Mark Davis: At what age does a child become an adult? Try to find a consistent answer in politics

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AVID's Critical Reading Process

This lesson will follow AVID's critical reading process and will utilize the following strategies:

1.) Pre-reading
2.) Interacting with the text
3.) Extending beyond the text

AVID's WICOR Methodology

This lesson utilizes the WICOR methodology. The WICOR icon will be used throughout the lesson to communicate when an activity is using WICOR methods.

Writing
Inquiry
Collaboration
Organization
Reading

Cornell Notes

Essential Question:

How do readers actively read and isolate essential information in a text?

Critical Reading Strategy Focus:

Strategy details are available at AVID Weekly. Sign in to avidweekly.org and download the strategy from the matrix.

First Reading

- *"Marking the Text: Circling and Underlining Essential Information"*
    - *Identify and circle or underline information relevant to the writing task.*
- *Common Core College and Career Readiness Standards*
    - *CCRA.R.1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific evidence when writing or speaking to support conclusions drawn from the text.*
    - *CCRA.R.8: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.*

Second Reading

- *"Writing in the Margins: Responding and Connecting"*
    - *Respond and connect to ideas in the text and write your thoughts in the margins.*
- *Common Core College and Career Readiness Standard*
    - *CCRA.R.1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific evidence when writing or speaking to support conclusions drawn from the text.*

Reading Prompt: *In the article "Mark Davis: At what age does a child become an adult? Try to find a consistent answer in politics," the author argues that the basic constitutional rights promised to young law-abiding Americans cannot be revoked because some break the law. As you read, circle numbers, dates, or words that show quantity or changes in quantity and underline facts and examples the author uses to support his claim. In the left margin, explain how each particular example supports the author's point.*

Estimated Preparation Time: 20–30 minutes
Estimated Instructional Time: 90 minutes
Recommended Pacing: 2 days

Critical Reading Lesson
Instructional Model for AVID Teachers

Using the AVID Weekly Resources

Before teaching this lesson, go to underlined avidweekly.org to access additional teaching tools. Find the following sections in the top navigation.

Teacher Resources

This page offers strategies and approaches that will help you prepare for the lesson, set expectations, and prepare for the reading.

Assessment Tool

This page offers general questions teachers can use to assess students' understanding and analysis of a reading.

Pre-Reading

Developing Students' Understanding of the Subject
(approximately 20 minutes)

Preview the following concepts and vocabulary words and any other words or ideas you find in the text that might be unfamiliar to your students.

Concept Map

Have students create a concept map for "adulthood" using the following instructions:

1.) Write the definition of the concept in your own words.
2.) List examples of the concept.
3.) List non-examples or opposites of the concept.
4.) Use the definition and examples to create a list of characteristics.
5.) Create a visual to represent the concept.

Dearie, K. and Kroesch, G. (2011). *The Write Path History/ Social Science: Interactive Teaching and Learning Teacher Guide* (pp. 70–72). San Diego, CA: AVID Press.

Building Vocabulary *(approximately 15 minutes)*

Visual vocabulary helps students to better understand vocabulary by explaining the meaning of the term in their own words and creating visual images that represent the word. Adding an illustration or drawing helps students to clarify their explanation and understanding of the vocabulary word.

Instructions:

1.) In the context of teaching a chapter or unit, students are assigned a few (four to eight) significant vocabulary words.

2.) Students examine the definition of one of the words from the glossary or dictionary. With a group or partner, students discuss the word and rewrite the definition in their own words.

3.) With a group or partner, students discuss examples of the word.

4.) Students discuss what visual or symbol best represents the word. Each student creates a visual to represent the definition or example of the word. Students may write a sentence using the word.

5.) Have a class discussion that includes sharing of student definitions and visual examples.

Dearie, K., & Kroesch, G. (2011). *The Write Path History/ Social Science: Interactive Teaching and Learning Teacher Guide* (pp. 68–69). San Diego, CA: AVID Press.

Key Concept:
• basic constitutional rights

Key Vocabulary:
• gun control (par. 1)
• Congress (par. 1)
• debate (par. 4)
• arbitrary (par. 5)
• voting age (par. 7)
• Prohibition (par. 8)
• law-abiding (par. 9)
• Second Amendment (par. 9)

Making Predictions *(approximately 5 minutes)*

Once students have had an opportunity to build prior knowledge through writing and speaking, they are ready to make some predictions.

• Hand out a copy of the article. Ask students to **survey the text**. Have them report on what they see. Are there subtitles? Is the text divided into sections? What is the length of the individual paragraphs? Have them scan the whole text in order to get an idea of its length.

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- It's a good idea to have students **make predictions** before they read. Ask them to read the title and make predictions about the message of the text. You could ask, "What will this text be about?" You could also ask them to read the first and last paragraphs and make another prediction.

- **Take a look at the publication and author information**. You can discuss this information as a class or you can have students discuss this information in collaborative groups. Why should students read this information? The publication date tells the reader when the text was written, allowing him or her to better understand the issues during the time in which the text was written. Author information can be useful, too. An author's personal and professional experiences can tell the reader a lot about the purpose of the text and the intended audience.

Interacting With the Text

Instructions for the lesson are provided in this section. Use an overhead projector or document camera to model and support the following activities.

Numbering the Paragraphs *(approximately 5 minutes)*

Note: Students familiar with the "Marking the Text" strategy may be able to mark the text during their first read. If not, have students read the text once without marking or writing in the margins.

1.) Go over the "Marking the Text" strategy with your students. (If you do not have a copy of this strategy, please visit avidweekly.org and download a copy from the matrix.) Students should have copies of this handout on their desks, or the ideas from this handout should be available to them in some other way.

2.) Begin with **numbering the paragraphs**. If students are not familiar with numbering paragraphs, model how to number individual paragraphs.

First Read: Circling and Underlining Essential Information *(approximately 20 minutes)*

Note: Depending on your students' skill level, you may want to work through a few paragraphs as a class. You might also reduce the amount of rereading students do by directing them to specific paragraphs that contain essential information. Consider having your students work in pairs as they learn how to circle and underline essential ideas in a text.

Circling Key Terms

3.) Here are a few key words and names students should identify and circle.

    a. Paragraph 1: "gun control," "social media," and "governed"

    b. Paragraph 3: "opportunism" and "basic constitutional right"

    c. Paragraph 4: "debate"

    d. Paragraph 5: "adulthood," "varies," and "arbitrary"

    e. Paragraph 6: "voting"

    f. Paragraph 8: "Prohibition"

    g. Paragraph 9: "law-abiding," "Second Amendment," and "Republicans"

    h. Paragraph 11: "basic rights"

You may be able to find additional key terms in the text that are not included in the list above. Identifying these words will help students summarize the text either verbally or in writing.

Underlining Essential Ideas

4.) Here are some essential ideas students should identify and underline.

    a. Paragraph 1: "A common sentiment from like-minded adults has been that these kids are so bright that we might be governed better by their generation than by the current Congress."

    b. Paragraph 3: "…the suggestion is that there are some high-school-age kids out there showing laudable adult wisdom. How curious, then, that so many praising these kids would deny young people a basic constitutional right."

    c. Paragraph 4: "Welcome to the gun-buying age debate."

    d. Paragraph 5: "…When does it begin?"; "It varies from person to person, and for some it never really kicks in"; and "But there are many laws that apply only to adults, so we have to figure out when we become one."

    e. Paragraph 6: "The additional problem is, we have grown uncomfortable with establishing a single moment that opens the doors of adulthood."

    f. Paragraph 8: "And we may be about to tell them they cannot buy a gun, either."

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g. Paragraph 9: "The lunge toward telling law-abiding Americans that they do not have Second Amendment rights until they turn 21 must be rejected on its face."

h. Paragraph 10: "The weapon is not the issue in this comparison; it is the 19-year-old."

i. Paragraph 11: "Some 19-year-olds should not be able to buy guns. Some 50-year-olds should not be able to buy guns. But if we have decided that the 18th birthday is when the mantle of adulthood applies, there is no argument that can be made for denying those Americans one of our most basic rights."

j. Paragraph 12: "…return the voting age to 21 as well."

k. Paragraph 13: "Since that won't be happening, let's stop punishing responsible, law-abiding young Americans for the evils of a tiny few."

You may want students to underline additional ideas that are not included in the list above.

Second Read: Responding and Connecting to Ideas in the Text *(approximately 15 minutes)*

Note: Consider engaging your students in pair-share and small group activities as they work through the paragraphs. Responses will vary. Students familiar with this strategy may be able to respond or connect in the margins while they are marking the text.

5.) For this second read, have students go back through the text and respond and connect to ideas in the margins. Students' responses will vary. What's important is that students make personal connections to the ideas in the text. One way to support students is to limit the number of paragraphs they reread by pointing to specific paragraphs in the text that they should respond to.

Paragraphs	Your responses and/or connections
1–3	
4–5	
6–7	
8–11	
12–13	

Extending Beyond the Text

Closing activities do not need to be process papers, or writing assignments that go through multiple drafts. As students learn how to read more critically, we should give them opportunities to write brief analyses of what they read. These focused responses will help deepen their understanding of the texts they read while developing their academic writing skills. Writing or speaking exercises like the ones listed here can also serve as formative assessments, providing valuable feedback about what your students know and what they still need to learn.

• Have students write a one-page paper that addresses the writing prompt. *(approximately 50 minutes)*

   Writing Prompt: *Analyze the arguments presented in the article "Mark Davis: At what age does a child become an adult? Try to find a consistent answer in politics." Evaluate the evidence used to support the author's point. What does the author want the reader to consider as a result of reading the text?*

• Engage students in one of the AVID Weekly Lesson Templates. Log in to avidweekly.org and click on "Teacher Resources." Then, in the left navigation, click on "Lesson Templates." This page offers instructions on how to run Socratic Seminars, Four Corners Discussions, and other student-centered activities. *(approximately 20–50 minutes)*

• Engage students in a "3-Part Source Integration" writing exercise. A 3-Part Source Integration is a statement that includes the title of the text, the author's name, author information, source material that is either paraphrased or directly quoted, and a brief statement explaining the significance of the paraphrase or quotation. The following is an example of a 3-Part Source Integration. *(approximately 15 minutes)*

   Sample 3-Part Source Integration: *In "Ethanol's Failed Promise," Lester Brown and Jonathan Lewis, two environmental activists, claim that food-to-fuel mandates are causing damage to our environment (par. 3). This is important because as America moves toward energy independence, it must be vigilant to ensure that new energy sources do not cause new problems.*

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- Engage students in **Philosophical Chairs**:

1.) Choose an option and write the following statement on the board for reference during the activity.

   a. **Central Statement:** "People are considered adults at the age of 18." **OR** "People are considered adults at the of 21."

2.) Take time to first determine:

   a. What does the statement say?
   b. What does the statement mean?
   c. Why does it matter?
   d. Do you agree or disagree with the statement?

3.) Those who agree with the central statement sit on one side and those who disagree sit on the other side.

4.) A mediator, who will remain neutral and call on sides to speak, is positioned between the two sides. (This role is usually filled by the teacher in the beginning or middle school years. Eventually, students should take on this role.) In addition to facilitating the discussion, the mediator may at times paraphrase the arguments made by each side for clarification. It is important that the mediator always remain neutral.

5.) The mediator recognizes someone from the side of the classroom that agrees with the central statement to begin the discussion with an argument in favor of the position stated. Next, the mediator will recognize someone from the other side to respond to the argument. This continues throughout the activity, and part of the job of the mediator is to ensure participation by as many students as possible and to keep just a few students from dominating the discussion. The mediator may also put a time limit on how long each side addresses the issue on each turn.

6.) In addition to speaking in the discussion, students may express their opinions by moving from one side to other. Changing seats does not necessarily mean that a person's mind is changed, but rather that the argument made is compelling enough to sway opinions. Students may move back and forth throughout the discussion.

7.) The discussion and movement go on for a designated period of time—usually one class period. The mediator may bring the discussion to a close at any time. Each side may be given an opportunity to make a final statement on the issue. If time allows, each participant states their final opinion and may also tell which arguments they found most convincing.

8.) An additional piece to this activity can be to have a few students observe the process and take notes instead of participating. These students will debrief their observations to the class at the end of the activity. You may have students who were absent or unprepared to participate fulfill this role.

Solomon, B., Bugno, T., Kelly, M., Risi, R., Serret-Lopez, C., & Sundly, J. (2011). *The Student Success Path* (p. 186). San Diego, CA: AVID Press.

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