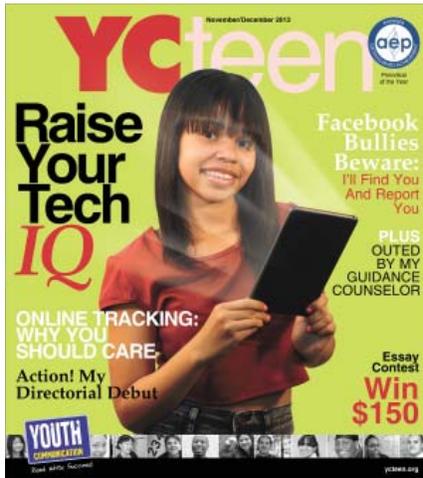


# Ycteen

Nov/Dec 2013

## LESSON GUIDE



Ycteen Issue #239

## Raise Your Tech IQ

### Announcements:

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Read. Write. Succeed.



# Announcements

## *YCteen* Writing Contests

Apply online at [bit.ly/ycwritingcontest](http://bit.ly/ycwritingcontest)

### **Contest #221**

What are the parts of yourself you're most proud of and why? They can be physical, or aspects of your personality—or both. Then tell us what aspects you'd like to change or improve upon.

**Deadline: December 20, 2013**

### **Contest #222**

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

**Deadline: February 14, 2014**

## Issue Review

This issue focuses on technology.

### Stories English Language Arts teachers can use:

#### **I Report to Make Facebook Safer, pp. 3, 5**

Leah takes action against cyberbullies.

*See lesson on p. 12 of this guide.*

*See the video: "The Facebook Cop"(3:11) at [bit.ly/thefbcop](http://bit.ly/thefbcop)*

#### **Online Tracking: What Terms and Conditions Allow Websites to Do, p. 4-5**

Jake explains how social media sites and other online sources collect information about you.

*See lesson on p. 19 of this guide.*

#### **Quitting Social Media, pp. 5-6**

Jorge finds life more fulfilling now that he's not spending so much time staring at a screen.

*See lesson p. 5 of this guide*

#### **Defining Feminism: I'm Equal in Strength, Power, and Dignity, pp. 7-8**

##### **The History of Feminism, p. 8**

Roberta used to think feminists were militant protestors that all hated men. Here, she discovers that's not the case. She explores the definition, history, and comes to her own interpretation.

#### **Tech Fast, p. 10**

As an experiment, the *YCteen* editors asked teen writers to go screen-less for 24 hours—no smartphones, television, movies, computers. Here, they describe the experience.

#### **Protesting My Yearbook Attire, p. 15**

Linda thinks it's unfair to put students in "gender boxes" by forcing them to wear either a drape for girls or a tuxedo for boys.

#### **Why I Love Filmmaking, p. 24**

Vanessa writes about writing, producing, directing and editing her first movie.

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

**Violent Video Games Don't Make Me a Violent Person, p. 11**

After witnessing an assassination attempt on his father in Honduras, Carlos writes about how playing violent video games offers him a safe place to channel his anger and fears, and makes him feel empowered.

**Betrayed and Exposed: A Guidance Counselor Outed Me to My Mother, pp. 12-13**

This writer recounts his mother's reaction when she learns he's gay from his guidance counselor, and the fallout that ensues as a result.

**Can MOOCs Benefit HS Seniors? p. 14**

Jalil explores whether taking a MOOC, a massive open online course, might give him an advantage over other college applicants.

**Choosing Who I Let In, pp. 21-22**

After years of family neglect and mistreatment, Zakkiaya is forced to go into a group home. Surprisingly, that's where she builds a "friend family" and finally gets the love, support and respect she deserves.

**Stories health educators can use:**

**My Dad's Not My Real Dad, pp. 16-17**

When the writer finds out her real father abandoned her mother while she was pregnant, and the man she thought was her biological father is really her stepfather, she spirals into self-harm.

*See lesson on p. 9 of this guide.*

**Sex Ed: Questions About Condoms, p. 22**

When our teen writers realized that in spite of school health classes they still had a lot of questions about condoms, Margaret got some answers.

*See lesson on p. 16 of this guide.*

# English Language Arts Lesson: Writing Persuasively About the Effects of Social Media

## Reading Comprehension, Discussion, Written Response

Story to Use: [“Quitting Social Media”](#) pp. 5-6

### Objectives:

- Students will reflect on how they use their time online, and the possible consequences of spending too much time on social media and other online activities.
- Students will reflect on whether social media and gaming interfere with productivity and creativity.
- Students will read and analyze an article asserting a position related to the above points, and practice writing a persuasive essay that supports or refutes the writer’s position.
- Students will do a close reading of key passages from a text and form their own conclusions based on a chosen passage.
- Students will demonstrate understanding of the components of a persuasive essay and their respective functions.

### Vocabulary:

Lack  
Sincerity  
Promote  
Authentic  
Device  
Meditate  
Accumulate  
Productive  
Ideals  
Deprive  
Inspiration

### Before the Activity:

Direct students to spend a few minutes responding to the following questions, either in conversation with a partner or in a brief written reflection.

How much time do you spend on the Internet every day? How much of your Internet time do you spend on social media sites (Facebook, Twitter, Instagram, etc.)? Which sites?

What do you like about using social media sites?

If you weren't online, what would you be doing instead? Do you ever feel like you are missing out on other things you enjoy because of the amount of time you spend on social media and other online activities, or does being online satisfy all your needs for entertainment, self-expression and connection with others?

### **Activity 1: Reading**

Tell students they are going to read an article about a teen who took drastic action in order to pursue interests that didn't involve sitting in front of a screen. Tell them to keep in mind the questions they just discussed as they read.

Have students take turns reading the article aloud to the class, or in small groups.

### **Activity 2: Writing**

Tell students they are going to practice writing a persuasive essay responding to the article. Direct them to craft their responses using the following outline. Depending on the skill level of your students, you may wish to scaffold this assignment by first discussing possible responses to the outline together, as a whole class or in small groups.

#### Introduction:

- Students should summarize the problem addressed in the article and Jorge's solution to the problem. (What does Jorge see as the negative effects of spending a lot of time online? What action does he take as a result?)
- Students should end the introduction with a thesis statement that argues for or against Jorge's decision to quit social media altogether.

#### Body:

- Students should elaborate on two of the main reasons Jorge gives for quitting social media and online games. If the student's thesis argues for the writer's decision to quit these activities, s/he should use the writer's reasons as evidence to support his/her thesis. If the student's thesis argues against the writer's decision to quit, s/he should present and discuss the writer's reasons, and then say why s/he still believes quitting social media completely is the wrong approach.

- Jorge also makes some larger points about how over-use of social media and the Internet in general can be detrimental to society. Have students choose one of the following two passages to develop a second body paragraph that presents one of these larger points. Then, students can opt to agree or disagree with the chosen passage. (Note: Remind students that even if they agree with the point Jorge is making in the passage, s/he can still suggest an alternative to his solution of quitting social media and online games completely.
- I've always admired people who are creative or talented because they spent time practicing. I think that real artists and leaders don't spend all day sitting in front of a computer or holding their cell phone. If you want change, you have to work for it. So many advertisements try to make us believe that accumulating things makes us important or creative, but I look up to people like Nelson Mandela and Martin Luther King, Jr., who turned their ideals into actions.
- I'm also concerned about the fact that people seldom take the time to present their thoughts carefully when they communicate online. There are intelligent and creative people using the internet who have important things to say, but they are often drowned out by more superficial stuff.

Conclusion:

- Remind students that the conclusion should re-assert the thesis statement, and leave the reader with something memorable to continue thinking about.



## COMMON CORE

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

#### Common Core Standards for Reading:

##### Key Ideas and Details

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

## YCteen Lesson Guide Nov./Dec. 2013

- **RL.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.

### Integration of Knowledge and Ideas

- **RL.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

- **RL.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.5** 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.

## **English Language Arts Lesson: Analyzing Family Communication and Conflict Reading Comprehension, Discussion, Written Response**

**Story to Use:** [“My Dad’s Not My Real Dad,”](#) pp.16-17

### **Objectives:**

- Students will read and analyze a personal, non-fiction narrative.
- Students will analyze the text’s themes, central conflict and characters.
- Students will reflect and discuss ways to improve family communication.

### **Vocabulary:**

Impostor  
Faze  
Inflict  
Misery  
Mock  
Authority  
Mullet  
Detach  
Acquaintance  
Coax  
Muster  
Closure  
Reassure

### **Before the Activity:**

Ask students to think about a time when something emotionally difficult happened in their family and they found it hard to talk to other family members about it. Ask the students (reassuring them that they don’t have to share their personal experiences) to think about different reasons why it might be hard for family members to communicate with each other when something emotionally difficult happens. You may wish to have students take a couple of minutes to write their thoughts down to ensure they have enough time to reflect fully.

### **Activity 1: Reading**

Tell students they are going to read a story about a family secret that changed the writer’s relationship with her parents and made it hard for her to share her feelings at a time when she needed support the most.

Assign students to take turns reading the story aloud to the class, or in small groups.

**Activity 2: Discussion and Written Reflection**

Ask students to respond to the following reflection questions. Then, discuss responses together as a class.

Why do you think it was so difficult for mother and daughter to talk to each other about this? (Hint: Think about the situation from the point of view of each character before answering.)

In your opinion, could the parents have used a better approach in sharing their secret with the daughter? What could they have done differently in breaking the news to her? What could they have done differently in the days, weeks and months after sharing the news that might have helped the daughter make sense of the situation and feel less pain and anger?

Why do you think the daughter hurts herself rather than her mother in response to her feelings of betrayal? What evidence do you have from the story to support your opinion?

Turning point: What finally led the daughter to start making positive changes in her life?

What allowed the daughter to finally speak up and tell her mother that she wanted to search for her biological father?

At the end of the story, the daughter has not yet been able to speak directly to the father who raised her about the secret that he kept for the first 12 years of her life. Do you think she will ever be able to talk to him about it? What do you think she needs from her dad in order to feel comfortable sharing her feelings with him?

How do you think staying silent would affect her relationship with her father in the long run?

Where could she turn for support in opening up communication between her and her father?



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

**Common Core Standards for Reading:**

Key Ideas and Details

- **RL.1** Cite strong and thorough textual evidence to support analysis of what the text says.

## YCteen Lesson Guide Nov./Dec. 2013

- **RL.2** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- **RL.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.

### Integration of Knowledge and Ideas

- **RL.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

- **RL.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

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### 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.
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- **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.

## **Media/News Literacy Lesson: Social Media Etiquette and Cyberbullying Reading Comprehension, Discussion, Written Response**

**Story to Use:** [I Report to Make Facebook Safer,](#)” p. 3, 5

**Video:** “The Facebook Cop” (3:11) at [bit.ly/thefbcop](http://bit.ly/thefbcop)

### **Objectives:**

- Students learn about appropriate and inappropriate online behavior, especially as it pertains to social media.
- Students will reflect individually and in small groups to define and consider solutions to cyberbullying.
- Students will learn about tools available to protect their online privacy and report inappropriate/bullying online behavior.
- Students will practice reading comprehension and group work skills.
- Students will view multimedia to reinforce their understanding of the themes.

### **Vocabulary:**

Bully  
Collage  
Caption  
Etiquette  
Standards  
Harassment  
Hate Speech  
Nudity  
Pornography

### **Before the Activity:**

Tell students that today’s lesson is about standards for online behavior. Ask students if they or someone they know has ever been harassed/bullied by someone on Facebook or another social media website. Ask where they personally tend to draw the line between acceptable and unacceptable behavior on Facebook and other social media sites.

You may wish to make a two-column chart for acceptable and unacceptable behaviors and fill it in as students share. Reassure students that there may not be 100% agreement; some online activities/behaviors may end up in both columns and they can respectfully disagree on some points.

Tell students they are going to watch a funny video that outlines several do’s and don’ts of Facebook etiquette. Ask them to take notes on the main takeaway

messages presented in the video. Tell them to think about how these lessons also apply to other social media they may use.

After the video, review the main takeaways it presents, including: Don't change your relationship status without talking to the other person first; don't post photos that could get people in trouble—anything you tag your friends in can be seen by parents, teachers, college admissions officers, prospective employers; don't make fake profiles (it's a reportable offense that can get you blocked); you have the right to untag yourself, and to report or block a bully.

### **Activity 1: Reading**

Introduce the story, which focuses mainly on Leah's mission to block bullying, harassing, and other inappropriate behavior she witnesses on Facebook. Have students take turns reading the story aloud as a class.

### **Activity 2: Discussion**

Break students into small groups to discuss and respond to the following points. Have each student individually write down answers to the questions based on the group's discussion. Then have each group share the group's responses, ensuring that each person in the group has the opportunity to present or co-present at least a couple of the group's responses. After groups have had sufficient time to discuss and respond to the questions, let a member of each group respond to each question before proceeding to the subsequent question.

How is cyberbullying, through social media outlets like Facebook, alike and different from what we traditionally have thought of as bullying? (Encourage students to think especially about the reach of cyberbullying: potentially an audience of hundreds or even thousands who witness hurtful, insulting or revealing comments, compromising photos, etc.)

How can cyberbullying amplify negative feelings and fears?

What are the types of bullying described in the story? (e.g., bullying based on race, gender, sexual orientation—and sometimes no apparent reason at all.)

Has anyone in your group seen the kinds of online bullying described in the story? Should these kinds of behavior be reported? Why/why not?

What happens when people take matters into their own hands and decide to retaliate by "bullying back?" Are there other ways to apply pressure and let cyberbullies know their actions are not OK? What ideas can your group come up with?

Are the tools provided by Facebook for reporting inappropriate and/or bullying behavior sufficient? What else would you recommend to decrease bullying?

Do your peers have enough knowledge of how to protect themselves? Besides reporting, what other steps can people take to discourage cyberbullying among their peers, and protect their privacy?

Looking toward the future, why might it be important to take steps now to protect your privacy? (If necessary, nudge students to think about what was said in the video about who might get access to your Facebook page: prospective employers, college admissions officers, teachers, parents, etc.)

Do you agree with Leah's final line in the story: "If people behaved better on Facebook, they might be nicer in real life." Why or why not?



## COMMON CORE

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

#### Common Core Standards for Reading:

##### Key Ideas and Details

- **RL.1** Cite strong and thorough textual evidence to support analysis of what the text says.
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- **RL.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.

##### Integration of Knowledge and Ideas

- **RL.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

- **RL.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.

##### Range of Writing

- **W.5** 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

## YCteen Lesson Guide Nov./Dec. 2013

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- **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.

## Health Lesson: Condom Facts and Fiction

### Reading Comprehension and Discussion

**Story to Use:** [“Questions About Condoms,”](#) p. 22

#### **Objectives:**

- Students will identify and dispel common myths about condoms.
- Students will learn the correct way to use a condom, and ideal conditions for preventing pregnancy and STDs.
- Students will be able to articulate the importance of talking openly with a partner about sexual history and expectations as they pertain to contraceptive use and STD prevention.
- Students will practice their reading comprehension skills.

#### **Vocabulary:**

Myth

Rigid

Crude

Consistent

Contraceptive

STD (also known as STI)

Intercourse

Semen

Vaginal sex

Anal sex

Oral sex

Skin-to-skin contact

#### **Before the Activity:**

Tell students to turn to a peer and quickly share one common myth they have heard about condoms. Then, ask volunteers to share with the class, and write their responses on the board. Be prepared for students to make some statements that are fact and assert other things that are myths. Write their responses on the board. Tell them that they will revisit the list after reading an article that addresses some common misperceptions about condom effectiveness, and discuss which of the statements on the board are true and which are myths.

#### **Activity 1: Reading Comprehension and Discussion—Condoms Myths and Facts**

Have students take turns reading the story aloud to the class. Then, ask them what myths were addressed by the story. If any of those myths were on the list the students generated at the start of class, write “myth” next to the item on the list. If it’s not already there, add it to the list. Ask students whether anything else

in the story was new information to them, and whether the story clarified any additional questions they had about condom use/effectiveness.

**Activity 2: Reading and Discussion—Condom Use 101**

Now that they've dispelled a few common myths about condoms, tell students they are going to read Youth Communication's 2011 article, "[Contraception 101: Protect Against Pregnancy and STDs](#)," which provides more information about condom use. After reading it, here are a few questions to ask and discuss in order to check students' comprehension:

How can you increase the chances of preventing pregnancy when you use a condom? (Make sure you use it correctly, and use it with spermicide and/or another form of birth control.)

When used correctly, how effective are condoms in preventing pregnancy? (About 85% effective, given 'typical use,' which takes into account that condoms may not be used completely correctly every single time someone has sex. But when used perfectly every time, only 2 out of 100 women will become pregnant.)

What else do condoms help prevent besides pregnancy? (STDs, a.k.a. STIs. Spell out these acronyms for students).

According to the article, how likely is it that teen girls will get pregnant within the first year of sexual intercourse if they don't use condoms when they have sex? (They have a 90% chance of becoming pregnant if they don't use condoms consistently.)

What does the article suggest doing well in advance of having sex with your partner? (Discuss sexual history, birth control, and STD prevention, feelings and concerns about sex.) Why is it important to talk about these things outside the heat of the moment?

For what kinds of sex can condoms be used? (Vaginal, oral, anal).

How exactly does a condom prevent pregnancy and STDs? (It's made of latex or plastic, which covers the penis and catches the man's semen before, during and after he ejaculates. This helps prevent the spread of common STDs, though it's important to note to students that this does not prevent the risk of contracting STDs that are spread through skin-to-skin contact. Emphasize, however, that condoms reduce risk of STDs significantly.)

How many kinds of condoms are there? (There are both male and female condoms). How are they different? (Male condoms fit over the penis and collect semen in a space at the tip of the condom; female condoms are inserted into the woman's body. Either can be used in anal sex.)

Then, use the comic “[How To Use A Male Condom \(as demonstrated on a banana\)](#)” to take students step by step through the process of correct condom use.



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

### Common Core Standards for Reading:

#### Key Ideas and Details

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

#### Range of Reading and Level of Text Complexity

- **RL.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.

#### Range of Writing

- **W.5** 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.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.

## English Regents Practice Test: Protecting Privacy Online

**Story to Use:** [“Online Tracking: What Terms and Conditions Allow Websites to Do”](#) pp. 4-5

### 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 several multiple-choice questions.

### Vocabulary:

Multitude  
Substantial  
Profile  
Cookies  
Terms and Conditions  
Advocacy  
Third parties  
Data brokers  
Corporations  
Download  
Online tracking

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

### Explanations:

- Option 3 is correct. While Option 2 is a possibility, the author’s tone in the piece suggests concern more than passion.

- Option 2 is correct. None of the other options represent an accurate definition of cookies as used in this context.
- Option 2 is correct. It is the only option that reflects the author’s larger point: that there is a lack of concern because there is a lack of understanding of how personal data is accessed and used by companies.
- Option 4 is correct. While the other options may be true, they do not reflect the author’s purpose in making the recommendation.
- Option 2 is correct. The other options are too extreme to be implied by the phrase “make your footprint...as shallow as possible.”
- Option 1 is correct. Option 2 was not suggested in the article, and Option 3, worrying, is not a constructive, concrete action.



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

### Common Core Anchor Standards for Reading:

#### Key Ideas and Details

- **RL.1** Cite strong and thorough textual evidence to support analysis of what the text says.
- **RL.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

- **RL.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).

#### Range of Reading and Level of Text Complexity

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

### 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) Which of these words best characterizes the author’s attitude about the way companies collect data from Internet users?**

- 1) Curious
- 2) Passionate
- 3) Concerned
- 4) Apathetic

**2) In the article, the term “cookies” refers to small files that:**

- 1) Can help companies track your online activities.
- 2) Represent an online profile.
- 3) Download viruses to your computer.
- 4) Overwhelm your e-mail inbox with ads.

**3) The author cites a survey that found “only 9% of teens are ‘very concerned’ about their information falling into the hands of third parties.” Which of the following statements best conveys the author’s purpose in citing this statistic?**

- 1) He wants to show that most teenagers are very comfortable with their personal data being accessed by data brokers and corporations.
- 2) He wants to emphasize that most teenagers do not understand how their personal information can be accessed and used by data brokers and corporations.
- 3) He is suggesting that most teenagers don’t have the same level of concern about online privacy as their parents’ generation does.
- 4) He is suggesting that teens should avoid any websites that require online registration.

**4) Why does the author recommend creating a separate e-mail address to be used exclusively for social media?**

- 1) Using your personal e-mail address to register for social media is unprofessional.
- 2) Using your personal e-mail address to register for social media creates confusion.
- 3) Using your personal e-mail address to register for social media will lead to a flood of e-mail advertisements and spam.
- 4) Using your personal e-mail address to register for social media will give companies access to more of your personal data.

**5) A journalist from *The New York Times* who was interviewed for this article says that Internet users should “make your footprints around the Web as shallow as possible.” Which of the following statements best conveys her point?**

- 1) People should avoid visiting controversial websites.
- 2) People should take steps to limit the amount of information that advertisers and companies can collect about them.
- 3) People should avoid revealing any personal information online.
- 4) People should read every word of the Terms and Conditions section when completing online registration forms.

**6) Which of the following is a constructive, concrete action recommended by the author to minimize the amount of personal information that third parties can collect about you online?**

- 1) Select the Do Not Track option in the privacy settings of your Internet browser.
- 2) Don't post photos of yourself on social media.
- 3) Spend more time worrying about the safety of your personal data.
- 4) All of the above.