
Activity 2: Getting Ready to Read--Partner Activity

Please follow the directions by working both individually and with a partner (per the directions)

1. Quietly fill out the "guess column"
2. Using the chromebook, research the answers for California. You will research 5 and your partner will research 5.
3. When I direct you, you will find a *different partner* and complete the final column.

How Old Must I Be?

Write down what you think the legal age is for each activity (first column). Fill in the actual correct ages after researching on the chromebooks (second column). Then, for each activity, write down your thoughts on whether this seems to be the appropriate legal age and why (third column).

Activity	Guess	In California	Appropriate or Not?
Drink Alcohol			
Drive a Car with a License			
Serve in the Military			
Stop Attending School			
See R-rated Movies			

Vote			
Get Married (without parental consent)			
Get an Abortion (without parental consent)			
Make Personal Financial Decisions			
Get a Tattoo			

Activity 3: Surveying the Text

Quickly review the formatting of the article and answer the following questions.

What do the title and the subheading of Greenblatt's article tell you about the topic of this article?	
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Review the length of the article and its paragraphs. Do you think this article will be difficult or easy? Explain.	
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Do you believe the purpose of this article is to entertain,	
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inform, or persuade? Explain.	
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Activity 4: Making Predictions and Asking Questions

Read the first two paragraphs and the last paragraph. Predict what the article will be about.

Activity 5: Understanding Key Vocabulary--Guided Highlighting / Self-Assessment

Follow along with me as I go over the reading with you. You will need to highlight potentially challenging academic vocabulary. You will then copy these words into the chart below and complete the chart. Put a checkmark in the column to note if you know the word, have heard it, or if it is new to you.

Word	Paragraph Location	Know it	Heard of it	New to Me	(Definition in the context of the article)	Definition according to vocabulary.com
scope						
rite						
rampant						
counterproductive						

reprise						
cohort						
revelation						
tantamount						
precedent						
punitive						

Activity 6: Understanding Key Vocabulary--Academic Vocabulary Fill-In

Complete the sentences through reviewing the definitions above.

1. “May I have the keys to the car?” is a familiar refrain to many parents of teenagers, and although it is almost cliché for older adults, it may come as a _____ to many that the under-eighteen _____ is finding it increasingly more difficult to participate in this quintessentially American _____ of passage--taking the car out for a spin without mom or dad in the passenger seat.
2. A 2011 _____ this question might be: “My probationary year was up last week, so I’m going to pick up Jack and Jill and drop them off before the curfew...Can I have the keys?” The Graduated Driver’s License (GDL) may be setting a _____ for policies regulating the _____ of young people’s rights. But, could this approach really work with, say, teens and alcohol? Binge drinking is _____ at many college campuses, and the majority of drinkers are likely underage. Supporters of a lowered drinking age believe that forcing young people to wait until they are 21 is _____ to encouraging them to party in unsafe and secretive situations. Those who oppose lowering it to match the social reality would say it would be _____ and dangerous, claiming that moving the drinking age to 18

would actually be pushing the limit towards 15 and 16 year olds. Regardless, many experts are suggesting a less _____, more understanding approach to the rights of minors in the hopes of teaching them to take on more responsibility, even as they seek more freedoms.

Activity 7: Reading

Read along in class and complete the following directions:

1. Highlight the ideas you are confused about. Write your question in the *right-hand margin*
2. Underline the points that seem to be main ideas.
3. Write your ideas / thoughts / arguments in the *left-hand margin*.

Activity 8: Examining the Thesis

The author's thesis is the main claim / argument of a writing. Answer the questions / follow the directions below:

Write the thesis statement. Is the thesis statement <i>explicit</i> or <i>implicit</i> ?	
What was the purpose--entertain, inform, or persuade? How do you know?	
What is Greenblatt's opinion on the age of responsibility?	

Activity 9: Key Concepts

Using the information in the article, complete the table below.

3 R's	Definitions	Examples
Rites		
Rights		
Responsibilities		

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Put the three concepts together by writing a paragraph that explains *voting* in terms of its *rites, rights, and responsibilities*.

Activity 10: Rites, Rights, and Responsibilities--The Three R's of Maturity

Complete the activity (table) through following the directions below.

1. Check the category for each item. Does this word involve rites (customs), rights (the law), or responsibility (both legal and personal)? *It is possible to check more than one box.*
2. Provide an example from everyday life.

#	P	Word/Phrase	Rite	Right	Resp.	Example
1	3	Rights				
2	3	Responsibilities				
3	4	Maturity				
4	4	Stricture				
5	5	Executive decision making				
6	5	Consequences				
7	6	Milestone birthday				

8	8	Rite of passage				
9	9	Getting married				
10	10	Curfews				
11	11	Mastery of vehicle				
12	12	Drinking age				
13	14	Enforcement				
14	16	Juveniles				
15	16	Murder /drug crimes				
16	23	Birthdays				
17	24	Driving				
18	25	Graduated drivers licensing				
19	28	Best judgments				
20	29	Competence requirements				

Activity 11: Noticing and Developing Language

Complete the table below for one of the big concepts (rite, right, or responsibility)

Concept:	
Define the concept:	Is different from similar concepts because...
Examples of this include...	Non-examples of this are...
I can remember this word by...	

Activity 12: Thinking Critically--Ethos, Pathos, and Logos

Ethos	
Pathos	

Logos	

Questions about ethos:

To what degree do you trust / mistrust this author? Explain.	
What information shows the audience the author is a <i>credible</i> source?	

Questions about pathos:

Explain your <i>emotional response</i> to the information in this article.	
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Questions about logos:

What are some points you think the author should have included? Why these?	
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Activity 13: Analyzing Sources

As a class, we are going to analyze the sources Greenblatt uses to present the debate. We will complete the following table together.

Source / Paragraph(s)	What is this person's or group's view on age and responsibility?	Does this person's opinion rely more on ethos, pathos, or logos? Explain.
Justin McNaull (1-2)		
State / local lawmakers and judges (6, 10-11)		

Franklin Zimring (11)		
Jack McCardell (12-13)		
Alexander Wagenaar (14)		
Laurence Steinberg (20)		
John D'Amico (26-27)		
Ronald Dahl (28)		
Robert Epstein (29)		