Student Task

The Dream Act and College Access

# Text 1: Whether to go to College

Toni is a 10th grader who is deciding whether he wants to work hard enough to attend college. He will have to attend school regularly, take harder classes, and work enough to save money since he will be on his own in paying for college. Once he looked up the costs, he decided it makes much more sense to see if he can get a full-­‐time job at the plumbing supply store where he has been working, learn on the job, and maybe go for a plumber’s license.

**Typical Expenses for Undergraduate Students at a SUNY College**

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| **State-­‐Operated Campuses Baccalaureate Degree Programs** | | | |
| **Living on Campus** | **Commuter** | **Living on Campus** |  |

Tuition $5,270 $5,270 $14,320

Student Fees $1,330 $1,330 $1,330

Room and Board $10,820 $3,640 $10,820

Books and Supplies $1,260 $1,260 $1,260

Personal Expenses $1,430 $1,450 $1,430

Transportation $1,010 $1,810 $1,010

TOTAL COST **$21,120 $14,760 $30,170**

One of his teachers wants him to reconsider. She says he’s smart and hard-­‐working and it would be a waste for him not to go to college. To convince him, she shows him a report that lists the life-­‐long benefits of graduating from college:

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| **Why Education Pays1** |
| College graduates make 66% more in their lifetimes than high school graduates. |
| By age 33, typical college graduates earn enough to make up for their non-­‐working college years and can pay back their debt. |
| College graduates have better pensions and benefits. |
| College graduates have better health. |
| College graduates pass educational benefits on to their children |

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1 The College Entrance Examination Board. (2010).Education Pays 2010. New York, NY: College Entrance Examination Board.

The DREAM Act and College Access

Class Debate:

* Divide into two groups: one taking Toni’s perspective, one taking his teacher’s perspective.
* Develop reasons and evidence to support the assigned position.
* Argue the case, listening closely to what the other side has to say. Evaluate their arguments.
* Reflect on what the discussion suggests about the challenges young people face in deciding whether to go to college.
  1. Graphic Organizer # 1:

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| Your Group | The Other Group |
| What position are you taking? | What position are they taking? |
| What reasons and evidence can you use to back up your position? | What reasons and evidence can you use to back up your position? |
| What evidence did people on the opposing side use to back up their position? What did you learn or realize from listening to them? | What evidence did people on the opposing side use to back up their position? What did you learn or realize from listening to them? |
| Conclusion: Based on hearing both sides, what should Toni do?  What issues does this situation raise about the challenges young people face when they are deciding whether going to college is worth it? | |