Unit 2: Internet and Its Effects

Content Area: **English**
Course(s):
Time Period: **Marking Period 2**
Length: **8 weeks**
Status: **Published**

State Mandated Topics Addressed in this Unit

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N/A	N/A

Unit Overview

Overview	Reading	Writing	Speaking and Listening	Language
Unit 2	Primary Focus Standards: • RI.11-12.1 • RI.11-12.2 • RI.11-12.3 • RI.11-12.4 • RI.11-12.5 • RI.11-12.6 • RI.11-12.7 • RI.11-12.8 • RI.11-12.9	Primary Focus Standards: • W.11-12.1A,B,C,D,E • W.11-12.2 • W.11-12.3 • W.11-12.4 • W.11-12.5 • W.11-12.6 • W.11-12.10 • Select at least one from W.11-12.7, W.11-12.8, W.11-12.9A,B	Primary Focus Standards: • SL.11-12.1A,B,C,D • SL.11-12.2 • SL.11-12. 3 • SL.11-12.4 • SL.11-12.5 • SL.11-12.6	Primary Focus Standards: • L.11-12.1A,B • L.11-12.2A,B,C • L.11-12.3A • L.11-12.4A,B,C,D • L.11-12.5A,B • L.11-12.6
	Text Type: • At least one extended text • 3-5 short texts	Writing Focus: • Argumentative writing • Research writing • Routine Writing	Task Type: • Conduct discussions • Report findings	Skill Focus: • apply grammar

Learning Objectives

- Mastery of Thesis Construction

- MLA Process

- The Argumentative Essay

- The Narrative Task

- The primary focus of this unit is the reliance on appropriate and well-organized textual evidence and oral analysis of the impact of media.

- The Research Simulation

- The writing process will include scaffolding concepts throughout the year and will develop writing techniques, which include, but are not limited to:

- To support the primary focus of this unit, critical textual annotation will be taught in addition to syntax variety, figurative language, and phraseology (narrative technique).

Essential Skills

- Acquire general academic words from content-specific written texts

- Adapt speech delivery to audience and purpose

- Adapt volume and tone to audience and purpose

- Analyze how details develop the theme/central idea

- Analyze how the author presents the ideas or events and how the ideas are introduced, sequenced, and developed to contribute to the overall purpose of the text

- Analyze slight differences in the meanings of words with similar definitions (ex. saunter and walk)

- Analyze the text for inferred and literal meanings

- Apply knowledge of language to comprehend more fully when reading, listening, or speaking

- Apply knowledge of language to make effective choices to shape the meaning and style

- Apply knowledge of language to understand how language functions in different situations

- Assess credibility and accuracy of sources

- Assess soundness of reasoning and relevance of textual evidence to support analysis, reflection, and research

- Assess whether information from reliable and authoritative sources is relevant

- Associate and correlate claim(s), counterclaim(s), reasons, and evidence

- Choose a formal style and objective tone

- Choose and evaluate various platforms

- Choose precise words and domain-specific vocabulary

- Clarify, verify, or challenge ideas and conclusions in a discussion or collaborative activity

- Collaborate with peers

- Conclude with a paragraph or section that supports the

- Conduct research drawing on multiple sources

- Conduct short and more sustained research projects

- Consult a style manual, which conforms to discipline-specific guidelines, while writing and editing a work

- Consult reference materials to derive word meanings and correct pronunciation of words

- Continue to propel conversations by posing and responding to questions that connect to broader ideas

- Critically examine and evaluate how the structure of a text and order of ideas or claims within it affect the overall purpose of the text and how they are developed and shaped by particular sentences, paragraphs, or longer portions of a text

- Critically examine formal vs. informal tone

- Critically examine how the details emphasized in each account of a subject told in different mediums affect the overall message

- Critically examine how word choice impacts meaning

- Critically examine how word choice impacts tone

- Critically examine the author's overall purpose

- Decide what organization is most effective for purpose, audience, and task

- Design a plan to appropriately match the task, purpose, and audience that incorporates research, reflection, and revision

- Determine and address the audience appropriately

- Determine how many facts, definitions, details, quotations and other information are needed

- Determine how the theme/central idea emerges and is refined or strengthened through key details

- Determine writing task type and its appropriate organizational structure

- Develop a topic

- Develop an inquiry question

- Develop and use appropriate planning templates

- Develop unity and consistency with words and structure

- Distinguish text that provides strong support from unsupported, uncertain or insufficient text

- Distinguish the difference between strong and insufficient (unreliable) details

- Draw conclusions/make logical judgments about the information within the text on the basis of evidence and prior conclusions/prior experience

- Draw from and build on the ideas of others in a discussion

- Draw information from primary and secondary sources, and provide a conclusion

- Encourage others to participate in a discussion or collaborative activity

- Engage as an active listener and participant

- Engage audience and enhance their understanding of findings, reasoning, and evidence by incorporating digital media such as textual, graphical, audio, visual, or interactive element

- Establish goals and roles for group members and adhere to assigned roles

- Evaluate a theme and central idea

- Evaluate cumulative impact of word choice

- Evaluate how an author uses various rhetorical strategies to advance that purpose

- Evaluate the credibility and accuracy of each source

- Evaluate the relationship between explicit and implicit details and how these details contribute to the meaning of the text

- Evaluate the similarities and differences between various accounts of a subject are told in multiple different mediums

- Evaluate what a reliable source is and what makes one questionable

- Evaluate whether the reasoning a speaker uses is logical/legitimate and if the evidence is relevant

- Evaluate whether the reasoning an author uses is logical/ legitimate and if the evidence that is used is relevant to the argument or provides enough proof

- Follow a standard format for citation (MLA, APA, etc.)

- Format effectively

- Formulate a clear and concise perspective on a topic or issue and amass evidence to support that perspective

- Formulate an objective (free of personal bias) summary of the text

- Gather print and digital information

- Identify and analyze word choice that comprise of a series of ideas or events and how these key words advance tension or plot

- Identify and understand the argument presented by the author

- Identify and understand the writing purpose

- Identify and use various types of phrases and clauses

- Identify explicit and implicit textual evidence

- Identify false statements or evidence, judging if any of the speaker's reasoning is misleading

- Identify key words and evaluate connotative meaning

- Identify key words and evaluate figurative meaning

- Independently integrate general academic words and domain-specific words into reading, writing, speaking, and listening at the college and career readiness level

- Interpret and analyze the use of figurative language within a text

- Introducing a topic arranging ideas, concepts, and information to show interrelationships

- Know and use standard English spelling conventions

- Know how to broaden or narrow an inquiry

- Language:

- Link and cite multiple sources

- Listen to and evaluate multiple sources of information in diverse formats and media

- Maintain an appropriate style and tone for the task – omitting personal bias

- Make inferences using implicit and explicit details

- Make personal connections, make connection to other texts, and or/make global connections where relevant

- Manage a long-term research project that incorporates research, reflection, and revision

- Organize graphics

- Organize, develop, and produce a presentation in a style appropriate to my purpose and audience

- Paraphrase correctly

- Participate in friendly discussions and decision-making activities

- Plan, revise, edit, rewrite, or try a new approach, focusing on addressing what is most significant for a specific purpose or audience

- Prepare for discussions

- Present information clearly, concisely, and logically

- Provide an objective summary of the text

- Provide multimedia when useful

- Read and research materials beforehand

- Reading:

- Refer to evidence from texts and other research

- Reflect upon, evaluate and respond to comments made by peers during discussion

- Refocus inquiry/generate additional questions when appropriate

- Respect and promote diverse perspectives in a discussion or collaborative activity

- Set guidelines for class discussions

- Speak with clear pronunciation

- Speaking and Listening:

- Study and evaluate multiple influential U.S. documents especially how they deal with similar themes and concepts

- Summarize where others agree and disagree with ideas and perspectives

- Support inference using several examples from the text

- Synthesize and summarize information

- Synthesize research gathered over shorter time frames into a long-term research project

- Trace the etymology of words

- Treat claims and counterclaims equitably taking into account what the audience knows as well as what concerns they might have

- Understand and utilize appropriate style

- Understand and utilize revision techniques

- Understand concepts of parallelism (i.e.; repeated grammatical patterns, types of phrases, and types of clauses) and how to use effectively

- Understand how much evidence is needed to satisfactorily support a point

- Understand steps of an investigation

- Understand the difference between formal and informal presentations and demonstrate a command of formal English as necessary

- Understand the differences between a phrase and a clause and how to effectively use

- Use a colon to introduce a list or quotation

- Use a semicolon or conjunctive adverb to link two or more closely related independent clauses

- Use concise and effective language that supports the organization of the argument

- Use context clues to derive word meaning (connotation, denotation, word function and position)

- Use correct eye contact

- Use direct quotes, paraphrase and summarize objectively

- Use knowledge of Greek and Latin affixes and roots to understand variations of word forms and patterns

- Use relevant and sufficient facts, definitions, details, and quotes

- Use sources that are appropriate to task, audience, and purpose

- Use strong textual support to analyze how an author structures the text and develops ideas

- Use strong textual support to demonstrate deeper understanding of how a series of ideas or events are connected

- Use strong textual support to pinpoint any statements that are false and judge if any of the author's reasoning is misleading

- Use technology proficiently for production, publication, and collaboration

- Use text evidence to develop analysis and enhance content of argument

- Use text/source to show fallibility within the speaker's argument

- Use the text to draw conclusions about the theme/central idea

- Use transitions to link together the major sections of the text

- Use various technological platforms to create and evaluate shared writing products

- Utilize evidence to support analysis, reflection, and research

- Utilize quotes within writing to further claims

- Vary sentence structure to convey specific meaning and interest in writing and presentation

- Write a concluding statement that supports the information presented

- Write argumentative texts that examine and communicate complex ideas, concepts, or information clearly and accurately

- Write routinely over shorter and extended time frames for a range of tasks, purposes, and audiences

- Writing:

Standards

LA.RI.11-12.1	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
LA.RI.11-12.2	Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.
LA.RI.11-12.3	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
LA.RI.11-12.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
LA.RI.11-12.5	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
LA.RI.11-12.6	Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.
LA.RI.11-12.7	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
LA.RI.11-12.8	Describe and evaluate the reasoning in seminal U.S. and global texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).
LA.RI.11-12.9	Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes and rhetorical features, including primary source documents relevant to U.S.

and/or global history.

LA.W.11-12.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
LA.W.11-12.1.A	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
LA.W.11-12.1.B	Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
LA.W.11-12.1.C	Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
LA.W.11-12.1.D	Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
LA.W.11-12.1.E	Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).
LA.W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LA.W.11-12.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
LA.W.11-12.6	Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
LA.W.11-12.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LA.W.11-12.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (MLA or APA Style Manuals).
LA.W.11-12.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
LA.W.11-12.9.A	Apply grades 11–12 Reading standards to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works, including how two or more texts from the same period treat similar themes or topics").
LA.W.11-12.9.B	Apply grades 11–12 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]").
LA.W.11-12.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.
LA.SL.11-12.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on

	others' ideas and expressing their own clearly and persuasively.
LA.SL.11-12.1.A	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.
LA.SL.11-12.1.B	Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g., student developed rubrics), and establish individual roles as needed.
LA.SL.11-12.1.C	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
LA.SL.11-12.1.D	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
LA.SL.11-12.2	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.
LA.SL.11-12.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
LA.SL.11-12.4	Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
LA.SL.11-12.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
LA.SL.11-12.6	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
LA.L.11-12.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.11-12.1.A	Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
LA.L.11-12.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.L.11-12.2.A	Observe hyphenation conventions.
LA.L.11-12.2.B	Spell correctly.
LA.L.11-12.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
LA.L.11-12.3.A	Vary syntax for effect, apply an understanding of syntax to the study of complex texts.
LA.L.11-12.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.
LA.L.11-12.4.A	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
LA.L.11-12.4.B	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).
LA.L.11-12.4.C	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.

LA.L.11-12.4.D	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
LA.L.11-12.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
LA.L.11-12.5.A	Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
LA.L.11-12.5.B	Analyze nuances in the meaning of words with similar denotations.
LA.L.11-12.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Instructional Tasks/Activities

• Questioning will be used to probe artist's thinking and require defense of any answer provided that is rooted in the text.

• Textual evidence, annotation, and proper MLA citation usage will be used in support of all analysis of text, both fiction and nonfiction.

• In addition, there may be assigned secondary, informational readings, short videos / documentaries, musical selections, and visual arts to support primary text.

• Several weekly, short (150-200 word) literary response writing pieces will be used to assess comprehension, inferencing skills, and literary analysis.

• Textual annotation will be taught through teacher modeling, leading to independent usage.

• There will be a required response to specific passages in the primary text to analyze literary elements and in response to narrative structure, the development of characters and themes, and the use of figurative language and its implied purpose.

• There will be an emphasis on providing textual evidence to support written and oral analysis of works of fiction and nonfiction, which will support further investigation into a work's main ideas, structure, use of figurative language, themes, characters, and their characterization.

• Written assignments will be scaffolded over the course of the unit, beginning with facilitated thinking and group writing, moving to independent practice with artists receiving written feedback and active questioning during the writing process and producing increasingly extended and analytical responses.

Assessment Procedure
Advent of the Internet

- Internet packet: Notes taking

  - Invention

  - Original uses

  - Modern Uses

- Quiz- the internet

  - Will contain vocabulary and multiple choice questions

- "Terms and Conditions May Apply" Documentary

- Writing prompt: Are you willing to give up your privacy for the advantages the internet can give us?

- Internet Bullying: How anonymity affects who we think we are

  - Is cyberbullying free speech?

  - Should schools deal with Cyber bullying?

Distracted Minds

- Notes packet: functioning of the brain and how connectivity is changing our Brains

- The Distracted Mind: Ancient Brains in a High-Tech World

  - Analysis of the arguments presented in sections from the novel.

- Project: Keep a diary of how many times you've used your smart phone in an hour and what you have used it for

  - Analysis: Are you addicted to your phone?

- What the Internet is Doing to our Brains analysis

- Project: Create a blog

- Final Test: will have matching, multiple choice, and short answer questions

- Class discussion
- Classroom Total Participation Technique
- Classwork
- Collaborative activities
- DBQ
- Essay
- Exit Ticket/Entrance Ticket/Do Now
- Journal / Student Reflection
- Kahoot
- Mentor sentence emulation practice
- Other named in lesson
- Peer Review
- Performance
- Problem Correction
- Project
- Quiz
- Rubric

- Short quizzes

- Short written responses to reading and viewing

- Teacher Collected Data

- Teacher observation of progress within the research process

- Test

- Vocabulary exercises (Content-related)

- Worksheet

- Writing drafts

Recommended Technology Activities

- Appropriate Content Specific Online Resource

- Appropriate Content Specific Online Resource

- Copy/Paste Content Specific Link Here

- Copy/Paste Content Specific Link Here

- Copy/Paste Content Specific Link Here

- Gimkit

- GoGuardian

- Google Classroom

- Google Docs

- Google Slides

- Google Slides

- Kahoot

- MagicSchool AI

- Other- Specified in Lesson

- Quiziz

- Screencastify

Accommodations & Modifications & Differentiation

Accommodations and Modifications should be used to meet individual needs. Their IEP and 504 plans should be used in addition to the following suggestions.

Special Education

Modifications and accommodations to this unit will be based upon individual artist's IEP needs and through the collaboration of the classroom teacher and the special education teacher under the direction of the Supervisor of Special Education services at Chartertech High School for the Performing Arts.

Gifted and Talented

- Compare & Contrast
- Conferencing
- Debates
- Jigsaw
- Peer Partner Learning
- Problem Solving
- Structured Controversy
- Think, Pair, Share
- Tutorial Groups

Instruction/Materials

- alter format of materials (type/highlight, etc.)
- color code materials
- eliminate answers
- extended time
- extended time
- large print
- modified quiz
- modified test
- Modify Assignments as Needed
- Modify/Repeat/Model directions
- necessary assignments only
- Other (specify in plans)
- other- named in lesson
- provide assistance and cues for transitions
- provide daily assignment list
- read class materials orally
- reduce work load
- shorten assignments
- study guide/outline
- utilize multi-sensory modes to reinforce instruction

Environment

- alter physical room environment

- assign peer tutors/work buddies/note takers

- assign preferential seating

- individualized instruction/small group

- modify student schedule (Describe)

- other- please specify in plans

- provide desktop list/formula

Honors Modifications

Resources

Suggested Open Educational Resources	Reading	Writing & Language	Speaking & Listening	Critical Thinking
	11th and 12th Grade Close Reading Units - Developing Core Proficiencies from Engage New York - Grade 11 and 12 Common Core Text Exemplars - EBSCOHOST-High Schools - Lessons to Use with Anthologies - English Language Arts Methods: Grades 9-12 Model Lessons - Planning to	- PARCC Scoring Rubric for Prose Constructed Response Items - Purdue Online Writing Lab - Style-Shifting: Examining and Using Formal and Informal Language Styles - ELA Grade 10 Language Conventions - Vocabulary Graphic	- ELA Grade 11 Speaking & Listening - Grant Wiggins' Socratic Seminar Guidelines - Developing Core Proficiencies from Engage New York - Lessons to Use with Popular Stories - Lessons to Use with Anthologies - English Language Arts Methods:	- Finding Common Ground: Using Logical, Audience-Specific Arguments - Inquiry Graphic Organizer - Developing Core Proficiencies from Engage New York - Lessons to Use with Popular Stories - Lessons to Use with Anthologies

	Assess: How to Align Your Instruction	Organizer	Grades 9-12 Model Lessons	English Language Arts Methods: Grades 9-12 Model Lessons
	• UDL Resources • Text Dependent Question Resources	• Developing Core Proficiencies from Engage New York • Lessons to Use with Popular Stories • Lessons to Use with Anthologies • English Language Arts Methods: Grades 9-12 Model Lessons	• Anchor Standards for Speaking and Listening • 9-12 Presentation Rubric	• How to Encourage Higher Order Thinking • Bloom's Taxonomy & Depth of Knowledge • Critical Thinking: Two Stories, Two Authors, Same Plots?

- "Online Bullies Pulls School Into the Fray" Jan Hoffman

- "Terms and Conditions May Apply" Documentary

- "The Case for Anonymity Online" (TEDTalk by Christopher Poole)

- Additional readings related to the selected topic

- Macbeth (2015) Film by Justin Kurzel

- The Distracted Mind: Ancient Brains in a High-Tech-World

- The Shallows: What The Internet is Doing To Our Brains