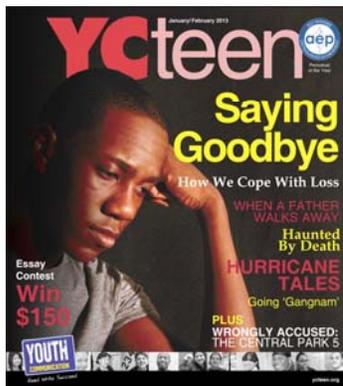


Ycteen

January/February 2013

LESSON GUIDE



Note to Educators:

You may have noticed that the reading level of our stories has increased recently. This reflects our ongoing effort to provide high-quality, Common Core-aligned materials and lessons that challenge students while maintaining high-interest content that is relevant and relatable to our teen readers. Our lessons are designed to support students in developing the skills they need to meet Common Core standards. However, depending on your students' skill levels, we encourage you to supplement our lessons with additional pre-reading activities to support optimal comprehension.

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YOUTH COMMUNICATION

Read. Write. Succeed.



Announcements

YCteen Writing Contests

Apply online at ycteen.org

Contest #216: Deadline February 1, 2013

Imagine you are the president's top adviser on climate change policy. Using specific examples, explain why it is important to take action on climate change. Then, present three things the president should do to begin reducing the impacts of climate change.

Contest #217: Deadline March 15, 2013

What is the most courageous thing you've ever done to help another person? What was the outcome, and how did you change as a result of this experience?

Free Mental Health Resource for NYC Middle and High Schools

The New York City Department of Health and Mental Hygiene is pleased to provide NYC DOE middle and high schools with a free multimedia public education mental health resource, the Teen Talk Kit (TTK). The Teen Talk Kit was developed for adults who work with teens in schools and provides information and resources designed to enhance instruction or small group learning as part of health class, health homerooms, guidance sessions, advisories, etc. Each school's Health Educator, Principal, Assistant Principal, Guidance Counselor, and SAPIS staff was mailed a Teen Talk Kit.

Additional kits can be ordered by calling 311 and asking for a *Teen Talk Kit*. You can also visit NYC Teen online at www.nyc.gov/teen to download resources found in the kit. Online, teens can take quizzes and polls and e-mail LifeNet for mental health support or questions. If you have questions or comments about the Teen Talk Kit, please e-mail DOHMH at schoolprogramsCYF@health.nyc.gov or complete the survey included in the kit.

**Free professional development opportunity
from The New York City Department of Education (DOE)
in collaboration with the New York City
Department of Health and Mental Hygiene (DOHMH).**



FREE TRAINING OPPORTUNITY FOR HIGH SCHOOL EDUCATORS

The New York City Department of Education (DOE) in collaboration with the New York City Department of Health and Mental Hygiene (DOHMH) is offering high schools a free professional development opportunity. For a limited time, the DOE and DOHMH are making available an on-line training course, *At-Risk for High School Educators*, developed by Kognito Interactive. The training aims to teach you how to **identify, approach, and refer students who show signs of psychological distress**.

Advantages of the training

- Takes one hour to complete and can be done from any computer with internet access
- Tracks your progress so you can complete it at your own pace
- Doesn't take away from class time and can be done during a prep period or at home
- Comes with a certificate of completion once post-survey is done
- Comes with technical and programmatic support

Accessing the course is easy! Go to <https://highschool.kognito.com/newyork> and click on "Access"

General Questions: If you have any questions about this staff development initiative, please call or e-mail Scott Bloom, LCSW, Director of School Mental Health, Office of School Health at the DOE: 212 374-6846 or SBloom5@schools.nyc.gov

Technical Support: Log-In/Technical Assistance: Please address any login issues to: support@kognito.com.

Issue Review

This issue focuses on Grief and Loss.

Stories English Language Arts teachers can use:

Haunted by Death, pp. 3-4

Alice struggles to make sense of all the deaths she has experienced at an early age.

The Central Park Five, pp. 12-13

Jovon reviews a documentary about five innocent teenagers convicted in the infamous 1989 Central Park jogger rape case and considers whether the same thing could happen today.

See the video: "Yusef Salaam Speaks Out on the Central Park Jogger Case"
bit.ly/yusefsalaam (5:47)

See Lesson on p. 23

Growing Up Behind Bars, p. 14

Yusef Salaam was one of the five teenagers convicted and then exonerated in the 1989 rape of a jogger in Central Park. *YCteen* writer Jovon Ferguson interviews him about the media coverage of the case, his time in prison, and how he moved forward with his life.

See the video: "Yusef Salaam Speaks Out on the Central Park Jogger Case"
bit.ly/yusefsalaam (5:47) *See Lesson on p. 23*

Langston Hughes: The Soul of Harlem, p. 15

Desmin is captivated by the poetry of Langston Hughes, and thinks the writer could still be a role model for young people in Harlem today.

See Lesson on p. 10

After Sandy, Have We Become Better People? p. 16

Jennifer comes to the aid of a friend who lost her home after Hurricane Sandy. She is struck by the outpouring of generosity she observes in the storm's aftermath, and wonders whether it will last.

In the Ruins of My Blue House, p. 17

Tuli's family loses their home after a hurricane strikes the Gulf of Mexico. In the midst of loss, she sees reason for hope.

When My Father Walked Out, pp. 21-22

Juana's father abandons the family when she is 9, never to be heard from again. She describes her difficulty letting go of the expectation that he'll return, as well as her process for finding inner peace.

See Lesson on p. 6

Going ‘Gangnam,’ pp. 23-24

After immigrating to the U.S. from China, Peter discovers the catchy sound of Korean pop music. His love of K-pop helps him make friends and feel less lonely in a new country.

Stories guidance counselors, college advisors, transfer school staff, GED instructors, and others can use:

Trying to Choose a College? Spend the Night! p. 7

Anne Marie hangs out in a dorm, makes new friends, and attends college classes while on an overnight tour at Wesleyan University. She recommends that other students do an overnight visit to get a better feel for college life.

Stories health educators can use:

The Hardest Goodbye, pp. 5-6

Growing up, Nicole was extremely close to her grandmother in Mexico. When her grandmother dies while Nicole is studying in New York, she is devastated.

How We Grieve, p. 8

Dr. Michelle Pearlman, a grief therapist, talks about symptoms of grief, and coping strategies to help with healing after a significant loss.

See Lesson on p. 16

Life Without Them, pp. 10-11

Chimore, overwhelmed with grief after the loss of her Aunt Cynthia and Uncle Larry, struggles to find meaning and hold on to her faith.

See the video: “Chimore Mack on Losing Cynthia and Larry” at bit.ly/losingcynthia (4:03)

See Lesson on p. 16

Sex Ed: Busting Myths About the First Time, p. 11

YCteen takes on oft-told myths about what happens the first time you have sex.

English/Language Arts Lesson: Absent Father

Reading Comprehension and Discussion

Story to Use: “[When My Father Walked Out](#),” pp. 21-22

Objectives:

- Students will examine the impact of loss and their own level of empathy through the article.
- Students will write thoughtfully about personal experiences.
- Students will explore the style and devices the author employed in order to understand the impact the story has on its audience.
- Students will build their critical reading skills and learn to identify and use different literary devices.

Vocabulary:

- Traumatize
- *Quinceañera*
- Literary Devices

Before the Activity:

Ask the students to spend a few minutes responding in writing to the following questions: Think about a time when someone has let you down. Why did it upset you? Did you learn anything about yourself from that experience?

Ask if anyone wants to share his or her experiences. Encourage students to explore why emotionally difficult moments often lead to growth. Tell them that, in both literature and life, moments of growth are often surrounded by experiences that test individuals.

Activity 1: Reading Comprehension

Ask students to read the story independently. When they have finished, direct them to work in small groups to answer the following questions:

- What kind of emotional setting does the beginning of the story develop? Why do you think the author begins this piece with the anecdote about horseback riding?
- Why do you think the author holds on to the hope that her father will return for one of her birthdays? Do you sympathize with her?
- Why does the author write the letter she will never send to her father? What is the purpose of it and is it successful?
- How does the author’s understanding of her relationship with her father affect her own growth?

Once they have discussed the Reading Comprehension questions, instruct students to return to the article and highlight any literary devices or tools the author employs in order to convey her message. You may want to go over what literary devices are:

A literary device is a tool used by the author to convey meaning and help the audience see the situation from their own perspectives.

Ask students to think of some rhetorical devices. Below is a list of ones that are included in this story that you may want to examine with the class:

- Simile
- Flashback
- Litany
- Paradox
- Rhetorical Questions
- Colloquial Phrases

Ask which devices the students use in every day speak? Can they provide examples? Hyperbole? Simile? Rhetorical Questions? Sarcasm?

Activity 2: Discussion

Ask students to share some of the devices they found.

After each student shares an item they discovered you should follow up with these questions:

- What is that device?
- Where was it used? (Make sure that they are using proper citations.)
- What effect did it have?

You can keep this information on the board so students can transcribe it into their notes:

Rhetorical Device	Description	Example	Effect
Paradox	An argument or description that produces an inconsistency	"... I hate you as much as I love you."	While it seems these emotions are mutually exclusive, the author has found a way to embrace the complexity of her relationship with her father.
Litany	A repetitive series	"Tenth, 11 th , 12 th , 13 th , 14 th ... every one of my	The author is holding onto the untenable hope

		birthdays I waited for him but he didn't show up.”	that her father will return for her birthdays.
ETC.			

Ask students:

- Did these devices help them become more invested in the story? Why?
- Could the author have gone further?
- Where they able to empathize with the story even if they have not experienced the same situation?
- Do they understand the use of these devices and how they can implement them in their own writing?

Aligned with Common Core Standards for English Language Arts 9-12

Common Core Standards for Reading:

Key Ideas and Details

- **RI.1** Cite strong and thorough textual evidence to support analysis of what the text says.
- **RI.2** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- **RI.3** Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

Craft and Structure

- **RI.4** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
- **RI.5** Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
- **RI.6** Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

Range of Reading and Level of Text Complexity

- **RI.10** Read and comprehend complex literary and informational texts independently and proficiently.

Anchor Standards for Speaking and Listening:

Comprehension and Collaboration

- **SL.1** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners

on *topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.

- **SL.3** Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

Presentation of Knowledge and Skill

- **SL.4** Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

Anchor Standards for Language:

Conventions of Standard English

- **L.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Knowledge of Language

- **L.3** Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

- **L.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

English/Language Arts Lesson: Langston Hughes: The Harlem Poet

Reading Comprehension, Discussion, and Written Response

Story to Use: [“Langston Hughes: The Soul of Harlem”](#) p. 15

Objectives:

- Students will write organized and support-focused body paragraphs.
- Students will explore the life and influence of one of America’s most acclaimed poets, Langston Hughes.
- Students will search out and utilize thoughtful textual evidence to support their claims.

Vocabulary:

- Harlem Renaissance
- Defer
- Fester
- Archivist
- Vulnerable

Materials:

- MEAL worksheet (below)

Before the Activity:

- The author writes, “I’m sure some people didn’t think they had the heart or brains to describe something intelligently because they’d been put down for so long and made to feel stupid.” Have you ever felt frustrated or restricted by other people’s opinions of you and your abilities? How did you respond to their expectations?

Activity 1: Reading

- Read the article as a class.
- Instruct students to take notes on the different claims and beliefs that the author espouses about Langston Hughes throughout the article.

Activity 2: Discussion

- Ask students to share the author’s beliefs about Hughes. Keep track of them on the board and ask students to take notes.
- With each statement ask students where they learned that piece of information. If a student claims that the author, Desmin Braxton, describes Hughes as the catalyst for the Harlem Renaissance, they should back that up with evidence like: “He [Hughes] made it possible for other African American poets to be noticed” (Braxton, *YCteen*).

Activity 3: Writing

- Ask students to identify the elements of an essay. As they do this you will want to keep track on the board making sure that you place them in the correct order. (According to this template, everything in an essay should be there to explicitly prove and connect back to the thesis statement.)

Introduction
• Thesis
Body Paragraphs
• Main Idea
• Example or Evidence
• Analysis
• Link back to the thesis
Conclusion
• Explains the main points and connects them to the thesis

- Explain to students that in order to prove a point you must develop explain it, support it with textual evidence and then analyze that evidence to show how it proves your thesis.
- Brainstorm some thesis statements with the class and decide on one that works, such as:

Langston Hughes was a revolutionary artist not only because of poetry, but also because of the racial barriers that he struck down through his poetry and other writings..

The Harlem Renaissance was a major development in the African American art culture which Langston Hughes helped pioneer.

- Students will write a body paragraph for a persuasive essay that answers the question: How did Langston Hughes inspire Desmin? Ask students to brainstorm the different ways the author was affected by the poet. Keep track of the ideas on the board for students to transcribe.
- Each student may pick a different discussed idea. Then they must find a quotation from the article that supports that belief.
- In order to write the paragraph, ask students what they will need to prove their claim. Just like any argument, they must provide support. They must also explain those supporting points so they expressly explain the topic they are discussing.
- Hand out the MEAL worksheet. They should use this worksheet to help outline a body paragraph. Model how the worksheet should be filled out with an example you already discussed earlier in the class.

Activity 4: Extension Homework

- Continue to use the MEAL template to build another two body paragraphs.
- This will help cement the understanding of the structure of a support driven argument. It will also prepare students for a full-length essay that they can complete in the following days.

Name _____

Date _____

The "Meal" Paragraph

M – Main Idea

E- Example/ quote

A – Analysis

L – Link back to the main idea or to the next paragraph

Working Template:

Main Idea: _____

Example/Quote: _____

Analysis: _____

Link: _____

Aligned with Common Core Standards for English Language Arts 9-12

Common Core Standards for Reading:

Key Ideas and Details

- **RI.1** Cite strong and thorough textual evidence to support analysis of what the text says.
- **RI.2** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- **RI.3** Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

Craft and Structure

- **RI.5** Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

Integration of Knowledge and Ideas

- **RI.8** Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

Common Core Standards for Writing:

Text Types and Purposes

- **W.1** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- **W.2** Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Production and Distribution of Writing

- **W.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **W.5** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)

Research to Build and Present Knowledge

- **W.9** Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

- **W.10** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Anchor Standards for Speaking and Listening:

Comprehension and Collaboration

- **SL.1** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.
- **SL.3** Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
- **SL.4** Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

Anchor Standards for Language:

Conventions of Standard English

- **L.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Knowledge of Language

- **L.3** Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Health Lesson: The Grieving Process

Reading Comprehension, Discussion and Written Assignment

Stories to Use: “[Life Without Them](#),” p. 10-11 and “[How We Grieve](#),” p. 8

Video: “Chimore Mack on Losing Cynthia and Larry” at bit.ly/losingcynthia (4:03)

Objectives:

- Students will identify and evaluate different reasons for and effects of grief.
- Students will be able to understand different ways to manage bereavement and assist peers in dealing with loss in order to support their emotional health.
- Students will be able to understand and implement coping mechanisms to support peers.
- Students will use mixed media to build their critical reading skills.

Vocabulary:

- Jovial
- Devastate
- Secluded
- Diagnosis
- Optimistic
- Perish
- Isolation
- Cognitive Behavioral Therapy
- Resilient

Activity 1: Watch the Video

- Before watching the film, ask students to make a list of the ways in which Chimore deals with the loss of her aunt and uncle.
- Tell students to also jot down any questions or any strong feelings they have about what the author goes through.

Activity 2: Discussion

- Share some of the students’ impressions about the video. Ask what struck them? Did this seem like an experience they can relate to?
- Ask students, “Whose fault is it when someone gets sick or hurt? Do you think it is a form of divine punishment for poor choices in life or is it more random?”
- Ask them why they believe people often must find someone/thing to blame, e.g. the person who got ill, a person who cares for them, a doctor, a higher power, the government, etc.

- Ask students to suggest some other ways that people may cope with grief.
- List all the students' ideas on the board.

Activity 3: Reading

- Have the students read Chimore's story, "Life Without Them," silently; this should be more of a review as it covers similar material as the video.
- Then have students read the interview, "How We Grieve," out loud, selecting new readers for each question and answer.
- Ask students to highlight the coping mechanisms that Chimore used and then others that psychologist recommends.
- You can use the table below to help outline it for your students:

Coping Mechanism	Who Discusses it?	Why It is Effective?	Further notes/suggestions
Journaling	Chimore Mack		
Integrate Memories	Dr. Michelle Pearlman	A way to maintain the connection with the deceased	Favorite meals or music on special or regular occasions
Seek Professional Help	Both	When one is not able manage his or her feelings of grief or those feelings are overwhelming his or her daily life, it is time to seek outside help.	Private practice psychologist, school counselor, local youth center, crisis hotline, etc.

Activity 4: Writing

- Ask students to each think about a time that they experienced grief. This can be from a host of experiences: death, trauma, illness, relationship struggles, or betrayals. Instruct them to write about how they expressed their grief.
- Then instruct them to write about how if the same experience happened to a friend, they might be able to help that person cope with his or her loss. Be as specific as possible in the suggestions.

Aligned with Common Core Standards for English Language Arts 9-12

Common Core Standards for Reading:

Key Ideas and Details

- **RI.1** Cite strong and thorough textual evidence to support analysis of what the text says.
- **RI.2** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Integration of Knowledge and Ideas

- **RI.8** Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

Common Core Standards for Writing:

Text Types and Purposes

- **W.1** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- **W.2** Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Range of Writing

- **W.10** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Anchor Standards for Speaking and Listening:

Comprehension and Collaboration

- **SL.1** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.
- **SL.2** Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source
- **SL.4** Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

Anchor Standards for Language:

Conventions of Standard English

- **L.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Regents Practice: Hope After the Storm

Story to Use: “[In the Ruins of My Blue House](#),” p. 17

Objectives:

- Students will take an exam in order to analyze specific writing and assess an author’s tone and style.
- Students will improve skills needed to do well on the Regents reading section: Making inferences, identifying the tone of a piece of writing, recognizing key facts and the main point in a text, understanding the purpose of individual sentences, etc.

Note: The Regents English exam has a section that requires students to read a passage between 400 and 600 words long, and answer six multiple-choice questions.

Vocabulary:

- Serenity
- Solemn
- Dismal
- Refugee
- Empathetic
- Salvation

Instructions: Before the class, make copies of the multiple-choice questions and hand them out. Next, put these directions on the board or read them slowly: “Read the story. After you complete the story, begin the multiple-choice section. Read each question and all the answers. Then choose the best option for each question.”

Answer Key: 1-2, 2-4, 3-1, 4-2, 5-3, 6-1

Explanations

1. While others happen in the course of this story, the contradiction (2) posed in first paragraph provides insight into the author’s experiences.
2. An ocean cannot literally sing, that is an action that only a person can do. Therefore this is personification (4).
3. While one definition of expansive is “Tending toward economic or political expansion,” within this context the most accurate and correct definition is “Covering a wide space in terms of space or scope” (1).
4. Many of these answers have one word that applies and another that does not. This story is not an investigation, analytical, or exposition. It is “Poetic personal narrative” (2).

5. From the following quotation, the author expresses a sense of hope in rebuilding (3): “But as the ocean promised when it carried our fairy to the soft sands, there is always hope.”
6. This whole story is built on the author’s personal experiences (1) and love of the island.

Aligned with Common Core Standards for English Language Arts 9-12

Common Core Anchor Standards for Reading:

Key Ideas and Details

- **RI.2** Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

Craft and Structure

- **RI.4** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

Common Core Anchor Standards for Language:

Vocabulary Acquisition and Use

- **L.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.

Regents Practice Question Sheet

Name _____ Date _____

1) What is the function of the first paragraph?

- 1) Examines the aftermath of the hurricane in a poetic style.
- 2) Poses a contradiction of environs that defines the author's life.
- 3) Provides a juxtaposition between the place that she loves and one that has been forced upon her.
- 4) Contrasts the exciting city life of New York City with the rustic and unbecoming experiences of Mexico.

2) In the story, the author writes, "Standing only several yards away from the singing ocean, those rooms were my remote escape from the city." This is an example of:

- 1) Hyperbole
- 2) Simile
- 3) Zeugma
- 4) Personification

3) In the story, the author writes, "My mother wanted me to inherit it and pass from mother to daughter the gift of silent space for the most expansive thoughts." What does the word *expansive* most closely mean in this context?

- 1) Covering a wide space in terms of space or scope
- 2) Tending toward economic or political expansion
- 3) Ideological and traditional in expectations
- 4) Academic in nature

4) The style of this story would be most accurately described as:

- 1) Journalistic investigation
- 2) Poetic personal narrative
- 3) Analytical nonfiction
- 4) Persuasive literary exposition

5) What does the painting of the nymph represent to the author?

- 1) Her lost childhood.
- 2) A mythological land where she is safe.
- 3) The idea that she can rebuild her lost life.
- 4) A piece of her life and home back in NYC.

6) The author strengthens her description of Isla Holbox through her:

- 1) Personal anecdotes
- 2) Persuasive arguments
- 3) Historic facts
- 4) Newspaper quotations

Media/News Literacy Lesson: The Central Park Five

Reading Comprehension, Discussion, and Written Response

Stories to Use: “[The Central Park Five](#)” pp. 12-13, “[Voices from the Archives](#),” p. 13, and “[Growing Up Behind Bars](#),” p. 14

Videos: Yusef Salaam Speaks Out on the Central Park Jogger Case: bit.ly/yusefsalaam (5:47)
The Central Park Five documentary trailer: <http://www.youtube.com/watch?v=B7XX6Ggl5SU> (2:27)

Objectives:

- Students will explore the effect that media can have on the justice system.
- Students will question the role of media and how it might prejudice the public.
- Students will examine how news organizations might bias the public if they fail to adequately investigate and verify information.

Vocabulary:

- Exonerate
- Perpetrator
- Conformity
- Indelible
- Notoriety

Before the Activity

- Write on the board, “What is the job of a journalist? What does society expect of news organizations?”
- Ask them to think through these questions and write down a brief answer.
- Ask volunteers to briefly share their responses with the class.

Activity 1: Video and Discussion

Watch [The Central Park Five trailer](#)

Ask students to write down the answers to the following questions as they are watching the trailer:

- What is the premise of this film?
- What does it have to do with the media?
- Based on the trailer, what are your expectations of the film?

After watching the trailer, discuss the questions above. You may also want to engage the students with the following questions:

- What kind of perspective should journalists assume when facing a controversial/polarizing issue?
- Is it appropriate for different news outlets to represent different viewpoints? Why? Fox News is known as the conservative channel while MSNBC is perceived as the liberal one.
- How might one's personal convictions affect judgment? Is there any way for a journalist or news organization to truly be neutral?
- How can a journalist minimize prejudice and bias in news reporting?

Activity 2: Reading

Read Jovon Ferguson's story, "[The Central Park Five](#)," with the students.

Ask students to note any new pieces of information they learned about the case and circumstances as they read.

Watch the [interview with Yusef Salaam](#). (Note: A print version of this interview is available in this issue of *YCteen* on page 14, titled "[Growing Up Behind Bars](#)")

Ask students:

- What did the media miss?
- Are the media to blame for what happened to these boys? Why or why not? Who else is to blame?
- Do you believe the city's racial tensions played a part in the wrongful convictions? How?
- Both Jovon Ferguson's story and the Yusef Salaam video describe the dehumanizing metaphoric language ("wolf pack," "wild animals," etc.) used by the press in reference to the Central Park Five teens. How can language help shape public opinion?
- Can you think of any other cases where the media escalated a problem by sensationalizing a story without doing a thorough investigation of the facts?

Introduce the excerpt titled "They Were Railroaded," from the "[Voices from the Archives](#)" article. Explain that the piece was written by a teen in 1991 after the convictions of all five of the young men, but before they were exonerated. Ask students:

- What was this teen writer able to do that many journalists were not able to do?
- Why do you think that this teenager was able to identify key points or inconsistencies about the case that most of the city seemed to miss?
- Do you believe this author was biased? In what way?

Activity 3: Writing

In small groups, ask students to come up with questions that they would advise all journalists to ask when reporting a story like this. What would help them be

more objective? What might help a journalist see a situation from different perspectives?

Share the questions and discuss them. Ask students:

- Are there questions that stand out as particularly helpful?
- Why might people need to be reminded to do or ask this?

Ask all the students to independently write a paragraph explaining the role of journalists and news organizations. To help prompt thoughtful answers, ask them to brainstorm these questions:

- Why do people read/watch the news?
- What is the job of news outlets like CNN or *The New York Times*? To whom are they responsible?

Note: An additional resource to help guide this discussion is the Society of Professional Journalists Code of Ethics, available at www.spj.org/ethicscode.asp

Aligned with Common Core Standards for English Language Arts 9-12

Common Core Standards for Reading:

Key Ideas and Details

- **RI.1** Cite strong and thorough textual evidence to support analysis of what the text says.
- **RI.2** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Craft and Structure

- **RI.6** Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

Integration of Knowledge and Ideas

- **RI.7** Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.
- **RI.8** Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

Range of Reading and Level of Text Complexity

- **RI.10** Read and comprehend complex literary and informational texts independently and proficiently.

Common Core Standards for Writing:

Text Types and Purposes

- **W.1** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- **W.2** Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Production and Distribution of Writing

- **W.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Range of Writing

- **W.10** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Anchor Standards for Speaking and Listening:

Comprehension and Collaboration

- **SL.1** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.
- **SL.2** Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
- **SL.4** Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

Anchor Standards for Language:

Conventions of Standard English

- **L.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- **L.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.