

OBJECTIVE

1. GO4 - Students will be able to read and view, with understanding, an informational text.
 - draw specific evidence from the text to support claims and arguments.
 - read with greater fluency, confidence, and comprehension using strategies to read and view complex texts.





QUICK WRITE

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- Explain at what age you become **responsible**. Why do you think that is the appropriate age?
- Write your thoughts in the box labeled 1.
- Be prepared to share your thoughts with the class.



VIDEO

- Now watch and listen to this short clip. Does it change or support your answer?
- [Slow Down! You're on DriveCam](#)





VOCABULARY

What you should know before you read...

VOCABULARY

Avert

1. Turn away (one's eyes or thoughts):
"She averted her eyes during the more violent scenes."
2. Prevent or ward off (an undesirable occurrence):
"Talks failed to avert a rail strike."



VOCABULARY

Momentum

1. The quantity of motion of a moving body, measured as a product of its mass and velocity.
2. The energy gained by a moving object.



VOCABULARY

Impulsive

1. Acting or done without forethought:
“The young impulsive teenagers jumped off the bridge.”



VOCABULARY

Mounting

1. To increase in amount or intensity:
“The cost of all those small purchases mounts up.”
2. To rise or go to a higher position, level, degree, etc.; ascend.



VOCABULARY

Ban

1. Officially or legally prohibit:

“He was banned from driving for a year.”

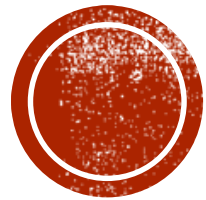


VOCABULARY

Graduated

1. Arrange in a series according to scale.





READING THE TEXTS



TEXT MARKING

BEFORE READING:

- Preview the text looking for text features
- Number paragraphs with circled numbers



TEXT MARKING

DURING READING:

Pay close attention to what the authors are presenting as fact or opinion.

- Put an **F** beside **facts**
 - Facts are something that you as a researcher, a scientist, a student, etc. can prove with evidence
- Put an **O** beside **opinions** of the authors
 - Opinions are personal views of the author which you may or may not agree with

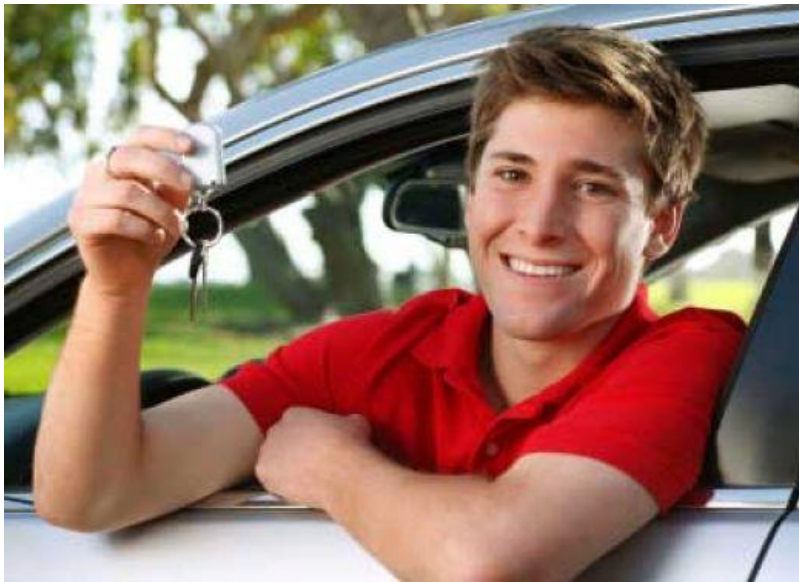




QUICK WRITE

QUICK WRITE

- According to what you just read, explain the dilemma of raising the legal driving age.



DIRECTED NOTE-TAKING

- Move into small groups of three or four people.
- On the notes page provided, work together to find and label the notes with the appropriate paragraph and record it in the left column.
- In the right columns, decide as a group into what category the notes most closely fit. The categories to chose from are:

Money (economic)	Maturity/ Behavior	Education	Experience
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PHILOSOPHICAL CHAIRS

It's a discussion, not a debate!



PHILOSOPHICAL CHAIRS

- Listen to the statement.
- Decide whether you agree or disagree. Sit in **row A if you agree** or **row B if you disagree**. If you are **undecided, sit in row C**.
- Someone on the pro side of the argument (A) begins the discussion with an argument in favour of that position.
- Then someone from the con side of the argument (B) explains why it does not sway him or her.
- The undecided row (C) should state their concerns or reservations at any time when appropriate.
- Three other people must speak before the same person speaks again.



GROUND RULES

- **Read** the material for the debate and the opening statement carefully; be sure you understand it
- **Contribute** your own thoughts, offering your reasons as *succinctly* as possible
- **Listen** carefully. Do not interrupt
- **Understand** the person's point of view
- **Respond** to statements only, not to the personality of the person giving it
- **Refer** to the text as much as possible to support your reasons
- **Change** your mind about the statement if you feel that someone has made a good argument or your opinion is swayed
- **Reflect** on the experience via the closing activity



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To prove that you are listening, briefly summarize the previous speaker's point before stating your own comments:

- I hear what you're saying that...
- I understood your point about...



OPENING STATEMENT

The legal driving age should be changed.



REFLECTION



REFLECTION

- Citing information from the texts to support your argument, what is the appropriate age to get a driver's license?

