

# Ycteen

January/February 2014

## LESSON GUIDE



Ycteen Issue #240

## Where We Live

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Read. Write. Succeed.



# Announcements

## *YCteen* Writing Contests

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

### **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 New York City neighborhoods.

### Stories English Language Arts teachers can use:

#### **Speakout: Stop-and-Frisk, p. 4**

YCteen reporters interview teens about whether they think Mayor de Blasio should continue New York Police Department's stop-and-frisk practices.

#### **My Neighborhood, p. 5**

Roberta writes a descriptive portrait about where she lives, from scents of cooking in her apartment building's hallways and single mothers' smiles, to the drug dealers on the corner.

*See lesson on p. 5 of this guide.*

#### **Gangs Rule My Neighborhood, pp. 8-9**

The writer details how he's grown up in a neighborhood dominated by gangs, and how he's learned to protect himself.

#### **Spying on Our Social Networks, p. 10**

After Abi read a *New York Times* article about how school officials in California hired an outside technology company to comb through the social network posts of children in the school after suicides occurred in their area, she interviews other teens to get their opinion about that.

#### **Laugh Now, Cry Later, pp. 11, 14**

Desmin remembers his grandmother who died last spring; the woman who was most like a mother to him. She taught him life lessons he will never forget.

#### **Reconciling With My Father, pp. 21, 22**

Chimore has met her father only one time when she turns 23 and has no idea where he was her whole life. But she tracks him down and they begin a relationship.

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

**The Roller Coaster of Sexuality, pp. 12-13**

Jake writes about his ongoing exploration of his sexuality and why bisexual is his current placeholder. He says, “concrete and permanent labels don’t describe how we feel during the discovery process.”

**Tough Guise, pp. 15-16**

“Martin” questions how our culture defines manhood, particular how his father defines it. While pursuing his passion for acting, he played a role that helped him develop his own definition.

*See lesson on p. 18 of this guide.*

**Boys, Back Down. Girls, Speak Up. , pp. 16-17**

This writer’s date with a sexually aggressive older boy raises questions for her about how girls should respond to sexual advances, and why she wasn’t more assertive about saying “no.” *See lesson on p.8 of this guide.*

**Hated Her in High School, pp. 22-23**

This author writes about why she is able to forgive someone that bullied her most of her life, and to accept her offer of friendship.

**Stories health educators can use:**

**My ‘Hood is Bad for My Health, pp. 6-7**

After her grandmother’s cooking, laden with pork, grease and oil, leaves her feeling sick to her stomach, this writer decides to start buying some of the groceries. When she tries to get healthier fare in her neighborhood, she discovers it’s a challenge.

*See lesson on p. 15 of this guide.*

**Sex Ed: Are Today’s Teens Having Less Sex? , p. 9**

Lucas thinks kids of his generation don’t take sex as seriously as they should and that they are mostly having casual sex. When his editor challenges him to find out if his assumptions are true, he does some research – and is shocked by what he finds out.

**It Ain’t Pretty, p. 24**

While Margaret applauds New York City’s effort to raise awareness about young girls’ poor self-esteem and body image, she thinks the campaign misses the point. *See lesson on p.12 of this guide.*

# English Language Arts Lesson: Descriptive Writing About One's Neighborhood

## Reading Comprehension, Discussion, Written Response

Story to Use: "[My Neighborhood](#)," p. 5

### Objectives:

- Students will use strategies to support their reading comprehension.
- Students will learn techniques of descriptive writing.
- Students will do a close reading of key passages from a text and identify examples of strong descriptive writing from the text.
- Students will apply techniques of strong descriptive writing about a neighborhood to draft a description of their own neighborhood.

### Vocabulary:

Renovate	Inescapable
Transaction	Entitled

### Activity 1: Introducing Descriptive Writing

Ask students if they've ever heard the expression, "Show, don't just tell." What does that mean?

Ask students which of the following sentences is telling, and which is showing:

1. *The trash smelled disgusting.*
2. *The trash oozed a brownish juice across the kitchen floor, emanating the stench of a dead whale rotting on a tropical beach.*

Reiterate to students that the second sentence *shows how* the trash smelled disgusting without even telling us that it was disgusting—using sensory details.

Then, ask the class to define description (giving details about a person/place/thing using sensory details) that lets someone visualize/experience it as if s/he were there.

Ask them why it is important to use description in one's writing (to engage readers, to make them feel as if they are there, to get across an emotion or mood associated with the person, place or thing being described). What is it like to read a piece of writing that lacks strong description?

Tell students that they will be reading a brief essay that uses strong description to describe a neighborhood, identifying the techniques used by the writer, and then using those techniques to write a description of their own neighborhood.

**Activity 2: Reading and Discussion**

As they read, tell students to mark phrases or sentences in the essay that they think use especially strong sensory details. You may choose to have students read aloud to the class, in small groups, or read silently to themselves.

After reading the essay, ask students to read aloud some of the lines they thought were especially powerful, and to say why they found those descriptions so effective.

Be sure to emphasize the following in discussing what makes the description strong:

Point out that this essay does not use particularly sophisticated vocabulary, yet it is very effective in conveying a sense of place. Specifically, point out the following:

Showing, not just telling  
Use of unique sensory details  
Strong, active verbs and adjectives  
Metaphors and similes

Avoiding passive construction (e.g., “the crack heads were skinny, the buildings were tall) and obvious ways of introducing sensory details (e.g., “What I smelled was urine.” “The taste was spicy.”)

Mention also that the writer has closely observed her neighborhood and judiciously chosen details that tell us about many different aspects of her neighborhood: socioeconomics, ethnicities, culture, social problems, etc. Her carefully chosen details also help to build a specific mood. What mood is created, and how?

**Activity 3: Writing**

Write the above descriptive writing tips on the board and instruct students to use these strategies to write a description of their own neighborhoods.

Remind students to keep audience in mind. In particular, tell them to imagine a reader who is not familiar with their neighborhood: Think about what this reader will need to know to visualize the place being described.

Once students have completed the assignment, invite volunteers to read a few sentences that they think represent a particularly strong description from their writing.



## 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.
- **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.

#### 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.
- **W.3d** Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

#### 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.

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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.

## English Language Arts Lesson: Communicating About Sex and Boundaries Reading Comprehension, Discussion, Written Response

**Story to Use:** [“Boys Back Down. Girls Speak Up.”](#) pp. 16-17

### Objectives:

- Students will read and analyze a personal, non-fiction narrative.
- Students will reflect on and discuss gender role expectations and stereotypes related to dating and sexual activity.
- Students will identify ways to improve communication around dating and sexual activity.

### Vocabulary:

Sexual Harassment	Audacity	Confrontational
Assertive	Receptive	Condone
Lewd	Rationalize	Dismiss
Prepubescent	Accommodate	Vile
Predatory	Capacity	Boundaries

### Before the Activity:

Note: It’s important to realize that some students may have prior experience with sexual abuse, assault, and/or dating violence. To ensure that an atmosphere of safety has been created for this discussion, let students know beforehand that they will be reading a teen-written story that shares a difficult personal experience related to communication around dating and sex, and acknowledge that it may raise strong/difficult feelings. Remind students to be sensitive and respectful in their discussion of the story’s themes.

### Activity 1: Reading

Assign students to take turns reading the story aloud to the class, or in small groups. Tell them that one of the goals of the reading and discussion will be to think about effective ways to communicate feelings, desires and limits within the context of dating and sexual activity.

### Activity 2: Written Reflection and Discussion

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

What were the author’s expectations for her date with Carlos?

How does the author react when Carlos begins making sexual advances? How does Carlos respond? What do you think about his response?

Can you think of a way the author could have communicated her discomfort more clearly? What might be the potential risks and benefits of doing so?

When the author tells her friends about the incident with Carlos, how do the reactions of her male friends differ from those of her female friends? How does this make the author feel?

What reason does the author give for continuing to “be nice” to Carlos when she encounters him, without ever telling him about how uncomfortable she’d felt on the date? Put yourself in the author’s place. What would be hard about telling him? Do you think it’s important that she communicate her feelings? Why or why not?

In your experience/observations, how are expectations for girls and boys different when it comes to initiating and participating in sexual activity?

What role does peer pressure play in the way that teens communicate with their partner/potential partner about sex?

Do you agree that boys at times fail to read signals when girls are uncomfortable about or not interested in sexual activity? Is it ever the other way around (girls not reading boys’ signals)?

What could someone do to more clearly communicate that they are uncomfortable, not interested, or not ready to engage in sexual activity?

How do images of/messages about sex in the media (including social media) also create pressure for teens—and how are those pressures generally different for boys than for girls?

How do gender role stereotypes influence our expectations of how boys and girls should behave on a date or in another romantic situation? What are the potential consequences of these stereotypes:

- for oneself;
- for a new relationship;
- for relationships in general?

### **Activity 3: Analysis and Group Discussion**

Break students into small groups and assign one of the following quotes from the story to each group. Tell students they are to analyze the quote, discuss what it means, and decide whether they agree or disagree with the statement. They should choose one person from each group to report back to the class on the discussion and conclusions. If there is disagreement among group members, the reporter should summarize the differing conclusions for the rest of the class.

“For women, when it comes to socializing with guys, it’s a Catch-22. You’re seen as a b-tch if you stop talking to him, and a b-tch if you talk to him long enough to “lead him on,” and then don’t take him up on his advances. This attitude assumes that guys only talk to women to get in their pants—and that women should always, always, *always* be receptive to sexual advances.”

“Many girls are programmed to think looking like a b-tch is worse than telling off a persistent guy.”

“I consider sexual harassment to be everything from lewd comments and catcalls to the kind of unwanted advances Carlos kept making toward me. And too often, parents, teachers, friends, and authority figures dismiss it.”

“Women’s reluctance to be direct and sometimes rejecting and men’s reluctance to respect the signals that a woman is not interested is a bad combination that can lead to sexual harassment and even assault, with the public condoning it.”



## 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.
- **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.

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### 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.

# Media/News Literacy Lesson: Self-Esteem and Body Image

## Reading Comprehension, Discussion, Written Response

Story to Use: [“It Ain’t Pretty,”](#) p. 24

### Objectives:

- Students will be able to define stereotype and give examples of gender stereotypes prevalent in media.
- Students will critique a public service announcement aimed at challenging stereotypical images of women in the media.
- Students will consider alternative media strategies that would promote self-esteem among young girls and challenge images that stereotype women.
- Students will practice reading comprehension skills of paraphrasing and identifying main ideas.

### Vocabulary:

Stereotype	Gender	Astute
Nag	Body Image	Contradictory
Tout	Fawn	Conflicting
Unconventional	Dissociate	Intrinsic
Convey	Emphasize	

### Before the Activity:

Ask students to define the term “gender stereotype.” Call on volunteers to provide examples of gender stereotypes of both girls and boys. Write these responses on the board.

Ask students where these stereotypes come from, making sure to focus the conversation on media sources (television, advertising, movies, social media, etc.). How can such stereotypes be damaging, especially to children? Ask volunteers to share experiences from their own childhoods about a time they felt limited by a gender stereotype they’d seen repeatedly in the media. How did it affect them growing up?

Show students images from New York City’s “I’m A Girl” advertising campaign, which appeared in public spaces and on public transportation around the city. What do they think is the goal of the campaign? Who is the target audience?

### Activity 1: Reading

Introduce the essay, in which the writer argues questions the effectiveness of this New York City public service campaign aimed at building self-esteem among young girls.

Tell students to be prepared to paraphrase the main idea of the essay after reading it. Then, select volunteers to take turns reading the essay aloud to the 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, noting any differences in opinion between group members.

Then have each group share the group's responses, ensuring that each person in the group has the opportunity to present or co-present one 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.

Why do you think the campaign is aimed at girls between the ages of 7 and 12? What are the writer's two main critiques of the campaign? Identify the sentences in the essay that you think most directly express these two main critiques. Do you agree with the critiques? Why or why not?

In the essay, the writer states: "I think it would have been more effective to try to teach girls to dissociate their beauty from their intrinsic value as human beings, rather than coming out with a slogan not many girls will believe anyway." Paraphrase this statement.

Do you agree that the above approach would be more effective? Why or why not?

Brainstorm with your group several additional actions that citizens—especially young people—could take to demand change in the way that women and girls are depicted in media.



### **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 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.

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### 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

- **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.

# Health Lesson: How Environment Affects Eating Habits

## Reading Comprehension and Discussion

**Story to Use:** “[My ‘Hood Is Bad for My Health](#),” pp. 6-7

### Objectives:

- Students will identify healthy and unhealthy eating habits, and the potential health consequences of eating foods high in salt, sugars, fats and artificial ingredients.
- Students will reflect on how environment, budget, peers and family can influence diet.
- Students will identify and articulate strategies for developing healthier eating habits.
- Students will practice their reading comprehension skills.

### Vocabulary:

Cue	Nutrition	Poverty
Drowsy	Processed foods	Organic foods
Cholesterol	Diabetes	

### Before the Activity:

Tell students to make a three-column chart on a piece of paper. In one column, they should write down five things they like to eat that they know are unhealthy. In the second column, write five things they like to eat that are healthy. In the third column, write five things they know are healthy but that they don't like to eat.

Ask for volunteers to share their responses for each column, and write the responses in a three-column chart on the board. (If students identify any unhealthy foods as healthy—or vice versa—ask the class if they agree and why/why not, and make sure the foods are written in the appropriate column.)

Ask students how they think one's family, peers and neighborhood affect their eating habits. Note key responses on the board.

### Activity 1: Reading Comprehension and Discussion—

#### How Our Environment Affects Our Diet

Tell students they are going to read a story about a teen who realizes her environment has a negative impact on her health and wants to do something about it. Have students take turns reading the story aloud to the class. Then, have them work in pairs or groups to answer the following questions:

Why does the writer object to the way her grandmother cooks?

What reason does her grandmother offer for cooking the way she does? What does the writer think about her grandmother's reasoning?

Aside from weight, what were some of the physical problems the writer attributes to her poor eating habits?

What are some of the specific changes the writer makes in her eating habits after joining the nutrition workshop?

The writer observes that her grandmother has a different definition of what constitutes a healthy diet than she does. Have you noticed any generational differences in the way people in your family define healthy eating? If so, what are some of the differences?

The writer also observes that her neighborhood, Brownsville, lacks healthy food options. Have you noticed differences in the kinds of food options available in poorer neighborhoods versus more affluent neighborhoods? Why do you think that is?

How can people living in neighborhoods that lack healthy foods still eat healthier? What are the major challenges you face in trying to eat healthier? What could you do to try and have a healthier diet, even if other family members or peers may interfere?

Do you read labels on the foods you eat? Why or why not?

### **Activity 2: Discussion—Developing Healthier Eating Habits**

Discuss responses to the questions as a class.

Then, direct students' attention back to the three-column chart the class worked on together at the beginning of the lesson. Ask volunteers to share whether they think the unhealthy choices they contributed to the list are influenced most by (1) personal preference; (2) family customs/habits; (3) lack of access to healthier alternatives; (4) peer pressure/habits. Note their responses on the chart.

Ask volunteers to share one or two healthy changes they could make to their eating habits after reading this story. Encourage them to think about the barriers to healthy eating, and how they can overcome those barriers. For example, if the barrier is a personal craving, what's the source of that craving? Could they try substituting a healthier alternative (sparkling water instead of soda, etc.)? Could they initiate a family conversation about adding more vegetables and fewer processed foods to the dinner menu?

### **Extension Activity:**

The writer mentions diabetes, skin break-outs and mood changes as some of the health problems associated with unhealthy eating. In small groups, have students identify a common health condition that is influenced by diet, research how

exactly diet causes or affects that condition, and which healthy foods can help control the condition. Time permitting, groups can make a brief presentation to the class highlighting their research, and/or create posters that summarize their findings.



## 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.

#### 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: Exploring Masculinity

**Story to Use:** “[Tough Guise](#),” pp. 15-16

### 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:

Motto	Aggressive	Valiant
Vulnerability	Incompetent	Underestimate
Immerse	Intimidated	

**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:

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

### Explanations:

- Option 4 is correct. All the other options are directly mentioned in the story as pressures faced by young men.
- Option 2 is correct.
- Option 2 is correct. The notion that boys should naturally excel at certain subjects in school (in the story, the author gives the examples of math, science, and engineering) is a generalization, a stereotype based on gender.
- Option 3 is correct. The author does not indicate that he is more angry at/alienated from his father after his acting experience than before; in fact, he appears to be motivated to understand his father as a result of the experience.

- Option 2 is correct. “Bottled up” feelings suggests someone who holds in his feelings without acknowledging and feeling them. Although Option 1 is a possibility, “bottled up feelings” is not the same as invented or manufactured feelings.
- Option 1 is correct. Immediately following the conversation with his director, the author indicates relief when he realizes that he is not alone or strange in his struggle to understand himself.



## 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

- **R.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 the following is *not* something the young men in the neighborhood feel pressured to do or have in their quest to be “manly?”**

- 1) Have facial hair
- 2) Have money
- 3) Pursue girls
- 4) Be emotionally open

**2) In the article, the term “valiant” means:**

- 1) Persistent
- 2) Courageous
- 3) Tough
- 4) Stubborn

**3) The author says that he wasn’t interested in any of the subjects in school that boys were “supposed” to like. The notion that there are certain subjects that boys are supposed to like or for which they are supposed to have a special aptitude is an example of:**

- 1) Simile.
- 2) Stereotype.
- 3) Hyperbole
- 4) Rhetoric.

**4) Which of the following is *not* a result of the author’s acting experience?**

- 1) He becomes more aware of when he is acting and when he is truly feeling his emotions.
- 2) He concludes that he doesn’t want to hold in his true feelings for the sake of appearing more “manly.”
- 3) He feels more angry and alienated from his father.
- 4) He concludes that he wants to be accepted for his true self, regardless of whether this fulfills traditional expectations of manhood.

**5) The author states: “That person with bottled-up feelings is lost.” Considering the context in which this statement appears, which of the following best conveys the author’s meaning?**

- 1) A person who manufactures his feelings will never know himself.
- 2) A person can’t understand his true feelings if he refuses to feel them.
- 3) Losing oneself in anger or aggression will come to no good.
- 4) Losing oneself in negative emotions will cause one to explode.

**6) What is the predominant emotion experienced by the author after talking to his director?**

- 1) Relief
- 2) Anger
- 3) Frustration
- 4) Envy