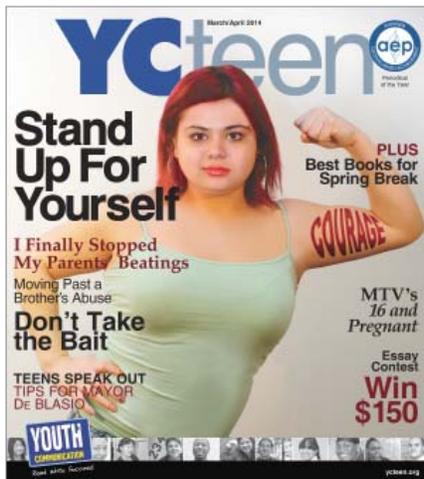


Ycteen

March/April 2014

LESSON GUIDE



Ycteen Issue #241

Stand Up For Yourself

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Announcements

YCteen Writing Contests

Apply online at bit.ly/ycwritingcontest

Contest #223

Describe a time you stood up for what you believe in. What was the outcome?
How did it change you?

Deadline: June 27, 2014

Issue Review

This issue focuses on stories written by teens who stood up for themselves against adversity and abuse.

Stories English Language Arts teachers can use:

BOOK REVIEWS

***Catching Fire*, p. 4**

Abi writes a book review about *Catching Fire*, the second book in The Hunger Games trilogy by Suzanne Collins. “If you loved the movie,” she writes, “you’ll love the book even more because it elaborates on Katniss’s inner thoughts.”

***Divergent*, p. 5**

Lucas writes a book review about Veronica Roth’s dystopian novel, *Divergent*, and focuses on the theme: fighting to be an individual. “The Divergent society censors anyone who tries to be unique and versatile and I feel like that sometimes happens in real life.”

***This is How You Lose Her*, p. 6**

Roberta reviews the book, *This is How You Lose Her*, by her favorite Dominican author, Juno Diaz. She is both surprised and disappointed in how he portrays women in his latest novel.

See lesson on p. 8 of this guide.

***The Kitchen Is Not the Only Place For a Dominican Woman*, p. 7, 9**

Roberta resists the stereotypical female roles placed upon her by her Dominican culture. The writer envisions her older self slaving away in her office writing her novel, not in the kitchen cooking up “the most delicious plate of rice, beans and chicken.”

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

***My Bravest Moment*, pp. 10-11**

In this writer’s high school, fights take place every other week. Although she makes every effort to avoid them, one day she is confronted in the locker room. Here’s how the writer finds the strength to back down.

***Overcoming My Grandfather’s Abuse*, pp. 12-13**

After Johane’s father died, her mom left Haiti and moved to the US to find work. The 7 year-old was left in her grandfather’s care. For the next three years, he would verbally and physically abuse her until she was finally able to reunite with her mother. Here, she recounts her story and the steps she’s taken to heal.

See lesson on p. 17 of this guide.

Breaking the Silence, pp. 15-16

Five years after her brother tried to rape her, this writer gradually stopped being afraid to tell anyone. In her story, she describes her family's reactions and the consequences that resulted. She writes, "I only wish I was as brave then as I am today, and I had told the moment it happened."

Stories health educators can use:

Good Ain't Good Enough, pp. 8-9

After getting beaten by both parents for bad grades he received from elementary school through high school, this writer gains the courage to threaten to call the police if the beatings continued.

See lesson on p. 14 of this guide.

Sex Ed: MTV's 16 and Pregnant: A New Kind Of Birth Control?, p p. 22

A study released in January found teen birthrates fell by almost 6% as a result of watching *16 and Pregnant*. Vanessa Lora reviews the show from a teen's point-of view to see why it has such a profound effect.

English Language Arts Lesson: Challenging Gender Stereotypes

Reading Comprehension, Discussion, Written Response

Story to Use: [“The Kitchen Is Not the Only Place For a Dominican Woman,”](#)
p. 7, 9

Objectives:

- Students will read and analyze a personal, non-fiction narrative.
- Students will use strategies to support their reading comprehension.
- Students will reflect on and discuss gender role expectations and stereotypes.
- Students will do a close reading of key passages from a text.

Vocabulary:

Stereotype	Sexist
Ambitious	Tendencies
Feminist	Sincerity
Compromise	

Before the Activity

Write the word “stereotype” and “traditional” on the board and ask for volunteers to define them.

Ask the class to give examples of how traditionally “male” and “female” roles for men and women have changed.

Ask volunteers to share a time when their culture or social group imposed expectations that they conform to a traditional male or female role or behavior. How did they feel about it? How did that shape them?

Activity 1: Reading and Reflecting

Tell students they are going to read a story about a girl who objects to the traditional gender role she feels her culture imposes on her. Select volunteers to take turns reading the story aloud to the class. Then, ask students to write responses to the following reflection questions:

Why does the author resist learning how to cook? What does cooking represent to her?

What is the author’s point in the following quote? “I may not be able to make the most delicious plate of rice, beans and chicken yet, but I sure can solve a math problem in one heck of a second.”

How would you describe the writer's relationship with her father?

The author says her father is different than other Dominican men she knows. How does she describe those differences?

How does the author's interpretation of her father's emphasis on learning to cook change over the course of the story?

Consider this excerpt from the text: "Now I realize a lot of "typical women activities" are only as dangerous to my feminist pride as I let them be. I can be a feminist who knows how to cook."

Have you ever been in a situation in which cultural pressures or stereotypes turned you off from doing something? Share your story.

Activity 2: Discussion

Discuss students' responses as a class.



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

Range of Writing

- **W.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.

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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.
- **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: Feminism or Misogyny? Critiquing Junot Diaz Reading Comprehension, Discussion, Written Response

Story to Use: “[Weak Female Characters](#),” p. 6

Objectives:

- Students will learn the definitions of feminism and misogyny.
- Students will read and analyze a review of Junot Diaz’s short story collection, *This is How You Lose Her*.
- Students will interpret an author’s motivation in creating a character with specific traits.
- Students will be able to articulate how an author can use dialogue to develop a character.
- Students will write a persuasive paragraph defending one of two possible points of view about an author’s motives in character development.

Vocabulary:

Feminism	Misogyny	Censor
Injustice	Determination	Subservient
Dimension	Assertiveness	Deficiency
Multidimensional	Overcome	

Before the Activity:

Ask students: Do the words and actions of a character always reflect the feelings/point of view of the author who created him? Why/why not?

Ask the students if they know what misogyny and feminism mean. Write a definition of each on the board and explain to the class.

Activity 1: Reading

Tell students they are going to read a review of a short story collection by a well-known Dominican-American writer, Junot Diaz. Tell them to pay close attention to why the author of the piece thinks that Diaz’s depictions of men and women in these stories suggests that Diaz shares the misogynistic attitude of his male characters toward women.

Select volunteers to take turns reading the review aloud to the class. Pause periodically to check for understanding.

Activity 2: Discussion and Reflection

Ask students to discuss the following questions:

What does the author contend is Diaz’s attitude/feeling toward women? What evidence does she offer to support her thesis?

Do you agree with the author's position that Diaz himself sees women as less than human? Why or why not?

The author acknowledges that Diaz has said in interviews that he is a "feminist ally." Indeed, Diaz has claimed that, through his characters, he is simply reflecting an uncomfortable reality about the way many Dominican men view women. Do you think it's possible that Diaz supports feminism even though he creates characters with very anti-feminist attitudes? Why or why not?

Write on the board students' reasons for accepting or rejecting Diaz's assertion that he supports feminism.

Activity 3: Writing

Instruct students to write a persuasive paragraph agreeing with one of the following statements, using evidence from one or more sources:

1. Based on his depictions of female characters and the statements he made in the book reading cited by the author, it is reasonable to conclude that Diaz doesn't respect women.
2. It is reasonable to conclude that the derogatory attitudes toward women held by Diaz's hyper-masculine characters are meant to be reflections of societal attitudes rather than Diaz's own beliefs.

Be sure to review the elements of a persuasive paragraph prior to students beginning the writing assignment.



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.

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.

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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.

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: Can a TV Show Prevent Teen Pregnancy?

Reading Comprehension, Discussion, Written Response

Story to Use: “[MTV’s 16 and Pregnant: A New Kind of Birth Control?](#)” p. 22

Objectives:

- Students will consider whether a television show can change personal behavior.
- Students will compare and contrast a public service campaign to prevent pregnancy with the reported results of a television program about pregnant/parenting teens.
- Students will reflect on whether public service campaigns to prevent pregnancy could be more effective.
- Students will practice reading comprehension skills of paraphrasing and identifying main ideas.

Vocabulary:

Convince, Predicament, Volume, Spike, Function, Contraception, Troublesome, Burden

Before the Activity:

Show students images from NYC’s recent teen pregnancy prevention campaign (<http://www.nydailynews.com/new-york/new-ad-campaign-teen-pregnancy-article-1.1278589>) and ask for their responses. After receiving a range of responses, tell students that the campaign was criticized by some teens, youth advocates, and sexual health organizations for sending a message that made teen parents feel shamed. Ask them if they agree or disagree, and whether or not they think a campaign that provokes shame or guilt can be an effective approach to preventing teen pregnancy.

Activity 1: Reading

Ask students if they have ever watched or heard of the TV program, *16 and Pregnant*. Tell students they are going to read a story by a teen reporting on a study showing that the program was effective in reducing teen births. Have students take turns reading the story as a class.

Activity 2: Writing and Discussion

Have students respond to and discuss the following questions together as a class:

In your own words, write what you think is the main idea of the article.

What evidence does the article offer that more teens seek information about safe sex after viewing the show *16 and Pregnant*?

The story doesn't discuss whether responses to the television series differed by gender. Do you think teen boys and girls might react differently to the show? Why or why not? Is there anything additional that you would suggest a show do in order to encourage teen boys to be involved in decisions about birth control?

Based on the article you have read and/or your own experiences watching *16 and Pregnant*, do you agree with the conclusion that a television show can help prevent teen pregnancy? Why or why not?

Compare and contrast *16 and Pregnant* with the NYC public service campaign discussed at the beginning of class. What is the basic message of each, and how is the message conveyed differently in the television show and public service campaign? Is there an element of shaming pregnant and parenting teens in the television show as some felt there was in the public service campaign? Defend your response.

The author of the story says that "the show makes clear the consequences of unplanned pregnancy." On the other hand, every public service announcement and education program tries to make clear these consequences. Why might this series be more effective than public service announcements in making teens take action to prevent pregnancy?

According to the study, what role does social media seem to play in preventing teen pregnancy? Do you think teens find it easier to "talk" about safe sex and pregnancy prevention through social media as opposed to in person? What are the pros and cons of communicating about these topics through social media rather than person to person?



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.

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.

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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.

Health Lesson: Taking Action To Stop Physical Abuse

Reading Comprehension and Discussion

Story to Use: “[Good Ain’t Good Enough](#),” p. 8

Objectives:

- Students will identify signs of physical abuse.
- Students will reflect on how cultural norms of discipline can vary.
- Students will identify and articulate strategies for preventing physical abuse.
- Students will practice their reading comprehension skills.

Vocabulary:

Dread	Beam	Defend
Lodge	Ritual	Welts
Strike	Appalled	Barbaric

Before the Activity:

Tell students they are going to read a story about a teen who experiences physical abuse. Ask students to share what they think is a definition of physical abuse.

Ask students to think silently about a personal connection they have had with abuse (whether first-hand experience, a friend or family member, or even something they’ve seen on television or the movies). Then, ask volunteers to share words that describe the feelings they associate with abuse (examples: fear, sadness, powerlessness, rage, guilt, self-blame, etc.)

Activity 1: Reading Comprehension

Ask volunteers to take turns reading the story aloud. Then, have them work in pairs or groups to answer the following questions:

What usually prompted the author’s parents to physically abuse him?
Describe the emotional suffering the author experiences as the result of the abuse.

Why do you think it takes the author so long to challenge the abuse? What happened that finally gives him the courage to stand up to the abuse? What kind of encouragement/support does the author receive that helps him do this?

Despite the abuse, the author offers evidence that his parents do care about him. Give some examples from the story. Does caring about someone justify abuse? Why or why not?

How do the parents justify their abuse? What could the parents have done as an alternative in order to support their son's school success?

Many kids and teens are afraid to directly confront their abuser--even verbally. Brainstorm some alternative ways to get help/put an end to the abuse.

Even when the author is being abused in third grade, his older cousin, who knows what's going on at home, remains silent. However, she repeatedly encourages the author to speak up to his parents. What else could she have done to help stop the abuse?

Activity 2: Discussion

Discuss responses to the questions as a class. Acknowledge the difficulties in speaking up about abuse, and remind students that asking for help may take more than a single conversation or act. Brainstorm with the class ways of decreasing isolation, gaining support and communicating with others when you have witnessed or experienced abuse. Draw students' attention to the help resources provided with the story.



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.

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

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- **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: Healing From Abuse

Story to Use: “[Overcoming My Grandfather’s Abuse](#),” p. 12

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:

Excruciating	Empathetic	Volatile
Intimidating	Despise	Dictator
Condescending	Insomnia	

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

Explanations:

- Option 3 is correct. She says that depression “was almost as excruciating as getting beaten.”
- Option 3 is correct. The grandfather shows little or no regard for the author’s feelings.
- Option 3 is correct. To “come out of one’s shell” suggests a timid sea creature or turtle, and the author shows hesitation and timidity about sharing her feelings and speaking up until she seeks counseling.
- Option 1 is correct. She says directly in the text that she felt relieved after her grandfather died.

- Option 2 is correct. The abuse does not provoke forgiveness; in fact, by the end of the story the author is still grappling with how to forgive her grandfather for the abuse.
- Option 1 is correct. The statement isn't meant to convince us that she should have been more obedient or that it's impossible to "escape" from the past; it's meant to show the lasting effect of abuse on the survivors, who often blame themselves.



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) In the article, the term “excruciating” means:

- 1) Joyful
- 2) Extreme
- 3) Painful
- 4) Terrifying

2) Which of the following is probably *not* a word the author would use to describe her grandfather?

- 1) Stern
- 2) Cruel
- 3) Empathetic
- 4) Volatile

3) The author says that counseling helped her “come out of my shell and find my voice.” The expression “to come out of one’s shell” is an example of:

- 1) Simile
- 2) Stereotype
- 3) Metaphor
- 4) Alliteration

4) What is the predominant emotion experienced by the author after her grandfather dies?

- 1) Relief
- 2) Anger
- 3) Grief
- 4) Sadness

5) Which of the following is *not* a result of the author’s abuse at the hands of her grandfather?

- 1) She seeks counseling in order to let out her feelings.
- 2) She ultimately forgives her grandfather for beating her.
- 3) She has to struggle against the impulse to blame herself for the abuse.
- 4) She has difficulty discussing the abuse with her mother.

6. The author states: “Even today sometimes, I have to fight an inner voice that tells me I could have followed my grandfather’s commands better, and then things would have been different.” Which of the following best conveys the author’s point?

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- 1) Searching for an explanation for mistreatment, abuse survivors often end up blaming themselves rather than the abuser.
- 2) She wouldn't have been beaten so often if she had been more obedient.
- 3) Bad things happen when one doesn't listen to one's elders.
- 4) One can never escape one's past.