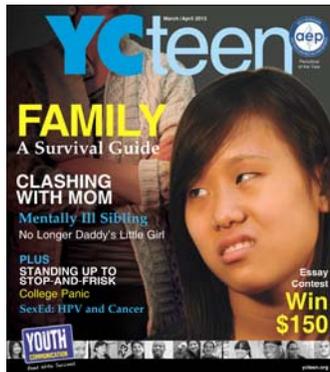


Ycteen

March/April 2013

LESSON GUIDE



Ycteen Issue #236

FAMILY

A Survival Guide

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YOUTH
COMMUNICATION

Read. Write. Succeed.



Announcements

YCteen Writing Contest

Apply online at bit.ly/ycwritingcontest

Contest #218: April 5, 2013

Write a letter to your parents telling them what's going on in your life that they should know about—and don't.

(Note: The cash prize winners for our “Letters to Parents” contest are picked at random. To protect the identities of the writers, we aren't publishing real names or listing the honorable mentions. Also, all names and some details in the letters may be changed.)

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 family relationships.

Stories English Language Arts teachers can use:

No Longer Daddy's Little Girl, pp. 3-4

The author has always been close to her father, but their relationship becomes distant and combative as she approaches adolescence. How can she get him to see she's more than daddy's girl?

Meeting Mom Halfway, pp. 5-6

As she starts high school, Deisy wants her overprotective mom to back off and treat her like an adult. But is she acting like one?

Stop-and-Frisk: Time for a Change, pp. 12-13

Linda questions whether the New York City Police Department's stop-and-frisk policy does more harm than good.

See lesson on page 22.

The Greatest Teacher, p. 13-14

When Marco's grandmother arrives from Ecuador to help out the family, he's skeptical. But over time, they form a close bond

Growing Up With Daniel, p. 16

As a child, Christine was close to her cousin Daniel, who has a developmental disability. She later volunteers at a camp mentoring young adults with disabilities and develops compassion for their struggles.

See lesson on p. 6

Losing My Brilliant Dad to Alcohol, p. 22

The author longs for a stronger relationship with his mentally ill, alcoholic father.

See lesson on page 19.

Father Lessons, Web Exclusive

Otis has little memory of his biological dad, but the brief time he had with a loving adoptive father taught him lessons he still remembers.

See story at bit.ly/fatherlessons

See video at bit.ly/otisletter

See lesson on page 11.

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

The Great College Application Panic, p. 21

Melanie is freaking out about applying for college. By talking to her friends and mentors, she realizes that it's OK not to have everything figured out during her senior year.

Stories health educators can use:

Sex Ed: Unprotected Sex Can Raise Your Risk of Cancer, p. 14

HPV is the most common sexually transmitted infection, but few teens know its risks—including its link to certain cancers.

See lesson on page 15.

The Burden of a Suicidal Sister, pp. 7-8

Because her older sister is mentally ill, the author feels a lot of pressure from her family to be perfect and compensate for the stress caused by her sister's illness.

Coping With a Mentally Ill Sibling, p. 9

YCteen staff interview a therapist about coping with a mentally ill family member.

Will My Brother Be the Next Shooter?, p. 10-11

After the Sandy Hook school shooting, the author worries whether her own brother might be capable of a similarly violent rampage, and advocates for better treatment for mental illness.

English/Language Arts Lesson: Analytical Essay

Reading Comprehension and Timed Writing

Story to Use: [“Growing Up With Daniel,”](#) p. 16

Objectives:

- Students will examine the growth of a character through an article.
- Students will write thoughtfully analyzing the development of the author.
- Students will work on writing an analytical essay in a timed setting.
- Students will focus on structure and time organization in completing the assignment.

Vocabulary:

- Developmental disability
- Grieve
- Partake
- Possessive
- Rueful
- Shun

Materials

There should be paper and pens available to all students.

Before the Activity:

Ask students: “What is an analytical essay? What does it mean to analyze something?” (Answer: An analytical essay is an essay that investigates a topic in detail. It is written in a formal style and expects that all arguments are grounded in quotations and credible sources and not just personal opinion.)

Tell the students that they will spend a few minutes drafting together an outline for an analytical essay. Afterward, they will read a story and complete the introduction and body paragraphs of the analytical essay based on the story.

Remind students that everything in the essay should be an effort to prove the Thesis Statement that they develop. A Thesis Statement should be a provable opinion based on a central question about the text, and supported with textual evidence.

You can prompt student with the following questions. As they respond, create an outline on the board that includes an introduction, body, and conclusion, using the following prompts. Direct students to copy the outline on their own paper.

- What is the first paragraph in an essay called? (Answer: Introduction). What belongs in this first paragraph? Why?
- Where do you put your supporting evidence? (Answer: Supporting evidence goes in the next few paragraphs, which are called Body Paragraphs, or Supporting Paragraphs. Each one contains an argument to prove the thesis and should have evidence to support that argument.)
- What is the last paragraph in an essay called? (Answer: Conclusion. Tell students that today's writing exercise won't involve writing a conclusion, but that it's important that they understand the basic structure of an essay—Introduction, Body, Conclusion—which stays the same no matter what kind of essay one writes.)
- How do you go about analyzing textual evidence?

Activity 1: Reading Comprehension

Before reading the story, tell students it is about a girl who has a cousin with a developmental disability, and how volunteering at a camp helping people with developmentally disabilities changed her outlook about such people, and about her own family relationships.

Write the questions below on the board and ask a student to read them aloud:

- How did Christine mature from her experiences volunteering at a camp for young adults with developmental disabilities?
- What did the relationships she cultivated help her understand about her own family?

Instruct students that while reading the story they should highlight and make notes about any passages that might support their answers to the above questions.

Ask students to read the story independently.

Activity 2: Timed Writing

Once all the students have finished reading the story, give them 5-10 minutes to start filling in the outline based the group created together at the start of class.

Their first task should be to write a Thesis Statement based on the two questions on the board. Remind students that they will need to defend their thesis by analyzing evidence from the text. During this time they may ask questions and work with partners.

After everyone in the class has drafted an outline, instruct the students that they will have to complete a timed writing activity that they must work on independently. Students should use their outlines to help them construct a thoughtful essay.

Instruct students that they are responsible for including an introductory paragraph as well as body paragraphs, but are not responsible for a conclusion at this point.

Allow the students to write for 25 minutes.

Activity 3: Exit Ticket

You may want to explain that this was a challenging activity and the limited amount of time may have added extra pressure. Not everyone may have been able to complete his or her essay in the allotted time. Remind your students that this is a learning experience.

Ask all the students to answer the question below on a piece of scrap paper. They must hand in their response to you in order to leave the classroom.

- What did you find most challenging in writing this timed essay?

This should help students be more aware of their own strengths and weaknesses in essay writing. It should also help the teacher be more aware of what aspects of writing need to be targeted in future lesson.

Activity 4: Extension Exercise

Ask students to spend another 25 minutes completing or editing their in-class essays. They should also write a conclusion paragraph to the essay.

While an introductory paragraph will hook the reader and provide the thesis of the entire essay, the conclusion reviews the evidence presented in the body paragraphs and summarizes it, explaining how it relates to the original thesis.

Explain that now that they know what 25 minutes feels like they may be able to be more productive in that time.

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).

- **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.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.
- **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.

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.

English/Language Arts Lesson: Powerful Writing

Reading Comprehension, Video, and Discussion

Story to Use: “[Father Lessons](#),” Web Exclusive, bit.ly/fatherlessons

Otis has little memory of his biological dad, but the brief time he had with a loving adoptive father taught him lessons he still remembers.

Video: “[From the Author: Otis Hampton’s Letter to His Parents](#)” at bit.ly/otisletter

Objectives:

- Students will understand the emotional impact conveyed through the story.
- Students will search out and utilize thoughtful textual evidence to support their claims.
- 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.

Vocabulary:

- Acknowledge
- Guidance
- Humble
- Resolve
- Withdrawn

Materials:

Index cards with one emotion word written on each (e.g., happy, sad, scared, angry, jealous, etc.)

Before the Activity:

Tell students they are going to read a story in which a teenager who struggles to come to terms with the loss of his family in various ways. However, the author’s particular skill lies in communicating emotions without telling the reader outright. Before reading the piece, students will attempt to show emotions through a description without explicitly saying them.

Give each student an index card with an emotion written on one side. Instruct them not to share with anyone the emotion written on their card.

Tell students to write a brief descriptive scene using the emotion card they received. Tell them the scene can be about anything and the character can be made up, but the goal is to try to convey the assigned emotion without directly using any feeling words (for example, if the word was “happy,” they shouldn’t use

words like 'joyful' or 'not sad.' Instead, they should try to convey the emotion through the characters actions and by using other descriptive details to get across the mood/feeling.

After about 10 minutes, ask a few students to read their descriptions aloud. Ask the rest of the class to guess the emotion, and then ask:

- How did the author convey his or her emotion?
- What vocabulary was most effective?
- Was the style distinctive?
- Did he or she show the emotion without saying it outright?

Reiterate to students that powerful writing includes a mix of showing and telling.

Activity 1: Reading

Just like the students used good description to convey an emotion, this author is able to convey emotions through strong description. While students are reading they should be focusing on how the author conveys emotions in his writing. Students should focus on highlighting particular strategies/devices that the author uses to convey emotion without saying outright "I was angry, sad," etc.

Read the story as a class.

Instruct students to take notes next to each paragraph highlighting what emotion it evokes for the audience.

Activity 2: Discussion

Ask students which emotions they identified in the story.

By highlighting the emotions, students will be able to understand how they can communicate a range of emotions through their own writing. In order to probe students to understand how the author used subtle language cues to display emotions, ask the following questions:

- Were the students sympathetic to the author?
- How did his experiences resonate with the audience?
- What specific words or phrases communicated the author's state of mind?

The author was able to use subtle and well-chosen language to evoke emotions from his audience. His ability to show and not just tell makes his prose resonate with his audience.

Activity 3: Video

Instruct students to take notes during the video on any different emotions and perceptions that the author communicates. Let the students know that the video may display new or different aspects of the author. Items like the author's relationship with his adopted mother may alter students' understanding of his

emotions; that is a relationship to examine with the class. Start by asking the following questions:

- Does the video change your perception of the author?
- What new information and emotions does the video present to the viewer?
- Does the video communicate anything that the story did not or could not?
- Which piece helped you understand the author better? Why?

You may be able to guide students to how arresting the visual versus the written formats can be. Examining why the students are drawn to one more than the other may help them understand the power of the descriptions and their own imagination in the writing.

Activity 4: Group Work

Break students into groups of 3-4 people. Assign each group a different emotion that was identified from the story.

Instruct each group to identify the language that the author used to highlight that emotion from the article or the video. They should have textual support at least three examples to explain each emotion. Allow students to share their findings with the rest of the class.

Once all students are finished, point to the range of emotions that the writer was able to communicate. When writing, it is always easier to tell what is happening (I was sad, happy, etc.), but it is much more effective to show a reader an emotion or perspective by allowing them to experience it for themselves. Language is a powerful tool. In all kinds of writing (essays, narratives, or fiction) the more descriptive and evocative the text is, the more it will affect the reader.

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.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.

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.

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.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.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:

PSA Campaign for HPV Prevention

Reading Comprehension, Discussion and Project

Story to Use: [“Sex Ed: Unprotected Sex Can Raise Your Risk of Cancer,”](#) p. 14

Objectives:

- Students will identify and evaluate different symptoms of, and infections of, the Human Papillomavirus (HPV).
- Students will be able to understand different ways to prevent HPV.
- Students will become more comfortable with discussing sexually transmitted diseases/infections (STD and STIs).
- Students will design creative and thought provoking PSAs explaining HPV to their peers.

Materials:

- Poster paper
- Old magazines and/or newspapers
- Markers
- Glue
- Tape

Vocabulary:

- Cervix
- Dental dam
- Genital
- Gynecologist
- Impermeable
- Misperception
- Pap Smear

Before the Activity:

Ask students to identify what an STD or STI is. This can be a loaded question. Make sure to guide the discussion to fact-based comments. Use the following questions in order to direct the discussion:

- Where do people get information about STIs?
- Why do people often have a hard time talking about STIs with their sex partner?
- Why would it be important to have these discussions?

Activity 1: Reading

Before reading the article, tell your students that this is an informative article about a sexually transmitted infection. Ask students if they agree that being

informed about STIs is more important than the temporary discomfort of talking about it.

Encourage students to ask questions about any words, phrases, or concepts that are unfamiliar. It is important to say these sexually related words out loud so that they become more familiar to the students. There may be giggles, but make sure to address any questions.

Ask students to take notes as they read on how HPV is contracted and its potential health consequences, and what measures people can take in order to avoid it.

Ask the students to read the article aloud.

Activity 2: Discussion

Ask students:

- Was anything mentioned in the article new information to them?
- What did they learn?
- What do they still have questions about?

Write the following table on the board and fill it in based on the students' suggestions. Answers should be from both the article and the interview.

Symptoms of HPV	How HPV is Contracted	Ways to Prevent HPV	Potential Health Effects of HPV	Further notes/suggestions

Activity 3: Project

Divide students into small groups of 4-5 students.

Tell the students: "Imagine the city has come to you to design ads to go on all the subway lines. They have asked you to make informative Public Service Announcements (advertisements) targeted at teens explaining HPV and how to prevent it."

Allow students to draw, use magazine clippings, or other media in order to best communicate their message. Students should work to include the effects of HPV as well as how to prevent HPV.

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.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).

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.

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.
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- **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.

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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.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: Reading Comprehension and Vocabulary

Story to Use: “[Losing My Brilliant Dad to Alcohol](#),” p. 22

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:

- Legacy
- Orientalism
- Reverberate
- Intoxicate
- Elated
- Credible
- Paradoxical
- Indefinite
- Ultimatum
- Surmount

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

Explanations

1. If the reader solely focuses on the first couple of paragraphs there is a clear picture of an absent and quite academically accomplished father (3). Some might be drawn to the first answer as that describes the character as we come to know him better, but the question focuses on the opening of the article.

2. Tangible means physical or touchable, so the closest answer is material (2). The author is talking about the physical material that is evidence of his father's presence in his home.
3. All of these topics are covered in the article but the main topic is how the author matured through dealing with his father's issues (4).
4. The story is about a personal experience so is not journalistic in nature or fictional. While he does analyze his growth, it is more a reflection (4) than an analytical essay.
5. Malice is characterized by the intent to harm (1).
6. The author focuses on his own growth and reflects on how this situation is perceived by others it has effected (3).

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 picture does the author paint of his father in the introductory paragraphs?

- 1) Alcoholic and abusive
- 2) Loving and attentive
- 3) Intelligent and removed
- 4) Funny and adventurous

2) The opening line of the story is, “The tangible legacy my father left is small.” What does the word *tangible* most closely mean in this context?

- 1) Mystical
- 2) Material
- 3) Wonderful
- 4) Loving

3) Which of the following would be the best subtitle for the article?

- 1) “Why My Father Deserted My Family”
- 2) “How Alcoholism Changed My Father”
- 3) “The Story Behind My Mother’s Strength”
- 4) “How My Father’s Illness Helped Me Mature”

4) The type of writing in this story would be most accurately described as:

- 1) Journalistic investigation
- 2) Analytical description
- 3) Fictional narrative
- 4) Reflective essay

5) In the article the author writes, “It took one of his best qualities—his intellect—and twisted it into being malicious and damaging.” What does the word *malicious* most closely mean in this context?

- 1) Characterized by an intention to harm
- 2) Needing external support
- 3) Filled with anger and hurt
- 4) Suspicious of those in close proximity

6) What emotion does the author feel after his final visit with his father?

- 1) Frustrated regret
- 2) Unbridled happiness
- 3) Heartfelt introspection
- 4) All-consuming rage

Media/News Literacy Lesson: Defending an Argument

Reading Comprehension, Discussion, and Debate

Stories to Use: “[Stop-and-Frisk: Time for a Change](#),” pp. 12-13

Smith, Dennis. "Stop and Frisk Has Lowered Crime in Other Cities." New York Times 19 07 2012, Room for Debate. Web.
<http://www.nytimes.com/roomfordebate/2012/07/17/does-stop-and-frisk-reduce-crime/stop-and-frisk-has-lowered-crime-in-other-cities>.

Objectives:

- Students will explore the excessive use of force and practices that seem to unfairly target certain people.
- Students will build skills by participating in an informal debate.
- Students will learn to construct thoughtful arguments objectively that do not necessarily reflect their own beliefs.
- Students will engage in debate on a current event topic.

Vocabulary:

- Constitute
- Notorious
- Proponents
- Derogatory
- Detrimental
- Racial profiling
- Brutality
- Oversight

Before the Activity

Ask students to consider a time that they felt an authority figure unjustly accused them of something.

- Did they feel they could stand up to the person?
- Do they think the person had any reason to do what they did? Can they put themselves in his or her shoes?

Activity 1: Reading

Tell students they will be taking positions on the controversial policing policy called “stop-and-frisk” and participating in a debate about the policy’s goals and drawbacks.

Read the two articles with the students, instructing students to underline/mark the arguments and evidence presented by each writer.

For each point they make they should be clear where they found evidence to support that claim and if there were any specifics from either article that would help explain it.

They should include ideas that they might not agree with but support either side of the argument.

Model for students on the board how to take notes.

What is the point of conducting Stop and Frisks? How might it be useful?	What are the possible detrimental effects of conducting Stop and Frisks?
○Reason #1 ○	○Reason #1 ○

Activity 2: Debate

Divide students into two groups: One group supporting the NYPD’s stop-and-frisk policy, and the other group opposing it. Explain that regardless of whether they agree with their assigned group’s position or not, each group’s job will be to convince everyone that their side is correct.

Once you’ve begun, you should try to let the students debate the topic back and forth. Remind students to refer to textual evidence, and emphasize the importance of letting every group member have the opportunity to speak at least once.

You may also want to prompt the students with questions like:

- What is the purported goal of stop-and-frisk? Is that goal reasonable and important? Whose rights are affected? (Note: Make sure students acknowledge the rights of crime victims as well as citizens targeted by stop-and-frisk.)
- Is this a fair practice? What could make it more fair?
- Why do you believe this was instituted?
- What makes this topic so controversial?
- Is it reasonable that a few people should be made uncomfortable or, more extremely, have their rights violated in order to protect the safety of a larger group? Why or why not?
- What other options would you suggest? What are the benefits and drawbacks of those alternate methods of crime reduction?

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).
- **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.

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.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 Ideas

- **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.