

Napping

7th Grade Argumentative Performance Task

Issue:

There has been much debate about the role of sleep and the role of napping. How many hours of sleep is enough? What is too much sleep? What is too little sleep? How do naps fit into sleep cycles?

The issue of “napping” will be one of the topics for an upcoming school debate club. To prepare for this debate, and to decide which side of “napping” you are on, you have been conducting research on the topic. As part of your research, you have found two articles and a newspaper column about sleep.

After you have reviewed these sources, you will answer some questions about them. Briefly scan the sources and the three questions that follow. Then, go back and read the sources carefully to gain the information you will need to answer the questions and finalize your debate stance.

In Part 2, you will write an argumentative essay on a topic related to the sources.

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You will now examine several sources. You can re-examine any of the sources as often as you like.

After examining the •[~ !&•, use the remaining time in Part 1 to answer three questions about them. Your answers to these questions will be scored. Also, your answers will help you think about the research sources you have read and viewed, which should help you write your argumentative essay.

You may refer to the sources when you think it would be helpful. You may also refer to your notes. Answer the questions in the spaces provided below them.



Practice Test, May 2013

How Much Sleep is Enough?

The amount of sleep you need each day will change over the course of your life. Although sleep needs vary from person to person, the chart below shows general recommendations for different age groups.

Age	Recommended Amount of Sleep
Newborns	16-18 hours a day
Preschool-aged children	11-12 hours a day
School-aged children	At least 10 hours a day
Teens	9-10 hours a day
Adults (including the elderly)	7-8 hours a day

If you routinely lose sleep or choose to sleep less than needed, the sleep loss adds up. The total sleep lost is called your “sleep debt.” For example, if you lose 2 hours of sleep each night, you’ll have a sleep debt of 14 hours after a week.

Some people nap as a way to deal with sleepiness. Naps may provide a short-term boost in alertness and performance. However, napping doesn’t provide all of the other benefits of night-time sleep. Thus, you can’t really make up for lost sleep; you just keep your sleep deficiency. “People accumulate sleep debt surreptitiously,¹” says psychiatrist William C. Dement, founder of the Stanford University Sleep Clinic. Studies show that such short-term sleep deprivation leads to a foggy brain, worsened vision, impaired driving, and trouble remembering. Long-term effects include obesity, insulin resistance, and heart disease.

Some people sleep more on their days off than on work days. They also may go to bed later and get up later on days off. Sleeping more on days off might be a sign that you aren’t getting enough sleep. Although extra sleep on days off might help you feel better, it can upset your body’s sleep-wake rhythm.

If you’re worried about whether you’re getting enough sleep, try using a sleep diary for a couple of weeks. Write down how much you sleep each night, how alert and rested you feel in the morning, and how sleepy you feel during the day.

Sleeping when your body is ready to sleep also is very important. Sleep deficiency can affect people even when they sleep the total number of hours recommended for their age group.

For example, people whose sleep is out of sync with their body clocks (such as shift workers) or routinely interrupted (such as caregivers or emergency responders) might need to pay special attention to their sleep needs.

¹*surreptitiously: in an unnoticed manner*

The Secret Truth about Napping

Napping: Only for Kids?

In general, Americans regard napping as an unproductive habit. They think that only little children should take naps. However, there is evidence that napping can benefit people of all ages.

Famous Nappers

Many famous historical figures have been nappers. American presidents John F. Kennedy, Ronald Reagan and Bill Clinton all took frequent naps to help them deal with the pressures of leading a powerful nation. Napoleon Bonaparte, a French emperor, often gave rousing speeches at a moment's notice. Perhaps this was due to his habit of taking frequent naps. Winston Churchill, who helped lead the Allied Powers to victory during World War II, slept for at least one hour every afternoon. He stated that a nap could renew a person's energy.

Other famous historical nappers include the brilliant scientist Albert Einstein and the world-changing inventor Thomas Edison. The amazing artist Leonardo Da Vinci also took naps. They all had unusual sleep patterns that allowed them to work in a focused and creative way. Maybe if Edison had skipped his naps, he would have never have invented the light bulb. Maybe Leonardo would have been too sleepy to paint the Mona Lisa.

Naps for Certain Careers

Scientific studies show the benefits that naps can provide for individuals with unusual work schedules. Examples include astronauts and certain medical personnel. The human body operates according to an internal clock. This clock operates in relation to the Earth's pattern of darkness at night and bright light during the day. When a person's internal clock is in sync with her or his habits, the person can most likely sleep well at night and remain awake and alert all day. But if the person's job makes for interrupted sleep—or sleep at odd hours—the internal clock can become confused. Then the person has trouble getting enough sleep.

Astronauts traveling in space are not exposed to regular patterns of light and darkness. As a result, astronauts average two hours less sleep than usual during every night they spend in space. They often have trouble concentrating. They also become grumpy. NASA decided to study whether astronauts should take naps. They did research with volunteers. The researchers found that napping improved memory, but not alertness. NASA researchers also concluded that longer naps worked better than shorter ones.

Doctors in training, known as residents, work very long hours. As a result, they are often sleep-deprived. Emergency-room doctors working at night also have problems sleeping. Sleep experts recommend that these health workers take short naps on the job. A team of researchers led by David F. Dinges, a professor at the University of Pennsylvania, found that letting subjects nap for as little as 24 minutes improved their cognitive performance. So even short naps can reduce the number of mistakes a tired person makes.

The main take away seems to be that a deep sleep, whether it is nighttime sleep or a day-time nap, primes the brain to function at a higher level, allowing us to come up with better ideas, find solutions to puzzles more quickly, identify patterns faster and recall information more accurately.

Siesta Tradition

There is a word in the Spanish language to describe the habit of taking a nap in the mid-afternoon: siesta. However, taking a midday nap is not only common in Spain. In Greece, for example, people have traditionally taken a break in the middle of the day. They have eaten a large meal and then taken a nap.

It is not the big noontime meal that makes Greeks sleep. Evidence suggests that most people become drowsy between 2:00 p.m. and 4:00 p.m. In fast-paced America, workers and students usually fight to stay awake during this so-called “nap zone.”

After a nap, people tend to be happier and more alert. They do better work and avoid mistakes. Nappers may even have better long-term health than non-nappers.

Finding Time to Sleep

But finding time to sleep—or to nap—can be challenging. Students involved in sports or other extracurricular activities after school aren’t often able to find time to nap before evening sleep time. And finding places to nap during the day at school is challenging. However, Anton Anderson, an English teacher at Greenwich (Connecticut) High School, decided to do something to help the waves of weary teens he was seeing every day. In 1998, he founded the Power Napping Club, which allows students to nap for about 20 minutes at the end of the day before going on to extracurricular activities. Its motto: *Veni, Vedi, Dormici* (Latin for *I came, I saw, I slept*).

The Power Napping Club co-president emphasizes the boost that naps provide. “Obviously, it’s no substitute for sleep, but I definitely feel more relaxed afterward,” she says.

Ask the Sleep Doctor

Dear Dr. Vessler,

I’m a 12-year-old middle school student who usually gets about eight hours of sleep a night. I often feel tired when I get home from school at 3:30, and I want to be alert and energetic in the evening so I can focus on all of my homework. However, when I tried taking a nap, I slept for two or three hours. Then I woke up groggy. What can I do so I will have more energy in the evening?

Sincerely,

Too Sleepy

Dear Too Sleepy,

Good for you for thinking of ways to increase your productivity for schoolwork. The first thing I would like to point out is that you are not getting enough sleep at night for someone your age. I recommend that you go to bed earlier. The most important thing you can do is to sleep more at night.

On nights when you don’t get enough sleep, napping can help to recharge your body and increase your mental alertness. Did you know that 85% of animals sleep in short periods

throughout the day? Humans are one of the few species that do most of their sleeping at night. Introducing a catnap into your day may be very helpful. In fact, studies show that taking a short nap after learning new information may help you remember that information better!

I do not recommend a two-or-three hour nap, however. Napping for several hours during the day can make it hard for you to fall asleep at night. It can also be difficult to wake up after a long nap. Naps with lengths between 10 and 20 minutes have been shown to increase productivity, decrease fatigue, and improve mood. They also don't cause the post-nap weariness that accompanies longer naps.

Another important issue to consider is when to take your nap. You don't want to nap too late in the day. Why? Doing so can make it harder for you to fall asleep at night.

I recommend that if you decide to take a nap, you should do so right after you get home from school. Set a timer for 10 to 20 minutes so that you don't oversleep. You will most likely wake up refreshed and have more energy to focus on your homework in the evening.

Sleep Well!

Dr. Daniel Vessler, M.D.

Student Directions for Part 2: 70 min.

You will now look at your sources, take notes and plan, draft, revise and edit your essay. You may use your notes and go back to the sources. Now read your assignment and the information about how your essay will be scored; then begin your work.

Your assignment:

Imagine you are part of a debate club at school, in which teams argue for and against different positions on interesting topics. To practice for an upcoming debate about napping, you will write a formal essay arguing whether or not naps are generally good for people. Use evidence from the sources to support your argument and address the opposite point of view.

Argumentative Scoring

Your essay will be scored using the following:

1. **Statement of claim and organization:** How well did you state your claim, address opposing claims, and maintain your claim with a logical progression of ideas from beginning to end? How well did your ideas thoughtfully flow from beginning to end using effective transitions? How effective was your introduction and conclusion?
2. **Elaboration and Evidence:** How well did you integrate relevant and specific information from the sources? How well did you elaborate your ideas? How well did you clearly state ideas using language that is appropriate for your audience and purpose?
3. **Conventions:** How well did you follow the rules of grammar usage, punctuation, capitalization and spelling?

Now begin your work on your argumentative essay. Manage your time carefully so that you can:

1. plan your essay.
2. write your essay.
3. revise and edit the final draft of your essay.

For Part 2, you are being asked to write a multi-paragraph essay, so please be as thorough as possible.

Argumentative Performance Task Writing Rubric (Grades 6-11)

Score	Purpose/Organization	Evidence/Elaboration	Conventions	
4	<p>The response has a clear and effective organizational structure, creating a sense of unity and completeness. The response is fully sustained and consistently and purposefully focused:</p> <ul style="list-style-type: none"> claim is introduced, clearly communicated, and the focus is strongly maintained for the purpose, audience, and task consistent use of a variety of transitional strategies to clarify the relationships between and among ideas effective introduction and conclusion logical progression of ideas from beginning to end; strong connections between and among ideas with some syntactic variety alternate and opposing argument(s) are clearly acknowledged or addressed* 	<p>The response provides thorough and convincing support/evidence for the argument(s) and claim that includes the effective use of sources (facts and details). The response clearly and effectively expresses ideas, using precise language:</p> <ul style="list-style-type: none"> comprehensive evidence from sources is integrated; references are relevant and specific effective use of a variety of elaborative techniques** vocabulary is clearly appropriate for the audience and purpose effective, appropriate style enhances content 	2	<p>The response demonstrates an adequate command of conventions:</p> <ul style="list-style-type: none"> adequate use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling
3	<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. The response is adequately sustained and generally focused:</p> <ul style="list-style-type: none"> claim is clear, and the focus is mostly maintained for the purpose, audience, and task adequate use of transitional strategies with some variety to clarify relationships between and among ideas adequate introduction and conclusion adequate progression of ideas from beginning to end; adequate connections between and among ideas alternate and opposing argument(s) are adequately acknowledged or addressed* 	<p>The response provides adequate support/evidence for the argument(s) and claim that includes the use of sources (facts and details). The response adequately expresses ideas, employing a mix of precise with more general language:</p> <ul style="list-style-type: none"> adequate evidence from sources is integrated; some references may be general adequate use of some elaborative techniques vocabulary is generally appropriate for the audience and purpose generally appropriate style is evident 	1	<p>The response demonstrates a partial command of conventions:</p> <ul style="list-style-type: none"> limited use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling
2	<p>The response has an inconsistent organizational structure, and flaws are evident. The response is somewhat sustained and may have a minor drift in focus:</p> <ul style="list-style-type: none"> claim may be somewhat unclear, or the focus may be insufficiently sustained for the purpose, audience, and task inconsistent use of transitional strategies and/or little variety introduction or conclusion, if present, may be weak uneven progression of ideas from beginning to end; and/or formulaic; inconsistent or unclear connections among ideas alternate and opposing argument(s) may be confusing or not acknowledged* 	<p>The response provides uneven, cursory support/evidence for the argument(s) and claim that includes partial or uneven use of sources (facts and details). The response expresses ideas unevenly, using simplistic language:</p> <ul style="list-style-type: none"> some evidence from sources may be weakly integrated, imprecise, or repetitive; references may be vague weak or uneven use of elaborative techniques; development may consist primarily of source summary or may rely on emotional appeal vocabulary use is uneven or somewhat ineffective for the audience and purpose inconsistent or weak attempt to create appropriate style 	0	<p>The response demonstrates little or no command of conventions:</p> <ul style="list-style-type: none"> infrequent use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling
1	<p>The response has little or no discernible organizational structure. The response may be related to the claim but may provide little or no focus:</p> <ul style="list-style-type: none"> claim may be confusing or ambiguous; response may be too brief or the focus may drift from the purpose, audience, or task few or no transitional strategies are evident introduction and/or conclusion may be missing frequent extraneous ideas may be evident; ideas may be randomly ordered or have an unclear progression alternate and opposing argument(s) may not be acknowledged* 	<p>The response provides minimal support/evidence for the argument(s) and claim that includes little or no use of sources (facts and details). The response's expression of ideas is vague, lacks clarity, or is confusing:</p> <ul style="list-style-type: none"> evidence from the source material is minimal or irrelevant; references may be absent or incorrectly used minimal, if any, use of elaborative techniques; emotional appeal may dominate vocabulary is limited or ineffective for the audience and purpose little or no evidence of appropriate style 	NS	<ul style="list-style-type: none"> Unintelligible In a language other than English Off-topic Copied text <p>(Off-purpose responses will still receive a score in Conventions.)</p>
NS	<ul style="list-style-type: none"> Unintelligible In a language other than English Off-topic Copied text Off-purpose 	<ul style="list-style-type: none"> Unintelligible In a language other than English Off-topic Copied text Off-purpose 		

* Begins in 7th grade

**Elaborative techniques may include the use of personal experiences that support the argument(s).