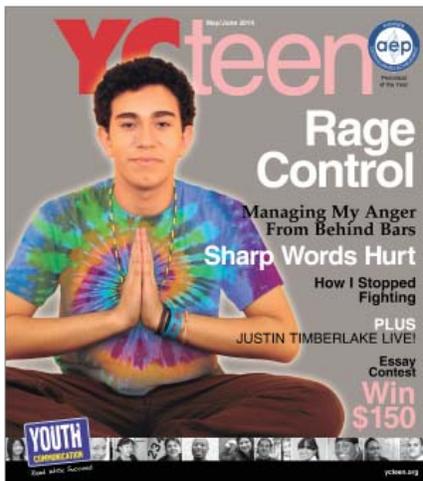


# Ycteen

May/June 2014

## LESSON GUIDE



Ycteen Issue #242

## Rage Control

### Announcements:

Ycteen Writing contests.....	p. 2
Issue Review .....	p. 3
<b>Lessons for the May/June 2014 issue:</b>	
English Language Arts Lesson: Think Before You Speak .....	p. 5
English Language Arts Lesson: Better Solutions to Anger .....	p. 7
Media/News Literacy Lesson: The Risks of Sexting.....	p. 11
Health Lesson: Advocating for Your Well-Being.....	p. 15
English Regents Multiple-Choice Practice Test: Family Separation.....	p. 18



Read. Write. Succeed.



# Announcements

## *YCteen* Writing Contests

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

### **Contest #224**

If you could change someone's life, who would it be and what would you change? Why? It could be someone you know personally, a stranger you've observed, or yourself.

**Deadline: October 3, 2014**

## Issue Review

This issue focuses on stories written by teens who have learned how to control their anger.

### **Stories English Language Arts teachers can use:**

#### **Sharp Words Can Hurt, p. 7-8**

Shahlo has a short temper and doesn't like to lose. When she ends up blurting out an unintended insult to her good friend whose father just died in a car accident, she feels awful and tries to make amends.

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

#### **Did I Deserve to Be Valedictorian? p. 15-16**

When Tairys first learned what a valedictorian was and that she might be chosen for the honor, she felt proud. But soon after she realized all she had to do was keep doing what she was doing: Get her usual high grades. What was the satisfaction if she didn't have to work hard for it?

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

#### **Me and My Anger, pp. 3-4**

When this writer was two years old, her mother went to jail and life became chaotic and unstable. The only way she knew how to release her anger was by fighting and inflicting pain on others. "I wanted everyone to see my pain and also feel their own pain." When she finally got sent to Rikers, she realized she needed help.

*See lesson on p. 7 of this guide.*

#### **When A Friend Is Way Too Needy, pp. 16-17**

They were best friends until the writer gradually began to feel suffocated. Her friend became too dependent, calling and texting 24/7. "It seemed as if without me her life would fall apart." Here's how the writer handled it.

#### **Hello New York, Goodbye Dad, pp. 21-22**

At 10 years-old Tairys was too young to understand that moving to New York City from the D.R. meant she would be separated from her father for months or years. Ultimately she makes a difficult decision so she can be with him.

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

**Always Pissed Off? pp. 5-6**

Experts agree that as soon as you realize you're about to flip out, if possible, try to practice deep breathing. Getting exercise also helps; go for a run or shoot some hoops. Here are more strategies from teen writers.

**Stories health educators can use:**

**Anger Management 101, p. 24**

Eighteen year-old Najet, who is serving an eight-year sentence at Bedford Hills Correctional Facility, maximum-security prison in New York, describes the mandatory anger management course she has to take while behind bars.

**Sexting's Not Worth the Risk, p. 6**

According to the US Department of Justice, 15% of teens ages 12-17 have received sexts—and peer pressure is the main motivator.

*See lesson on p. 11 of this guide.*

**A Tale of Two Homes, pp. 10-11**

Teyu endures cold showers and not enough food before discovering her foster mother's bizarre secret.

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

## **English Language Arts Lesson: Think Before You Speak Reading Comprehension, Discussion**

**Story to Use:** “[Sharp Words Hurt](#),” pp. 7-8

### **Objectives:**

- Students will learn the definition of impulsive, and reflect on the consequences of impulsive behavior that is fueled by anger or resentment.
- Students will read a non-fiction story and be able to identify its theme.
- Students will work in pairs to discuss the story and compose written responses to reading comprehension/reflection questions.

### **Vocabulary:**

Impulsive    react    insult

### **Before the Activity:**

Write the words impulsive and reactive on the board, and ask for volunteers to define them.

Tell students to do a brief freewrite about a time when something made them angry or upset, and if they responded in anger before thinking through the consequences and later regretted their response. Ask volunteers to share their stories with the class.

### **Activity 1: Reading**

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

### **Activity 2: Discussion and Reflection**

Break students into pairs to discuss and write responses to the following questions. After each pair has had time to talk and write out their responses, call on each set of pairs to share at least one of their answers with the class.

Summarize the two situations that cause the author to respond angrily and impulsively. What do they have in common?

Why does Madina feel hurt after the author refers to Madina’s team as “you *bechora* guys”? Did the author mean to hurt Madina? Why did she say it?

When the author and her cousin begin fighting about the game, what could the author have done to resolve the situation instead of kicking her out of the house?

Imagine the author five or ten years from now, as a young adult. How might her anger-driven impulsiveness harm her when she is in college or trying to find a job?

If you were her friend, what advice would you offer her to help her think before she speaks out of anger and frustration?

How would you describe the theme of this story, and why?



### **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:**

##### 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 Language Arts Lesson: Better Solutions to Anger Reading Comprehension, Discussion, Written Response**

**Story to Use:** “[Me and My Anger](#),” pp. 3-4

### **Objectives:**

- Students will read and analyze a personal, non-fiction narrative about learning to cope with anger and re-directing it in non-violent ways.
- Students will use strategies to support their reading comprehension, including making personal connections with the difficult emotions described by the story’s author.
- Students will work in teams to identify solutions to the problem of anger and violence in school settings.
- Students will team-write a letter to persuade school administrators to adopt their suggested solutions.

### **Vocabulary:**

Anxiety	provoke	violate
Insult	taunt	mediation

### **Before the Activity:**

Ask students to think about a time when something made them not just angry, but enraged. Ask them to freewrite for about 10 minutes, summarizing what happened, how they responded, and how they felt physically and emotionally before and after responding.

Then, ask them how they tried to resolve their anger. Is the way they responded to the situation then the same way they would respond today? Why or why not?

### **Activity 1: Reading and Reflecting**

Tell students they are going to read a story about a teen who tends to resolve her anger through violence, until her responses land her in jail.

Select volunteers to take turns reading the story aloud to the class. Then, as a class, have students discuss the following points:

What explanation does the author give for the fact that she has always had a “short temper?”

What situations seem to contribute to her building anger? What are some of the examples the author gives for how she tended to get her anger out?

How does the author's outlook about using violence to get out her anger change over the course of the story? At what point does she decide she needs to find alternative ways to solve her problems, and why?

What helps her change?

**Activity 2: Writing and Discussion**

Observe to students that there is a national debate about how to respond to students who act out violently at school. While everyone agrees that schools should be places where everyone is safe, there are differing ideas about how best to keep schools safe. Suspending and/or expelling students for threats and acts of violence is one strategy (removing the student so that s/he is not a threat to others). But some say this alone is not effective in treating the underlying reasons for anger and violence, and suggest providing more counseling, mentoring and other support at school for students who act out violently (or threaten to).

Break students into groups of 3 to 4, and tell them they are going to work together to brainstorm ideas for a writing assignment. Tell the groups to imagine that they attend the same school as the girl whose story they just read, and that the principal has appointed them to a student task force and asked them to come up with several recommendations aimed at decreasing school violence.

Give students the following instructions, preferably in writing:

“Write a letter to the school's principal with at least three suggestions for improving the school's way of responding to students who struggle with anger and act out violently (threats, fights, verbal aggression, etc.) Support your recommendations by using specific examples from the story you just read, highlighting the things that seemed to most help the author learn to control her anger and that would be appropriate for a school setting. The purpose of your letter is to persuade the principal, so it should include a clear introduction and thesis statement that explains the actions your group thinks should be taken, and examples from the story that show why you believe your suggestions will be effective.”

Review class expectations for team work prior to starting the assignment. You may wish to draft a rubric that covers not only expectations for the writing assignment, but for participation and teamwork.



## 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.

#### Production and Distribution of Writing

- **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.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.

## YCteen Lesson Guide May/June 2014

### **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: The Risks of Sexting**

### **Reading Comprehension, Discussion, Written Response**

**Story to Use:** [“Sexting’s Not Worth the Risk,”](#) p. 6

#### **Objectives:**

- Students will identify potential consequences of sexting among teens.
- Students will be able to identify the main idea/thesis statement and supporting examples in a piece of commentary.
- Students will consider the role of peer pressure in sexting.
- Students will design a social media public service campaign to raise awareness among teens about the potential consequences of sexting.

#### **Vocabulary:**

Infinite            backstory      pornography  
Suggestive        explicit        disheartening  
sex appeal

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

Ask students if they know what sexting is. As volunteers to share suggestions, and write a list on the board of the characteristics of sexting that they share.

Ask students to raise their hand if they have known someone who has participated in sexting (or have themselves).

Ask: Why do you think people do this? Write responses on the board next to the definition of sexting that the class agreed on.

#### **Activity 1: Reading**

Tell students they are going to read a teen-written commentary that raises awareness about the potential consequences of sexting.

Have students take turns reading aloud the story “Sexting’s Not Worth the Risk.” After reading the article, ask students if any of the facts presented in the article about sexting were new or surprising to them. Write their responses on the board.

#### **Activity 2: Discussion**

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

In your own words, say what you think is the main idea of the article. Give at least two examples the author offers to support her thesis. Are her examples persuasive? Why or why not?

The authors thinks that teens sext because “we live in a world where we’re valued by the extent of our sex appeal, especially girls my age, and that’s really sad.” Do you agree that sexting encourages teens to see the person in the sexting image in a more one-dimensional way? What could be the potential psychological consequences of that, for the person whose image is passed around, for the viewers of that image, and even for those who are not directly involved in the sexting?

Why is it hard to think about the long-term consequences of sexting in the moment? When do the potential consequences start to sink in?

### **Activity 3: Discussion and Social Media Campaign**

Break students into small groups and tell them each group’s assignment is to design a social media campaign to raise awareness about the potential consequences of sexting. Their campaign should aim to create an emotional impact, and also include facts and statistics, so they will need access to the internet to conduct research.

Each should devise a set of messages that can be disseminated by two of the following: Twitter, Facebook, Instagram, or another social media site of their choice. The audience should be teens, though different messages in the campaign can target particular teens (teen boys, teen girls, a teen who is thinking about retaliating by spreading around a text, teens who are vulnerable to peer pressure, etc.)

Each team should concentrate on one of the following themes:

- *Reputation* (Someone runs the risk that his/her photo could get shared and spread across the internet. This can potentially cause them emotional harm and damage his/her reputation in situations like job interviews, college admissions, etc.)

- *Retaliation* (This is when someone intentionally shares explicit photos of another person with peers, on social media or pornography websites to embarrass them or harm their reputation.)
- *“Sextortion”* (A large percentage of explicit images are picked up from social networking sites and even email, and end up on other websites, including pornography sites.)
- *“Sexual” harassment* (This is sending unwanted, sexually explicit photos of yourself or someone else to another person.)

- *Healthy relationships* (This campaign could remind teens that a healthy relationship is one in which partners show each other respect, love, and trust, rather than pressuring their partner to take intimate photos when they are uncomfortable with it, or to spread around intimate photos of their partners without consent.)
- *Legality* (Sexting is illegal in many states. Teens have been prosecuted, even for sending sexual photos of themselves.)

After working together to develop their campaigns, each team should present theirs to the class and explain their strategy, and what effect they intend it to have on other teens. After hearing from every group, students should have a comprehensive understanding of the risks of sexting, and how they might respond in the future.



## 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.

### Common Core Standards for Writing:

#### Text Types and Purposes

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

## YCteen Lesson Guide May/June 2014

### **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: Advocating for Your Well-Being

### Reading Comprehension and Discussion

Story to Use: “[A Tale of Two Homes](#),” pp. 10, 11

#### Objectives:

- Students will be able to define the terms rationalize and advocate.
- Students will reflect on times when they have felt the need to advocate for themselves in situations that affected their physical or mental well-being.
- Students will be able to articulate strategies for effective self-advocacy.
- Students will identify people and experiences that can help them change their perceptions of a difficult situation, and encourage them to take action.
- Students will consider the role of anger in sparking action, and how it can be used constructively in self-advocacy.
- Students will practice their reading comprehension skills.

#### Vocabulary:

Advocate	implication	exploitation
Inhumane	heritage	neglect
Inferior	adversity	enhance
rationalize		

#### Before the Activity:

Ask students what it means to advocate for oneself.

Then, ask them to think of a time when they had to advocate for their well-being in a situation in which it was uncomfortable or difficult to do so. Ask volunteers to share examples, which could be wide-ranging (getting a relative to buy or cook healthier foods, confronting a landlord or maintenance worker who wasn't taking care of building problems that could lead to health problems, expressing discomfort with a friend or relative who smokes, drinks or uses other drugs around them). What was difficult about advocating?

Ask them if they first tried to rationalize the situation before finding the confidence to speak up. Why do people sometimes rationalize mistreatment and injustices, at least initially?

Tell students they are going to read a story about a teen who enters foster care and has to learn to advocate for herself when her foster parent is neglectful. Instruct them to pay attention to the things that made it difficult for the author to speak up about the conditions in her foster home.

#### Activity 1: Reading Comprehension

Have students take turns reading the story aloud to the class. Then, have them respond to the following questions, aloud or in writing.

- What caused Teyu and her sister to enter foster care? What was Teyu's attitude about herself when she entered foster care?
- What is the first thing that concerns Teyu after moving into Ms. Tate's home? As time goes on, what other things make Teyu conclude that her foster home situation is neglectful and abusive?
- How does Ms. Tate try to prevent the kids in foster care from speaking up about the conditions in her house?
- How does Teyu rationalize her initial decision to stay silent?
- What does Ms. Tate do when Teyu's sister calls a family meeting to raise their concerns about the house?
- Teyu realizes that her fears and insecurities have prevented her from speaking up when people mistreat her. After leaving Ms. Tate's house, what experiences help her to change and become more confident to speak up when a situation doesn't meet her expectations?
- Even if you have never been in foster care, how can you connect with the self-discoveries Teyu makes in this story? Do you take any lessons from her experience that you might be able to use in your own life?

### **Activity 2: Discussion**

At the conclusion of the story, Teyu says that before she could love herself and start taking steps to make her situation better, "I had to get angry in that cold shower. Only when I could name what was done to me as abuse could I stop believing that I deserved it."

Discuss with your students the power of anger to motivate us to take action in an unjust or abusive situation. Under what circumstances can our anger be a positive tool for action and change? Under what circumstances can anger backfire? How can we use our anger in constructive ways to improve a situation rather than becoming overpowered by it and acting impulsively on our initial rage? Invite them to use examples from their own lives, the experiences of friends and family, or historical figures.

Conclude the lesson by reminding students that sometimes when we feel trapped in a bad situation, it's difficult to imagine things getting better. It's also easy to react out of rage instead of channeling our anger into more constructive actions. Ask them to share examples about people in their lives who can provide them with encouragement and support to see tough, unfair, even abusive situations in different ways so that they can take positive, helpful action when they feel "stuck."



## 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: Family Separation

**Story to Use:** “[Hello New York, Goodbye Dad,](#)” pp. 21, 22

### Objectives:

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

### Note:

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

### Vocabulary:

Betray	Demanding	Restrained
Therapist	Burden	

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

### Answer Key:

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

### Explanations:

- Option 2 is correct. “Tender” is the only word in the set that expresses the love and care that characterizes the relationship the author describes.
- Option 3 is correct. The author describes becoming sad, going to a therapist and longing to have her family reunited. She never mentions becoming rebellious or difficult with her mother because of the separation with her father.
- Option 1 is correct. The author does not express regrets that she didn’t stay behind with her father as is suggested by option 2. There is no evidence in the story to suggest options 3 and 4.
- Option 2 is correct. The author offers several examples of her father’s generosity and demonstrations of care for her and her siblings. All other

options express negative characteristics that the author never attributes to her father.

- Option 4 is correct.
- Option 2 is correct. The word “restricted” is the word in the set that suggests being held back, prevented, or restrained.



## 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 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) The relationship between the author and her father could best be described as:**

- 1) Tempestuous
- 2) Tender
- 3) Reserved
- 4) Fragile

**2) Which of these is *not* a result of the author's separation from her father?**

- 1) She becomes depressed.
- 2) She gets counseling.
- 3) She becomes rebellious toward her mother.
- 4) She longs to have her family reunited.

**3) Which of these is the best explanation for why the author feels she has abandoned and betrayed her father:**

- 1) Although she had no choice in the matter, she feels guilty about moving to New York while her father had to stay behind in the Dominican Republic.
- 2) She regrets that she didn't refuse to move to New York and instead stay behind with her father.
- 3) She expressed indifference toward her father prior to leaving the Dominican Republic.
- 4) She never calls her father after moving to New York.

**4) Which of the following captures the author's characterization of her father?**

- 1) Aggressive and belligerent
- 2) Kind and caring
- 3) Aloof and condescending
- 4) Jolly and rambunctious

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

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

**6) In the article the author writes, "I felt restrained from having fun and behaving like a normal child." What does the word "restrained" most closely mean in this context?**

- 1) Punished
- 2) Restricted
- 3) Aggravated
- 4) Supported