

Name _____ Class _____

Introduction to Unit 2: Adolescence

Essential Question: What makes adolescence challenging?

About this lesson

In this lesson, you will be introduced to the big questions, texts, and skills in this unit.

PART 1: Exploring the Unit's Big Questions

Directions: Below are several ideas that we will explore in this unit. Rate how strongly you agree or disagree with each statement. *5 minutes*



1. Teens would be better off if they followed the advice of adults.

Strongly Disagree

Strongly Agree

1 2 3 4 5

2. Most teenagers are cruel to one another.

Strongly Disagree

Strongly Agree

1 2 3 4 5

3. Middle school relationships can be just as real and serious as the relationships between adults.

Strongly Disagree

Strongly Agree

1 2 3 4 5

4. It's worth changing things about yourself if it makes you popular.

Strongly Disagree

Strongly Agree

1 2 3 4 5

5. I sometimes feel trapped in my town.

Strongly Disagree

Strongly Agree

1 2 3 4 5

PART 2: Discussing the Unit's Big Questions

Directions: As you discuss the statements from Part 1 with your classmates, use the space below to capture interesting ideas you hear! *10 minutes*



NOTES CATCHER

PART 3: What Will We Read?

Directions: Read the overview of unit texts. *5 minutes*



Title & Author	Genre	As you read, you will think about...
"Going Steady" by Adam Bagdasarian	<i>Short Story</i>	How do you navigate middle school love?
"Hanging Fire" by Audre Lorde	<i>Poem</i>	How does it feel to be a teenager?
"Saturday at the Canal" by Gary Soto	<i>Poem</i>	Have you ever wanted a more exciting life?
"Likes vs Likeability" by Aaron Moger & Scott Jared	<i>Informational Text</i>	What's the difference between being likable and being popular? Does the difference matter?
"Popularity" by Adam Bagdasarian	<i>Short Story</i>	What would you risk to be popular?



Turn & Talk: Which texts sound most interesting? Why?

PART 4: What Skills Will We Learn?

Directions: Rate your confidence level for each of the unit skills listed below. *5 minutes*



Reading Skills

<i>Mark the column that best matches your confidence level for each skill.</i>	<i>Not Confident</i>	<i>Somewhat Confident</i>	<i>Extremely Confident</i>
1. I can identify the theme of a text.			
2. I can explain <i>how</i> a theme is developed.			
3. I can identify repetition in a text and explain its importance.			
4. I know how to read and understand a poem.			

Writing Skills

<i>Mark the column that best matches your confidence level for each skill.</i>	<i>Not Confident</i>	<i>Somewhat Confident</i>	<i>Extremely Confident</i>
1. I know what context is and how to use it when introducing evidence.			
2. I know how to write strong explanations for evidence.			
3. I know how to plan, organize, and write an essay about more than one text.			

Literary Terms for Unit 2: Adolescence

UNIT LITERARY TERMS <i>These literary terms will appear throughout the unit. Use this reference sheet as needed.</i>	
Theme	<p>A universal message that can apply to real life or other stories</p> <p>Example: A theme of <i>The Wizard of Oz</i> is that someone's home will always have special importance.</p>
Repetition	<p>When an author repeats a phrase, a word, or an idea throughout a text</p> <p>Example: "It was the best of times, it was the worst of times, it was the age of wisdom, it was the age of foolishness" — Charles Dickens, <i>A Tale of Two Cities</i></p>
Imagery	<p>Vivid description of how something looks, sounds, smells, tastes, or feels</p> <p>Example: "When the sun is bright on the upland slopes; / When the wind stirs soft through the springing grass." — Paul Laurence Dunbar, "Sympathy"</p>
Metaphor	<p>A direct comparison between two things to suggest a likeness</p> <p>Example: "Juliet is the sun." — William Shakespeare, <i>Romeo and Juliet</i></p>
Speaker	The narrator of the poem
Line	In a poem, a group of words arranged in a row
Line Break	In a poem, the end of one line and the start of the next
Stanza	In a poem, a group of lines that are set off from other groups by a space
Stanza Break	In a poem, the end of one stanza and the start of the next

Writing Baseline Assessment Unit 2

Directions: Respond to the prompt by writing a full-length essay. You may use a separate piece of paper to plan your response.

Prompt: In your opinion, is it easy or difficult to be a teenager? Answer the question in the form of a full-length essay. Be sure to support your response with evidence from stories, movies, real world events, or experiences from your life.

Write your essay here:

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Vocabulary for Unit 2: Adolescence — LIST 1

Activity 1: In-Context Predictions


Directions: Use context clues to determine the meaning of each of your new vocabulary words. Your teacher will review the correct definitions with you after. The example below shows you how to do this.



- Begin by looking at the **photo**.
Ask yourself, **What do I see?**
I see birds flying in the air.
They are not being controlled or told where to go.
- Next, look at the **caption**.
Ask yourself, **what word could I put in place of the underlined vocabulary word?**
Here I might substitute “all” or “complete” for absolute.
- Then, look at the **example sentence**.
Ask yourself, **do my substitutions from the caption — “all” and “complete” — make sense in this sentence?**
Yes, “complete” works in the example sentence as well.
- Finally, **write or type a prediction** in the last box.

Example: Absolute [ab-suh-loot]

My mother's no was absolute. Once she said it, there was no chance of changing her mind.



Birds have absolute freedom to go wherever they like.


What's your **prediction**?

My Answer: complete

Correct Definition:

1. Ambition [am-bish-uhn]

To accomplish her ambition of becoming a doctor, Taniyah took extra science classes and volunteered at the hospital.



Jim's ambition was to reach the top of the mountain before anyone else.


What's your **prediction**?

My Answer:

Correct Definition:

2. Assure [uh-shoor]

Because the chef tasted each dish before it left the kitchen, the quality of the food was assured.



My friends' promise assured that we would never lose touch.

What's your **prediction**?

My Answer:

Correct Definition:

3. Belittle [bih-lit-l]

A bully will often belittle others to make themselves feel more powerful or important.



When her friends talked down to and belittled her, Erin felt left out.

What's your **prediction**?

My Answer:

Correct Definition:

4. Destiny [des-tuh-nee]

Even though Charles didn't know how it would happen, he felt it was his destiny to move to New York City and become famous on Broadway.



Mary-Ann knew it was her destiny to take over the family farm, but she wished she could make her own choices.

What's your **prediction**?

My Answer:

Correct Definition:

5. Enduring [en-door-ing]

The musical *Hamilton* had such an enduring impact on me that I still remember it 5 years later.



Janice's photos create enduring memories of her travel.

What's your **prediction**?

My Answer:

Correct Definition:

6. Influence [in-floo-uhns]

Due to the influence of her financial advisor, Marlene changed the way she saved and invested her money.



Today's leaders often say that President Lincoln's example is an influence on their decision making.

What's your **prediction**?

My Answer:

Correct Definition:

7. Prominent [prom-uh-nuhnt]

People will wait hours, or even days, to see the most prominent movie stars or musicians in person.



Many world leaders have been photographed at the Taj Mahal, a prominent landmark in India.

What's your **prediction**?

My Answer:

Correct Definition:

8. Status [stat-uhs]

When Carly decided to try out for football, everyone laughed at her, but once she proved herself on the field, she quickly gained status on the team.



Sean would lose his status at school if he had to drive a rusty old car.

What's your **prediction**?

My Answer:

Correct Definition:



Activity 2: Fill-in-the-Blank Sentences

Directions: Fill in the blanks using the correct vocabulary word to complete each sentence. You may have to change the form of the word (ex: go, going, gone).

SET 1:	Ambitious	Destiny	Enduring	Prominent
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	My answer
1. Because everyone in the school knows who they are and likes them, the most ____ student usually wins the election for student body president.	
2. When Alma looked at her grandparents who had been married for 60 years, she was amazed by the challenges that their ____ love had overcome.	
3. Amarachi believed so strongly in ____ that she did not let problems upset her; she knew everything would happen the way it was supposed to in the end.	
4. Taylor's ____ personality is what pushed her to become the first person in her family to graduate from college.	

SET 2:	Assurance	Belittle	Influence	Status
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	My answer
5. Jalena was shocked by how quickly her new spot on the basketball team changed her ____ with the other kids at school.	
6. Before making any deals, Joaquin's father wanted ____ that the company was real and not a scam.	
7. Mrs. Haton's math class had a surprising ____ on her students: even though the class was challenging, it taught them mental toughness that they would use in the years ahead.	
8. Coach did not allow his players to ____ each other; they either supported each other or they were kicked off the team.	



Activity 3: Fill-in-the-Blank Scenarios

Directions: Fill in the blanks using the correct vocabulary word to complete each scenario. Then, explain why that vocabulary word fits best based on context clues provided in the scenario. You may have to change the form of the word (ex: go, going, gone).

For Example:

Every single day, Bryan wakes up at 5 o'clock in the morning to take a 10-mile jog. Then, he goes to the gym to lift weights. Afterwards, he does 20 laps in the pool. And this is before he goes to practice with the team every afternoon! Bryan is _____ about training because _____.	
My Answer	My Reason
<i>relentless</i>	<i>He is extremely dedicated and exercises all of the time. He runs 10 miles, lifts weights, swims, and attends practice every day.</i>

SET 1:

Ambitious Assured Belittled Prominent

- The corner office was always a place of importance. Whoever sat in that office was well-known and respected throughout the company. When Ciara got a promotion that led her to the corner office, she knew she had accomplished something big.

Ciara earned a _____ position because _____.

My Answer	My Reason

- Eloise did not care that everyone thought she was crazy for applying to Harvard; she had been working toward that goal since middle school and she intended to accomplish it.

Eloise is _____ because _____.

My Answer	My Reason

3. Carlos was thrilled when his team traded for three of the best players in the league. Now they were definitely going to have a winning season!

The team's success is _____ because _____

My Answer	My Reason

4. When Stanley accidentally scored a basket for the other team, his own teammates made fun of him and his ability on the basketball court.

Stanley's teammates _____ him because _____

My Answer	My Reason

SET 2:

Destiny Endured Influential Status

5. When Damien won the city-wide cross country tournament, the school put his picture in the hallway, making certain that future generations would remember his accomplishments.

Damien's memory _____ because _____

My Answer	My Reason

6. When the women's World Cup team won their second straight title, their words finally began to be heard with more interest and viewed as more important than before.

Winning gave women's soccer higher _____ because _____

My Answer	My Reason

7. Kevin was confident that he would reach his goal of becoming a famous actor in New York City. He knew he was born to do live theater and that acting on Broadway was what he was meant to do with his future!

Kevin believes in _____ because _____

My Answer	My Reason

8. Megan Rapinoe, co-captain of the winning women's World Cup team, is fighting for equal pay in women's sports. She has inspired other female athletes to stand up and do the same.

Megan Rapinoe has been _____ in the fight for equality in women's sports because _____

My Answer	My Reason

Activity 4: Matching

Directions: Match the following vocabulary words to their synonyms from the box. Write your answer in the column next to the word.



Synonyms: Guarantee Famous Future Goal Insult Affect Long-lasting Position

Words	My Answer
1. Ambition	
2. Assure	
3. Belittle	
4. Destiny	
5. Enduring	
6. Influence	
7. Prominent	
8. Status	



Activity 5: Application of Vocabulary

Directions: Answer each question in 1-2 complete sentences. Make sure that you use the underlined vocabulary word in your answer.

1. Which is more important: ambition or talent? Why?

2. What can you do to assure that the information on your phone remains private?

3. Describe a time when you saw someone belittled. How did this affect the person who was belittled?

4. Do you believe in destiny? Why or why not?

5. Name someone who has left (or will leave) an enduring legacy. Why did you pick this person?

6. What qualities make a person influential?

7. Would you like to be prominent? Why or why not?

8. Do you think a person should be judged by their social status? Why or why not?

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Related Media Exploration

What experiences do middle schoolers share?

PART 1: What Does It Mean to Be Popular?

Directions: Follow the link and watch “[What Does it Mean to Be Popular?](#)” Then, answer questions 1-4.



1. What makes someone popular?

2. What are some of the downsides of being popular?

3. According to the video, what role can social media play in popularity?

4. According to the final speaker in the video, what is more important to her than being popular?



PART 2: Middle School Reflections

Directions:

1. Follow the link and listen to "[Prologue](#)," an excerpt from Episode 449: "Middle School" of the *This American Life* podcast.
2. As you listen, follow along with paragraphs 1-27 below.
3. Stop at 4:35 and answer the questions in the right-hand column.

This American Life Podcast Episode 449: "Middle School" Ira Glass

READING & LISTENING	DURING LISTENING QUESTIONS
<p>[1] Ira Glass: Hey everybody. Ira Glass here. So we got this email at our radio show near the end of the last school year from a 14-year-old.</p> <p>[2] Annie: Hello?</p> <p>[3] Ira Glass: Hey, is this Annie?</p> <p>[4] Annie: Yes.</p> <p>[5] Ira Glass: I called her up at her house in California and asked her to read it.</p> <p>[6] Annie: It says, "Dear This American Life, I just escaped the whitewashed, brick-walled, iron-gated prison that is commonly known as middle school, and I'm finally out for good. But in all the time I've listened to your show, I've never heard an episode devoted to what goes on inside the walls of a middle school. I hope you'll think about it. Anonymous."</p> <p>[7] Ira Glass: Yeah, you signed it anonymous, but then your email was signed with your name.</p> <p>[8] Annie: Yeah.</p> <p>[9] Ira Glass: Yeah.</p> <p>[10] Annie: I did anonymous because in middle school, everybody is so judgmental, and I didn't want the kids to judge me or anything if they heard me on the radio.</p> <p>[11] Ira Glass: Mainly, she says that she wrote to us because she and her friends were talking right after they left eighth grade about how terrible middle school was. And she wondered, was it just as bad for other people as it was for them?</p> <p>[12] Annie: You always wonder whether other people are going through the same thing as you. And it'd be cool to hear other people's stories about it and what they went through.</p> <p>[13] Ira Glass: And if you had to explain to somebody what are the worst things about middle school-- can I ask you to just walk me through it. What is so bad about middle school?</p> <p>[14] Annie: Kids there are all in socially awkward stages, that the drama every day can be frustrating. And girls write things that are "someone likes so and so." And then no matter who you are, or what you do, you'll get made fun of for it. Anything, anything in the world you can get made fun of for.</p>	

[15] **Ira Glass:** In Annie's case, she had friends who smoked, so she got criticized for smoking. But then she also was made fun of for not smoking, for being too much of a sissy to start smoking. She was made fun of for coming from a bilingual elementary school where everybody learned to speak Spanish and spoke it throughout the day.

[16] **Annie:** And leaving elementary school, I guess I thought that when I got to middle school, everyone would think it was really cool that I spoke Spanish, but when I got there, they mostly just thought it was dumb. I don't know if they were jealous or what. They would make fun of me for it. Then they'd say we were all full of ourselves, that we spoke different languages and stuff.

[17] **Ira Glass:** Did it make you feel bad?

[18] **Annie:** Yeah, I didn't want to stick out in that way. If I got a new sweater or something, say for Christmas, that I really liked, and I would really want to wear it to school or something, but I'd be nervous because what if someone didn't like my sweater or someone made fun of me for wearing it. It can be hard to do even the smallest things, because you're so nervous that people tease you or judge you from it.

[19] **Ira Glass:** That sweater example, is that a real example?

[20] **Annie:** Yeah, it actually is. I worried about it so much. I also had a pair of moccasins that I'd never worn, and they're kind of my signature now. Everybody really likes them. They're ankle-high, lace-up moccasins.

[21] **Ira Glass:** And how long did you have the moccasins before you actually wore them?

[22] **Annie:** A few months, probably two months. I guess I just thought if people didn't like them, they would all make fun of me for wearing them. And I didn't want to stand out that much.

[23] **Ira Glass:** What could be done to make middle school better?

[24] **Annie:** I don't think you can really do anything about it. [LAUGHS] Nothing.

[25] **Ira Glass:** We talked about this for a little while. She said basically, everybody comes into middle school as a little kid, and you're going to have to grow up, and figure out who's in what group, and who you are, and who's above who. And you're going to have to figure that out somewhere at that age, right? It might as well be middle school. And it was terrible, she says, but now she's in high school.

[26] **Annie:** Whatever middle school was, it worked. Everyone is a lot friendlier, and everyone's lives are a lot better now.

[27] **Ira Glass:** Well, today on our radio program, for Annie we look at whatever it is that happens in those mysterious years that we call middle school. We have stories today from all over the country, people lurching their way through these years when you're figuring out so, so much. We go to middle school dances and classrooms, and down to the Mexican border. From WBEZ Chicago, it's *This American Life*, distributed by Public Radio International. I'm Ira Glass. Stay with us.

Paragraphs 10-24

A. Write: According to Annie, how do people treat each other in middle school?

B. Write: How did this affect the choices Annie made in middle school?

Paragraph 25

Write: According to the podcast, what important experiences are people having in middle school?

Paragraph 26

Write: According to Annie, how is her experience in high school different from middle school?

STOP. Be sure you've answered the questions in the right-hand column before you move on.

PART 3: Changing Adolescent Emotions

Directions:



1. Follow the link and listen to "[Act Two: Stutter Step](#)," an excerpt from Episode 449: "Middle School" of the *This American Life* podcast.
2. As you listen, follow along with paragraphs 28-49 below.
3. Stop at 13:33 and answer the questions in the right-hand column.

READING & LISTENING	DURING LISTENING QUESTIONS
<p>[28] Ira Glass: Act Two, Stutter Steps. One good place to see the experiment that is life in middle school in action is a middle school dance. Last Friday, there were middle school dances all over the country, all at the same time, and we sent reporters to a half dozen of them to find out how kids were doing. They talked to them before the kids went inside to the field of battle. And, no surprise, we found a lot of stress, a lot of uncertainty.</p> <p>[29] Rob Wildeboer: Who's nervous about tonight?</p> <p>[30] Girl 1: I am.</p> <p>[31] Rob Wildeboer: Why?</p> <p>[32] Girl 1: Well, just you don't know what it's going to be like. And I'm just confused. I just don't know. Yeah.</p> <p>[33] Ira Glass: These four girls are sixth graders, and they're in a car on the way to a neon-themed dance at Edgewood Middle School in Highland Park, Illinois, with their mom and reporter Rob Wildeboer.</p> <p>[34] Rob Wildeboer: Who's going to dance with a boy tonight?</p> <p>[35] Girl 1: Nobody.</p> <p>[36] Girl 2: I don't know.</p> <p>[37] Girl 3: I can tell you that.</p> <p>[38] Girl 4: No one in this car.</p> <p>[39] Ira Glass: Roughly 800 miles east in New Jersey, sixth grader Ethan Derosé was hoping there would be at least one slow dance, though did he feel ready for a slow dance?</p> <p>[40] Ethan: Nope, not at all.</p> <p>[41] Brian Reed: Why not? What are you worried about?</p> <p>[42] Ethan: I just don't know how to do it. I'm not sure that I'll do it correctly or-- yeah.</p> <p>[43] Ira Glass: He's standing in front of the school with one of our producers, Brian Reed, as kids stream into the school. Ethan is wearing a button-up shirt with green and black stripes that he is not happy with.</p> <p>[44] Ethan: That was my mom. She made me wear it. She said that if I don't wear the two shirts that I am wearing right now that I can't go to the dance.</p>	<p>Paragraph 28</p> <p>Write: In paragraph 28, Ira Glass refers to a middle school dance as a "field of battle." Why do you think he uses this phrase? Do you agree with him?</p>

[45] **Brian Reed:** What are you hoping happens at this dance?

[46] **Ethan:** I'm hoping nothing bad happens, like no humiliation or not something that'll be a story for the next month or two.

[47] **Ira Glass:** Of course, Ethan and the girls in that car in Illinois are sixth graders. In New York City, seventh graders Evelyn Benson and Alice Westerman are excited and feeling very grown up on their way to their school's Halloween dance.

[48] **Evelyn:** I'm really happy because last year, they split the gym in half, so it's light on one side and pitch black on the other side. All the sixth graders are banned from the dark side, but that's where all the cool kids are. So now we're in seventh grade, we can dance on the dark side. So it's like, woo, we're cool.

[49] **Alice:** Dance on the dark side.

Paragraphs 28-49

Write: How do the girls in Illinois view the school dance differently than the girls in New York City?

STOP. Be sure you've answered the questions in the right-hand column before you move on.



PART 4: The Confusion of Adolescent Relationships

Directions:

1. Follow the link and listen to "[Act Two: Stutter Step](#)," beginning at 13:33.
2. As you listen, follow along with paragraphs 50-97 below.
3. Stop at 16:27 and answer the questions in the right-hand column.

READING & LISTENING	DURING LISTENING QUESTIONS
<p>[50] Ira Glass: Some of the middle school boys got up the nerve to ask girls to be their dates to the dances. But because this is a new experience for the girls too, being asked out on a date, they don't exactly know how to handle it. Here's a girl named Autumn talking with our producer, Lisa Pollak, in Delaware, the afternoon of the dance.</p> <p>[51] Lisa Pollak: Did you get asked to the dance?</p> <p>[52] Autumn: Yes, I did.</p> <p>[53] Lisa Pollak: And what did you say?</p> <p>[54] Autumn: I said I don't know, but I probably won't say yes.</p> <p>[55] Lisa Pollak: Wait, you haven't told him yes or no yet?</p> <p>[56] Autumn: No.</p> <p>[57] Lisa Pollak: OK, so it's 1:20, and the dance is at 7:00.</p> <p>[58] Autumn: Yeah.</p> <p>[59] Lisa Pollak: When do you have to let him know?</p> <p>[60] Autumn: I probably won't answer.</p> <p>[61] Lisa Pollak: Are you serious?</p> <p>[62] Autumn: Yeah. I just kind of want to hang out with the girls.</p> <p>[63] Lisa Pollak: So he's the only one who asked you.</p> <p>[64] Autumn: There was other people too.</p> <p>[65] Lisa Pollak: How many?</p> <p>[66] Autumn: Probably five-ish.</p> <p>[67] Lisa Pollak: Five boys asked you to the dance?</p> <p>[68] Autumn: Yeah.</p> <p>[69] Lisa Pollak: You told all these guys, I don't know?</p> <p>[70] Autumn: Yeah.</p> <p>[71] Lisa Pollak: What if they took that as a yes?</p> <p>[72] Autumn: Then they got the wrong answer.</p> <p>[73] Lisa Pollak: Do you say "I don't know" because it feels too mean to say no?</p> <p>[74] Autumn: Yeah, I'm not mean.</p>	<p>Paragraphs 50-74</p> <p>Write: Consider Autumn from Delaware. What does her conversation with the reporter suggest about how adolescents express their feelings?</p>

[75] **Ira Glass:** Of course, some of the boys are no better. During the dance in Windham, Maine, our reporter Claire Holman pulled six grader, Christopher Potter, out of the action for a chat.

[76] **Claire Holman:** Is there anyone you like at the dance?

[77] **Christopher:** There is.

[78] **Claire Holman:** Does she know?

[79] **Christopher:** Yes, she does. We're kind of dating at the time.

[80] **Claire Holman:** So how's that going?

[81] **Christopher:** Good, it just started 20 minutes into this, so yeah.

[82] **Claire Holman:** You asked a girl to go out during the dance?

[83] **Christopher:** No, a girl came to me and asked me out.

[84] **Claire Holman:** OK, let's go over it minute by minute. So where were you when this happened?

[85] **Christopher:** I was in the cafeteria, just got a drink of root beer, and she walks up to me and asks me to go out.

[86] **Claire Holman:** What did she say exactly?

[87] **Christopher:** She said, "Chris, will you go out with me?"

[88] **Claire Holman:** And were you surprised?

[89] **Christopher:** Not really. We've kind of been on and off again.

[90] **Claire Holman:** So it's not the first time.

[91] **Christopher:** Yeah, not the first time.

[92] **Claire Holman:** But she always asks you? Or do you ever ask her?

[93] **Christopher:** Well, it's kind of weird, because it's always, she wants me to ask her. So it was weird that she asked me.

[94] **Elliot:** Usually, they don't last. It's a middle school relationship. Nothing really happens.

[95] **Eric Mennel:** What does that mean, a middle school relationship? What do you mean it doesn't last?

[96] **Jonathan:** It's destined to fail pretty much.

[97] **Elliot:** Yeah, because it's a middle school. This isn't where you're starting your life with. You don't hear things about middle school sweethearts.

Paragraphs 75-97

Write: Consider Christopher and his friends Elliott and Jonathan from Maine. What does their conversation with the reporter suggest about relationships in middle school?

STOP. Be sure you've answered the questions in the right-hand column before you move on.



PART 5: Lessons from a Middle School Dance

Directions:

1. Follow the link and listen to "[Act Two: Stutter Step](#)," beginning at 16:27.
2. As you listen, follow along with paragraphs 98-126 below.
3. Stop at 20:48 and answer the questions in the right-hand column.

READING & LISTENING	DURING LISTENING QUESTIONS
<p>[98] Ira Glass: In Richmond, outside Moody Middle School's dance, reporter Eric Mennel spoke with Elliot German and his step-brother Jonathan Lawton. They're both eighth graders who ran through the official rules for the dance.</p> <p>[99] Jonathan: So some of them are kind of funny, because I mean it's like no hands below the waist, no petting, which I thought was kind of funny.</p> <p>[100] Eric Mennel: Wait, no petting?</p> <p>[101] Jonathan: Yeah, no petting.</p> <p>[102] Eric Mennel: What does that mean?</p> <p>[103] Jonathan: No one knows.</p> <p>[104] Elliot: It was specifically on the flier that they hand out. They give you the dress code, and then they give you the rules, "no petting." And it's in quotations, and you never know what it means. Do people sit there at dances and just pet other people? Because that would be really weird.</p> <p>[105] Ira Glass: There are rules like this at all the dances, and some more comprehensible than others. As for whether or not the kids obey the rules and what actually happens inside the dance on the actual dance floor, one of our producers, Lisa Pollak, went inside to the dance floor at the Fall Costume dance in Lewes, Delaware. And I'm going to hand it off to her.</p> <p>[106] Lisa Pollak: So the scene in the gym was pretty much the way you remember it. Older kids dancing in the middle, younger kids at the periphery, a few aimlessly wandering around, looking like they're not sure what to do. Lots of kids were dancing, jumping up and down. Occasionally, you'd see a fist pump. They danced in these tightly packed clusters, very little room between them. And outside of the clusters were chaperons, ready to step in if they saw any grinding or suggestive dancing.</p> <p>[107] Hovering outside one of the clusters was a teacher named John Gauze, and he looked perplexed.</p> <p>[108] John: This knot has got me on edge at this point.</p> <p>[109] Lisa Pollak: Why?</p> <p>[110] John: Because they're trying to get away with stuff. You can tell by the way they're looking at you. They have a guilty look, because you're about to see me swoop.</p> <p>[111] Lisa Pollak: He actually did swoop. He plunged into the pack of kids, pulled the boy aside and talked to him. Then he told me why.</p>	

[112] **John:** He needed to be taken aside and told to stop being up against those girls like that. I don't want to jump in too much, but I just want to give them the "whoa," the flat hand "whoa," just whoa. Just calm it down a little. I mean usually, if I see it, then they're going to stop because they see me.

[113] **Lisa Pollak:** And then comes the moment of truth, the moment that forces every kid in the room to make a decision, the moment that separates the timid from the brave, the slow song. I watch it with teacher Brian Comra.

[114] **Brian:** So we got our slow song, and just as I suspected, a majority of the students left the dance floor. All the couples are in the middle of the dance floor in a cluster. I suspect so they're not near an adult.

[115] **Lisa Pollak:** I love how the kids go up to the couples dancing and interrupt them.

[116] **Brian:** Oh absolutely.

[117] **Lisa Pollak:** Some of the couples didn't have much privacy. Their friends were standing a foot away, hanging out and talking to them. And every so often, a random kid would just cut across the dance floor.

[118] **Lisa Pollak:** This girl right here just grabbed onto the back of her friend's neck while the friend was dancing with the boy.

[119] **Brian:** Yeah, I don't know if she didn't want to be left out, or they came as friends. I think at this stage of the game, it's hard when boys and girls pair off, and then one friend is always left behind.

[120] **Lisa Pollak:** There are a few of these slow dances, but most of the songs are fast. And then suddenly, the song, "Hit the Road Jack" starts playing, and the lights snap on.

[121] **Lisa Pollak:** Oh my god, they just all like-- oh my god.

[122] **Brian:** Yeah, it ends very abruptly. It's 9:00. It's 9 o'clock.

[123] **Lisa Pollak:** That's it?

[124] **Brian:** That's it. There's no wind down. 9 o'clock. Lights come on. Parents are waiting. It'll be empty in another minute.

[125] **Lisa Pollak:** And he was right. The experiment in mini-adulthood that is the middle school dance was over. The same kids who, minutes earlier, were holding each other and swaying awkwardly on the dance floor, got into cars and said hi to their parents.

[126] **Ira Glass:** Lisa Pollak. Coming up, surviving middle school by pretending that you are from a completely different family. That is in a minute, from Chicago Public Radio and Public Radio International, when our program continues.

Paragraphs 113-126

A. Write: Consider the reporter's conversation with the adult chaperone at the middle school dance in Delaware. How does he say young people behave with each other at the dance?

B. Write: What does Act Two suggest about some of the challenges of being an adolescent?

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STOP. Be sure you've answered the questions in the right-hand column before you move on.

PART 6: Independent Reflection

Directions: Respond to the prompt below by writing or typing in the box.



PROMPT: Describe your reactions as you listened to other adolescents describe their middle school experiences. How do the descriptions of middle school in the video and podcast match or differ from your own experiences? Summarize evidence from the video and podcast in your response.

PART 7: Whole Class Discussion

Directions: Share your answer to the question from Part 6 with the class. Then, keep the conversation going by discussing the following optional questions.



- In paragraph 6, Annie says, “I just escaped the whitewashed, brickwalled, iron-gated prison that is commonly known as middle school.” Do you agree with her description of middle school? Why?
- Do you think paragraphs 50-97 accurately portray the way adolescent relationships work? Why?
- Based on this podcast, what do you think adults misunderstand about adolescents? How do you think the world would be different if adults spent more time speaking with adolescents and asking them questions, like they do in this podcast?

Name _____ Class _____

Going Steady

Adam Bagdasarian

About this text

The short story “Going Steady” comes from Adam Bagdasarian’s book *First French Kiss: and Other Traumas*. It details one boy’s experience with a middle school relationship.

Purpose for Reading

To analyze character decisions and interactions so that we can build our understanding about the struggles of adolescence.

Vocabulary

Let’s pronounce these words together as a class:

Ambition [am-**bish**-uhn]

Destiny [**des**-tuh-nee]

Endure [en-**door**]

WHOLE CLASS READING

DURING READING QUESTIONS

[1] Linda Lieban was an artist, a free spirit, a bohemian¹ who played the flute in the park, drew pictures of winged horses and naked nymphs,² and signed these drawings with the blood from her own pricked finger. She was someone, we all knew, who was **destined** to go to New York, dance on tabletops, pose naked for struggling artists, and rally the masses³ to riot.

[2] One day, for some reason, she smiled at me in art class. After I passed her a note asking her why, she passed me a note saying that I knew why, and I passed her a note saying that I really didn’t, and she passed me a note telling me to guess, and I passed her a note asking if she liked me, and she passed me a note with a heart on it that said “Yes!”

[3] So Linda Lieban, one of the prettiest girls in the seventh grade, liked me. I was immensely proud of my conquest,⁴ though I had no intention of doing anything about it, partly because she frightened me and partly because, in those days, it was my **ambition** to collect as many female hearts as possible without committing my own heart to any particular one.

[4] Unfortunately, during recess Greg Ransohoff mentioned that he had a crush on Linda, and I mentioned that I could go steady with her anytime I wanted.

[5] “Oh sure,” he said.

[6] “Wanna bet?” I said.

[7] “How much?”

Paragraphs 2-3

Write: Why doesn’t the narrator want to respond to Linda’s feelings for him?

¹ someone who doesn’t follow the usual social rules or customs, especially one who is involved in the arts

² a creature from mythology, which usually takes the form of a maiden living in the woods

³ “Rally the masses” is an expression that means “to encourage many people to support someone or something, or to protest someone or something.”

⁴ **Conquest** (noun): the use of military force to take over or control a place or people

[8] "A dollar."

[9] "Okay," he said, "there's Linda. Go and ask her."

[10] So I walked over to Linda and asked her to go steady with me. She said yes, of course, but before she could kiss me or embrace me or hold my hand, I walked back to Greg Ransohoff and said, "She said yes. Give me a dollar."

[11] So now I was going steady with Linda Lieban, which meant I would have to call her every night, gaze at her during class, stop flirting with other girls, write romantic letters signed with a heart, carry her books, defend her if necessary, and generally stop being myself. Also, Linda was a girl who, though lovely, was looking for someone to love much as a boa constrictor looks for a small pig or an owl to swallow.

[12] That night I called her and did my best to sound as docile⁵ and love-struck as possible. This I accomplished by lowering my voice an octave and whispering as though I had laryngitis. A half hour into our conversation she asked me if I loved her, and I said, "Of course," and she said, "How much?" and I said, "A lot," and she said "I love you more," and I said, "No, you don't," and she said, "Yes, I do," and I said, "No, you don't," and she giggled and I giggled and she hung up and I felt a little queasy.⁶

[13] The next morning during recess she walked over to me coyly⁷ with her hands behind her back, kissed me, said, "Hi, lover," and handed me a small white stuffed unicorn with silver glitter on its horn, its tail, its mane, and its hooves. She handed it to me as though it were a baseball signed by Willie Mays,⁸ and I took it as though it were a poison apple.

[14] "Do you know what it means?" she asked.

[15] "No," I said, which was the first honest thing I had said to her since I asked her to go steady.

[16] "It means I love you."

[17] "Oh," I said, trying to look grateful and moved.⁹ Then the bell ending recess rang and she kissed me and we walked together arm in arm toward our next class.

[18] During math class she handed me a note covered with red hearts and when I looked at her she blew me a kiss and I managed to smile and kiss the air and Mrs. Fine said, "William, if you are going to carry on with your girlfriend, you can do it in the vice-principal's office."

Paragraphs 11-18

A. Write: The narrator says, "I took [the stuffed unicorn] as if it were a poison apple." (13) What does this suggest about the difference between his actions and his true feelings for Linda?

B. Poll the Class: Do you think Linda really loves the narrator as much as she says she does? Be prepared to defend your response.

- A. Yes
- B. No

PARTNER READING

DURING READING QUESTIONS

[19] Naturally, we talked on the phone that night:

[20] "Hi, lover," she said.

[21] "Hi," I said in my breathy baritone.

[22] "Do you miss me?"

⁵ **Docile** (*adjective*): willing to accept instructions from another person; obedient

⁶ **Queasy** (*adjective*): feeling sick

⁷ **Coy** (*adjective*): pretending to be shy, but really wanting to attract attention

⁸ a famous Major League Baseball player

⁹ **Moved** (*adjective*): affected emotionally; having a strong feeling

[23] "Yes."

[24] "Come over."

[25] "Now?"

[26] "Right now."

[27] "It's nine o'clock at night, Linda."

[28] "So? Sneak out."

[29] "I can't sneak out."

[30] "Sneak out now and throw a pebble at my window."

[31] I laughed nervously.

[32] "Then I'll sneak out and throw a pebble at your window," she said.

[33] Here was the Linda I had feared. Here was the bohemian, free-spirited Linda who would come to my house, throw a pebble at my window, alarm my parents, and ruin my life.

[34] "No, no," I said. "Let's just go to sleep instead and *think* about each other."

[35] "I'm thinking about you now!"

[36] "It's different when you're in bed. Pretend we're lying under the stars together."

[37] "In Oregon?"

[38] "Okay, Oregon."

[39] "I love you, lover," she said.

[40] "I love you, too," I said.

[41] "Not as much as I love you."

[42] "Yes, I do."

[43] "No, you don't."

[44] "Yes, I do."

[45] "No, you don't."

[46] Then she giggled and I giggled and she hung up and I felt queasy again.

CHARACTER INTERACTIONS: Paragraphs 30-46

Think & Share: Why do you think the narrator keeps **assuring** Linda that he loves her?

THEME DEVELOPMENT: Paragraphs 19-46

Write: What does the narrator's conversation with Linda suggest about adolescents and their feelings?

INDEPENDENT READING

[47] Things proceeded in roughly this fashion for four days. By the end of the fourth day I knew I had to break up with her. I was tired of cooing, kissing the air, and carrying her books. I was tired of looking love-struck and docile and content.¹⁰ Also, I knew that one night she would really throw a pebble at my window, and if I pretended to be asleep, she would throw a rock, and Sam, our dog, would bark, and my parents would wake up, and all h--- would break loose.

[48] On Friday she asked me if I was going to Chris Block's party Saturday night.

[49] "I didn't even know he was having a party," I said.

¹⁰ **Content** (*adjective*): happy, satisfied, or peaceful

DURING READING QUESTIONS

[50] "He sent our invitation to my house."

[51] "Our invitation?"

[52] "Uh-huh."

[53] That night I decided I would break up with her at Chris Block's party. "Linda," I said to the mirror, "it's not working. We're two different people looking for two different things."

[54] "Linda," I said, "sometimes two people, even if they love each other, can't be together."

[55] "Linda," I said, "let's break up... I think it's time to break up... let's do ourselves a favor and break up."

[56] And no matter what I said, my imaginary Linda smiled, told me she understood, and walked cheerfully out of my life.

[57] The night of the party I felt happier than I had felt for a week. I decided that I would not waste any time. As soon as I got to the party, I would pull Linda aside, explain the situation as tenderly as I could, kiss her on the cheek, and enjoy my freedom.

[58] Unfortunately, it didn't quite work out that way because as soon as I got to the party, Linda ran over to me, picked a piece of lint off my jacket, told me I looked delicious and that she had missed me all day. As I started to say, "Linda, sometimes two people, even if they — " she said, "Come on," led me into Chris Block's living room where everyone was dancing, and said, "Let's dance."

[59] So we danced. To be absolutely honest, she felt very good in my arms, and for one brief moment I was actually happy that she was mine. When the song ended, however, I remembered that I had to reclaim¹¹ my freedom and said, "Linda, I have to talk to you." With that, I led her out to the backyard, past a row of rosebushes, to the swimming pool. I sat her down on the diving board, took a deep breath, and looked at her.

[60] "Linda," I began. "Lover..." She smiled. "I... I have something to say."

[61] She looked earnestly¹² into my eyes.

[62] "I love you," I said.

[63] "I love you, too. Is that what you wanted to tell me?"

[64] "Yes," I said. "That's all. Let's go back to the party."

[65] "Did you buy the ring?"

[66] I had promised to buy her a ring.

[67] "I ordered it," I said. "Yes."

[68] "What kind of ring?"

[69] "Gold," I said.

[70] Linda smiled, stood up, and kissed me. Then we went back to the party. Ten minutes later, after one slow dance, a glass of punch, and endless cooing and pet name calling, I asked her to come outside with me again. I was determined to

Paragraphs 53-56

Write: Why does the narrator need to practice talking to Linda in front of the mirror?

CHARACTER INTERACTIONS: Paragraphs 59-70

Find Evidence: Underline three things Linda does that make it difficult for the narrator to say what he wants to say.

THEME DEVELOPMENT: Paragraphs 47-70

¹¹ **Reclaim** (*verb*): to get something back

¹² **Earnest** (*adjective*): serious, intense, or passionate

succeed this time, determined to sit her down, speak my piece,¹³ and regain¹⁴ my freedom. So I took her by the hand, walked her back to the diving board, sat her down, and after a few false starts, told her I loved her again and walked her back to the party.

Write: What do the narrator's interactions with Linda suggest about adolescents and their feelings?

WHOLE CLASS READING

[71] This, I knew, could not go on. A real man, I knew, could look a girl in the eye, speak his piece, and walk away. A real man was nobody's puppet, nobody's property. I simply had to take her outside again, sit her down, and get it over with.

[72] So I walked over to her, looked her in the eye, and said, "I have to talk to you."

[73] "Again?"

[74] "It's about the ring," I said.

[75] So once again we walked out to the backyard, past the rosebushes to the diving board.

[76] "Linda," I said, "how do you feel?"

[77] "Fine," she said.

[78] "Happy?"

[79] "Yes."

[80] "Are you sure?"

[81] "What do you mean?"

[82] "Don't you sort of feel like something isn't right — like maybe you could be happier, or I could be happier?"

[83] Here her face changed. I was about to tell her that I loved her again and take her back to the party, but I knew that this was my last chance to prove to myself that I had character and backbone.

[84] "No," she said. "Do you?"

[85] "I think so," I said. And then, because that sounded too spineless and weak-willed, I added, "Yes. Yes, I do. I want to break up."

[86] I had prepared myself for at least a dozen questions, but she did not say a word. She just looked at me. Then her eyes filled with tears and she ran back to the party.

[87] I would like to say that I ran after her, but I didn't. I would like to say that I held her in my arms and comforted her until she stopped crying, but I didn't do that either. I would like to say that we parted that night with a warm and **enduring** understanding of each other, and that we remain good friends to this day, but we didn't and we aren't.

DURING READING QUESTIONS

Paragraphs 72-85

Turn & Talk: Does the narrator prove that he is "nobody's puppet, nobody's property" in his conversation with Linda? (71). Be prepared to defend your response.

¹³ to "speak your piece" means to state your opinion clearly

¹⁴ **Regain** (*verb*): to get something back after losing it

[88] What I did do was watch her run into the house. Then I smiled. I smiled because I had stood my ground — because I had had the strength and character to look a girl in the eye and break up with her. So proud was I of my achievement, so sure was I of my irresistible attraction to women, that ten minutes later I went back to the party, found Eileen Weitzman, and asked her to go steady.

Paragraph 88

A. Think & Share: What is surprising about the narrator's actions in the final paragraph?

B. Poll the Class: Do you agree that the narrator should feel "proud" at the end of the story? Be prepared to defend your response.

- Yes
- No

"Going Steady" from *First French Kiss: and Other Traumas* by Adam Bagdasarian. Copyright © 2005.

Name _____ Class _____

Independent Practice

Directions: Answer the multiple choice questions for “Going Steady.” 5 minutes



1. How does the narrator’s failed conversation with Linda in paragraph 70 affect him? **[RL.3]**
 - A. He decides to make his friendships a more important part of his life.
 - B. He becomes discouraged about relationships in general.
 - C. He becomes determined to express his true feelings.
 - D. He decides to continue his relationship with Linda.

2. Which detail from the story *best* reveals the narrator’s true feelings toward Linda? **[RL.1]**
 - A. “So Linda Lieban, one of the prettiest girls in the seventh grade, liked me. I was immensely proud of my conquest” (Paragraph 3)
 - B. “A half hour into our conversation she asked me if I loved her, and I said, ‘Of course,’” (Paragraph 12)
 - C. “I was tired of cooing, kissing the air, and carrying her books. I was tired of looking love-struck and docile and content.” (Paragraph 47)
 - D. “To be absolutely honest, she felt very good in my arms, and for one brief moment I was actually happy that she was mine.” (Paragraph 59)

3. In paragraph 11, the narrator observes: “Also, Linda was a girl who, though lovely, was looking for someone to love much as a boa constrictor looks for a small pig or an owl to swallow.” Which word *best* describes the narrator’s view of Linda? **[RL.4]**
 - A. worried
 - B. confident
 - C. uncertain
 - D. controlling

4. How does the interaction between the narrator and Linda in paragraphs 19-46 develop the theme of “Going Steady”? **[RL.2]**
 - A. It shows how the narrator and Linda both wish they could find a way out of the relationship.
 - B. It shows how the narrator copies Linda’s actions rather than expressing his own feelings.
 - C. It shows how the narrator and Linda both struggle to express how they really feel.
 - D. It shows how the narrator is honest with Linda until she gives him gifts.



Independent Practice

Directions: Answer the short response prompt for “Going Steady.” 15 minutes

PROMPT: By the end of the short story "Going Steady" by Adam Bagdasarian, what lesson should the narrator have learned? Did he learn that lesson? **[RL.2]**

In your response, make sure to include all the parts of a complete paragraph:

- argument statement
- two pieces of evidence
- two explanations

CHECKLIST FOR WRITING A COMPLETE PARAGRAPH:

☐ Circle your argument.

Does your argument clearly answer all parts of the prompt?

- a. Yes
- b. No; I will go back and revise my argument.

☐ Underline each piece of evidence you included.

Do you have two pieces of evidence?

- a. Yes
- b. No; I will go back and revise my evidence.

☐ Highlight your explanations.

Do your explanations connect your evidence to your argument?

- a. Yes
- a. No; I will go back and revise my explanations.

Quick Partner Discussion

Directions: Discuss the questions with a partner. Record both of your answers to the questions. Practice speaking with academic language by using the discussion sentence starters. *5 minutes*



DISCUSSION SENTENCE STARTERS

- *In paragraph/line [X], the narrator/character/speaker says...*
- *For example, in the text it says that...*
- *One moment that illustrates this is...*
- *Remember in the story we read that...*
- *I can prove this because...*
- *Look at...*

1. Do you think the narrator's **ambition** to "collect many... hearts... without committing... to any particular one" presents a realistic picture of adolescent relationships? Explain your answer.

My answer	My partner's answer

2. **ESSENTIAL QUESTION:** How do you think Linda and the narrator would respond to the unit's essential question: what makes adolescence challenging? Explain your answer.

My answer	My partner's answer

3. Agree or disagree with the following statement: middle school relationships are **destined** for failure. Explain your answer.

My answer	My partner's answer

Name _____ Class _____

Introducing Evidence With Context

Today's Goal

Learn how to provide context when introducing quotations so that your evidence is always clear. [W.2]

Today's Prompt

"Going Steady" takes place in the 1960s. How are relationships similar or different today? In your response, use at least two pieces of evidence from the story.

PART 1: What Is Context and Why Does It Matter?

Directions: Compare how two students introduced the same piece of evidence. Then, answer the questions. *5 minutes*



Student 1	Student 2
In the text, it states, "It's not working. We're two different people looking for two different things."	When practicing breaking up with Linda in front of his mirror, the narrator says, "It's not working. We're two different people looking for two different things."

1. *Context is information that clarifies what is happening in a moment or situation.*

Both students used the same piece of evidence. Which student provides context before their evidence?

- A. Student 1
- B. Student 2

2. Compare the two examples. How could someone be confused by the example that did not include context?



PART 2: How To Add Context To Evidence

Directions: Read the notes and the example. Then answer the question. *5 minutes*

HOW TO ADD CONTEXT TO EVIDENCE

Context is information that clarifies what is happening in a moment or situation.

When introducing evidence:

- Always include who says, thinks, or narrates the evidence
- Add important context if your evidence could be confusing without it

EXAMPLE

Without this **context**,
the evidence would
not be clear.

Without this, we
would not know **who**
is speaking.

When practicing breaking up with Linda in front of his mirror, the narrator says, "It's not working. We're two different people looking for two different things."

1. In your own words, when should you add context to your evidence, and how do you do it?

PART 3: Partner Practice

Directions: Answer three questions about how to introduce the evidence in the box below. *10 minutes*



Evidence: “I went back to the party, found Eileen Weitzman, and asked her to go steady” (88).

1. Read how one student introduced the evidence from the box:

The narrator went back inside, found Eileen, and asked her to go steady. As the narrator states, “I went back to the party, found Eileen Weitzman, and asked her to go steady” (88).

Although this student provided context, this is bad writing. Why?

2. Let’s consider what context is important at the end of the story. What happened just before the narrator asks Eileen out?

3. Introduce the piece of evidence by adding the important context you identified in question two.



PART 4: Independent Practice

Directions: Answer the short response prompt. *15 minutes*

PROMPT: “Going Steady” takes place in the 1960s. How are relationships similar or different today? In your response, use at least two pieces of evidence from the story.

PART 5: Check Your Work

Directions: Use the box below to check your work. *5 minutes*



Check Your Work

[] Highlight your **FIRST PIECE OF EVIDENCE** in green.

Did you provide context for this evidence? Yes No I’m Not Sure

Would your evidence be clear to someone who never read the story? Yes No I’m Not Sure

[] Highlight your **SECOND PIECE OF EVIDENCE** in yellow.

Did you provide context for this evidence? Yes No I’m Not Sure

Would your evidence be clear to someone who never read the story? Yes No I’m Not Sure

Go back and add any missing context.

Introducing Evidence

Context is information that clarifies what is happening in a moment or situation.

When introducing evidence:

- Always include who says, thinks, or narrates the evidence
- Add important context if your evidence could be confusing without it

Example

Without this **context**,
the evidence would
not be clear.

Without this, we
would not know **who**
is speaking.

When practicing breaking up with Linda in front of his mirror, **the narrator says**, "It's not working. We're two different people looking for two different things."

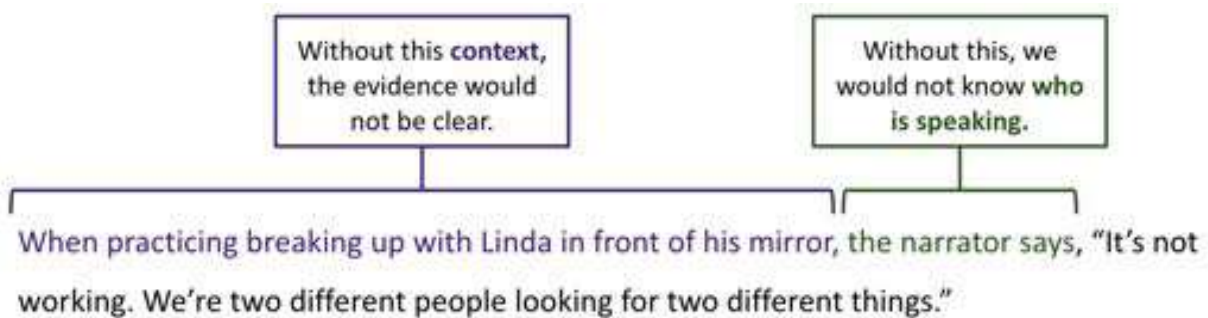
Introducing Evidence With Context

Context is information that clarifies what is happening in a moment or situation.

When introducing evidence:

- Always include who says, thinks, or narrates the evidence
- Add important context if your evidence could be confusing without it

Example



Sentence Starters For Context

- *When...*
- *At the beginning/middle/end of the story...*
- *Before...*
- *After...*

Ways To Describe Who Is Speaking

- *The narrator states,*
- *The author writes,*
- *Linda says,*
- *The narrator thinks,*
- *The speaker explains,*

	My answer
<p>5. Stephon's parents were hesitant to pay to send him to a five-week sleepaway football camp. The coach told them that every player on his team who had attended the camp got a football scholarship to college. He said it was practically guaranteed.</p> <p>A. Enduring B. Prominent C. Assured</p>	
<p>6. Demi was so embarrassed when her mom bought her the generic brand of boots instead of the more expensive brand name; she knew she would no longer be considered the best-dressed girl in her class.</p> <p>A. Status B. Influence C. Assured</p>	
<p>7. Every year at the beginning of school, Principal Feldman inspired his teachers by giving them praise and motivation for the year ahead. He hoped that his teachers would then turn around and do the same for their students in the first few days of school.</p> <p>A. Belittle B. Influence C. Status</p>	
<p>8. From the day she entered kindergarten, Leah knew she would one day work on fixing machines. She was always interested in taking things apart in order to find out how they worked. Even on the family farm, she was the first to fix the tractors when they broke. Everyone knew that working with machines was her calling.</p> <p>A. Destiny B. Status C. Prominent</p>	

PART 2: Fill-in-the-Blank

Directions: Select the vocabulary word that best completes the sentence. Type or write the letter of your answer choice in the column where it says “My answer.”

EXAMPLE:

<p>11. I stopped inviting my neighbor over to my house because she never ____ her games and toys, but she always wanted me to let her play with my things.</p> <p>A. Shared B. Dreamed C. Laughed</p>	<p>My answer</p> <p>A</p>
---	----------------------------------

<p>9. Although nothing can ____ that you will win the debate, being well prepared, getting a good night's sleep, and eating a full breakfast will make winning more likely.</p> <p>A. Assure B. Endure C. Belittle</p>	<p>My answer</p>
<p>10. It was Josette's dream to become a ____ member of the community because then everyone would know her name.</p> <p>A. Belittled B. Destined C. Prominent</p>	<p>My answer</p>
<p>11. After Alejandro got the lead role in the school play, his ____ suddenly changed in the school building and everyone knew his name.</p> <p>A. Status B. Endurance C. Assurance</p>	<p>My answer</p>
<p>12. Kevin was certain that it was his ____ to perform on Broadway someday because being in front of an audience brought him so much joy.</p> <p>A. Endurance B. Destiny C. Prominence</p>	<p>My answer</p>

	My answer
<p>13. Anne’s teachers hated that she never worked hard or studied, but she just didn’t have any ____ when it came to improving her grades.</p> <p>A. Ambition B. Assurance C. Destiny</p>	
<p>14. Mike’s reason for taking the head coaching job was to ____ young athletes in a positive way.</p> <p>A. Influence B. Belittle C. Status</p>	
<p>15. Cynthia wanted her contribution to the environment to ____ even after she was gone, so she made sure to volunteer on projects that would make a lasting difference.</p> <p>A. Influence B. Belittle C. Endure</p>	
<p>16. Scarlet believed that anyone who used their time to ____ others was actually lacking confidence in their own abilities.</p> <p>A. Assure B. Endure C. Destine</p>	

Name _____ Class _____

Unit 2 Narrative

PART 1: Narrative Prompt

Directions: Read the narrative prompt and review the Narrative Writing Checklist.



NARRATIVE PROMPT

You have read the short story “Going Steady” by Adam Bagdasarian. In paragraphs 11-46 of the story, the narrator describes his feelings for Linda at the beginning of their relationship. Rewrite this part of the story from Linda’s perspective. Use details from the paragraphs and add elaboration of your own to show Linda’s own thoughts and feelings. **[W.3]**

Narrative Writing Checklist:

- ☐ Establish a problem, situation, or setting.
- ☐ Use events and transitions to create a smooth progression of experiences.
- ☐ Use dialogue, thoughts, reflection, pacing and description to develop your narrative.
- ☐ Use precise words, telling details and sensory language to create a vivid picture of events, setting, and characters.
- ☐ Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved.
- ☐ Use correct pronouns to establish point of view (such as using I, me, or mine for first person point of view or she, her, they for third person point of view).

PART 2: Drafting Your Narrative

Directions: Draft your narrative in the space provided. Be sure to respond to all parts of the prompt and use the Narrative Writing Checklist as you write.



Name _____ Class _____

Hanging Fire

Audre Lorde

About this text

Audre Lorde was an African American poet known for writing about culturally relevant topics through her poetry. The term “hanging fire” refers to 17th century muskets. When shooting these guns, there was a delay between a person pulling the trigger and the gun actually firing. Now the term can be used to refer to anything that is stuck or delayed.

Purpose for Reading

To understand how the poet uses repetition to develop their message about adolescence.

FIRST READ (WHOLE CLASS): *Read for the gist.*

SECOND READ (WHOLE CLASS):
Read for literal understanding.

- [1] I am fourteen
- [2] and my skin has betrayed¹ me
- [3] the boy I cannot live without
- [4] still sucks his thumb
- [5] in secret
- [6] how come my knees are
- [7] always so ashy
- [8] what if I die
- [9] before morning
- [10] and momma’s in the bedroom
- [11] with the door closed.

- [12] I have to learn how to dance
- [13] in time for the next party
- [14] my room is too small for me

Lines 2-7

Write: In one word, describe how the speaker feels about herself.

Lines 8-9

Write: How do the speaker’s concerns shift in lines 8-9?

¹ **Betray** (verb): to go against; to give away something that was secret

[15] suppose I die before graduation
[16] they will sing sad melodies²
[17] but finally
[18] tell the truth about me
[19] There is nothing I want to do
[20] and too much
[21] that has to be done
[22] and momma's in the bedroom
[23] with the door closed

[24] Nobody even stops to think
[25] about my side of it
[26] I should have been on Math Team
[27] my marks³ were better than his
[28] why do I have to be
[29] the one
[30] wearing braces
[31] I have nothing to wear tomorrow
[32] will I live long enough
[33] to grow up
[34] and momma's in the bedroom
[35] with the door closed.

After the FIRST READ: What do you *think* the poem is about?

Lines 12-18

Find Evidence: Underline two pieces of evidence that reveal the narrator's deeper insecurities.

Lines 22-23

Write: What do these lines suggest about the speaker's relationship with her mother?

Lines 24-25

Write: Paraphrase the speaker's concerns in these lines.

Lines 32-35

Turn & Talk: How do these lines reinforce the speaker's major concerns from throughout the poem?

"Hanging Fire." Copyright © 1978 by Audre Lorde, from THE COLLECTED POEMS OF AUDRE LORDE by Audre Lorde. Used by permission of W.W. Norton & Company, Inc.

² songs
³ grades

THIRD READ (PARTNER OR INDEPENDENT): *Read for deeper meaning.*

1. The speaker repeats the final two lines of each stanza throughout the poem: “and momma’s in the bedroom / with the door closed.” Why do you think she keeps repeating this?

--

2. **BIG IDEAS:** What 2-3 Big Ideas best relate to “Hanging Fire”? *Use the chart below.*

Greed	Struggle	Challenges	Differences	<i>Use your own Big Idea</i>
-------	----------	------------	-------------	----------------------------------

3. **THEME:** Based on your reading of the poem, what is one possible theme of “Hanging Fire”?

*Remember to ask yourself “What is the poet’s message about the big ideas?”
Refer to the Theme Checklist for guidance.*

	Theme Checklist: <ul style="list-style-type: none"> <input type="checkbox"/> My theme uses 1-2 Big Ideas about the text. <input type="checkbox"/> My theme is a complete thought, not just one word. <input type="checkbox"/> My theme does not refer to specific lines or details in the poem.
--	---

Name _____ Class _____

Independent Practice

Directions: Answer the multiple choice questions for “Hanging Fire.” *5 minutes*



1. The speaker repeats “and momma’s in the bedroom / with the door closed” in the last two lines of each stanza (Lines 10-11, 22-23, 34-35). What do these lines reveal about the speaker’s feelings? **[RL.5]**
 - A. They reveal that the speaker is concerned about the health of her mother.
 - B. They reveal that the speaker is frustrated at her mother’s lack of availability.
 - C. They reveal that the speaker is relieved to learn that her mother is not bothering her with questions.
 - D. They reveal that the speaker is worried about what her future looks like without her friends’ support.
2. Based on lines 19-21, how does the speaker feel? **[RL.4]**
 - A. She feels confident.
 - B. She feels anxious.
 - C. She feels hopeful.
 - D. She feels weak.
3. Which statement *best* describes the speaker’s view of herself throughout the poem? **[RL.3]**
 - A. She feels that she is always being told what to do and doesn’t have independence.
 - B. She feels that she is not smart enough to compete with her peers.
 - C. She feels that she is alone and that no one is listening to her.
 - D. She feels that she is supported and that she belongs.
4. Which piece of evidence *best* reveals the speaker’s concern about fitting in with her peers? **[RL.1]**
 - A. “the boy I cannot live without / still sucks his thumb / in secret” (Lines 3-5)
 - B. “my room is too small for me” (Line 14)
 - C. “I should have been on Math Team / my marks were better than his” (Lines 26-27)
 - D. “why do I have to be / the one / wearing braces” (Lines 28-30)



Independent Practice

Directions: Answer the short response prompt for “Hanging Fire.” 15 minutes

PROMPT: How does Audre Lorde use repetition to develop the theme in “Hanging Fire”? [RL.2. RL.4]

Consider beginning your response with this sentence starter:

The poet uses repetition to reveal the theme that _____

↑
Your theme statement for
“Hanging Fire”

CHECKLIST FOR INTRODUCING EVIDENCE WITH CONTEXT:

- ☐ Highlight or bold each piece of evidence.

Did you clarify what is happening by introducing the evidence with context?

- a. YES!
- b. No, I will go back and add that.

Did you state who is speaking, narrating, or being quoted?

- a. YES!
- b. No, I will go back and add that.



Quick Partner Discussion

Directions: Discuss the questions with a partner. Record both of your answers to the questions. Practice speaking with academic language by using the discussion sentence starters. *5 minutes*

DISCUSSION SENTENCE STARTERS :

- *In paragraph/line [X], the narrator/character/speaker says...*
- *For example, in the text it says that...*
- *One moment that illustrates this is...*
- *Remember in the story we read that...*
- *I can prove this because...*
- *Look at...*

1. If you could talk to the speaker of this poem, what might you say to **assure** her?

My answer	My partner's answer

2. **CROSS-TEXTUAL:** In "Going Steady," it is difficult for the narrator to express his true feelings. How is this similar to the speaker in "Hanging Fire"? Explain your answer.

My answer	My partner's answer

3. If she opened the door, what type of **influence** do you think the speaker's mom could have on the speaker? Explain your answer.

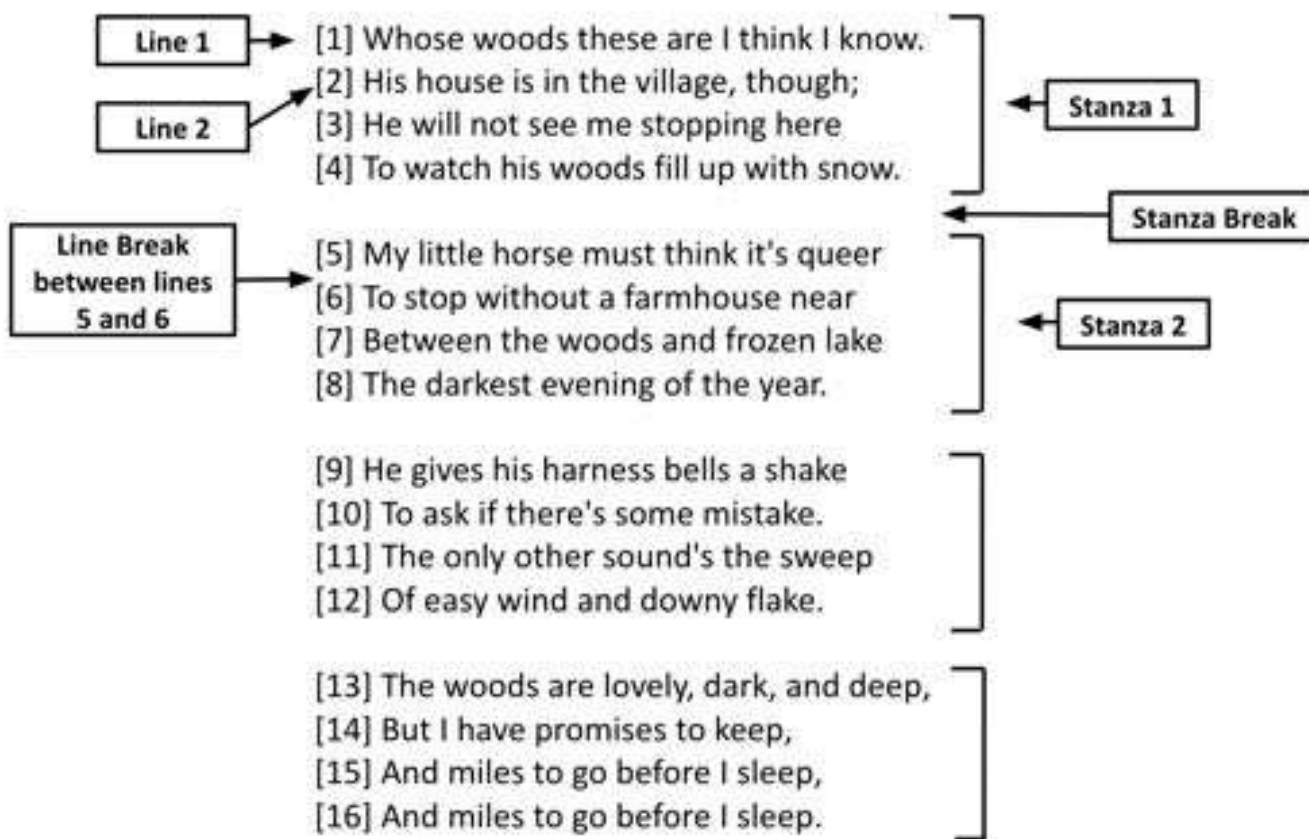
My answer	My partner's answer

Poetry Reference Sheet

Definitions of Common Poetry Terms

- Poems are made up of **lines** and **stanzas**.
- A group of lines is called a **stanza**.
- A **line break** refers to the end of one line and the start of the next.
- A **stanza break** refers to the end of one stanza and the start of the next
- The **speaker** of a poem is like the narrator of a story. The **speaker** is the voice of the poem.

"Stopping by Woods on a Snowy Evening"
Robert Frost



"Stopping by Woods on a Snowy Evening" by Robert Frost is in the public domain

Quoting & Citing Poetry

Notes and Example

Quoting poetry is slightly different from quoting a story or article.

When quoting poetry, you:

- Use a single slash (/) to represent a **line break**
- A double slash (//) to represent a **stanza break**
- Always **cite the author's last name and the line numbers** at the end of the quote

Below is an example of how to correctly quote poetry taken from a student essay.

Begin and end your quotation with quotation marks (" ").

This single slash (/) shows a line break.

The speaker describes his quiet surroundings, "The only other sound's the sweep / Of easy wind and downy flake. // The woods are lovely, dark, and deep" (Frost, lines 11-13).

This double slash (//) shows a line break.

At the end of the quote, place the author's last name and the line numbers in parentheses.

Name _____ Class _____

Saturday at the Canal

Gary Soto

About this text

Gary Soto is an American author who has written more than forty books for young adults. Many of his poems and stories are inspired by his Mexican American heritage and his experience growing up in central California. In this poem, the speaker reflects on their life while sitting by a man-made river.

Purpose for Reading

To understand how the poet uses descriptive language to reveal his message about adolescence.

FIRST READ (WHOLE CLASS): *Read for the gist.*

SECOND READ (WHOLE CLASS):
Read for literal understanding.

[1] I was hoping to be happy by seventeen.

[2] School was a sharp check mark in the roll book,¹

[3] An obnoxious² tuba playing at noon because our team

[4] Was going to win at night. The teachers were

[5] Too close to dying to understand. The hallways

[6] Stank of poor grades and unwashed hair. Thus,

[7] A friend and I sat watching the water on Saturday,

[8] Neither of us talking much, just warming ourselves

Lines 1-6

Find Evidence: Underline three examples of imagery that reveal how the speaker feels about school.

Lines 6-9

Write: What do the actions of the speaker and their friend suggest about how they are feeling?

¹ a book where teachers keep a record of student attendance

² unpleasant or awful

[9] By hurling large rocks at the dusty ground

[10] And feeling awful because San Francisco was a postcard

[11] On a bedroom wall. We wanted to go there,

[12] Hitchhike under the last migrating³ birds

[13] And be with people who knew more than three chords⁴

[14] On a guitar. We didn't drink or smoke,

[15] But our hair was shoulder length, wild when

[16] The wind picked up and the shadows of

[17] This loneliness gripped loose dirt. By bus or car,

[18] By the sway of train over a long bridge,

[19] We wanted to get out. The years froze

[20] As we sat on the bank. Our eyes followed the water,

[21] White-tipped but dark underneath, racing out of town.

After the FIRST READ: What do you *think* the poem is about?

Lines 10-14

Write: Why does the speaker “feel awful [that] San Francisco was a postcard / On a bedroom wall”?

Lines 15-21

Write: What does the speaker want to “get out” of?

“Saturday at the Canal” is copyrighted 1985 by Gary Soto. Used by permission of the author.

³ **Migrate** (*verb*): to move to a new place to find better living conditions

⁴ a group of three or more notes played together

THIRD READ (PARTNER OR INDEPENDENT): *Read for deeper meaning.*

1. **Lines 19-21:** The speaker says that the “years froze” as they watched the water “[race] out of town.” How does the water contrast to the speaker’s situation?

2. How do the speaker’s desires compare with their reality at the end of the poem?

3. **BIG IDEAS:** What 2-3 Big Ideas best relate to “Saturday at the Canal”? *Highlight or circle them below.*

Greed	Struggle	Challenges	Differences	<i>Use your own Big Idea</i>
-------	----------	------------	-------------	----------------------------------

4. **THEME:** Based on your reading of the poem, what is one possible theme of “Saturday at the Canal”?

*Remember to ask yourself “What is the poet’s message about the big ideas?”
Refer to the Theme Checklist for guidance.*

	Theme Checklist: <ul style="list-style-type: none"> <input type="checkbox"/> My theme uses 1-2 Big Ideas about the text. <input type="checkbox"/> My theme is a complete thought. <input type="checkbox"/> My theme does not refer to specific lines or details in the poem.
--	--

Name _____ Class _____

Independent Practice

Directions: Answer the multiple choice questions for “Saturday at the Canal.” 5 minutes



1. When describing his teachers, the speaker says they “were / too close to dying to understand” (Lines 4-5). What is the *most likely* interpretation of these lines? **[RL.4]**
 - A. The teachers don’t understand how to help students set goals for their lives.
 - B. The teachers don’t understand how to improve school for their students.
 - C. The teachers don’t remember or understand young people’s problems.
 - D. The teachers don’t understand young people’s friendships.

2. How are the speaker and his friend like the “migrating birds” he mentions in line 12? **[RL.4]**
 - A. They are trying to stay friends but are drifting apart.
 - B. They are in search of a better place or life.
 - C. They are unsure about leaving their home.
 - D. They are used to traveling.

3. In the first line of the poem, the speaker says, “I was hoping to be happy by seventeen.” How does this line contribute to the meaning of the poem? **[RL.2]**
 - A. It shows the difference between the life the speaker hoped for and the disappointing life they have.
 - B. It reveals the difference between how old the speaker feels and how old the speaker actually is.
 - C. It emphasizes the difference between how quickly adolescence passes and how slow it feels.
 - D. It highlights the difference between the way the speaker views school and the reality of it.

Independent Practice

Directions: Answer the short response prompt for “Saturday at the Canal.” *15 minutes*



PROMPT: You have just read “Saturday at the Canal” by Gary Soto. What theme does this poem express about how people sometimes feel during adolescence? **[RL.2]**

In your response, make sure to introduce your evidence by:

- Adding important context to clarify the situation
- Including who is saying, thinking, or narrating the evidence

CHECKLIST FOR INTRODUCING EVIDENCE WITH CONTEXT:

- ☐ Highlight or bold each piece of evidence.

Did you clarify what is happening by introducing the evidence with context?

- a. YES!
- b. No, I will go back and add that.

Did you state who is speaking, narrating, or being quoted?

- a. YES!
- b. No, I will go back and add that.

Quick Partner Discussion

Directions: Discuss the questions with a partner. Record both of your answers to the questions. Practice speaking with academic language by using the discussion sentence starters. *5 minutes*



DISCUSSION SENTENCE STARTERS :

- *In paragraph/line [X], the narrator/character/speaker says...*
- *For example, in the text it says that...*
- *One moment that illustrates this is...*
- *Remember in the story we read that...*
- *I can prove this because...*
- *Look at...*

1. Do you think the speaker is resigned to the idea that San Francisco is just a dream, or do you think he will act on his **ambitions** to go there? Explain your answer.

My answer	My partner's answer

2. If only one part of the speaker's school experience could be changed, which one do you think would make the most **enduring** difference in their life? Explain your answer.

My answer	My partner's answer

3. **CROSS-TEXTUAL:** Evaluate how the speaker in this poem, the speaker in "Hanging Fire," and the narrator in "Popularity" handle their adolescent worries. In your opinion, which one handles it best? Why?

My answer	My partner's answer

Name _____ Class _____

Writing Explanations

Today's Goal

- Learn the difference between a weak and strong explanation.
- Practice writing strong explanations. [W.2]

PART 1: Analyzing a Weak Explanation

Directions: Review the example. Then answer the question. *5 minutes*



Prompt: Explain how Audre Lorde's use of repetition reveals the speaker's emotions in "Hanging Fire."

The poet uses repetition to reveal that the speaker is stressed and needs help. At the end of each stanza, the speaker repeats the lines, "and Momma's in the bedroom / with the door closed." This repetition shows that the speaker's mother is always in the bedroom with her door closed.

Argument

Evidence

Weak Explanation

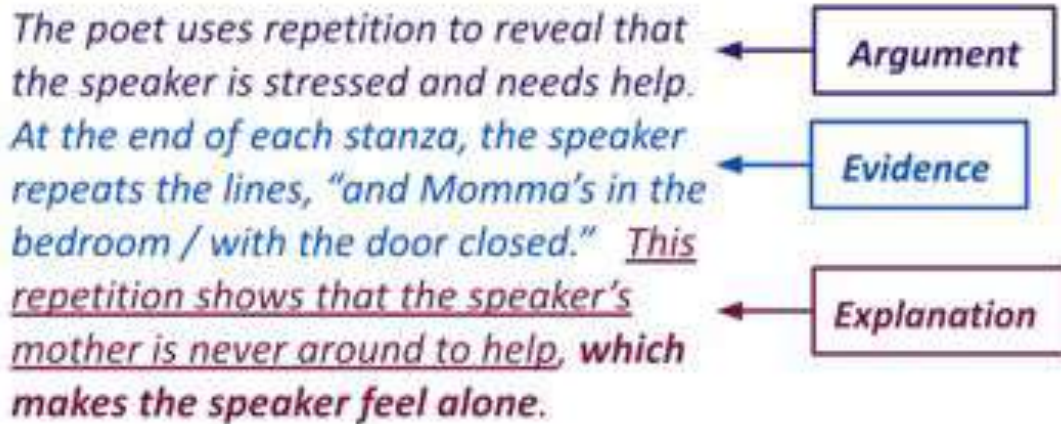
1. Why do you think the **explanation** in the example above is weak?



PART 2: Learning About Strong Explanations

Directions: Review the example and revised response. Then answer the questions. *5 minutes*

Prompt: Explain how Audre Lorde’s use of repetition reveals the speaker’s emotions in “Hanging Fire.”



1. What is the purpose of the underlined part of the explanation?

2. How does the **bolded** part of the explanation connect back to the prompt and the writer’s argument?

PART 3: Making Your Own Notes

Directions: Using the information you have learned about explanations, list 2-3 qualities of both strong and weak explanations. *5 minutes*



WEAK AND STRONG EXPLANATIONS	
QUALITIES OF A <u>STRONG</u> EXPLANATION	QUALITIES OF A <u>WEAK</u> EXPLANATION



PART 4: Practice Writing Strong Explanations for “Saturday at the Canal”

Directions: The sample response is missing two explanations. Read the prompt and the response. Then, complete the table. *10 minutes*

PROMPT: You have read “Saturday at the Canal” by Gary Soto. What does the imagery in lines 3-6 reveal about the speaker’s high school experience? [RL.4]

Argument	<p><i>The imagery reveals that the speaker feels frustrated with his high school experience. In lines 3-4, the speaker says school was, “An obnoxious tuba playing at noon because our team / Was going to win at night.” The imagery of the tuba reveals that the speaker finds high school events annoying, even if they’re supposed to be fun. In lines 4-5, the speaker says, “The teachers were / Too close to dying to understand.” [Explanation #2 - explain what the second piece of evidence means and how it connects to the argument.] Last, the speaker says, “The hallways / Stank of poor grades and unwashed hair” (5-6). [Explanation #3 - explain what the third piece of evidence means and how it connects to the argument.]</i></p>	
Evidence 1		
Explanation 1		
Evidence 2		Explanation 2
Evidence 3		Explanation 3

1. Add the missing explanations to the table below.

Helpful sentence starters: <ul style="list-style-type: none"> • The imagery reveals that... • The imagery of _____ reveals that... 	
Explanation 2	
Explanation 3	

Writing Explanations

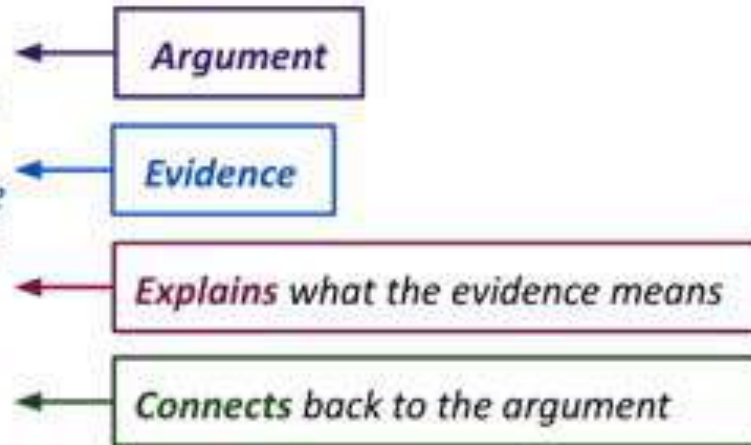
Strong explanations:

- Explain what the evidence means (without repeating it word for word)
- Connect the evidence to the argument

Example

Prompt: Explain how Audre Lorde's use of repetition reveals the speaker's emotions in "Hanging Fire."

The poet uses repetition to reveal that the speaker is stressed and needs help. At the end of each stanza, the speaker repeats the lines, "and Momma's in the bedroom / with the door closed." This repetition shows that the speaker's mother is never around to help, which makes the speaker feel alone.



Sentence Starters to Explain

- *This means...*
- *In other words...*
- *Put another way...*

Sentence Starters to Connect

- *This emphasizes...*
- *This suggests...*
- *This conveys the idea that...*

Writing Explanations

Strong explanations:

- Explain what the evidence means (without repeating it exactly)
- Connect the evidence to the argument

Weak Example

Prompt: Explain how Audre Lorde's use of repetition reveals the speaker's emotions in "Hanging Fire."

The poet uses repetition to reveal that the speaker is stressed and needs help. At the end of each stanza, the speaker repeats the lines, "and Momma's in the bedroom / with the door closed." This repetition shows that the speaker's mother is always in the bedroom with her door closed.

← **Argument**

← **Evidence**

← **Weak Explanation**

Strong Example

Prompt: Explain how Audre Lorde's use of repetition reveals the speaker's emotions in "Hanging Fire."

The poet uses repetition to reveal that the speaker is stressed and needs help. At the end of each stanza, the speaker repeats the lines, "and Momma's in the bedroom / with the door closed." This repetition shows that the speaker's mother is never around to help, which makes the speaker feel alone.

← **Argument**

← **Evidence**

← **Explains what the evidence means**

← **Connects back to the argument**

Sentence Starters to Explain

- *This means...*
- *In other words...*
- *Put another way...*

Sentence Starters to Connect

- *This emphasizes...*
- *This suggests...*
- *This conveys the idea that...*

Name _____

Class _____

Vocabulary for Unit 2: Adolescence — LIST 2

Activity 1: In-Context Predictions


Directions: Use context clues to determine the meaning of each of your new vocabulary words. Your teacher will review the correct definitions with you after. The example below shows you how to do this.



- Begin by looking at the **photo**.
Ask yourself, **What do I see?**
I see birds flying in the air.
They are not being controlled or told where to go.
- Next, look at the **caption**.
Ask yourself, **what word could I put in place of the underlined vocabulary word?**
Here I might substitute "all" or "complete" for absolute.
- Then, look at the **example sentence**.
Ask yourself, **do my substitutions from the caption — "all" and "complete" — make sense in this sentence?**
Yes, "complete" works in the example sentence as well.
- Finally, **write or type a prediction** in the last box.

*Example: **Absolute** [ab-suh-loot]*

My mother's no was absolute. Once she said it, there was no chance of changing her mind.



Birds have absolute freedom to go wherever they like.


What's your **prediction**?

My Answer: complete

Correct Definition:

1. Insecure [in-si-kyoor]

Robert kept his hat on all day because he was insecure about his new haircut.



Goldie felt insecure before her ballet performance because she was not confident in front of an audience.


What's your **prediction**?

My Answer:

Correct Definition:

2. Recede [ri-seed]

As the car began to recede from view, Ryan realized he was actually on his own for the first time.



Anthony looked back and saw the city buildings fade and recede into the fog.

What's your **prediction**?

My Answer:

Correct Definition:

3. Resigned [ri-zahynd]

Sequoia resigned herself to weeks of difficult training to make sure that she was ready for her first half-marathon.



They resigned themselves to months of studying for the difficult exam.

What's your **prediction**?

My Answer:

Correct Definition:

4. Routine [roo-teen]

Emogene follows a nightly routine of turning off her TV and phone and reading a book, which has allowed her to always get a good night's sleep.



The ringing of the alarm clock was a signal for Xavier to begin his morning routine of getting ready for school.

What's your **prediction**?

My Answer:

Correct Definition:

5. Temporary [tem-puh-rer-ee]

Mitch thought a temporary tattoo was a good way to see if he liked tattoos before permanently marking his body.



Saniyah wanted to enjoy the temporary moment of quiet on the water before it became crowded with tourists.

What's your **prediction**?

My Answer:

Correct Definition:

6. Triumphant [trahy-uhm-fuhnt]

The U.S. women's soccer team felt triumphant after winning their second World Cup in a row.



Shannon raised her arms in triumphant celebration after overcoming her fear of heights.

What's your **prediction**?

My Answer:

Correct Definition:

7. Variation [vair-ee-ey-shuhn]

Tymere has hundreds of different shoe variations that he proudly shows off to all his friends and visitors.



Every book in the romance section was a variation of the same story: two people falling in love.

What's your **prediction**?

My Answer:

Correct Definition:



Activity 2: Fill-in-the-Blank Sentences

Directions: Fill in the blanks using the correct vocabulary word to complete each sentence. You may have to change the form of the word (ex: go, going, gone).

Variety Routine Triumphant Temporary Insecure Resigned Recede

	My answer
1. It was ____ for Cameron to study and complete his homework after dinner every night.	
2. When Tom looked at his father's bald head, he knew that his own hairline would also ____ in the future.	
3. Hannah felt ____ about her place on the team after the coach sat her on the bench for a few games in a row.	
4. Danny did not like eating the same thing every day, so he planned out his meals each week to make sure he had a ____ of options.	
5. The coach told her players that the pain from practice would be ____, but the pride they would feel after completing a week of two-a-day practices would last forever.	
6. After weeks of trying to train my dog not to climb on the furniture, I finally ____ myself to having dog hair all over the couch.	
7. The first time Vanessa went rock climbing, she was intimidated, but when she finally built up the strength to climb the toughest route, she felt ____!	



Activity 3: Fill-in-the-Blank Scenarios

Directions: Fill in the blanks using the correct vocabulary word to complete each scenario. Then, explain why that vocabulary word fits best based on context clues provided in the scenario. You may have to change the form of the word (ex: go, going, gone).

For Example:

Every single day, Bryan wakes up at 5 o'clock in the morning to take a 10-mile jog. Then, he goes to the gym to lift weights. Afterwards, he does 20 laps in the pool. And this is before he goes to practice with the team every afternoon! Bryan is _____ about training because _____.	
My Answer	My Reason
<i>relentless</i>	<i>He is extremely dedicated and exercises all of the time. He runs 10 miles, lifts weights, swims, and attends practice every day.</i>

Resigned Triumphant Receded Vary Insecure Routines Temporary

1. Simone Biles attempted a triple-double at the U.S. Gymnastics Championships in Kansas City. The first time she did not succeed, but on the second attempt, she became the first woman in the world to accomplish the task!

Simone Biles was _____ because _____

My Answer	My Reason

2. The first soccer season after the World Cup tournament is often known as the "World Cup bump" due to the increased, but short-lived, growth of soccer fans. After their 2019 win, the women's team hoped that the interest in women's professional soccer would become more permanent.

In the past, the World Cup has created _____ interest in professional soccer because _____

My Answer	My Reason

3. In order to perform at the highest level, athletes must have plans in place to exercise different muscles and focus on different skills each day.

Athletes need to _____ their training because _____

My Answer	My Reason

4. At the beginning of the school year, Olivia did not raise her hand much because she was afraid to have the wrong answer. After some encouragement from her teachers and classmates, she began to raise her hand every day and eventually became a leader in class discussions.

Olivia was no longer _____ because _____

My Answer	My Reason

5. Even though Lindsey did not want to be in charge of organizing all the fundraisers and materials for the 8th grade dance, she knew it had to get done, so she volunteered to be certain the 8th grade dance was a success.

Lindsey _____ herself to helping with the dance because _____

My Answer	My Reason

6. The boat moved further and further away, until the people left behind on the shore could see only a small speck in the most distant area of the ocean.

The boat _____ from view because _____

My Answer	My Reason

7. The most successful athletes have achieved their goals by getting up each day and following the same plan. It is important for their bodies and minds to get used to the repetition and structure of daily workouts. This helps them stay focused on the path to achieving their goals.

A _____ builds and supports success because _____

My Answer	My Reason

Activity 4: Matching

Directions: Match the following vocabulary words to their synonyms from the box. Write your answer in the column next to the word.



Synonyms: Accepting Habit Leave Proud Short-term Unsure Version

Words	My Answer
1. Insecure	
2. Recede	
3. Resigned	
4. Routine	
5. Temporary	
6. Triumphant	
7. Variation	



Activity 5: Application of Vocabulary

Directions: Answer each question in 1-2 complete sentences. Make sure that you use the underlined vocabulary word in your answer.

1. Describe a time when you felt insecure about yourself. Why did you feel that way?

2. How might it feel to watch a car or boat recede from view? Positive or negative? Why?

3. Give an example of a time when you had to resign yourself to doing something you did not want to do. Describe the situation in detail.

4. Do you find it easy or difficult to stick to a routine? Why?

5. How could the phrase “pain is temporary, pride is forever” apply to areas other than sports?

6. Describe a time in a movie or a book when a character triumphed. Why does that word fit the situation?

7. Why is it important to read different variations of the same news story?

Name _____ Class _____

Likes vs. Likeability

Aaron Moger and Scott Jared

About this text

Aaron Moger and Scott Jared explain the two types of popularity that Dr. Mitch Prinstein examines in his book *Popular: Finding Happiness and Success in a World that Cares Too Much About the Wrong Kinds of Relationships*.

Purpose for Reading

To learn about the two different kinds of popularity so that we can build our understanding about how it influences adolescent behavior.

Vocabulary

Let's pronounce these words together as a class:

Influence [in-floo-uhns]

Status [stat-uhs]

SMALL GROUP READING

[1] Two different types of popularity exist, according to Carolina professor Mitch Prinstein, and being cool is not always a good predictor¹ of future success.

[2] Prinstein explains the differences between the desirable² kind of popularity called likeability and the kind called **status** in his book, *Popular: Finding Happiness and Success in a World That Cares Too Much About the Wrong Kinds of Relationships*.

[3] *Popular* was the 2018 summer reading book for Carolina's 5,095 incoming students, which they discussed in small groups on Aug. 20. Later that day, Prinstein spoke about his research at Memorial Hall.

[4] In *Popular*, Prinstein, the John Van Seters Distinguished Professor of Psychology and Neuroscience at Carolina,³ looks at why some people are popular, why others struggle and "what you can do to make sure you have the kind of popularity that predicts the most fulfilling and longest life possible."

[5] When thinking about popularity, Prinstein says that some people we call popular are those who are highly likeable.

[6] "We like spending time with them, we trust them, they make us feel good and make us feel included," he says.

[7] "But that's very different from the kind of popularity we think about immediately, which is often that image of who is cool, influential and powerful."

DURING READING QUESTIONS

Paragraphs 2-4

Think & Share: According to Mitch Prinstein, which is the better kind of popularity?

Paragraphs 5-6

Write: How do others tend to react to likeable people?

¹ **Predictor** (noun): something that suggests what will happen in the future

² **Desirable** (adjective): wanted or wished for

³ an award acknowledging a professor's work and knowledge in the field of Psychology and Neuroscience

[8] Prinstein says that the two kinds of popularity lead to opposite outcomes in life. He suggests the following for teens and adults to consider:

- For kids, popularity is about being likeable, and it comes from making others feel valued, included and happy. That's important, because whether someone is 8 or 80, being likeable is a remarkably powerful way to increase his or her chances for a happy marriage, well-adjusted kids and a successful career.
- Likeability is not the kind of popularity that people remember from high school. Teenagers often crave **status**, which is all about power, dominance,⁴ **influence**, and being known by as many people as possible. **Status**, however, isn't always a good thing. **Status** is related to long-term problems with depression, anxiety, substance use and relationships.
- Here's the scariest part: For three decades, society has pushed people to care about **status**, not likeability. Gaining "followers" and "likes" is a measure of **status**. Be careful with social media; maybe take a smartphone holiday and hang out with friends instead, which is a great way to become more likeable and reduce stress.

[9] It's human nature for people to care about what others think about them, Prinstein says. He suggests that people be mindful⁵ of their own actions. "Think about a typical day and ask yourself — how do you spend your time and energy? By doing what you can to become more likeable? Or by pursuing⁶ **status**?"

Paragraph 8

Find Evidence: Underline one piece of evidence that supports the idea that seeking **status** can lead to long-term problems.

Paragraph 9

Turn & Talk: Consider Prinstein's final question for yourself: Do you spend more time trying to become more likeable or trying to gain **status**?

"Likes vs. Likeability" by Aaron Moger and Scott Jared. Copyright © 2018 University Gazette at the University of North Carolina at Chapel Hill. All rights reserved. Used with permission.

⁴ **Dominance** (*noun*): power over someone else

⁵ **Mindful** (*adjective*): being aware of what is going on around you and the impact of your actions and choices

⁶ **Pursue** (*verb*): to go after, follow, or chase something

Name _____ Class _____

Independent Practice

Directions: Answer the multiple choice questions for “Likes vs. Likeability.” 5 minutes



1. Which of the following is the central idea of “Likes vs. Likeability”? **[RI.2]**
 - A. Popularity based on status leads to a healthier and more successful future.
 - B. Popularity always increases the number of people who want to be around you.
 - C. Popularity based on likeability leads to a healthier and more successful future.
 - D. Popularity has a small influence on what a person’s life will be like after high school.

2. Which piece of evidence *best* supports the idea that likeable people have greater long-term achievements? **[RI.1]**
 - A. “In *Popular*, Prinstein... looks at why some people are popular, why others struggle and ‘what you can do to make sure you have the right kind of popularity that predicts the most fulfilling and longest life possible.’” (Paragraph 4)
 - B. “When thinking about popularity, Prinstein says that some people we call popular are those who are highly likeable.” (Paragraph 5)
 - C. “That’s important, because whether someone is 8 or 80, being likeable is a remarkably powerful way to increase his or her chances for a happy marriage, well-adjusted kids and a successful career.” (Paragraph 8)
 - D. “Teenagers often crave status, which is all about power, dominance, influence, and being known by as many people as possible.” (Paragraph 8)

3. How does the quoted information in paragraph 6 contribute to the author’s explanation of likeability? **[RI.5]**
 - A. by showing how difficult it is to be likeable
 - B. by discussing the negative impact of status
 - C. by describing reasons why people enjoy likeable people
 - D. by comparing the difference between likeability and status

4. Based on the information in paragraph 8, which best describes the relationship between social media and status? **[RI.3]**
 - A. Overuse of social media can have a negative impact on someone’s status.
 - B. Social media causes people to care about status over likeability.
 - C. Status cannot be achieved without social media.
 - D. High status is a result of social media breaks.



Independent Practice

Directions: Answer the short response prompt for “Likes vs. Likeability.” *15 minutes*

PROMPT: You have just read “Likes vs. Likeability” by Aaron Monger and Scott Jared. Do you think people at your school are more concerned with status or likeability? Why does it matter? Use evidence from the text to support your answer. **[RI.3]**

In your response, make sure to:

- Explain the evidence without directly repeating it
- Use the explanation to connect the evidence to the paragraph’s argument

CHECKLIST FOR WRITING EXPLANATIONS:

- ☐ Highlight or bold each explanation.

Did you explain what the evidence means or shows without repeating it?

- a. YES!
- b. No, I will go back and add that.

Does your explanation connect the evidence to the paragraph’s argument?

- a. YES!
- b. No, I will go back and add that.

Quick Partner Discussion

Directions: Discuss the questions with a partner. Record both of your answers to the questions. Practice speaking with academic language by using the discussion sentence starters. *5 minutes*



DISCUSSION SENTENCE STARTERS:

- *In paragraph/line [X], the narrator/character/speaker says...*
- *For example, in the text it says that...*
- *One moment that illustrates this is...*
- *Remember in the story we read that...*
- *I can prove this because...*
- *Look at...*

1. Do you agree with the author that **enduring** likeability is more important than the power that comes with **status**? Explain your answer.

My answer	My partner's answer

2. Do you think it is possible to have **status** and be likeable at the same time? Explain your answer.

My answer	My partner's answer

3. **CROSS-TEXTUAL:** Was the narrator in “Going Steady” by Adam Bagdasarian more concerned with likeability or **status**? Explain your answer.

My answer	My partner's answer

Name _____ Class _____

Popularity

Adam Bagdasarian

About this text	
The short story “Popularity” comes from Adam Bagdasarian’s book, <i>First French Kiss: and other traumas</i> . It details the struggles and worries of a teenage boy.	
Purpose for Reading	Vocabulary
To learn how character decisions and interactions build our understanding of the author’s message about adolescence.	<p>Let’s pronounce these words together as a class:</p> <p>Ambition [am-bish-uhn] Assure [<i>uh</i>-shoor] Belittle [bih-lit-l] Destiny [des-tuh-nee] Prominent [prom-uh-nuhnt] Recede [ri-seed] Resigned [ri-zahynd] Routine [roo-teen] Temporary [tem-puh-rer-ee] Transformation [trans-fer-mey-shuhn] Triumphant [trahy-uhm-fuhnt] Variation [vair-ee-ey-shuhn]</p>

WHOLE CLASS READING	DURING READING QUESTIONS
<p>[1] Somewhere inside me I knew that ten-year-old boys were not supposed to spend their recess circling oak trees in search of four-leaf clovers. Still, that’s what I and my equally unpopular acquaintances,¹ Allan Gold and Allan Shipman, were doing while the rest of our classmates played tag and kickball and pushed each other higher and higher on the swings.</p> <p>[2] Aside from having a little more than our share of baby fat, the two Allans and I had very little in common. In fact, we could barely stand one another. Still, during recess we were the only company we had, so we tried to make the best of it. Now and then one of us would bend forward, pick a clover, examine it, shake his head, and let it fall to the ground.</p> <p>[3] “Got one,” Allan Gold said.</p> <p>[4] “Let’s see,” Allan Shipman said.</p> <p>[5] Allan showed Allan the clover.</p>	<p>Paragraphs 1-2 Think & Share: How do the narrator and the two Allans feel about spending recess with each other?</p>

¹ **Acquaintances** (*noun*): people you know or spend time with; not close friends

[6] “That’s only three.”

[7] “No, that’s four. Right here. See?”

[8] “That’s not a whole leaf,” Allan Shipman said sourly. “There’s one leaf, two leafs, three leafs.”

[9] “Four leafs!”

[10] “That’s not a whole leaf!”

[11] We had been looking for four-leaf clovers every school day for six months. And each of us knew exactly what he would do if he ever found one: he would hold the lucky clover tight in his hand, close his eyes, and wish he was so popular that he would never have to spend time with the other two again.

[12] “Got one!” Allan Shipman said.

[13] Allan Gold swiped the clover from him. “One, two, three,” he said, throwing it to the ground.

[14] “There’s four there! That was a four-leaf clover! Pick it up!”

[15] “You pick it up!”

[16] “You pick it up!”

[17] “You!”

[18] “You!”

Paragraphs 11-18

Think & Share: What is the goal of the narrator’s daily **routine** with the Allans?

PARTNER READING

DURING READING QUESTIONS

[19] While the two Allans faced off, I looked across the black tar and asphalt at a crowd of boys who were making more noise and seemed to be having more fun than anyone else on the playground. These were the popular boys, and in the center of this group stood their leader, Sean Owens.

[20] Sean Owens was the best student in the fourth grade. He was also one of the humblest,² handsomest, strongest, fastest, most clear-thinking ten-year-olds that God ever placed on the face of the earth. Sean Owens could run the fifty-yard dash in six seconds, hit a baseball two hundred feet, and throw a football forty yards. The only thing Sean didn’t have was personality. He didn’t need one. When you can hit a baseball two hundred feet, all you have to do is round the bases and wait for the world’s adulation.³

[21] I gazed at Sean and the rest of the popular boys in bewildered admiration.⁴ It seemed like only yesterday that we had all played kickball, dodgeball, and

² **Humble** (*adjective*): not bragging or showing off

³ **Adulation** (*noun*): extreme amount of praise

⁴ **Admiration** (*noun*): a feeling of respect, approval, and appreciation

basketball together; and then one morning I awoke to find that this happy democracy⁵ had devolved into a monarchy⁶ of kings and queens, dukes and duchesses, lords and ladies. It did not take a genius to know that, upon the continent of this playground, the two Allans and I were stableboys.⁷

[22] I had been **resigned** to my rank for many months, but now, looking at the two Allans (still arguing over the same three-leaf clover), then at the popular boys, I suddenly knew that I could not stand another day at the bottom. I wanted to be a part of the noise and the laughter; I wanted, I needed, to be popular.

Paragraphs 20-22

- A. **Write:** Who is the “king” of this playground “monarchy”? Explain your answer.
- B. **Write:** What does the narrator mean when he says that he and the Allans had become “stableboys”?

INDEPENDENT READING

[23] Being ten years old, I did not question this **ambition**, but I did wonder how on earth I was going to realize it. Though I only stood twenty yards from the heart of the kingdom, I felt a thousand miles removed from the rank and prestige⁸ of its citizens. How could I bridge such a gap, knowing I might be stared at, or laughed at, or **belittled** to a speck so small that I could no longer be seen by the naked eye? And as I stood on that playground, torn between fear and **ambition**, those twenty yards began to **recede** from the view, and I knew that I must either step forward now, or retreat⁹ forever to a life of bitter¹⁰ companions and three-leaf clovers.

[24] I took a deep breath and then, with great trepidation,¹¹ crossed the twenty longest yards I had ever walked in my life and found myself standing a few feet from the outer circle of what I hoped was my **destiny**. I lowered my head a little, so as not to draw attention to myself, and watched and listened.

[25] Mitch Brockman, a lean, long-faced comic, considered by many to be the funniest boy in the fourth grade was in the middle of a story that had something to do with Tijuana and a wiener mobile. I wasn’t sure what the story was about, but there was a lot of body English and innuendo, all of which the crowd seemed to find absolutely hilarious.

[26] I noticed that every time Mitch said something funny, he eyed Sean Owens to see if he was laughing. He was. Silently. His mouth was open, but it was the laughter of the other boys that filled the silence. I realized then that Mitch was Sean’s jester.¹² As long as he could make Sean laugh, he was **assured** a **prominent** position in the group.

DURING READING QUESTIONS

Paragraphs 23-24

- A. **Write** What are the narrator’s conflicting feelings about traveling to “the heart of the kingdom”?

THEME DEVELOPMENT

- B. **Write:** What does this suggest about adolescents and popularity?

⁵ **Democracy** (noun): a government where everyone has equal input and power

⁶ **Monarchy** (noun): a government where one person has all the power; no equal power among the citizens

⁷ people with the least important status or rank

⁸ **Prestige** (noun): importance; something with a positive reputation and respect

⁹ **Retreat** (verb): to move backward; run away

¹⁰ **Bitter** (adjective): upset, hurt, or angry due to a sense of unfair treatment

¹¹ **Trepidation** (noun): a feeling of fear or hesitation about what might happen

¹² reference to a “court jester,” whose job it was to bring entertainment to the king in medieval and Renaissance times

[27] I wondered what *my* position in the group might be. I certainly wasn't a great athlete, student, or ladies' man, but I did have a sense of humor. Maybe I could be the *second* funniest boy in the fourth grade. My thoughts went no further because the bell ending recess rang. But that night, just before I fell asleep, I saw myself standing in the center of the popular boys telling the funniest stories anyone had ever heard. I saw Sean Owens doubled up with laughter. I saw myself **triumphant**.

[28] I returned to the group every recess, for three days. I stood, unnoticed, just outside the outer circle, waiting for my moment, for the one joke or wisecrack¹³ that would make me popular. I knew that I would only get one chance to prove myself, and that if I failed, I would be sent back to the stables. And so, with the single-mindedness of a scientist, I listened to the jokes the other boys made, hoping to align my comic sensibilities with theirs. Now and then I found myself on the verge¹⁴ of saying something, but every time I opened my mouth to speak, Mitch would launch¹⁵ into another **routine**, and my moment passed, and I had to **resign** myself to yet another day in the dark.

[29] I did not know then that popularity has a life span,¹⁶ and that Mitch's time was about to run out.

THEME DEVELOPMENT: Paragraph 29

Write: What does the line "popularity has a life span" suggest?

PARTNER READING

DURING READING QUESTIONS

[30] It is a sad fact of life that the clothes a child wears and how he wears them often determine his rank in school society. I knew it, Sean Owens knew it, everyone in school knew it. So maybe it was carelessness, or **temporary** insanity, or a subconscious desire to step back into the stress-free shadows of anonymity that caused Mitch Brockman to wear a yellow shirt with a yellow pair of pants. He might have gotten away with it if I hadn't left for school that morning unaware that one folded cuff of my jeans was noticeably lower than the other. As it was, the two of us were on a collision course that only one of us would survive.

[31] At recess on that fateful day, I took my customary place a foot from the popular boys (wondering if I would ever get a chance to prove myself) and listened to Mitch tell another **variation** of his story about the wiener mobile. I pretended to enjoy this story as much as the others, while my mind strayed to a dream world where I did not have to feel so out of place, and Mitch and Sean and I were the best of friends. And then, with a suddenness that jarred¹⁷ me back to reality, Mitch Brockman, a boy who had never noticed me, never seemed to know or care that I was alive, turned to me, pointed at my uneven pants and said, "Someone needs a ruler."

[32] This was, perhaps, the wittiest¹⁸ remark he had ever made, and I froze. With four words he had devastated¹⁹ all my aspirations,²⁰ defined me as a fool, and all

¹³ **Wisecrack** (*noun*): a clever or smart joke

¹⁴ **Verge** (*noun*): the edge

¹⁵ **Launch** (*verb*): start or begin

¹⁶ **Life span** (*noun*): length of time something lives or functions

¹⁷ **Jar** (*verb*): to send painful shock or feeling of surprise through

¹⁸ **Witty** (*adjective*): funny

¹⁹ **Devastate** (*verb*): to destroy or ruin

²⁰ **Aspirations** (*noun*): dreams

but condemned²¹ me to a life of shame and obscurity.²² I could see my future, my boyhood itself, crumbling to dust, and as I heard the laughter and felt the heat of the spotlight upon me, I pointed at Mitch's yellow pants and shirt and said, "Someone else needs a mirror. You look like a canary." Then, with the grace of a magician's assistant, I raised my left arm in a presentational gesture and said, "Boys, I give you Tweety Bird."²³

Paragraph 32

- A. **Write:** How does the narrator react after Mitch belittles him?

THEME DEVELOPMENT:

- B. **Write:** What does this paragraph suggest about adolescents and popularity?

WHOLE CLASS READING

[33] And it was all over. As the volume of the laughter doubled, Mitch seemed to vanish, and that day, on that playground, Sean Owens's laughter was heard for the first time. In an instant, Mitch Brockman became Tweety Bird, and I, an absolute nonentity,²⁴ became somebody. And then somebody special. Someone to seek out. Someone to follow. Sean Owens's first jester and best friend. The entire **transformation** was complete in a matter of months.

[34] During this time Mitch became a less and less vocal part of the group, telling fewer and fewer stories, until finally, the following year, he was gone — to another school perhaps, or another state, or another country. I never knew. No one knew because no one noticed — no one had called him for months. But *my* phone rang. *My* weekends were filled with sleep-overs and baseball games and bowling parties and bicycle races and more new friends than I knew what to do with.

[35] And I did not trust one of them, because I knew then that I was standing on sand and was only a yellow shirt and pair of pants away from the oak trees where the two Allans were still looking for four-leaf clovers.

DURING READING QUESTIONS

Paragraphs 33-35

- A. **Find Evidence:** Underline two pieces of evidence that reveal how the joke changed the narrator's **status** on the playground, or "kingdom."
- B. **Turn & Talk:** What does the narrator mean when he says that he "was standing on sand"?

THEME DEVELOPMENT:

- C. **Write:** What does the narrator's thinking suggest about popularity?

"Popularity" from *First French Kiss: and Other Traumas* by Adam Bagdasarian. Copyright © 2005.

²¹ **Condemn** (*verb*): to punish

²² **Obscurity** (*noun*): the state of being unknown

²³ reference to the yellow canary bird from the *Looney Tunes* cartoons

²⁴ **Nonentity** (*noun*): an unimportant person or thing

Name _____ Class _____

Independent Practice

Directions: Answer the multiple choice questions for “Popularity.” 5 minutes



1. Which of the following statements *best* expresses a theme of “Popularity”? **[RL.2]**
 - A. When adolescents gain popularity, they often abandon their friends.
 - B. Popularity is not only motivating to adolescents, it is also temporary.
 - C. Sometimes adolescents wish for popularity, but they should actually wish for self-confidence.
 - D. Although adolescents believe popularity is important, it’s also true that being funny is more important.
2. In paragraph 30, the narrator says “As it was, the two of us were on a collision course that only one of us would survive.” What does the narrator mean when he says only one would “survive”? **[RL.4]**
 - A. Only one would stay alive.
 - B. Only one would be harmed.
 - C. Only one would be able to tell a joke.
 - D. Only one would end up being popular.
3. Which piece of evidence *best* shows how the narrator’s joke affects his own status on the playground? **[RL.1]**
 - A. “In an instant, Mitch Brockman became Tweety Bird, and I, an absolute nonentity, became somebody.” (Paragraph 33)
 - B. “and that day, on that playground, Sean Owens’s laughter was heard for the first time.” (Paragraph 33)
 - C. “During this time Mitch became a less and less vocal part of the group, telling fewer and fewer stories” (Paragraph 34)
 - D. “I was standing on sand and was only a yellow shirt and pair of pants away from the oak trees where the two Allans were still looking for four-leaf clovers.” (Paragraph 35)
4. Which of the following best describes how the author develops the narrator’s point of view in paragraphs 20-22? **[RL.6]**
 - A. by comparing the playground to a kingdom where the narrator holds no power
 - B. by describing the daily routine the narrator and the two Allans have at recess
 - C. by contrasting the narrator’s accomplishments to those of Sean Owens
 - D. by showing how cruel the other boys are to the narrator



Independent Practice

Directions: Answer the short response prompt for “Popularity.” *15 minutes*

PROMPT: In “Likes vs Likeability,” the author writes: “Teenagers often crave status... Status, however, isn’t always a good thing.” Explain how the narrator’s struggle for status in paragraphs 30-35 of “Popularity” by Adam Bagdasarian supports this idea. **[RL.3]**

In your response, make sure to:

- Explain the evidence without directly repeating it
- Use the explanation to connect the evidence to the paragraph’s argument

CHECKLIST FOR WRITING EXPLANATIONS:

- ☐ Highlight or bold each explanation.

Did you explain what the evidence means or shows without repeating it?

- a. YES!
- b. No, I will go back and add that.

Does your explanation connect the evidence to the paragraph’s argument?

- a. YES!
- b. No, I will go back and add that.

Quick Partner Discussion

Directions: Discuss the questions with a partner. Record both of your answers to the questions. Practice speaking with academic language by using the discussion sentence starters. *5 minutes*



DISCUSSION SENTENCE STARTERS:

- *In paragraph/line [X], the narrator/character/speaker says...*
- *For example, in the text it says that...*
- *One moment that illustrates this is...*
- *Remember in the story we read that...*
- *I can prove this because...*
- *Look at...*

1. Do you agree that most people with high **status** are “standing on sand”? Explain your answer.

My answer	My partner's answer

2. **ESSENTIAL QUESTION:** How would both the narrator and Mitch answer the unit's essential question: What makes adolescence challenging?

My answer	My partner's answer

3. **CROSS-TEXTUAL:** What do this story and “Going Steady” by Adam Bagdasarian teach us about adolescents and their peers? Explain your answer.

My answer	My partner's answer

Name _____ Class _____

Review: Introducing Evidence and Writing Explanations

Today's Goal

You have learned how to introduce evidence with context and how to explain that evidence. In this lesson, you will review both skills and practice applying them on your own in a complete paragraph. **[W.2]**

Today's Prompt

You have read "Popularity" by Adam Bagdasarian. In paragraphs 20-21, what does the metaphor reveal about the different statuses on the playground? **[RL.4]**

PART 1: Reviewing Part of a Strong Paragraph

Directions: Read the prompt and sample response. Then, answer the questions that follow. *5 minutes*



PROMPT: In "Likes vs Likeability," the author writes: "Teenagers often crave status... Status, however, isn't always a good thing." Explain how the narrator's struggle for status in paragraphs 30-35 of "Popularity" by Adam Bagdasarian supports this idea. **[RL.3]**

In paragraphs 30-35 of "Popularity," the narrator shows that he will do whatever it takes to gain status, but then he realizes that higher status isn't a good thing because it is temporary. At the end of the story the narrator explains his understanding of status when he admits, "And I did not trust one of them, because I knew then that I was standing on sand" (35). The narrator realizes that the boys quickly dropped Mitch and he knows the same thing could happen to him.

1. What context does the writer provide before their evidence?

2. How does the writer's explanation connect to the paragraph's argument?



PART 2: Independent Practice

Directions: Answer the short response prompt. *15 minutes.*

PROMPT: You have read “Popularity” by Adam Bagdasarian. In paragraphs 20-21, what does the metaphor reveal about the different statuses on the playground? **[RL.4]**

In your response, make sure to:

- Explain the metaphor
- Introduced the evidence with important context
- Provide strong explanations for each piece of evidence

Name _____ Class _____

Vocabulary Quiz 2 for Unit 2: Adolescence

PART 1: Scenarios

Directions: Select the vocabulary word that best fits the scenario. Type or write the letter of your answer choice in the column that says “My Answer.”

EXAMPLE:

<p>1. <i>In the morning, when Ophelia noticed her little brother was upset, she read him his favorite story. At lunch, she shared her food with a classmate who forgot his lunch at home. After school, she volunteered at a local children’s hospital.</i></p> <p>a. <i>Angry</i> b. <i>Caring</i> c. <i>Artistic</i></p>	<p>My answer</p> <p>B</p>
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<p>1. For the flower display at the wedding, Mitchell did not want the same flowers at each table. He wanted different types, colors, and sizes of flowers so that it felt like his guests were in a real garden.</p> <p>A. Variation B. Routine C. Triumph</p>	<p>My answer</p>
<p>2. Mariah did not want anyone to see how crooked her teeth were so she usually smiled with her mouth closed.</p> <p>A. Recede B. Temporary C. Insecure</p>	<p>My answer</p>
<p>3. It wasn’t until the lights of their parents’ cars disappeared down the lane that the campers realized summer had officially begun!</p> <p>A. Temporary B. Recede C. Resigned</p>	<p>My answer</p>
<p>4. The words and heart written in the sand would fade as the tide rolled in, just like the freedom of summer fades each year in August.</p> <p>A. Triumphant B. Temporary C. Variety</p>	<p>My answer</p>

	My answer
<p>5. The first person to cross the finish line at the Boston Marathon felt victorious, especially when he thought about those last ten miles. At one point, he thought he wouldn't be able to run the race due to an injury, but he kept going and came out the winner.</p> <p>A. Routine B. Variation C. Triumphant</p>	
<p>6. Even though Paloma did not want to get up early and run, she knew this was the only way to reach her goal of finishing a marathon, so she set her alarm and forced herself out of bed!</p> <p>A. Variety B. Resigned C. Receding</p>	
<p>7. In the morning, Robin's dad was very specific about the way he got ready for work. First he made coffee. Second, he got dressed and made the bed. Third, he woke up the kids and they ate breakfast together. Last, he would make sure they all had lunch money before leaving for work while the kids finished getting ready for the bus.</p> <p>A. Routine B. Insecure C. Triumphant</p>	

PART 2: Fill-in-the-Blank

Directions: Select the vocabulary word that best completes the sentence. Type or write the letter of your answer choice in the column where it says “My answer.”

EXAMPLE:

<p>11. I stopped inviting my neighbor over to my house because she never ____ her games and toys, but she always wanted me to let her play with my things.</p> <p>A. Shared B. Dreamed C. Laughed</p>	<p>My answer</p> <p>A</p>
---	---

<p>8. Julius felt ____ as he watched the instant replay of his game-winning shot on ESPN.</p> <p>A. Temporary B. Variation C. Triumphant</p>	<p>My answer</p>
<p>9. There was no room for any ____ among the different presentations; they all needed to be the same no matter who was delivering the information.</p> <p>A. Receding B. Variation C. Routine</p>	<p>My answer</p>
<p>10. Each day, the three sisters had the same after school ____: eat an apple, complete homework, and then go for a bike ride.</p> <p>A. Insecurities B. Triumph C. Routine</p>	<p>My answer</p>
<p>11. Harry was upset that his mom had to deploy overseas again, but he knew it was only ____ and that she would be back soon.</p> <p>A. Temporary B. Variety C. Insecure</p>	<p>My answer</p>

	My answer
<p>12. Shandra started lifting weights, because she was feeling ____ about how weak her arms appeared when compared to others in the gym.</p> <p>A. Variety B. Insecure C. Routine</p>	
<p>13. Kurtis ____ himself to forty years of working hard and saving every penny he could, so that he could enjoy endless travel during his retirement.</p> <p>A. Receded B. Varied C. Resigned</p>	
<p>14. We tried to collect shells at high tide, but we had to wait for the water to ____ before we could find any.</p> <p>A. Recede B. Routine C. Triumph</p>	

Name _____ Class _____

Referring to Text Evidence

PART 1: Sample Discussion

Directions: Read the excerpt from a student discussion about the text “Going Steady.” As you read, pause to answer the questions beside the text.



SAMPLE DISCUSSION PROMPT

What is the theme of “Going Steady”?

SAMPLE DISCUSSION DIALOGUE

[1] **Zachary:** I believe the theme of “Going Steady” is that adolescent boys would rather have freedom than be in a relationship. One moment that illustrates this is paragraph 11, when the narrator compares Linda to a boa constrictor looking for a small animal to swallow. That’s why he broke up with her at the end.

[2] **Ophelia:** I agree with that theme, Zachary. I’d like to add evidence to support it. In paragraph 47, the narrator says, “By the end of the fourth day I knew I had to break up with her. I was tired of cooing, kissing the air, and carrying her books. I was tired of looking love-struck and docile and content.”

[3] **Nico:** Ophelia, you added great evidence, and it supports Zachary’s theme, but I think there is something else happening here. Look at the final sentence. *[Nico waits while Ophelia and Zachary reread the final sentence]*. The narrator breaks up with Linda and says, “ten minutes later I went back to the party, found Eileen Weitzman and asked her to go steady.” So how could the narrator really be focused on freedom from girls?

[4] **Ophelia:** Oh, good point. Now that I look back to the final sentence, I am wondering if freedom wasn’t actually very important to the narrator. He thought his freedom was important, but he gave it up again ten minutes after he got it!

[5] **Zachary:** That is an interesting point, and I definitely agree. Let’s revise the theme. Maybe the theme is something like adolescents often act in ways that are the opposite of what they feel.

DURING READING QUESTIONS

Paragraphs 1-5

Find Evidence: Underline three phrases students use to present to evidence from the text.

Write: How did Nico help Zachary and Ophelia understand his point?

Think & Share: How might the discussion have been different if Zachary, Ophelia, and Nico had not referred back to textual evidence to support their responses?



PART 2: Referring to Text Evidence

Directions: In our discussion, we are going to practice an important discussion strategy: how to refer to text evidence to support your ideas. With a partner or independently, read the examples and summarize two key points to remember about this skill.

Examples of how you can **refer to text evidence to support your ideas**:

- *In paragraph/line [X], the narrator/character/speaker says...*
- *For example, in the text it says that...*
- *One moment that illustrates this is...*
- *Remember in the story we read that...*
- *I can prove this because...*
- *Look at...*

Key Points

During a class discussion, remember to...

Name _____ Class _____

Class Discussion

PART 1: Preparing for Discussion

Directions: First, write down your initial ideas about each discussion question. Then, complete the chart by finding evidence to support your ideas.



Discussion Question:

In this unit, we read the poem “Hanging Fire” by Audre Lorde. “Hanging fire” is a term that can be used to refer to anything that is stuck or delayed.

Based on the texts in this unit and your own experiences, do you think this term accurately describes adolescence? Why or why not?

Explain using textual evidence from **two** of the following texts:

- “Going Steady”
- “Hanging Fire”
- “Saturday at the Canal”
- “Likes vs. Likeability”
- “Popularity”

Brainstorming:

Text	Evidence & Page/Paragraph #	My Explanation
Text 1:		

Text 2:



PART 2: During Discussion

Directions: Take notes in the chart during the discussion.

Reminder: Don't forget to use the discussion skill you've focused on in this unit.

Examples of how you can **refer to text evidence to support your ideas**:

- *In paragraph/line [X], the narrator/character/speaker says...*
- *For example, in the text it says that...*
- *One moment that illustrates this is...*
- *Remember in the story we read that...*
- *I can prove this because...*
- *Look at...*

Interesting Points My Classmates Made	Questions I Have	My New Ideas

Keep the discussion going!

- Based on the texts in this unit, what is one word you would use to describe adolescence? How does each text illustrate that word?
- Which unit text best shows what it's like to be an adolescent? Why?
- Which text changed or challenged your thinking about adolescence the most? Why?
- What do these texts teach adults about what it is like to be an adolescent?
- In each of the unit texts, adults are writing about adolescents. How do you think the texts would be different if they were written by actual adolescents?

PART 3: Post-Discussion

Directions: Write or type a 4-6 sentence reflection on your participation in today's discussion based on the criteria. Be sure to identify one skill you want to improve on in our next discussion.



- ☐ I used the discussion skill sentence starters to refer to specific pieces of text evidence.
- ☐ I built on a classmate's idea by referring to specific parts of the text(s).
- ☐ I respected my classmates' ideas during the discussion.
- ☐ I spoke in a strong and confident voice.
- ☐ If I revised my ideas throughout the discussion, I shared how they changed.

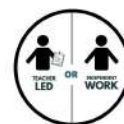
Name _____ Class _____

Unit 2 Grammar and Usage Activities

COMPOUND AND COMPLEX SENTENCES

PART 1: Analyzing Student Writing

DIRECTIONS: Read the two paragraphs below. Then answer the reflection questions.



Paragraph A	Paragraph B
Sandra and Kevin went to the river. They were going to go kayaking. It was quiet. The water was calm. They put on their wetsuits. They still felt cold. They turned around quickly. They heard a growl. They looked towards the sound. They saw it was a bear. It was moving towards them.	Sandra and Kevin went to the river because they were going to go kayaking. It was quiet, and the water was calm. They put on their wetsuits, but they still felt cold. They turned around quickly because they heard a growl. When they looked towards the sound, they saw it was a bear. It was moving towards them.

REFLECTION:

- How are the sentences in Paragraph B different from those in Paragraph A?

- Which paragraph reads more smoothly? Circle or highlight your answer.

Paragraph A

Paragraph B

- What about the sentences makes the paragraph read more smoothly?

PART 2: Notes on Compound Sentences



DIRECTIONS: Review the key points about compound sentences below. Then complete the practice exercises.

COMPOUND SENTENCES
<p>➤ A compound sentence combines two independent clauses with a coordinating conjunction such as and, but, or so.</p> <ul style="list-style-type: none"> ○ Remember, an independent clause is part of a sentence that can stand alone. It has a subject and a verb, and it expresses a complete thought. <p>➤ Compound sentences help writers express multiple ideas clearly in a single sentence.</p>

COMMA RULE FOR COMPOUND SENTENCES
<p>➤ When using a coordinating conjunction to connect two independent clauses, always place a comma before the conjunction.</p>
<p>Non-Example: The starting gun went off. The racers sprinted from the starting line.</p> <p>Example: The starting gun went off, and the racers sprinted from the starting line.</p> <p>→ “The starting gun went off” and “the racers sprinted from the starting line” are both independent clauses. They are joined by the coordinating conjunction “and.”</p> <p>→ The writer uses a comma to separate the two independent clauses in the sentence.</p>

Coordinating Conjunctions	
Used to connect two independent clauses	
And	Nor
But	Or
Yet	So



PART 3: Practice Writing Compound Sentences

DIRECTIONS: For each practice exercise below, create a compound sentence by connecting the two independent clauses with a coordinating conjunction.

- Refer to the list of coordinating conjunctions below as you complete the practice exercises.
- Remember to follow the correct rules for using commas in a compound sentence

EXAMPLE	
Independent Clause A	Independent Clause B
We wanted to go swimming	The water is too cold
<i>We wanted to go swimming, but the water is too cold.</i>	

Coordinating Conjunctions	
Used to connect two independent clauses	
And	Nor
But	Or
Yet	So

PRACTICE:

1

Independent Clause A	Independent Clause B
James auditioned for the school play	He got the starring role

2

Independent Clause A	Independent Clause B
He can borrow the book from the library	He can buy it from the store

3

Independent Clause A	Independent Clause B
He had to practice his lines	He asked his friends to help him

4

Independent Clause A	Independent Clause B
The cast practiced almost every night after school	They still made many mistakes

5

Independent Clause A	Independent Clause B
Everyone was nervous on opening night	They gave a great performance



PART 4: Notes on Complex Sentences

DIRECTIONS: Review the key points about complex sentences below. Then complete the practice exercises.

COMPLEX SENTENCES	
➤	A complex sentence combines an independent clause with one or more dependent clauses. <ul style="list-style-type: none"> Remember, a dependent clause has a subject and a verb, but does not express a complete thought. It cannot stand alone outside of a sentence. Dependent clauses begin with a subordinating conjunction such as after, because, or when.
➤	Complex sentences allow writers to add more detail to their writing and make their writing flow more smoothly.

COMMA RULES FOR COMPLEX SENTENCES	
➤	When a subordinating conjunction is used at the beginning of a sentence, use a comma to separate the two clauses. <ul style="list-style-type: none"> Example: <u>After</u> I do my homework, I play video games.
➤	When a subordinating conjunction is used in the middle of a sentence, do not use a comma. <ul style="list-style-type: none"> Example: I play video games <u>after</u> I do my homework.
<p>Non-Example: After the runners took their places. The starting gun went off.</p> <p>Example: After the runners took their places, the starting gun went off. → "After the runners took their places" is a dependent clause connected to the independent clause "the starting gun went off" and separated by a comma.</p>	

Subordinating Conjunctions	
Used to connect a dependent clause with an independent clause	
After	Although
As	When
While	Until
Before	Because
If	Since

PART 5: Practice Writing Complex Sentences



DIRECTIONS: For each practice exercise below, write a complex sentence using the given independent clause and your own dependent clause with a subordinating conjunction.

- Refer to the list of subordinating conjunctions below as you complete the practice exercises.
- Remember to follow correct rules for using commas in a complex sentence.

EXAMPLE
Independent Clause: Coach pushed us to run faster
<i>Coach pushed us to run faster because practice was almost over.</i>

Subordinating Conjunctions	
Used to connect a dependent clause with an independent clause	
After	Although
As	When
While	Until
Before	Because
If	Since

PRACTICE:

1	Independent Clause: We wanted to attend the wedding
	_____, we wanted to attend the wedding.

2	Independent Clause: The couple did not invite us
	The couple did not invite us _____.

3	Independent Clause: We sent the newly married couple a gift by mail.
	_____, we sent the newly married couple a gift by mail.

4	Independent Clause: We did not know if they had received the gift
	We did not know if they had received the gift _____.

5	Independent Clause: We hope to visit them in their new home soon
	We hope to visit them in their new home soon _____.



PART 6: Compound or Complex?

DIRECTIONS: Read each sentence. Identify whether the sentence is compound or complex and circle or highlight your answer.

Example:

If you study for the test, you will get a good grade.

- A. compound
- B. **complex**

1 Shoppers lined up at the door, but the store did not open on time.

- A. compound
- B. **complex**

2 Because she wanted a good deal, Katie had made a plan to arrive early.

- A. compound
- B. **complex**

3 She was frustrated when it didn't open on time, although she continued to wait.

- A. compound
- B. **complex**

4 When it finally opened, she rushed inside with the other shoppers.

- A. compound
- B. **complex**

5 Katie couldn't find what she wanted, so she had to ask a store clerk.

- A. compound
- B. **complex**



PART 7: Writing Compound and Complex Sentences

DIRECTIONS: Using the clauses provided, write either a complex or compound sentence as indicated in each practice exercise. Based on the type of sentence you write, be sure to choose the correct kind of conjunction and follow the appropriate comma rules. Refer to the conjunctions below for support.

Coordinating Conjunctions Used to connect two independent clauses		Subordinating Conjunctions Used to connect a dependent clause with an independent clause	
And	Nor	After	Although
But	Or	As	When
Yet	So	While	Until
		Before	Because
		If	Since

EXAMPLE	
Clause A	Clause B
My teacher was gone for two weeks	The class had a substitute
COMPOUND SENTENCE	
<i>My teacher was gone for two weeks, so the class had a substitute.</i>	

- Clause A:** She wanted to learn to swim
Clause B: Virginia was scared of the water

Complex Sentence:

2. **Clause A:** Virginia researched taking swimming lessons
Clause B: She contacted her local YMCA

Compound Sentence:

3. **Clause A:** She was scared for the first swim class
Clause B: She was afraid she'd be the oldest one there

Complex Sentence:

4. **Clause A:** Virginia arrived for her class
Clause B: She saw people of all ages

Complex Sentence:

5. **Clause A:** The instructor was young
Clause B: She was a very good teacher

Compound Sentence:



PART 8: Revising a Paragraph

DIRECTIONS: Read the paragraph of simple sentences below. Rewrite the paragraph, combining sentences to include at least 2 compound sentences and at least 2 complex sentences.

Original Paragraph
Phoenix wants to be a musician. He plays guitar. He also plays drums. His favorite instrument is guitar. He can't sing very well. He's taking singing lessons. His friend Emma knows how to play keyboards. Phoenix and Emma want to form a band. Their parents aren't sure it's a good idea. They want Phoenix and Emma to focus on their schoolwork. Phoenix and Emma promise to finish their schoolwork. Then they will practice their music. They want to be famous.

Your Paragraph

Name _____ Class _____

Unit 2 Essay: Planning

Today's Goal	Other Materials Needed
Prepare to write your essay by: <ul style="list-style-type: none"> • Breaking down your final essay prompt • Finding evidence for your essay • Discussing your ideas • Drafting your thesis • Analyzing an exemplar essay 	<ul style="list-style-type: none"> • Annotated copies of all unit texts

PART 1: Breaking Down the Essay Prompt

Directions: Carefully read your Unit 2 Essay prompt. Then, answer the questions. *5 minutes*



Unit 2 Essay Prompt
<p>Some people say that, “Adolescence is a war; no one gets out unharmed.” Write an essay in which you argue whether the quote is true. You must use evidence from at least two of the following texts:</p> <ul style="list-style-type: none"> - “Going Steady” - “Hanging Fire” - “Saturday at the Canal” - “Likes vs. Likeability” - “Popularity” <p>You may also use your own experiences to support your response. [W.1, W.2]</p>

1. Highlight the quote within the prompt and rewrite it in your own words.

2. What are the two main things the prompt asks you to do?

PART 2: Supporting Your Argument

Directions: Prepare for a discussion by completing the steps below. Use your unit texts. *15 minutes*



1. **Think & Share:** Reread the quote from the prompt and select the choice that reflects your thinking:

“Adolescence is a war; no one gets out unharmed”

- a. I think this quote is true.
 - b. I think this quote is untrue.
2. **Turn & Talk:** Discuss which unit texts you feel *best* support your side of the argument. You must use at least two of the following texts. Highlight the texts you will use.
 - “Going Steady”
 - “Hanging Fire”
 - “Saturday at the Canal”
 - “Likes vs. Likeability”
 - “Popularity”
 3. Select evidence from the texts you chose to support your side of the argument. In the organizer, write the title of the story the evidence comes from and the evidence and paragraph number.

Text Title and author	Evidence and paragraph #

PART 3: Discussing Your Argument

Directions: Discuss and defend your argument with your classmates using your evidence. Use the space provided to jot down ideas from your classmates that you want to use to strengthen your own argument. *10 minutes*



DISCUSSION QUESTION:

Is it true that “Adolescence is a war; no one gets out unharmed”?

Ideas I can use in my essay

PART 4: Writing Your Thesis

Directions: Consider your evidence and the great ideas you heard in your class discussion. Then, reread the prompt and draft your thesis statement using the guidelines in the box. *10 minutes*



PROMPT: Some people say that, “Adolescence is a war; no one gets out unharmed.” Write an essay in which you argue whether the quote is true. You must use evidence from at least two of the following texts:

- “Going Steady”
- “Hanging Fire”
- “Saturday at the Canal”
- “Likes vs. Likeability”
- “Popularity”

You may also use your own experiences to support your response. **[W.1, W.2]**

Your thesis statement should:

- Clearly state which side of the argument you are on: true or untrue
- Use the word “because” to explain why
- Be 1-2 sentences long



PART 5: What Does a Great Student Essay Look Like?

Directions: Below is an exemplar student essay about “Going Steady” and “Hanging Fire.” Skim the essay and the teacher comments. Then answer the reflection question about what surprised or stood out to you. *10 minutes*

Prompt: Some people say that, “Adolescence is the time in your life when you are most insecure about yourself.” Write an essay in which you argue whether the quote is true. You must use evidence from at least two texts in this unit. [W.1, W.2]

EXEMPLAR STUDENT ESSAY	TEACHER COMMENTS
<p>[1] Adolescents are always worrying about their problems and what others think of them. Some people even say that “Adolescence is the time in your life when you are most insecure about yourself.” The short story “Going Steady” by Adam Bagdasarian and the poem “Hanging Fire” by Audre Lorde both give examples of adolescents who are struggling with their insecurities. I believe that adolescence is a time when you struggle the most to accept yourself.</p>	<p>Great work introducing the quote from the prompt and connecting it to your thesis!</p>
<p>[2] In “Going Steady” by Adam Bagdasarian, the narrator’s struggle to break up with Linda reveals that he is very insecure. The narrator wants to break up with Linda but doesn’t because he’s too insecure to tell Linda his real thoughts and feelings. He explains, “I was tired of cooing, kissing the air, and carrying her books. I was tired of looking love-struck and docile and content” (47). Even though he knows he wants his freedom back, the narrator is not confident enough to break up with Linda. Later, when the narrator begins to tell Linda that he wants to break up, he struggles to be honest: “She looked earnestly into my eyes. ‘I love you,’ I said” (60-62). He feels pressure when she tells him she loves him and he does not express how he really feels. The narrator’s struggle to be honest in his relationship with Linda highlights the lack of confidence adolescents often feel.</p>	<p>This flows very well from your thesis. Well written!</p> <p>Excellent context for this piece of evidence!</p>

[3] In “Hanging Fire” by Audre Lorde, the speaker's repetition of different worries reveals how adolescents can feel insecure about nearly everything. In the first stanza, the speaker wonders, “how come my knees are / always so ashy” (Lorde, lines 6-7). Then in the third stanza she asks, “why do I have to be / the one / wearing braces / I have nothing to wear tomorrow” (lines 28-31). These repeated ideas reveal that the speaker feels insecure and alone and is concerned with fitting in. The speaker also repeats concerns about much bigger things. In both the first and last stanzas, the speaker takes her feelings of loneliness further when she wonders about death and asks “will I live long enough / to grow up” (lines 32-33). Her small worries build until they become larger and less easy to solve. The speaker’s long list of repeated concerns supports the idea that adolescence is a time of uncertainty.

[4] The struggles of the narrator and speaker in each text support the idea that adolescents struggle with feeling insecure. Both “Going Steady” and “Hanging Fire” provide examples of the worries that take over an adolescent’s mind and cause them to feel unsure of themselves. These texts can show people that adolescence is a difficult time in many people’s lives.

Your use of vocab words like “insecurity” and literary devices like “repetition” make your writing stand out. Great work!

Your explanations go beyond just restating the quote! You really dig into what these quotes reveal!

Your conclusion restates your thesis, names your key points, and connects to the world. Short but fantastic!

1. **Reflect:** Based off of the exemplar student essay and the teacher comments, write 2-3 things you want to accomplish in your own essay.

- 1.
- 2.

Tips For Using This Student Exemplar

- When you have time, read the essay closely. Pay attention to writing moves you can make in your own writing.
- When you feel stuck with your own essay, return to the exemplar to see how this student dealt with the challenge you are facing.
- Identify the things you like most about this essay, and then do them in your own writing!

Name _____ Class _____

Unit 2 Essay

PART 1: Essay Prompt

Directions: Read the essay prompt about adolescence.



ESSAY PROMPT

PROMPT: Some people say that, “Adolescence is the time in your life when you are most insecure about yourself.” Write an essay in which you argue whether the quote is true. You must use evidence from at least two of the following texts:

- “Going Steady”
- “Hanging Fire”
- “Saturday at the Canal”
- “Likes vs. Likeability”
- “Popularity”

You may also use your own experiences to support your response. **[W.1, W.2]**

PART 2: Drafting Your Essay

Directions: Draft your essay in the space provided. If you created an outline for this essay in a previous lesson, use it to help you draft. As you draft your essay, be sure to apply the skills you’ve practiced in writing lessons throughout this unit.



Name _____ Class _____

Unit 2 Grammar and Usage Quiz

COMPOUND AND COMPLEX SENTENCES

DIRECTIONS: In the space below, write a paragraph that responds to the prompt. In your response, use at least two complex and two compound sentences.

Prompt: Describe someone you care about and why they are important to you.

Category	Points
Correct compound sentence #1	/5
Correct compound sentence #2	/5
Correct complex sentence #1	/5
Correct complex sentence #2	/5
Final Score	/20

Name _____ Class _____

End-of-Unit Writing Options

Option 1: Argumentative Literary Analysis Essay Prompt (Recommended)

Some people say that, “Adolescence is the time in your life when you are most insecure about yourself.” Write an essay in which you argue whether the quote is true. You must use evidence from at least two of the following texts:

- “Going Steady”
- “Hanging Fire”
- “Saturday at the Canal”
- “Likes vs. Likeability”
- “Popularity”

You may also use your own experiences to support your response. [W.1, W.2]

Option 2: Personal Reflection Essay

Write an essay where you reflect on and describe which character(s) from this unit you most relate to and why. Use evidence from the text and your own life. In your essay, include: [W.2]

- Character thoughts and feelings
- Character experiences and decisions
- Character relationships

You may consider the following characters from the following texts:

“Going Steady”	“Popularity”	“Hanging Fire”	“Saturday at the Canal”
<ul style="list-style-type: none"> - The narrator - Linda 	<ul style="list-style-type: none"> - The narrator - Mitch Brockman - Sean Owens - The Allans 	<ul style="list-style-type: none"> - The speaker 	<ul style="list-style-type: none"> - The speaker

Option 3: On Demand Essay

In this unit, you have learned how character interactions develop the theme. Choose one of the listed unit or supplemental texts and write an essay that states the text's theme and how the theme is developed. Refer to evidence from multiple places in the text. **[W.2]**

Consider the ways an author might develop a theme:

- Character change
- A story's ending
- Figurative language

Unit Texts:

- "Going Steady"
- "Hanging Fire"
- "Saturday at the Canal"
- "Likes vs. Likeability"
- "Popularity"

Supplemental Texts:

- "Seventh Grade" by Gary Soto
- "Momentum" by Catherine Doty

Option 4: Creative Email to the Author

Adam Bagdasarian, the author of "Going Steady" and "Popularity," was born in 1954. Write an email to him in which you explain what has remained the same and what has changed about being an adolescent today. In your email, use evidence from your own life, unit texts, and supplemental texts to support your ideas. **[W.1, W.2]**