

Texts—maneuver

- “10 Rules for Going to College When Nobody Really Expected You To”
- “Not Going to College is a Viable Option”
- “Why Go to College?”
- “The 10 Most Common Excuses for Not Going to College and Why They’re All Wrong”

Prereading

Activity 14: Surveying the Text

The class will be reading four essays that address decisions about whether to start working or go to college. You will be assigned one text to read, analyze, and then summarize for its relevant information. In preparation for reading, survey the text and then make predictions about its value in terms of the usefulness of the information it provides.

- What kind of information do you think the article will provide?
- What value do you think the article will have in relation to your own research needs?
- What do you think is the purpose of the article?
- Who do you think is the intended audience for the article?
- What do you think the writer wants you to do or believe?

Reading

Activity 15: Reading for Understanding

As we have discussed, the activities in this stage of the module signal a shift in focus and emphasis in the module. Our work is moving away from the kind of self-assessing, identification, and generative qualities of the first part of the module to a more research driven focus—a focus that requires you to continue to gather information about your plans and draw conclusions about your own readiness for life after high school as it also emphasizes learning about the requirements, processes, and expectations of work or college communities.

In short, this segment exposes you to the social requirements you will encounter as you move to the next stage of your life.

You are going to begin your investigation into these questions by taking part in a jigsaw activity. As a class, we will be reading four documents that provide information and opinions about both going to college and entering the workforce. You will break into groups of five or less, read the document you have been assigned, and prepare a report for the class that delivers the following:

- A brief summary of the document's argument
- Important quotes or information the writer provides
- An explanation of what you think is important about the document.

Once you have completed your reading and discussion of the text, be prepared to present your information about the article to your class.

Postreading

Activity 16: Summarizing and Responding

After you done reading the article please summarize article in one to two paragraphs and use another paragraph to consider your thoughts or your groups thoughts about the article. Explain how the article made you feel or what you found interesting or completely irrelevant about the article.

REMEMBER:

MLA Format (follow MLA Rules-if you don't know you can check on saemilestones.weebly.com)

Must be One Page in length

Correct grammar (grade level appropriate)

If you use examples out the text make sure you cite them!