay
	Write an introduction
	Clearly state claim(s)
	Provide reasons and evidence from sources
	Organize your writing
	Acknowledge counterclaim
	Use transition words
	Write a conclusion

**\*\*\*This prompt should be used to guide instruction. The same prompt will be used in the spring.**



**Student Packet-Introduction**

- Response to videos “Dodgeball Debate Part 1 and 2”  
Part 1 <https://www.youtube.com/watch?v=L70L8qmiiYQ>  
Part 2 <https://www.youtube.com/watch?v=z8EshlhnoTA>

**According to the videos, why is dodgeball a bad idea in school?**

---

---

---

---

---

What examples or other specific evidence do the videos give to support this?

---

---

---

---

---

**According to the videos, why is dodgeball a good idea in school?**

---

---

---

---

---

What examples or other specific evidence do the videos give to support this?

---

---

---

---

---



## Student Copy-Task 1

# Life Lessons You Should've Learned from Playing Dodgeball

<https://iamgum.com/2015/03/06/life-lessons-you-shouldve-learned-from-playing-dodgeball-2/>

written by G.U.M | Growing Up Millennial

There are many life lessons to take away from childhood games...

Twister taught strategy.

Bop it! taught the importance of paying attention. *It even demonstrated how things in life can go by quickly, and you may lose an opportunity to "win" if you don't pay attention.*

Monopoly taught one of the many ways the rich get rich (and how to alienate friends).

Then there's dodgeball. *I think you see where I'm going with this. If not, sit back, relax, and read.*

The game of dodgeball is like opportunities. There are three lessons to take away from dodgeball:

### 1. The opposition OR life obstacles

In life we all encounter "haters," people who try to get ahead by holding you back (or getting you out), or who just want to keep you down so they can stay in the game. These people (and life) will throw many obstacles your way. Then there are the people who are...

### 2. Your teammates OR your support system

These are the people who are on your side. They want to see you succeed and realize that by helping/allowing you to succeed we all win. It's like the acronym says, Together Everyone Achieves More.

They stop people and obstacles that stand in your way. This can include responsibilities, previous opportunities, and good decisions.

*I included responsibilities they can have a big impact. For example, paying your bills is inevitable and important. Avoiding them won't make them go away, it will just create a future obstacle called bad credit. As for previous opportunities, something like going to college or networking can make all the difference. Finally, making good decisions...pretty self-explanatory.*

### 3. Getting out OR when life gets you down

Once you're hit by one of those life obstacles (the ball) you may have to sit out until a team member can get you back in. Even if you lose that game, remember there's always another game to be played (or another opportunity around the corner).

Now go and live your dodgeball life!



### Student Task 1: Response to “Life Lessons You Should’ve Learned from Playing Dodgeball”

The author of this text takes a clear position on this topic. However, there are places in the text that mention the other side. Use the table below to record quotes from the text that show both sides of this argument.

Lessons learned from dodge ball	
Benefits of playing dodgeball	Evidence from text



## Student Copy-Task 2

# The Fall of Dodgeball: Why Schools are Removing Competitive Elimination Games from Their PE Curriculum

Dr. Kymm Ballard

Posted 01/21/2016 1:44PM

The incorporation of elimination games is slowly receding from physical education programs across the nation, but why? It seems there are plenty of arguments against such games and how they are affecting our youth. Although many parents recall playing dodgeball in their younger years and remember it as a harmless and appropriate sport for K-12 students, many other parents and educators disagree. Administrators have been discussing the contention over dodgeball for several years, and it seems that in today's world where school bullying is getting mainstream attention, there is no longer a place for such elimination games in the nation's current curriculums.

### **Bullying**

Bullying has been a hot topic in recent years, as the incidence of bullying and cyberbullying and the resultant student anguish has received national news attention. A closer eye has been taken to the issue of student-on-student harassment. Human target games can encourage students to participate in hostile targeting and can mask bullying under the guise of team sports. Games such as dodgeball can inadvertently promote violence, and it can be hard for authority figures to distinguish what's a hostile attack from what's innocent play.

Many educators find games such as dodgeball to be contrary to the values they teach, promoting the exact behavior they spend much of the rest of the time rallying against.

### **Individual Capacity**

Each student is different, and that means that their physical fitness, strength, and personality are all individualistic. In games like dodgeball, students who fall on the lower side of the physical fitness or extroversion scale become easy targets, typically enduring consistent early elimination from such games. This can weigh heavily on young psyches as some students may be routinely excluded from full participation.

An even playing field is a crucial means by which to help every student develop skills and receive exposure to the same amount of education as every other student, whether it be physical or mental. Elimination games can quickly segregate players and create a disparity in opportunity. More current games are focused more centrally on options that offer every player a turn. Removing the process of elimination from games keeps all children engaged for the length of the activity.

### **Quality of Activities**

Although some games like dodgeball are old classics, a growing concern lies within the educational aspect of such exercises. Meeting the needs of all children, spurring them to take a vested interest in physical activity, teaching them to work together, and also challenging their brains are all integral parts of a well-rounded physical education program. As the health of the nation becomes a growing concern, teaching children how to become active and participate in sports is part of constructing a framework that can lead them to a lifetime of health and wellness.

Educating children on the importance of physical activity and promoting a healthy lifestyle is a must-have for today's curriculum, and reducing the barrier to entry for children is paramount to leaning on classic activities of days past. Creating a well-rounded physical education program means building a program that meets all students where they are, and builds upon their individual foundations.



Activities that students are exposed to should also be those that can be carried throughout their lives. With more adult leagues cropping up all the time, getting kids an early start in participatory team-centric games can help them both physically and socially long into their adulthood. This starts by ensuring that physical education in the curriculum is a positive experience that encourages growth.



**Student Task 2:**

**Response to “The Fall of Dodgeball: Why Schools are Removing Competitive Elimination Games from Their PE Curriculum”**

This article presents and explains many reasons for banning dodgeball in schools. Complete the outline below with reasons from the article, and at least one quote from the article to explain or support each reason


 <b>Dangerous Dodgeball</b> 	
Reasons for banning dodgeball	Evidence from text





### Task 3-Argumentative Essay/Letter

Imagine that your task is to convince your school principal either to lift the ban on dodgeball and allow it in our school, or to continue the ban on dodgeball, based on the video and articles that you used for research. Write an argumentative letter to your principal stating and explaining your position on this issue. Make sure you clearly state your claim supporting dodgeball and asking for the ban to be lifted, or against dodgeball and continuing the ban in school. Support that claim with evidence from the texts you've read and watched. Be sure to use the organizer and checklist below....

<b>"Dodgeball"</b>	
	<b>Checklist for Writing a 7<sup>th</sup> grade Argument Essay</b>
	Write an introduction
	Clearly state claim(s)
	Provide reasons and evidence from sources
	Organize your writing
	Acknowledge counterclaim
	Use transition words
	Write a conclusion



# Argument Writing Graphic Organizer-7th

**Claim**

**Reasons**

**Evidence**

**Explanation**

**Counter-claim**

**Conclusion**







# Seventh Grade Fall ELA Performance Task

SBAC 4 point Argument Writing Rubric Grades 6-12					
Score	Statement of Purpose/Focus and organization		Development: Language and Elaboration of Evidence		Conventions
	Statement of Purpose/ focus	Organization	Elaboration of Evidence	Language and Vocabulary	
<b>4</b>	<p>The response is fully sustained and consistently and purposefully focused:</p> <ul style="list-style-type: none"> <li>-claim is clearly stated, focused and strongly maintained</li> <li>-alternate or opposing claims are clearly addressed*</li> <li>-claim is introduced and communicated clearly within the context</li> </ul>	<p>The response has a clear and effective organizational structure creating unity and completeness:</p> <ul style="list-style-type: none"> <li>-effective, consistent use of a variety of transitional strategies</li> <li>-logical progression of ideas from beginning to end</li> <li>-effective introduction and conclusion for audience and purpose</li> <li>-strong connections among ideas, with some syntactic variety</li> </ul>	<p>The response provides thorough and convincing support/evidence for the writer's claim that includes the effective use of sources, facts, and details. The response achieves substantial depth that is specific and relevant:</p> <ul style="list-style-type: none"> <li>-use of evidence from source is smoothly integrated, comprehensive, relevant and concrete</li> <li>-effective use of a variety of elaborative techniques</li> </ul>	<p>The response clearly and effectively expresses ideas, using precise language:</p> <ul style="list-style-type: none"> <li>-use of academic and domain-specific vocabulary is clearly appropriate for the audience and purpose</li> </ul>	<p>The response demonstrates a strong command of conventions:</p> <ul style="list-style-type: none"> <li>-few, if any, errors are present in usage and sentence formation</li> <li>-effective and consistent use of punctuation, capitalization, and spelling</li> </ul>
<b>3</b>	<p>The response is adequately sustained and generally focused:</p> <ul style="list-style-type: none"> <li>-claim is clear and for the most part maintained, though some loosely related material may be present</li> <li>-context provided for the claim is adequate</li> </ul>	<p>The response has an evident organizational structure and a sense of completeness, though there may be minor flaws and some ideas may be loosely connected:</p> <ul style="list-style-type: none"> <li>-adequate use of transitional strategies with some variety</li> <li>-adequate progression of ideas from beginning to end</li> <li>-adequate introduction and conclusion</li> <li>-adequate, if slightly inconsistent, connection among ideas</li> </ul>	<p>The response provides adequate support/evidence for writer's claim that includes the use of sources, facts, and details. The response achieves some depth and specificity but is predominately general:</p> <ul style="list-style-type: none"> <li>-some evidence from sources is integrated, though citations may be general or imprecise</li> <li>-adequate use of some elaborative techniques</li> </ul>	<p>The response adequately expresses ideas employing a mix of precise with more general language:</p> <ul style="list-style-type: none"> <li>-use of domain-specific vocabulary is generally appropriate for the audience and purpose</li> </ul>	<p>The response demonstrates an adequate command of conventions:</p> <ul style="list-style-type: none"> <li>-some errors in usage and sentence formation may be present, but no systematic pattern of errors is displayed</li> <li>-adequate use of punctuation, capitalization, and spelling</li> </ul>
<b>2</b>	<p>The response is somewhat sustained and may have a minor drift in focus:</p> <ul style="list-style-type: none"> <li>-may be clearly focused on the claim but is insufficiently sustained</li> <li>-claim on the issue may be somewhat unclear and unfocused</li> </ul>	<p>The response has an inconsistent organizational structure, and flaws are evident:</p> <ul style="list-style-type: none"> <li>-inconsistent use of basic transitional strategies with little variety</li> <li>-uneven progression of ideas from beginning to end</li> <li>-introduction and conclusion, if present, are weak</li> <li>-weak connection among ideas</li> </ul>	<p>The response provides uneven, cursory support/evidence for the writer's claim that includes partial or uneven use of sources, facts, and details, and achieves little depth:</p> <ul style="list-style-type: none"> <li>-evidence from sources is weakly integrated, and citations, if present, are uneven</li> <li>-weak or uneven use of elaborative techniques</li> </ul>	<p>The response expresses ideas unevenly, using simplistic language:</p> <ul style="list-style-type: none"> <li>-use of domain-specific vocabulary may at times be inappropriate for the audience and purpose</li> </ul>	<p>The response demonstrates a partial command of conventions:</p> <ul style="list-style-type: none"> <li>-frequent errors in usage may obscure meaning</li> <li>-inconsistent use of punctuation, capitalization, and spelling</li> </ul>
<b>1</b>	<p>The response may be related to the purpose but may offer little relevant detail:</p> <ul style="list-style-type: none"> <li>-may be very brief</li> <li>-may have a major drift</li> <li>-claim may be confusing or ambiguous</li> </ul>	<p>The response has little or no discernible organizational structure:</p> <ul style="list-style-type: none"> <li>-few or no transitional strategies are evident</li> <li>-frequent extraneous ideas may intrude</li> </ul>	<p>The response provides minimal support/evidence for writer's claim that includes little or no use of sources, facts, and details:</p> <ul style="list-style-type: none"> <li>-use of evidence from sources is minimal, absent, in error, or irrelevant</li> </ul>	<p>The response expression of ideas is vague, lacks clarity, or is confusing:</p> <ul style="list-style-type: none"> <li>-uses limited language or domain-specific vocabulary</li> <li>-may have little sense of audience and purpose</li> </ul>	<p>The response demonstrates a lack of command of conventions:</p> <ul style="list-style-type: none"> <li>-errors are frequent and severe and meaning is often obscure</li> </ul>
<b>0</b>	A response gets no credit if it provides no evidence of the ability to(fill in with key language from the intended target).				

