**Lesson Title:** Nevada: The State of Sin?

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| --- | --- |
| School Name: Shaw Middle School | Teacher Name: Corrine Moffat |
| Date: February 28, 2012 | Period / Time (e.g. 8:45-9:30): 2 Period 12:16 pm |
| Room Number: 312 | Grade Level: 7th Grade |
| Demographics of the class  (e.g., % ELL, % SPED, other relevant): No SPED or ELL / Some GT students | |

**US History Standard(s)/Applicable CCSS(s):**

H8].5 Describe the impact of the United States military and atomic testing on Nevada.H2.[6-8].6 Describe the effects of tourism and gaming on Nevada.G6.[6-8].1 Describe physical and human features, i.e., cultural characteristics, of places and regions in Nevada, the United States, and the world.

**Applicable CCSS(s) (RI, W, S&L, L):**

-**Compare** the point of view of two or more authors for how they treat the same or similar topics. -**Assess** the extent to which the reasoning and evidence in a text support the author's claims. -**Draw evidence** from informational text to support analysis, reflection, and research. -**Present claims** and finding, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples. -**Delineate** a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

**Engagement Strategy**: Text Annotation, Socratic Seminar

**Essential Questions:** *What factors have caused Nevada to become a state built on “sin”?*

*Taken into consideration Nevada’s history, should Nevada continue to base its’ revenue on sin?*

**Student Readings (list):**

“The Ten States that Profit most from Sin,” Huffington Post,2011:

<http://www.huffingtonpost.com/2011/05/14/ten-states-profit-most-sin_n_861854.html>

“With Gambling in Decline, a Faded Reno Tries to Reinvent Itself,”New York Times, 2012:

<http://www.nytimes.com/2012/07/15/us/with>

“10 States that Profit Most from Sin,” Huffington Post, 2014:

<http://www.huffingtonpost.com/2011/05/14/ten-states-profit-most-sin_n_861854.html>

“Nevada Best List,” Reno Gazette Journal, 2014:

<http://blogs.rgj.com/renorebirth/2013/12/12/reno-tahoe-makes-more-than-50-lists-of-the-best-places-to-live-and-visit/>

**Note on lesson:** *Students will have identified, analyzed, discussed, and evaluated essential concepts tied to Nevada’s history of encouraging people to visit and move to Nevada for other, often illicit, reasons. Students will have discussed how, mining, gambling, boxing, divorces, and marriage for example was vital to Nevada’s survival and existence. Essential illicit, “sinful” actions such as gambling are cornerstones of Nevada’s past success and future.*

**Lesson Idea Credit: Mena Dedmon [jdedmon@carson.k12.nv.us](mailto:jdedmon@carson.k12.nv.us) (Modified)**

**Total Time Needed:** 5-6 regular class periods

|  |  |  |
| --- | --- | --- |
| **Time Frame**  **(e.g. 15 minutes)** | **What is the teacher doing?** | **What are students doing?** |
| 10 minutes | **Short guided discussion/lecture:**  Ask students to think about what makes Nevada unique from other states.  Explain/elicit ideas the unique environment in NV: the use of irrigation to water the desert, the large amount of space, the majority of land is owned by the federal government, etc. Explain that these unique attributes are causes (and results) of Nevada's unique economy. We have to make money in unique ways because our environment is unique. | Read the 10thAmendment aloud and discuss what it means for states.  Discuss what the 10thAmendment means for Nevada –share examples of laws that are unique to Nevada (examples might include: speed limits, gambling, driving age, smoking laws, gun laws, etc.)  Summarize: Nevada is a unique state because… |
| 110 minutes | Go over the essential questions with the class: *What factors have caused Nevada to become a state built on “sin”?*  *Taken into consideration Nevada’s history, should Nevada continue to base its’ revenue on sin?*  Have the students complete just first part of discussion preparation by re-writing the questions. Then begin the process of introducing students to the annotator and the process of actively engaging with text. Depending on student comfort, you might need to model more of this concept. If not, model just the first couple of paragraphs and then have students work with heterogeneous groups to complete annotating process.  Students will annotate all four Documents/Articles | Students will annotate the essential text on four documents using an annotator guide “The Super Annotator.” The annotating process requires students to circle essential vocabulary- words that are unknown or might need explanation and define them. Identify questions that might have after reading a section of the articles in the margin, along with a brief description of their inference. Next the students will highlight claims/main ideas for each article yellow and/or green. After identifying the main ideas, students will highlight evidence that supports the essential questions (Four E’s) red. |
| 60 minutes | Have students complete the rest of the discussion preparation page. | Students will start the process of preparing for the Socratic Seminar through a guided Discussion Packet. The packet requires students to identify the questions, put the questions in their own words, and define any terms in the questions that might need explanation. In addition, students will gather evidence from each of the document (highlighted red) for each document that helps to support the essential questions. They will further make note at ideas/claims made by the authors that they agree with or disagree with. Finally, students will describe any questions they might want to bring to the Seminar, and key/interesting points made in the article that they might want to discuss with their peers. |
| 10 minutes | Go over the norms of the Socratic Seminar, Accountable Talk prompts, and the discussion rubric PRIOR to the Socratic Seminar. A Socratic Seminar is not a debate. It is a student-centered discussion that helps all students gain a deeper understanding of the ideas surrounding Public Demonstrations. I have attached one way to grade a Socratic Seminar using SYMBOLS. Each symbol counts for ONE POINT, and I hope students accumulate a MINIMUM of five points. | Actively listen to and engage with norms of Socratic Seminar |
| 50 minutes | Socratic Seminar is held, with teacher merely acting as a facilitator OUTSIDE the Socratic circle. | Students will spend the class period discussing claims, evidence, and questions surrounding the essential questions:  *What factors have caused Nevada to become a state built on “sin”?*  *Taken into consideration Nevada’s history, should Nevada continue to base its’ revenue on sin?* |
| 30 minutes | Pass out the REFLECTION form, emphasizing the importance of introspection and goal setting | Complete the reflection form |
| 90 minutes | Argumentative writing. Pass out outline and final paragraph. Review terms of argument (claim, evidence, and reasoning) and have students complete outline. Also go over paraphrasing and direct quotes (all attached). Monitor student progress during this time | Write an argumentative paragraph answering the question: *Taken into consideration Nevada’s history, should Nevada continue to base its’ revenue on sin?* |

1. Reflect on the lesson you have just planned and note which of the Core Action indicators you think this lesson illustrates particularly well.

**Core Action 1: Focus each lesson on high quality text (multiple)**

**A. Text-based instruction engages students in reading, speaking, or writing about text(s).**

**-Evidence: Four Documents/ Annotation/ Socratic Discussion/ Reflection and Paragraph**

**B. The text(s) are at or above the complexity level expected for the grade and time in the school year.2**

**- Evidence: 13. 1**

**C. The text(s) are clear and build knowledge relevant to the content being studied.**

**- Evidence: Nevada’s History 1900-Modern Standards**

Core Action 2: Employ questions and tasks that are text dependent and text specific.

1. Questions and tasks address the text by attending to its particular structure, concepts, ideas, events and details.

-Evidence: Annotation/ Essential Questions/ Gathering Evidence and Identifying Claims (Note-taker)

**B. Questions and tasks require students to cite evidence from the text to support analysis, inference, and claims.**

**-Evidence: Text-Based Discussion/ Argumentative Writing**

D. Sequences of questions support students in delving deeper into text, data, or graphics to support inquiry and analysis..

-Evidence: Discussion on Essential Questions among peers

Core Action 3: Provide all students with opportunities to engage in the work of the lesson.

1. **The teacher provides conditions for all students to focus on text.**

**-Evidence: Individual Annotation and Discussion Packet (Along with Argumentative Paragraph and Reflection)**

b. The teacher expects evidence from students and probes students’ answers accordingly.

-Evidence: Accountable Talk/ Rubric/ Discussion Packet/Annotation

**c. The teacher creates the conditions for student conversations and plans tasks where students are encouraged to talk about each other’s thinking.**

**-Evidence: Partner and Whole Class Annotation of Documents and Socratic Seminar**

1. Tell us anything else you feel is important to know about this lesson that is not captured above or in the lesson plan.

This is the 7th grade students third Socratic Seminar and fifth argumentative writing task.

Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Period**:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_#\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Directions:**

1. **Read** – Documents A-D
2. **Annotate** using the Annotation Guide and take notes as you read the document.
3. **Reflect:** When you finish annotating, answer the following Reflection of the reading
4. **Prepare:** Finally, PREPARE for the Discussion: Try to reference the text (using line numbers).

**Central Questions:**

**-What factors have caused Nevada to become a state built on “sin”?**

**Taken into consideration Nevada’s history, should Nevada continue to base its’ revenue on sin?**

1. What are the questions asking? - Re-write the questions in your own words.
2. What terms in the question need to be defined? (sin, revenue, identity)- Define

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**#1 Reflection of READING…**

**I’m a little confused about (be specific/ Line #s and Document)…**

**The most interesting claim one of the authors made was (a claim you agree with) Document and Line #…**

**Identify a claim you disagree with (specific statement, document and line #) and explain WHY? (be specific)**

**#2-I’d like to talk with other people about …**

**(Pick out 4 main points you would like to address in the discussion-reference the document and line numbers)**

**Point 1)**

**---------------------------------------------------------------------------------------------------------**

**Point 2)**

**----------------------------------------------------------------------------------------------------------**

**Point 3)**

**-------------------------------------------------------------------------------------------------------------------**

**Point 4)**

Identify 2 specific Discussion Goals you have for yourself after reading the rules to the Socratic Seminar

|  |  |
| --- | --- |
|  | **Circle** words that are unknown or that might need explanation. Double circle words that might have a unique connotation or meaning. If necessary, comment in the margins.  Look up and write a synonym for words you cannot guess using context clues. |
| ? | Consider this the **“huh, what?”** section. Put a **?** next to areas where you say, “huh, what?” and write a **brief description** of your **inference** in the margin. |
| Yellow  or  Green | 1. Highlight claims or arguments that are discussed in the articles |
| RED  (ORANGE OR PINK) | Highlight each piece of evidence (Four E’s) RED that can be used along with the following questions:  **What factors have caused Nevada to become a state built on “sin”?**    **Taken into consideration Nevada’s history, should Nevada continue to base its’ revenue on sin?** |

**Huddle Up Superheros! It’s Time to Super-Annotate!**

**The Annotator!**

**Follow these steps as you read through the document:**

|  |  |
| --- | --- |
| Document A | NV Must Look Beyond Tourism to stage yet another Comeback |
| Important Details  Evidence to support and use toward Questions  (Line #s) |  |
| Main Idea |  |

|  |  |
| --- | --- |
| Document B | With Gambling in Decline |
| Important Details  Evidence to support and use toward Questions  (Line #s) |  |
| Main Idea |  |

|  |  |
| --- | --- |
| Document C | The Ten States that profit from Sin |
| Important Details  Evidence to support and use toward Questions  (Line #s) |  |
| Main Idea |  |

|  |  |
| --- | --- |
| Document D | NV Best List |
| Important Details  Evidence to support and use toward Questions  (Line #s) |  |
| Main Idea |  |

**Socratic Seminar Discussion Rules/Norms**

1. **Don’t Raise hands**
2. **Listen Carefully**

**(ex: eye contact, build upon, agreeing or disagreeing, clarifying)**

1. **Address one another respectfully**

**(ex: Accountable Talk)**

1. **Base any opinions on the text**

**(ex: As stated on Line #...)**

1. **Address conversations to the group (no side conversations)**
2. **Use sensitivity to take turns and not interrupt others**
3. **Monitor ‘air time’**

**(Look around the room and notice students who haven’t talked)**

1. **Be courageous in presenting thoughts, but be flexible and willing to change your mind in the face of new and compelling evidence.**

**Stem Questions that Facilitate & Sustain Dialogue**

**Agree / Disagree**

* Has anyone else had a similar . . .?
* Who has a different . . .?

**Clarification**

* I'm not sure I understand . . .?
* Tell me more about . . .?
* Do you see gaps in my reasoning?
* Are you taking into account something different from what I have considered?

**Support Questions**

* Can you give us an example of . . .?
* Where in the story . . .?
* What would be a good reason for . . .?
* What is some evidence for . . .?

**Cause and Effect**

* Why do you think that happened?
* How could that have been prevented?
* Do you think that would happen that way again?  Why?
* What are some reasons people . . .?

**Benefits / Burdens**

* What are some of the reasons this wouldn't (would) be a good idea?
* Would anyone like to speak to the opposite side?
* Those are some reasons this would work; what reasons might it not work?

**Point of View / Perspective**

* How might she/he have felt . . .?
* What do you think he/she was thinking when . . .?
* He might not like that, but can you think of someone who would?
* \_\_\_\_\_\_\_\_\_\_\_\_\_ has expressed a different opinion.  Are there others?
* Do you have a different interpretation?
* Do you have different conclusions?
* How did you arrive at your view?

**Counterexample**

* Would that still happen if . . . ?
* What might have made the difference?

**Different Situation**

* Can you describe a situation that would . . .?
* Suppose \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.  Would that still be true?  Why or why not?

**Solicit Questions**

* What are some things that you wonder about?
* What would you like to know about?
* Are there questions we should remember now?

**Accountable Prompts**

|  |  |
| --- | --- |
| **Remember to…** | **Sounds like** |
| **Ask questions when you don’t understand a topic** | **Can you tell me more?**  **Would you say that again?**  **Can you give me another example so I can understand?** |
| **Give me a reason why your idea is a good one** | **This reminds me of \_\_\_\_\_\_\_\_\_\_ because\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.**  **I believe this is true because\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.** |
| **Ask for evidence when something sounds incorrect** | **I’m not sure that’s right. Can you tell me why you think it is true?**  **Can you show me a place in the document that illustrates that idea** |
| **Give evidence to support your statements** | **Read a passage from the document that illustrates your idea**  **Bring another information source to support your idea** |
| **Use ideas from other to add to your own** | **I agree with \_\_\_\_\_\_\_\_\_\_ because\_\_\_\_\_\_\_\_**  **\_\_\_\_\_\_\_\_\_\_\_’s idea reminds me of\_\_\_\_\_\_\_\_\_\_\_.** |

Scoring a Socratic Seminar:

First off, not all discussions are the same. The best discussions are TEXT-BASED, respectful, and demonstrate that each speaker is VALUING and LISTENING to the other speakers. The following represents the way I assess students, which I have found helps to ensure this happens:

Student Goal: Accumulate at least 5 discussion points. Here are ways to get discussion points (symbols are what I note down next to each student's name during discussion)

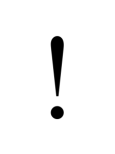
: Used text-based evidence

: Listened (restate prior speakers point in either

agreeing or disagreeing)

:Used accountable talk

: Invited another student in



: Clarified a misunderstanding

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **4 Excellent** | **3 Good** | **2 Could be Better!** | **1 Unacceptable** |
| **Preparation** | ● All reading is complete prior to beginning of discussion  Annotating Complete  ● Student has completed all assigned work prior to discussion, demonstrating a great deal of thought and effort  *Discussion Packet* | ● All reading is complete prior to beginning of discussion  Annotating Complete  ● Student has completed all assigned work prior to discussion  *Discussion Packet* | ● All reading is complete prior to beginning of discussion  Annotating Incomplete  ● Student has completed most of the assigned work prior to discussion  *Discussion Packet Incomplete* | ● Reading is not complete  Missing Annotating  ● Work is not complete  *Discussion Packet not done* |
| **Participation** | ● Student contributes several times to each topic, but allows others to contribute to the discussion, too. (TEXT-BASED) | ● Student contributes at least two time to the topic (Text-based) | ● Student contributes at least one time (Text-based) | ● Student hardly ever talks OR never gives anyone else a turn to talk |
| **Quality of responses** | ● Student uses accountable talk appropriately  ● Arguments are well thought out and well composed. Student gives opinions or responds to group members using text evidence or other examples | ● Student uses accountable talk appropriately  ● Arguments are well thought out and well composed with little difficulty. Student gives opinions or responds to group members; often uses examples or text evidence | ● Sometimes student forgets to use accountable talk  ● Arguments not very well thought out or composed. Student often gives opinions, but rarely responds to others OR does not use evidence to support ideas | ● Student never uses accountable talk  ● No arguments were made or arguments were not well thought out or composed. Student sometimes gives opinions, but never responds to others |
| **Respect and Manners** | ● Student always listens while others are speaking and looks at them  ● Student provides feedback, asks follow-up questions, and gives compliments  ● Student often helps those who are struggling  ● Student is courteous and polite at all times | ● Student always listens when others are speaking  ● Student sometimes gives feedback or asks follow-up questions  ● Student occasionally helps those who are struggling  ● Student is almost always polite and courteous | ● I can’t tell if this person is listening, but he/she looks like he/she is  ● Student usually just answers the questions; does not respond to what others say  ● Sometimes student forgets to be polite | ● Student sometimes writes notes, reads, or spaces out when others are speaking  ● Student says rude or inappropriate things to others |
| **Reflection** | -Student demonstrates personal discussion strengths and weaknesses  -Reflection shows thorough thoughtfulness and has supporting details and examples of deeper learning.  -All parts of the reflection are complete and well done.  -Student established strong clear goals for future learning and discussions based on the areas where they need to make more progress | -Student identifies most discussion strengths and weaknesses  -Reflection shows thoughtfulness with some details and examples of learning  -The reflection is complete  -Student established goals for future learning and discussions | -Student identifies some discussion strengths and weaknesses  -Reflection shows some details and examples of learning  -The reflection is incomplete  -Student established some goals for future learning and discussions | -Student did not identify discussion strengths and weaknesses  -Reflection lacks or is missing details and examples of learning  -The reflection is not complete  -Student did not establish goals for future learning and discussions |

Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Period\_\_\_\_\_\_\_\_\_\_\_\_\_#\_\_\_\_\_\_\_\_\_\_\_\_

Socratic Seminar Analysis **(after discussion)**

**What factors have caused Nevada to become a state built on “sin”?**

**Taken into consideration Nevada’s history, should Nevada continue to base its’ revenue on sin?**

1. **How often did you participate and did your comments use text-based evidence? Identify a thought/idea that you wish you had the opportunity to discuss or share with your peers.**
2. **Self Assessment**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Taking a position on a question | 5 | 4 | 3 | 2 | 1 |
| Using evidence to support a position or presenting factual information | 5 | 4 | 3 | 2 | 1 |
| Drawing another person into the discussion | 5 | 4 | 3 | 2 | 1 |
| Asking a clarifying question or moving the discussion along | 5 | 4 | 3 | 2 | 1 |
| Highlighting and marking the text with questions/commentary | 5 | 4 | 3 | 2 | 1 |

**3.Did you gain a better understanding of factors that have caused Nevada to become a state built on “sin” from the seminar- Be specific?**

**Which number best describes your understanding of the focus issue? [circle one]**

1 2 3 4 5

**NO DEEPER MUCH DEEPER MUCH DEEPER**

**UNDERSTANDING UNDERSTANDING**

**4. Did your view on Nevada’s Identify change due to this discussion? In what ways- Be specific?**

**5. What is your goal for the next discussion we have?**

**6. Explain at least one point/argument from the discussion that you had not thought of before and “made you think” (You do not have to necessarily agree with the points/arguments)**

**Additional comments:**

Terms of Argumentative Writing:

Claim: The side you take and prove in argumentative writing

Evidence: The text-based examples you used in order to reach your claim. Cite lines #’s or documents in parenthesis at the end of the sentence.

Reasoning: The BECAUSE part of writing, this is SPECIFICALLY how you explain how the EVIDENCE helped you reach your claim

Citing Evidence:

Paraphrasing or directly quoting: When you cite evidence, you either paraphrase or directly quote.

* Paraphrasing evidence means putting the evidence in your own words. You should do this whenever possible. A typical rule of paraphrasing is to change the first and last word of the quote, and make sure no two words from the original document appear next to each other.
  + Example: If the document says “I was soon put down under the decks, and there I received such a salutation in my nostrils as I had never experienced in my life: so that, with the loathsomeness of the stench, and with my crying together, I became so sick and low that I was not able to eat.”
  + You might say: For example, Oladuah Equiano described the smell of a slave ship being so disgusting that he was sick to his stomach (7-9).
* Direct Quotes: Direct quotes are when you cite the EXACT WORDS from the document. Only do this when the information is stated in such a way that you couldn’t possibly put it in your own words!
  + For example: Oladuah Equiano described the dangerous conditions aboard a slave ship “This deplorable situation was again aggravated by the galling of the chains…and the filth of the necessary tubs, into which children often fell, and were almost suffocated. The shrieks of the women, and the groans of the dying, rendered it a scene of horror almost inconceivable.” (31-34)

Reasoning

Sentence starters for introducing evidence:

-For example,

-Another example from the documents

-Evidence for this can be seen…

-As \_\_\_\_\_\_\_ (author or document) shows,

-This can be seen from\_\_\_\_\_\_\_\_\_\_\_

Reasoning is how you CLEARLY link the evidence to your claim.

* + If your evidence says: For example, Oladuah Equiano described the smell of a slave ship being so disgusting that he was sick to his stomach (7-9).
  + Your reasoning might say: Considering this evidence, it can be concluded that many slaves would be unable to hold down food during the middle passage, and might die as a result

OR

* + Oladuah Equiano described the dangerous conditions aboard a slave ship “This deplorable situation was again aggravated by the galling of the chains…and the filth of the necessary tubs, into which children often fell, and were almost suffocated. The shrieks of the women, and the groans of the dying, rendered it a scene of horror almost inconceivable.” (31-34)
  + Your reasoning might then say: This shows that slave children often died on the middle passage by falling into the tubs where everyone was going to the bathroom.

Sentence starters for reasoning:

-This shows -This demonstrates

-This evidence suggests -This evidence contributes

-This evidence supports -This evidence confirms

-It is apparent this evidence caused -Considering this evidence, it can be concluded…

-Based on the\_\_\_\_ it can be argued -The connection

-Hence -This proves

-This highlights

\*A good way to work on reasoning is to RANK your evidence in importance. Your EXPLANATION for why one particular piece of evidence BEST or BETTER supports your claim is your reasoning. Ranking your evidence forces you to think about the process prior to writing!

* A summary sentence goes at the END of a body paragraph. The job of a summary sentence is to wrap up the entire paragraph

For example: Taken together, this evidence clearly shows the middle passage was a dangerous and often deadly journey for slaves.

**Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Period:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_#\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Rewrite the question in your own words:**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Paragraph Outline**

**Claim** (Answer the question, taking a side)

\_\_\_\_\_\_**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Evidence #1** (with citation- What document/line#’s?) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Reasoning Linking Evidence to Claim**

(Explain the evidence and then describe how the evidence relates to your claim)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Evidence #2** (with citation- What Document/line #’s?)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Reasoning #2 Linking Evidence #2 to Claim**

(Explain the evidence and then describe how does evidence relates to your claim)

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**Summary sentence**

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**HIGHLIGHT:** You must highlight before the paragraph is turned in!

**CLAIM**-GREEN **EVIDENCE**-RED OR PINK **REASONING**-YELLOW

Final Paragraph

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\*\*\*Sentence Starters for introducing **Evidence:**

For example,

Another example from the documents,

According to the documents,

In documents A it states

As found on document B,

As document…states,

Evidence for this can be seen on …

\*\*\*\*\*\*Sentence starters for **Reasoning** or connecting evidence to claim

This shows…

This demonstrates…

This evidence suggests

This evidence contributes

This evidence supports

This evidence confirms

It is apparent this evidence caused

Considering this evidence, it can be concluded

Based on the… it can be argued that

According to…

The connection

Hence, This proves…This highlights…

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| **Text Analysis**  **(Answers to the questions with line #s)** | **5** |  |  |
| **Claim** | **4** |  | □ Claim missing  □ Reasoning unclear or does not demonstrate link to claim  □ Document(s) not cited  □ Evidence doesn’t support claim |
| **Evidence #1** **with citation** | **2** |  |
| **Reasoning links evidence/claim** | **5** |  |
| **Evidence #2** **with citation** | **2** |  |
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| **The Claim** | Presents a clear, well-developed /strong claim. | Presents a clear claim | Presents a claim using I and/or with limited development | Claim is confusing or underdeveloped. Might have used I. | Missing claim |
| **Evidence** | Supports claim with 2 substantial, relevant, and accurate pieces of evidence. Evidence is cited. | Supports claim with 2 substantial, relevant, and accurate pieces of evidence. | Supports claim with 2 pieces of evidence. | Provides minimal, irrelevant, or insufficient evidence. | Evidence is missing |
| **Reasoning** | Reasoning linking evidence (Both pieces of evidence) to claim is sound and logical. It helps persuade the reader. | Reasoning linking evidence (both pieces of evidence) to claim is sound | Only links 1 piece of evidence soundly to the claim | Reasoning used does not link evidence to claim | There is no clear reasoning |
| **Language Choices** | Uses sophisticated words, phrases and clauses to clarify the relationship and create cohesion btw the claim, evidence and reasoning. | Uses words, phrases and clauses to clarify the relationship and create cohesion btw claim, evidence and reasoning | Inconsistently uses words or phrases to clarify the relationship btw claim, evidence and reasoning | Attempts once to use words or phrases to clarify the relationship btw claim, evidence and reasoning | Language choices creates uncertainty |

**DOCUMNT A** Nevada's Reliance On Tourism Alone Must End

**Nevada must look beyond tourism to stage yet another comeback**

**By Guy Rocha | Sep 03, 2009**

**Nevada is mired in the third-worst economic crisis of its history. Only the 20-year-plus mining depression of the latter 19th century and the Great Depression of the 1930s more adversely affected the Silver State.**

**Most Nevadans have never witnessed anything like this “Great Recession.” Our state is at an economic crossroads requiring leadership and planning, driven by a sense of urgency. The old way of doing business won’t cut it for the rest of the 21st century. Nevada must reinvent itself economically.**

**With Nevada paralyzed by depression and losing population in the 1880s and 1890s, the state’s leaders looked to desert reclamation and agriculture to temper the boom and bust cycles of mining. The federally financed Truckee-Carson Reclamation (Newlands) Project and other smaller reclamation projects had a modest effect on the economy. However, Nevada readily returned to its dependence on the mining industry during another great mining boom beginning in 1900.**

**By the 1920s, with mining again in decline, Nevada once more searched for prosperity. The state with the smallest population in the nation, and particularly its largest city, Reno, had developed a service economy catering to prospective divorcees and couples seeking quickie weddings. Two federal public works projects, the Hawthorne Naval Ammunition Depot and the Boulder Canyon Project (Hoover Dam), and extensive public highway construction, stimulated Nevada’s economy while the rest of the nation rapidly sank into depression after the 1929 stock market crash.**

**Nevada’s emerging tourist trade received a substantial boost in 1931. The state’s leaders, driven by a sense of urgency with Nevada sinking into the Great Depression, legalized casino gambling and further reduced residency for quickie-divorces. The end of Prohibition in 1933 meant liquor was readily available in a wet state. Modern Nevada and its dependence on a service economy date back to this period.**

**In addition, Nevada received the most per-capita federal dollars of the 48 states during the New Deal era. The Silver State’s mining industry also boomed again because of our senators’ — Key Pittman and Patrick McCarran — support of the 1934 Silver Purchase Act.**

**Attracted by Gov. Richard Kirman’s “One Sound State” marketing campaign, scores of millionaires found their way to Nevada to buy tracts of land and escape higher taxes elsewhere. By 1935 Nevada had a budget surplus; in 1939 the state cut its property tax. All of the factors cited in the aforementioned paragraphs meant that the Great Depression lasted less than five years in Nevada.**

**Military spending boosted Nevada’s economy during World War II. After the war a burgeoning casino industry set the tone for Nevada’s phenomenal growth. Once thought to be recession-proof, Nevada’s gambling-dominated economy weathered national recessions over the past 30 years, each time coming back bigger and stronger.**

**However, Nevada had lost its monopoly on casino gambling in 1978 when Atlantic City opened its first casinos. At the same time, liberalization of divorce laws throughout the nation in the late 1960s signaled the end of Nevada’s migratory divorce trade in the 1970s.**

**The 1981-82 national recession was a wake-up call and resulted in efforts to promote economic diversification during Gov. Richard Bryan’s administration. The state launched an effort to make Nevada into “the next Silicon Valley.”**

**Yet competition from other states for the high-tech industry was fierce. In the end, Nevada lacked the infrastructure essential to supporting high-tech firms like those based in the Santa Clara Valley and elsewhere.**

**A resurgence in Nevada’s casino industry, particularly the opening of megaresorts such as the Mirage in Las Vegas, took the urgency out of diversification efforts. At the same time, recommendations made to the Legislature and governor in the Price Waterhouse/Urban Institute tax study (1988) to revamp Nevada’s tax structure were essentially ignored in this time of renewed prosperity.**

**The 1990-91 national recession hit Nevada hard. Midwest riverboat gambling and tribal casinos by that time competed with Nevada’s casinos for the nation’s tourist trade. But with a strong recovery in Nevada’s service economy in the 1990s, Nevada’s leaders failed to recognize that diversifying the state’s economy still needed to be a top priority, particularly with the phenomenal growth in California tribal gambling. Arguably, efforts to turn Nevada into a center of [renewable energy](http://skimlinks.pgpartner.com/mrdr.php?url=http%3A%2F%2Fskimlinks.pgpartner.com%2Fsearch.php%2Fform_keyword%3Drenewable%2Benergy" \o "Shopping Link Added by SkimWords" \t "_blank) should have begun at this time.**

**The 2001-02 national recession should have been a big wake-up call for Nevada’s leadership to chart a new economic course in the 21st century. It wasn’t and the can was kicked down the road one more time. Nevada’s casino industry rebounded once again to undermine the urgent need to dramatically diversify.**

**The “Great Recession” is now technically in its 21st month. But Nevada’s casino industry felt the effects of recession by the fall of 2007. Even if the nation begins the long journey out of recession this year, Nevada’s service economy will take even longer to recover. In the end, casino gambling in Nevada will not be the growth industry it was for 75 years.**

**In the 2011 legislative session, Nevada will be at another critical threshold. The state’s leadership, particularly the governor and Legislature, must recognize that relying principally on a tourism-based economy will no longer ensure a prosperous future.**

**The state is betting heavily that it can out-compete other states for hegemony in the [renewable energy](http://skimlinks.pgpartner.com/mrdr.php?url=http%3A%2F%2Fskimlinks.pgpartner.com%2Fsearch.php%2Fform_keyword%3Drenewable%2Benergy" \o "Shopping Link Added by SkimWords" \t "_blank) industry. Its success remains to be seen over the next 10 years. In the meantime, Nevada will be hard-pressed to meet the needs of its citizens**

**DOCUMENT B**

**With Gambling in Decline, a Faded Reno Tries to Reinvent Itself**

As Reno, that other city in Nevada, seeks to move beyond an economy and a downtown dominated for decades by mammoth casinos, it is grasping at various possibilities that have little to do with the industry that defined it.

Apple announced in late June that it would build a $1 billion data center here, even as Reno was cementing its reputation as one of the country’s bowling meccas by hosting several tournaments at the 78-lane National Bowling Stadium.

Meanwhile, an advertising campaign promoting the area’s outdoor activities is aimed at a diverse array of tourists, including, for the first time, same-sex couples. “What’s your passion?” asks the campaign, which has nearly no mention of gambling.

The arrival of Indian casinos and the spread of state-sanctioned gambling across the nation have cut deeply into the revenues of former monopolies on legalized gambling like Las Vegas and Atlantic City. But none was as devastated as Reno, whose customers came mostly from the Bay Area and other corners of California. Instead of driving a couple hundred miles and crossing the Sierra Nevada, Californians just headed for slot machines at Indian casinos close to home.

In what many here considered a sign of the times, downtown Reno’s showcase gambling establishment, the [Silver Legacy Resort Casino](http://travel.nytimes.com/travel/guides/north-america/united-states/nevada/reno/58193/silver-legacy-resort-casino/hotel-detail.html?inline=nyt-classifier) — a 35-story, 1,700-room giant whose opening in 1995 was supposed to usher in a new golden age for the city — filed for Chapter 11 bankruptcy protection in late May. Its owners have said the filing will not affect operations, a pledge seemingly reinforced by announcements of the coming acts, including Cheap Trick on Aug. 3, on a billboard next to its 120-foot replica of a mining rig.

Other fading casinos and some empty buildings loom over a small downtown that has been largely abandoned by residents. Reno, which was also hit particularly hard during the housing crisis, has struggled to reinvent itself precisely because it has been a single-industry city, experts say. Even before gambling, Reno made a name for itself by offering quick divorces, but it also lost that business in the 1960s after other states loosened restrictions on divorce.

“Reno has had it easy until recently because it had a monopoly on things that were illegal in the other states,” said Alicia Barber, a historian at the University of Nevada, Reno, and the author of “Reno’s Big Gamble.” “But now it’s facing tough questions for the first time. It’s like a child star that still wants the world’s attention.”

After peaking in 2000, when Indian casino gambling took off in California, gambling revenues in Reno have fallen by a third. What is more, gambling revenues per square foot of floor space are down nearly a quarter, according to the Center for Gaming Research at the University of Nevada, Las Vegas.

City officials and experts say that gambling will not disappear from Reno, but that its importance to the city, as well as its influence, has been waning.

Wanting to keep gamblers inside their buildings, hotel casinos did not support and sometimes opposed the development of other city attractions, businesspeople say. They had little interest in the University of Nevada, Reno, whose campus lies just a few blocks north of downtown, because students have little money to gamble.

“In the past, we had hotels turn down our business because they didn’t want bowler groups,” said Joe Kelley, the general manager of the National Bowling Stadium.

Until around 2000, Mr. Kelley said, a dozen tour buses would arrive daily at the Silver Legacy or the Eldorado next door. “As the patrons got off the bus,” he said, “somebody would hand them a roll of quarters and a coupon for the buffet. Every morning. And the buses, they don’t come here anymore. So they look to us to fill their property.”

Also completed in 1995, the bowling stadium is scheduled to undergo a $15 million renovation, including the addition of 10 lanes. Last month, the United States Bowling Congress agreed to hold championship tournaments here through 2030.

Christopher Baum, the chief executive of the Reno-Sparks Convention and Visitors Authority, which owns the stadium, said bowling would be a cornerstone of the new Reno. The emphasis on bowling was in keeping with the “What’s your passion?” campaign to rebrand Reno as a destination for activities other than gambling, said Mr. Baum, who was recruited here half a year ago from the Detroit Metro Convention and Visitors Bureau.

“Reno is much easier to sell than Detroit because you don’t have a negative to overcome as much as a lack of information,” he said.

But like Detroit, Reno is also wrestling with the future of its downtown. The construction of several giant hotel casinos in the 1970s pushed residents out of the area, a trend that culminated with the closing of its last supermarket when the Silver Legacy was completed, said Ms. Barber, the historian.

Downtown has become a major issue in local politics.

“The reality is that the casinos are never going to be as successful as they once were, so what do you do with those big buildings downtown?” said Bernie Carter, a candidate for the City Council.

Mr. Carter is the biggest developer in Midtown, a district just south of downtown where young entrepreneurs have opened restaurants and cafes in the last couple of years. The emerging district, formerly dotted with X-rated shops and check-cashing businesses, is fueling hopes that residents will gravitate downtown to patronize nongambling establishments.

CommRow, a major downtown developer, is transforming three former casino buildings into a hotel and restaurants, said Dean Hanson, the general manager. Only a fourth building will be renovated into a small new casino.

But city officials and businesspeople say that only new jobs downtown will attract locals. In recent years, they say, most casinos that were converted into condominiums have done poorly because of the housing crisis and a lack of incentives for living downtown.

Andrew Clinger, the city manager, said Apple would help. Besides a data storage center on the city’s outskirts, Apple will open an office downtown in a new building that may house other technology companies the city is wooing. Critics have said that overly generous tax breaks were given to attract Apple, but Mr. Clinger said the benefits could extend beyond future revenues and jobs by changing Reno’s image.

“Attracting an international icon to Reno puts us on the map,” Mr. Clinger said, adding that the new building would also help change downtown’s landscape by replacing “seedy motels” that are there now.

But others say it will take more than Apple to change downtown, much less Reno. “The recent announcement by Apple is a positive sign,” said Mark Nichols, the acting chairman of the economics department at the University of Nevada, Reno. “But, frankly, it’s not really obvious what Reno’s new direction will be.”

*Malia Wollan contributed reporting from San Francisco.*

**Document C- The Ten States That Profit Most From Sin**

As state budgets strain under huge debt loads, they are counting increasingly on "sin taxes", one of the few reliable sources of revenue in these uncertain economic times.

States have profited from the public's voracious appetite for easy money (gambling), nicotine (smoking) and booze (alcohol) for years. Some are more successful at it than others. A few states generate less than 1% of their revenue from preying on their residents' vices while sin accounts for between 5% and nearly 13% of the budgets of others. Some of the difference can be chalked up to varying rates of addiction, but aggressive tax policy also plays a part. Pennsylvania makes the greatest percent of its revenue from gaming taxes of any state. It charges a 55% tax on slot machine proceeds. Conversely, Las Vegas collects only 8%.

Sin is profitable for many reasons. For one thing, it sells well. In New Hampshire, more than half of its state revenue comes from tobacco sales. Meanwhile, states like Michigan generate revenue evenly across all sins. Still others, such as New Jersey, make a great deal from these bad habits because they're taxed at such a high rate.

In addition to demanding changes to entitlement and spending cuts, Republicans are refusing to consider any tax increases. While that may make sense to some, an exception should at least be made for sin taxes. There are many who maintain that income taxes, property taxes, and even corporate taxes should remain fixed, or even lowered. Increases in income taxes could dampen consumer spending, the argument goes. That's hardly a prudent course of action for a struggling economy. Likewise, raising property taxes would do nothing for the languid housing market. And corporate taxes, especially for small businesses, are often regressive, and could ultimately discourage hiring if they are raised too high.

That's one reason states are more dependent on sin than ever.

These are the states that derive the greatest amount of their revenue from bad habits:

**10. New Jersey Most Profitable Sin:** Lottery ($924 Million)

**9. New Hampshire Most Profitable Sin:** Tobacco ($170 Million)

**8. Illinois** **Most Profitable Sin:** Tobacco ($827 Million

**7. Michigan Most Profitable Sin:** Tobacco ($1.08 Billion)

**6. Pennsylvania Most Profitable Sin:** Gambling ($1.32 Billion)

**5. South Dakota Most Profitable Sin:** Lottery ($117 Million)

**4. Indiana Most Profitable Sin:** Gambling ($875 Million)

**3. Delaware Most Profitable Sin:** Lottery ($275 Million)

**2. Rhode Island** **Most Profitable Sin:** Lottery ($345 Million)

**1. Nevada Most Profitable Sin:** Gambling ($835 Million)

**Revenue From Sin:** $1.01 Billion (13th Highest)

**Total State Revenue:** $7.9 Billion (12th Lowest)

**Percent Total Revenue From Sin:** 12.83%

**Most Profitable Sin:** Nevada's revenue from sin is 12.83% of its total budget, which is nearly 4% higher than Rhode Island's and greater than the percentages of New Jersey, New Hampshire, and Illinois combined. Not surprisingly, most of Nevada's income comes from gambling - the state collected more than $835 million, the third-most in the country. In terms of other sin taxes, the state ranks average both in alcohol and tobacco taxes. Interestingly, the Nevada is one of only seven to not have a state lottery. According to the Las Vegas Journal-Business Review, state lawmakers proposed a bill to create one, but it failed last month in the legislature.

<http://www.huffingtonpost.com/2011/05/14/ten-states-profit-most-sin_n_861854.html>

**DOCUMENT D- NEVADA BEST LIST**

<http://blogs.rgj.com/renorebirth/2013/12/12/reno-tahoe-makes-more-than-50-lists-of-the-best-places-to-live-and-visit/>

The [Reno-Sparks Convention and Visitors Authority](http://www.visitrenotahoe.com/media/top-listings" \t "_blank) has been compiling all of the best-of lists that the Reno-Tahoe area has landed on over the past 24 months. It just topped 50 mentions.

“It’s pretty incredible to be ranked #9 on the list of ‘100 Best Places to Live’ (Livability.com), #5 on ‘Top Spots for Winter Vacations’ (The Weather Channel) and as one of the ‘20 Most Crime-Free Cities in America’ (AOL Real Estate), while offering the #1 Lake in America, Lake Tahoe (USA Today Reader’s Poll) and the #1 Ski Resort, Squaw Valley (Men’s Journal), as well as the #1 ranking for ‘Underestimated Cities for Food’ (The Daily Meal),” said RSCVA chief Christopher Baum in a press release. “It’s especially surprising when you consider that this is a resort area that most Americans haven’t visited… yet. But we’re confident that THAT is about to change.”

What follows is an excerpt from the press release with some of the highlights of others confirming that we live in an amazing place:

And with an early storm recently dumping two-to-three feet of fresh powder in the Sierra Nevada Mountain Range, listed as one of “11 of the World’s Most Beautiful Mountain Ranges” by UnofficialNetworks.com, it will be difficult to find a better winter sports getaway this season, according to authorities such as:

* Buzzfeed Travel, which ranked Lake Tahoe #1 among “34 Places that are Even Better During Winter.”
* National Geographic Magazine, which recently highlighted Reno as one of its “Top 10 Emerging Ski Towns.”
* Men’s Journal, which recognized top-ranked Squaw Valley, as well as nearby Northstar and Kirkwood, as having some of the “Best Ski Schools in the U.S.”
* FoxNews.com, which ranked Squaw Valley USA one of the Top 10 “Best Ski Resorts in North America.”
* MSN.com, which cited Mt. Rose Ski Tahoe (just a 25 minute drive from downtown Reno) as one of the “10 Hippest Ski Areas You Rarely Hear About.”
* Forbes, which also picked Squaw Valley as one of their “Top 10 U.S. Ski Resorts.”

Besides its top overall rating from the readers of USA Today, Lake Tahoe also picked up several additional noteworthy warm weather awards:

* Yahoo! Travel included North America’s highest alpine lake in its international list of “10 Lakeside Vacations that Have it All.”
* FamilyVacationCritic.com voted Sand Harbor at Incline Village, Lake Tahoe one of the “10 Best Beaches for Families.”
* Yahoo! Shine named Lake Tahoe as a Top 10 lake vacation “Best for Celebrating a Western Icon.”

In addition to its #1 rating from The Daily Meal, and Campo’s selection by Esquire Magazine as one of “The Best New Restaurants in America,” the region’s diverse and rapidly expanding food scene also was recognized as follows:

* The local GourMelt Grilled Cheese Truck earned double honors this year as one of the “10 Best Grilled Cheese Trucks” by CultureCheeseMag.com and also as one of the “101 Best Food Trucks in America” by The Daily Meal.
* Chapel Tavern in Reno’s hip MidTown District was recently named one of the “10 Best Places to Drink Rum” in the country by Zagat.com.
* A mainstay in downtown Reno for more than 50 years, the Awful Awful was listed as one of the “51 Great Burger Joints Across the U.S.” by USA Today.

Additional recognition for Northern Nevada also came for several of the area’s top Special Events:

* USA Today called the National Championship Air Races one of the “10 Best Air Shows Around the World.”
* Salon.com ranked the annual “Best in the West Nugget Rib Cookoff” in Sparks one of its 2013 “10 Summer Festivals Worth the Pit Stop.”
* MSN.com recognized Reno’s National Bowling Stadium, which will host more than 100,000 bowlers when the United States Bowling Congress Open Championships and Women’s Championships return to the destination in 2014, as one of the “Coolest Bowling Spots in North America.”
* Hot Rod magazine recently cited the iconic Virginia City International Camel Races as one of their “41 Ways to Go Fast” in 2014.

Locals know why so many visitors are visiting, returning, and sharing their great experiences in Reno Tahoe, and it all starts with the quality of life enjoyed in Northern Nevada:

* MSN Money ranked Reno one of “America’s Cheapest (Livable) Cities.”
* Realtor.com ranked the Reno area #3 on its list of “Top 10 Turnaround Towns.”
* U-Haul listed Reno as #4 on its list of “Top U.S. Growth Cities.”
* Where to Retire Magazine listed Reno as one of its “100 Best Places to Retire.”
* Sunset Magazine recognized the Reno Riverwalk District as one of its “32 Great Spring Trips.”
* The American Planning Association celebrated C Street in nearby Virginia City, an authentic 1860s gold and silver mining town, as one of the “Great Streets of America.”
* OnlineColleges.com ranked the University of Nevada, Reno one of the “10 U.S. Colleges with Great Greek Life.”
* Mother Nature Network celebrated the world’s tallest artificial rock climbing wall at BaseCamp, in the heart of downtown Reno, as one of “8 of the World’s Best Climbing Walls.”
* And after a fun-filled day of skiing, swimming and eating, it’s reassuring to know that – for the sixth year in a row – Reno has been recognized by Casino Player Magazine for being home to the “Loosest Slots in America.”