

UNIT A: LESSON 10

LEARNING TARGETS

INSTRUCTIONS FOR TEACHERS:

- Refer students to the standards and objectives.
- Review the standards and objectives with students one at a time.
- At the end of the lesson, ask students what they did in class to meet the standards.

INSTRUCTIONS FOR STUDENTS:

Listen as your teacher reviews the standards and objectives. Your teacher will call on an individual or pair to explain what they mean.

Learning Target:

I can write an **argument** in **support of** ideas from “You Trouble” and “Insights into the Teenage Brain.”

Learning Target:

I can gather **evidence** from **multiple** texts to support my **analysis**.

argument – writing for or against something
support of – agreement with
evidence – facts; proof
multiple – more than one
analysis – a careful explanation

WRITE

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| <p>INSTRUCTIONS FOR TEACHERS:</p> <ul style="list-style-type: none"> • Review the writing prompt with the class. • Have students work individually to write an essay in response to the prompt. • If there is time, have them review each other's essays. | |
| <p>INSTRUCTIONS FOR STUDENTS:</p> <p>Write an argument in response to the essay prompt. Use evidence from the unit texts to support your thoughts. Use your graphic organizers from Lessons 8 and 9 to help you fill in the spaces.</p> | |
| <p>Essay Prompt</p> <p><i>In the text "You Trouble," the author argues that it is dangerous to be a teen. In "Insights Into the Teenage Brain," the speaker agrees but also argues being a teen is exciting: teens seek out new adventures, meet new people, and confront interesting challenges in ways that help them learn. Describe both arguments. Then state which perspective, or point of view, you agree with. Argue for your perspective using evidence, or facts, from the unit's texts.</i></p> | |
| <p>Describe the "You Trouble" argument: it is dangerous to be a teen. <i>Describe why and what types of trouble teens get into.</i></p> | <p>"You Trouble" argues it is _____ to be a teen. The area of the teenage brain that _____ is not well developed. Teens naturally desire _____. Therefore, they engage in _____, like _____. They think about their decisions, but _____.</p> |
| <p>Describe the "Insights Into the Teenage Brain" argument: it is exciting to be a teen. <i>First describe what is similar to "You Trouble," then explain the differences.</i></p> | <p>"Insights Into the Teen Brain" agrees that teen brains are not _____ and that teens naturally desire _____. But for the speaker, this is _____. Teen brains respond to _____. Therefore, teens are good at _____. Teenage brains help teens _____.</p> |
| <p>State the perspective you agree with and why. State evidence from other texts from the unit.</p> | <p>I agree with _____ because _____ _____ _____.</p> |