EAST MEADOW U.F.S.D.

CURRICULUM AREA PROJECT

Grades 9-12 - *Pop-Lit (Popular-Literature)*- 2015-2016

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2015-2016

East Meadow School District

English

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Abstract

Our goal is to take popular literature, or “Pop-Lit”, and create a unit plan for teaching of such through the use of news articles, non-fiction pieces, technology, and recent news events, all while meeting the new Common Core State Standards 1, 2, 3, 4, 5, and 7 through our lessons, group and independent activities, writing assignments, quizzes, etc. Our goal is to create a life-long love of literature and reading within our students. Ultimately, our goal is to create an elective course based on such.

Rationale

This CAP will relate directly to the new Common Core State Standards as it will implement both fiction and non-fiction works of literature combined with innovative approaches toward creating a love of literature within our students. Our goals include meeting the Standard: Students and Learning by responding to factors influencing learning as well as the Standard: Content and Instructional Planning by enabling our students to demonstrate content knowledge; use diverse instructional strategies; and design learning to connect prior knowledge. We will address the Standard: Instructional Practice by setting high expectations and challenging learning; using a variety of approaches to meet student needs; engaging students to develop multi-disciplinary skills; and monitoring student progress and adapting instruction accordingly. The Standard: Learning Environment will be addressed as we create an intellectually/challenging environment; and use resources to create a safe/productive environment. We will also address the Standard: Assessment for Student Learning by using a wide-range of assessment tools; and preparing students for assessments. Finally, we will also strive to meet the Standard: Professional Growth by engaging in ongoing professional development, simply by partaking in such a creative experience with our fellow colleagues!

Understanding by Design

|  |  |
| --- | --- |
| Stage One – Desired Results | |
| New York State Common Core English Language Arts Standards for 9th - 12th graders:  Students will be able to…   1. Self-select text to respond and develop innovative perspectives. 2. Establish and use criteria to classify, select, and evaluate texts to make informed judgments about the quality of the pieces. 3. Develop factual, interpretive, and evaluative questions for further exploration of the topic(s). 4. Interpret, analyze, and evaluate narratives, poetry, and drama, aesthetically and philosophically by making connections to: other texts, ideas, cultural perspectives, eras, personal events, and situations. 5. Explore and inquire into areas of interest to formulate an argument. | |
| Understanding(s)  Students will understand that   1. Literature can connect to the world in which we live. 2. The issues the main character, Audrey, is dealing with is relevant to modern day issues many teens face. | Essential Question(s):   1. How can we get our students to enjoy literature? 2. How can we create life-long readers within our students? |
| Students will know   1. The meaning of Kinsella’s novel *Finding Audrey*. 2. The similarities they have to Kinsella’s characters and their internal and external conflicts. | Students will be able to   1. Identify common issues teenagers are forced to face in today’s world in comparison to those that the characters deal with in *Finding Audrey* 2. Read, understand, and connect to Kinsella’s novel *Finding Audrey* |
| Stage 2 – Assessment of Evidence | |
| Performance Task(s):   1. Enjoy and understand Kinsella’s novel *Finding Audrey* 2. Make connections to life and personal experiences while listening to music, reading news articles, and completing a variety of tasks. | Other Evidence:   1. To create and provide a unified and comprehensive method of teaching “popular” literature to our students and the powerful impact it can have upon the reader. |
| Stage 3 – Learning Plan | |
| Learning Activities:   1. Assessment activities of the common issues our teenagers deal with on a daily basis. 2. Worksheets, articles, activities, lesson plans, and web-sites to help student’s comprehension of the common issues in relation to Kinsella’s novel *Finding Audrey* | |

New York State Common Core-

L.6- Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant.

R.1- Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

W.9- Draw evidence from literary or informational texts to support analysis, reflection, and research.

***Objective-***

The objective of this lesson is for students to understand the necessary background information and vocabulary terms for Sophie Kinsella’s novel *Finding Audrey*

Aim- Understanding the expository information for *Finding Audrey*

Do Now- Review the cover art and make a few predictions about what this novel is about

Procedure-

1. Students will discuss their Do Now responses in a think-pair-share
2. The class will analyze the following in relation to the cover art:
   1. *What do you think this book will be about, based on the cover art?*
   2. *Why did Sophie Kinsella title her book this?*
   3. *Why were certain colors used, in your opinion?*
   4. *What other predictions can you make?*
3. Next, students will review and define the following vocabulary terms to know:

*Precariously- Gesticulating-*

*Cajoling- Flummoxed-*

*Advert- Incredulous-*

*Brandishing- Monotonous-*

*Snigger- Moniker-*

*Stonily- Palaver-*

*Ghastly- Vortexes-*

*Crestfallen- Sotto-*

*Scuttled- Discomfited-*

*Quivering- Culpable-*

*Chivvy- Pejorative-*

*Amygdala- Pendulum-*

*Wince- Sonorous-*

*Cacophony- Palaver-*

*Hectoring- Prevaricate-*

*Balefully- Micro joule-*

*Voluble- Expostulate-*

1. Students will review the British vernacular that is used in this novel and be encouraged to add to this list as new terms are revealed:

*Bloody- Mum-*

*Pounds- Lorry-*

*Wanker-*

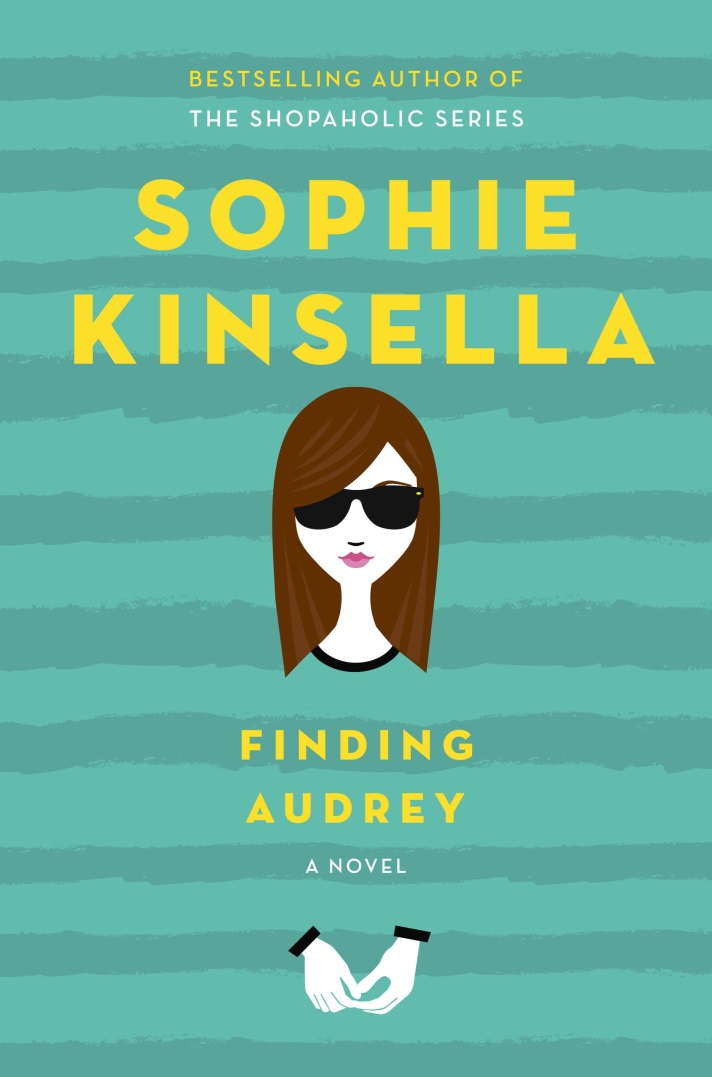
1. Students will review the list of characters in preparation for beginning the reading. As students read, they will be encouraged to add details to each character beginning with the following list:
2. *Audrey-*
3. *Mum/Mrs. Turner-*
4. *Dad/Chris Turner-*
5. *Frank Turner-*
6. *Felix Turner-*
7. *The McDuggan Family-*
8. *Dr. Sarah-*
9. *Linus (Atticus)-*
10. *Izzy-*
11. Students will review the list quotations in preparation for beginning the reading. As students read, they will be encouraged to analyze each quote:
12. *“Where there is no shouting, there is no true knowledge.”*
13. *“Our house is like the weather system. It ebbs and flows, flares up and subsides.”*
14. *“It won’t be forever, you’ll be in the dark for as long as it takes and then you’ll come out.”*
15. *“You believe the whole world is thinking about you constantly.”*
16. *“The more you engage with the outside world, the more you’ll be able to turn down the volume of those worries..”*
17. *“I am owed so much laughter, sometimes I hope I’m building up a stockpile of missing laughs and when I’ve recovered, they’ll all come exploding out in one gigantic fit that lasts 24-hours.”*
18. *“But Audrey…that’s what life is. We’re all on a jagged graph. I know I am. Up a bit, down a bit. That’s life.”*
19. *“I can feel his eyes on me all the time. Like sunshine.”*
20. Distribute Sophie Kinsella’s novel *Finding Audrey* and begin reading aloud as a class.

Closure- Why does Audrey seem to be wearing sunglasses as the novel begins?

Homework- Read the 1st 3 chapters for homework while compiling character background information and analyzed quotes.

***Finding Audrey***

by Sophie Kinsella

[](http://www.google.com/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=0CAcQjRxqFQoTCN_3i-uD8sgCFQppPgodPYcASA&url=http://www.amazon.com/Finding-Audrey-Sophie-Kinsella-ebook/dp/B00ONUYDII&psig=AFQjCNE5aSRoB8j6f_H5yLWlQL0b1p4bIg&ust=1446563680446568)

**Cover study:** Analyze the Cover Art of Sophie Kinsella’s novel, “Finding Audrey” and make a few predictions:

1. What do you think this book will be about, based on the cover art?
2. Why did Sophie Kinsella title her book this?
3. Why were certain colors used, in your opinion?
4. What other predictions can you make?

**Vocabulary Terms to Define:**

Precariously- Gesticulating-

Cajoling- Flummoxed-

Advert- Incredulous-

Brandishing- Monotonous-

Snigger- Moniker-

Stonily- Palaver-

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Wince- Sonorous-

Cacophony- Palaver-

Hectoring- Prevaricate-

Balefully- Micro joule-

Voluble- Expostulate-

**British Vernacular To Learn:**

Bloody- Mum-

Pounds- Lorry-

Wanker-

**Characters to Describe:**

Audrey-

Mum/Mrs. Turner-

Dad/Chris Turner-

Frank Turner-

Felix Turner-

The McDuggan Family-

Dr. Sarah-

Linus (Atticus)-

Izzy-

**Quotes to Analyze:**

“Where there is no shouting, there is no true knowledge.”

*-Who said it?*

*-Meaning?*

“Our house is like the weather system. It ebbs and flows, flares up and subsides.”

*-Who said it?*

*-Meaning?*

“It won’t be forever, you’ll be in the dark for as long as it takes and then you’ll come out.”

*-Who said it?*

*-Meaning?*

“You believe the whole world is thinking about you constantly.”

*-Who said it?*

*-Meaning?*

“The more you engage with the outside world, the more you’ll be able to turn down the volume of those worries..”

*-Who said it?*

*-Meaning?*

“I am owed so much laughter, sometimes I hope I’m building up a stockpile of missing laughs and when I’ve recovered, they’ll all come exploding out in one gigantic fit that lasts 24-hours.”

*-Who said it?*

*-Meaning?*

“But Audrey…that’s what life is. We’re all on a jagged graph. I know I am. Up a bit, down a bit. That’s life.”

*-Who said it?*

*-Meaning?*

“I can feel his eyes on me all the time. Like sunshine.”

*-Who said it?*

*-Meaning?*

New York State Common Core-

L.6- Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant.

R.1- Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

W.9- Draw evidence from literary or informational texts to support analysis, reflection, and research.

***Objective-***

The objective of this lesson is for students to develop a deeper understanding of *Finding Audrey* through the use of Literature Circles

Aim- Connecting to Audrey and her social-emotional issues

Do Now- Read the article “Living with Social Anxiety Disorder” and then write a brief letter to Audrey giving her some sound advice and words of wisdom using at least 3 facts from the article.

Procedure-

1. Students will discuss their Do Now responses in a think-pair-share
2. The class will be divided up into groups of three.
3. Each group member will choose one job for the modernized version of Literature Circles
   1. Literary Luminary
   2. Illustrious Illustrator
   3. Group Guru
4. Each student will review his or her task, clarifying details with the teacher, if necessary
5. Each group will being reading the next chapter together in their groups, while fulfilling their jobs.
6. Once each group is done with the chapter and the Literature Circles task, they will present their findings to the class.
7. Each participating student will receive a grade for full participation.

**Closure-** Students will be asked to share something new or interesting they learned from this lesson.

**Homework-** Choose a new job and complete while reading the next chapter of *Finding Audrey*

[](http://www.usnews.com/)

**Living With Social Anxiety Disorder**

Therapists dub it 'the disorder of missed chances.'

Social anxiety disorder is the most common anxiety disorder, preventing millions from living the life they want for fear of being judged or embarrassed in front of others.

By [Kirstin Fawcett](http://www.usnews.com/topics/author/kirstin-fawcett)

June 10, 2015 | 9:00 a.m. EDT

When he was younger, Angelo Andreatos, now 48, was so self-conscious about his peers' opinion of him that he skipped out on social events if he [had a pimple](http://health.usnews.com/health-news/health-wellness/articles/2015/05/25/acne-more-than-a-cosmetic-problem). After college, the aspiring actor put his Broadway dreams on hold when his fear of commuting from New Jersey to Manhattan, surrounded by people on the train each day, outweighed his desire to see his name in lights. By middle age, Andreatos stopped leaving his house for extended periods – sometimes a year or two at a time. He couldn't answer the phone because the mere thought of making conversation with a stranger – a takeout delivery person, a sales representative – terrified him.

Andreatos knew he wasn't just shy or antisocial. He had a problem. So in 2014, Andreatos – who had previously [seen a therapist](http://health.usnews.com/health-news/patient-advice/articles/2014/11/26/what-kind-of-therapist-and-which-type-of-therapy-is-right-for-you) for depression and related conditions – returned to therapy and was diagnosed with social anxiety disorder.

According to experts, social anxiety disorder is the most common [anxiety disorder](http://health.usnews.com/health-news/patient-advice/articles/2014/12/30/clinical-anxiety-when-pre-performance-jitters-become-chronic), as well as one of most prevalent psychiatric disorders in America. Just like Andreatos, millions of people are so paralyzed by the fear of being judged or embarrassed in front of others that they're unable to lead the life they want.

Some cases of social anxiety – like Andreatos' – are extreme; these individuals can't hold down a job, maintain friendships, use public restrooms or walk down a supermarket aisle. In particularly dire circumstances, they can't leave home. Yet others are less severe, says Dr. Beth Salcedo, medical director of the Ross Center for Anxiety and Related Disorders in the District of Columbia. These people might appear to function normally – complete school, transition into a successful career and attend social gatherings. However, their social anxiety disorder still impacts them, albeit in a more insidious way. They might be unable to, say, raise their hand during a lecture or speak up in a work meeting. As a result, they're thwarted from achieving their fullest potential – hence why some therapists have dubbed social anxiety "the disorder of missed chances."

"I see a lot of people who've stepped short academically or professionally," Salcedo says. "People who say things like, 'I really wanted to go get my MBA, but there was no way I was going to do all that group work. So I decided to become a data entry person for the IRS because I don't have to interact with anybody.'"

As humans, we all want to be liked. We all want to fit in. So where, exactly, does ordinary, run-of-the mill shyness or fear of humiliation end and [social anxiety](http://health.usnews.com/health-news/family-health/living-well/articles/2008/04/17/more-than-shy-how-to-cope-with-social-anxiety) begin?

"It's all on a continuum," says Jennifer Shannon, co-founder of the Santa Rosa Center for Cognitive-Behavioral Therapy in California and author of "The Shyness and Social Anxiety Workbook for Teens." "I think of social anxiety disorder, or any anxiety disorder, as a 'disorder' when it starts interfering with the person's functioning – when it's interfering with the goals they have in their life."

Plus, people who are merely shy are able to let down their barriers as they become more familiar with a situation or group, says Dr. Richard Heimberg, director of Temple University's Adult Anxiety Clinic. People with social anxiety? Not exactly.

Typically, those with social anxiety disorder engage in escapist or avoidant behavior, Heimberg says. Sometimes they purposely avoid places or events where they know they'd be forced to interact with people; they skip conversations with [small talk](http://health.usnews.com/health-news/health-wellness/articles/2013/03/11/how-and-why-to-make-small-talk) because they're worried about awkward silences or being judged. Or they drink too much because they find alcohol makes them feel less uncomfortable around others. One patient, Heimberg says, almost didn't attend his own wedding because he was so nervous about walking down the aisle in front of a crowd of people. These actions are spurred by exaggerated thoughts and beliefs about how someone is viewed by others. *What if I accidentally offend someone? What if I make a bad joke? If I'm not interesting, will people no longer like me? They're all watching me. They're laughing at me.*

*"*They believe they need to be socially perfect, and then if they're not, they feel this exaggerated sense of threat that they're going to get kicked out of the tribe," Shannon says. "People who don't have social anxiety disorder ... just kind of jump into conversations. They don't worry too much" about being boring or awkward, or making a social faux pas. And research supports the notion that people with social anxiety disorder rate their own behavior more poorly than others observing them, Heimberg says. They're not as socially inept as they imagine they are – but their social anxiety tells them otherwise.

Most of the time, it's not externally obvious that someone is struggling with such thoughts. In fact, many people with social anxiety appear fine in social interactions, Heimberg says. But there are, occasionally, physical clues that reveal the person's anxiety. For instance, Andreatos used to sweat profusely during social interactions and occasionally has anxiety attacks. Others with social anxiety might avoid eye contact – they're afraid they'll be met with a harsh or mocking gaze – or tremble, blush or speak in a quaking voice. And in addition to anxious thoughts, people with social anxiety disorder might also experience a quickened heart rate, dry mouth or nausea in social settings.

In addition to missing out on life events, avoidant behavior spurred by social anxiety disorder reinforces negative thought patterns, Shannon says. "You'll think, 'It's good I didn't speak up at the meeting, because people didn't see how stupid I am,'" she says. "[Or], 'I'm glad I ended that conversation early because the other person now doesn't know how boring I am.'"

Those who struggle with social anxiety are often told to be "less self-conscious" or to "care less about what other people think." Often, children are told they'll outgrow it. But it's a little more complicated than that, Salcedo says.

Social anxiety disorder can manifest at a young age – say, elementary or middle school – but sometimes it presents even earlier. It often occurs during adolescence. And some individuals, like Andreatos, recall having it their entire life.

Researchers think social anxiety is partially genetic; people with the disorder, including Andreatos, often note that it runs in their families. Environmental factors, such as childhood bullying and social stressors, or parents who also have anxiety and/or exhibit avoidant behaviors, can also contribute to development.

You don't "outgrow" social anxiety or snap out of it; you'll likely need therapy, a medication like a [selective serotonin reuptake inhibitor](http://health.usnews.com/health-news/patient-advice/articles/2014/11/05/6-little-known-uses-for-antidepressants) or a combination of the two to alleviate your symptoms. Heimberg notes that an average of 15 to 20 years typically lapses between the onset of social anxiety disorder and seeing a professional.

Since social anxiety can worsen with time – and eventually lead to substance abuse problems or depression – early intervention is important, experts say. "The data are getting stronger and stronger that things like childhood bullying [and] cyberbullying ... really do have an effect" on the development of social anxiety disorder, Heimberg says. "So monitoring some of those kinds of things, and developing prevention programs at the school and community level, are really important."

Even if early intervention isn't possible, individuals of all ages can benefit from cognitive behavioral therapy, Salcedo says – the go-to therapy most professionals use for anxiety disorders. In a typical session of cognitive behavioral therapy, therapists help [patients with anxiety](http://health.usnews.com/health-news/health-wellness/articles/2015/01/20/postpartum-anxiety-or-normal-new-mom-fears) challenge their distorted thoughts – for example, "If I walk into a room, everyone's staring at me and thinking bad things" – and replace it with a more rational one. And by exposing themselves to stressors that cause anxiety – say, visiting the dry cleaner and complaining about a missed stain on a shirt, thus drawing unwanted attention to themselves – they can learn coping tools to deal with their symptoms.

Andreatos recently started cognitive-behavioral therapy. He's now leaving the house, and he's trying to pick up the phone when it rings. Eventually, he'll make it to a mall. He's slowly but certainly making progress against his social anxiety, he says. "I'm trying to get better."

Literary Luminary

**bd06210_**

Name: Book:

# Group# Assignment: Pages \_\_\_\_ to \_\_\_\_

**Your Task:** *Your task is to choose a few special selections of the text that your group would like to hear aloud. Choose sections that you think your group will find interesting, powerful, funny, puzzling, or important. After you decide which passages or paragraphs are worth hearing, decide how these sections might be shared. You might read the passages aloud yourself, ask someone to read them, or have people read them silently and then discuss them. Use the chart below to keep track of your choices.*

## Possible Reasons for Picking the Selections

### Informative Surprising Funny Well-written Confusing

**Controversial Important Thought-provoking**

**Location**

1. Page \_\_\_\_\_ Paragraph \_\_\_\_\_ Reason for Picking

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

2. Page \_\_\_\_\_ Paragraph \_\_\_\_\_ Reason for Picking

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

3. Page \_\_\_\_\_ Paragraph \_\_\_\_\_ Reason for Picking

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4. Page \_\_\_\_\_ Paragraph \_\_\_\_\_ Reason for Picking

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

5. Page \_\_\_\_\_ Paragraph \_\_\_\_\_ Reason for Picking

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

**Illustrious Illustrator**

**en00272_**

Name: Book:

Group: Assignment: Pages \_\_\_\_ to \_\_\_\_

**Your Task:** *Your task is to draw a picture related to the reading. You can draw a sketch, a cartoon, a diagram, a flow-chart, or even a stick-figure scene. You can draw a picture of something that is discussed in the selection or a picture that illustrates an idea or feeling you got from your reading. Feel free to label parts of your picture if you feel it is necessary. You may draw on the bottom of this ditto or on a separate sheet of paper. Be creative!*

**Presentation Plan:**

1. When the Discussion Director invites you to participate, show your picture to the other members of your group.
2. Ask them to suggest what your picture means to them. How do they connect the picture to their own ideas about the selection?
3. After everyone has had a say, tell your group what your picture means to you. Explain where it came from or what it represents.

Group Guru

**an00790_**

Names: Date:

# Group #: Chapters #s: \_\_\_\_ to \_\_\_\_

**Directions:** *Complete each of the following tasks for full credit.*

# Read your assigned chapters aloud within your group.

# Define any words or terms you are unfamiliar with:

Vocabulary #1-

Vocabulary #2-

Vocabulary #3-

# Summarize the information your stanza discusses. Be prepared to share this with the class. Consider:

# Who will read the quotes aloud?

# Who will read the summary aloud?

# Who will share the vocabulary terms with the class?

# Who will write the information on the board?

1. Create a “Tweet” that accurately summarizes your assigned stanzas. Remember, you cannot use more than 140 characters! Don’t forget to include a #hashtag!

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New York State Common Core-

L.6- Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant.

R.1- Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

W.9- Draw evidence from literary or informational texts to support analysis, reflection, and research.

***Objective-***

The objective of this lesson is for students to relate to what Audrey is going through while simultaneously building themselves up

Aim- Understanding how being grateful can help us function better in society

Do Now- Complete an attribute web for yourself

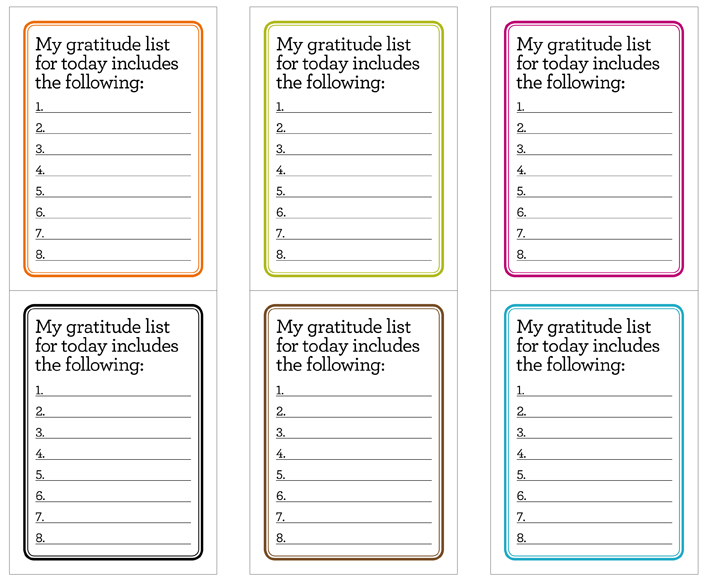
Procedure-

1. Students will discuss their Do Now responses
2. Students will analyze the use of literary devices in *Finding Audrey*:
   1. “My Aunt grown rhubarb in dark sheds. They keep it dark and warm all winter and harvest it by candlelight and it’s the best stuff.” –Linus
   2. What literary device is Linus using to describe Audrey
      1. Suggested response: a metaphor
      2. Ask students to explain WHY he is using rhubarb to describe Audrey.
      3. Have students consider what type of food they would metaphorically use to describe themselves.
3. Next, students will complete an attribute web for Audrey or Linus
4. The class will create a full and detailed attribute web for both characters on either the chalk board or the SmartBoard.
5. Students will be asked to complete an “I Am” poem for themselves
6. Students will be given the option to share their poems
7. Next, students will write an “I Am” Poem from Audrey’s point of view

Closure- After exploring and analyzing Audrey’s struggles, students will consider what we have in

our lives that we should be grateful for.

Homework- Students will be asked to complete a Gratitude Journal on a daily basis for a week.

[](https://www.google.com/url?sa=i&rct=j&q=&esrc=s&frm=1&source=images&cd=&cad=rja&uact=8&ved=0CAcQjRw&url=https://www.linkedin.com/pulse/20140711125029-235319758-what-kind-of-attitude-do-you-have&ei=6iHrVJ2DE_aHsQT4gIGAAQ&psig=AFQjCNHfXrTzbtkF9eEE_utWSV78mezN4w&ust=1424782106390332)

***Attribute Web***

### *Format for an "I Am" Poem*

### j0078751

#### *First Stanza*

#### I am (two special characteristics about person)

#### I wonder

#### I hear

#### I see

#### I want

#### I am (first line of the poem repeated)

#### *Second Stanza*

#### I pretend

#### I feel

#### I touch

#### I worry

#### I cry

#### I am (first line of poem repeated)

#### 

#### *Third Stanza*

#### I understand

#### I say

#### I dream

#### I try

#### I am (first line of poem repeated)

New York State Common Core-

L.6- Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant.

R.1- Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

W.9- Draw evidence from literary or informational texts to support analysis, reflection, and research.

***Objective-***

The objective of this lesson is to identify the importance of hope.

Aim- Understanding the importance of hope

Do Now- Why, in your opinion, is hope so very important in each and every individual’s life?

Procedure-

1. Students will discuss their Do Now responses in a Think-Pair-Share
2. Students will copy the definition of hope into their notes.
3. Define **hope**:

*(noun)* a feeling of expectation and desire for a certain thing to happen

1. Create a web around the term hope and have students add their reasons to the web exemplifying the need for hope.
2. Students will question and consider whether or not Audrey has hope at this point and explain why they believe she does or does not. Examples must be provided.
3. Listen to a recording of the poem “Hope is a Thing With Feathers” by Emily Dickenson
4. Stop to address and define any unknown terms
5. Students will “think-pair-share” while considering the following questions:
   1. What metaphor is used to describe hope?
   2. Explain how hope does the following:
      1. Perches in the soul
      2. Never stops singing
      3. Keep so many warm
   3. Analyze why the storm must be ‘sore’ with hope?

Closure- Why is hope so important to have in one’s life? How does this poem connect to the our protagonist, Audrey?

Homework- Continue reading Finding Audrey and complete the Bio Poem below. Complete one about yourself and one about Audrey.

Hope Is the Thing With Feathers

Emily Dickenson

*MC900234155[1]*

***Aim****- Identifying the importance of hope*

***Do Now****- What hopes do you have for your future?*

# *Hope Is the Thing With Feathers Interpretation/Notes*

Hope is the thing with feathers   
That perches in the soul,   
And sings the tune without the words,   
And never stops at all,

And sweetest in the gale is heard ;

And sore must be the storm   
That could abash the little bird   
That kept so many warm.

***Discussion Questions****-*

* 1. What metaphor is used to describe hope?
  2. Explain how hope does the following:
     1. Perches in the soul
     2. Never stops singing
     3. Keep so many warm
  3. Analyze why the storm must be ‘sore’ with hope?

***Closure Question***- How does this poem connect to our protagonist, Audrey?

***Bio-Poem Format***

***MC900290952[1]***

***Line 1-***First Name

***Line 2-***Four traits that describe the character

***Line 3-***Relative of (brother, sister, cousin, etc.)

***Line 4-***Who loves (list 3 things/people)

***Line 5-***Who feels (list 3 items)

***Line 6-***Who needs (3 items)

***Line 7-***Who fears (3 items)

***Line 8-***Who gives (3 items)

***Line 9-***Who would/would not like to see (3 items or things)

***Line 10-***Resident of…

***Line 11-***Last name (make up if you don’t know)

*SAMPLE:*

Scout

Tomboy, brave, intelligent, loving

Sister of Jem

Lover of justice, chewing gum, reading, and Alabama summers

Who feels outrage when her dad is maligned, happiness when school is over, and fright on a dark Halloween night.

Who needs her dad's acceptance, Jem's loyalty, and Dill's admiration

Who gives friendship easily, black eyes to cousins, and sassy words to Calpurnia

Who fears Boo's dark house, owls in the night, and giving her open palms to the teacher

Who would like to see all mockingbirds sing freely whether they are creatures of flight, shy neighbors, or kind handymen

Resident of Maycomb, Alabama

Finch

Bio-Poem on YOU

***\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_***

Bio-Poem on Audrey

***\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_***

New York State Common Core-

L.6- Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant.

R.1- Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

W.9- Draw evidence from literary or informational texts to support analysis, reflection, and research.

***Objective-***

The objective of this lesson is for students to make connections between *Finding Audrey* and multiple published articles.

Aim- Connecting Audrey’s plight to our modern day society

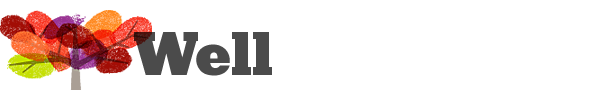
Do Now- Create a Facebook page for any character from *Finding Audrey* (see template)

Procedure-

1. Students will rotate their Facebook pages throughout the room, commenting as different characters in Finding Audrey.
2. Students will consider what occurred as a result of the Facebook page.
   1. Suggested responses:
      1. Audrey gets bullied on the internet
      2. Another character gets bullied on the internet
      3. Some characters defend those who were bullied
3. Students will be put into groups
4. Each group will be assigned to one article to read from the following:
   1. “Screen Addiction is Taking a Toll on Children” by Jane Brody
   2. “A New Kind of Social Anxiety in the Classroom” by Alexandra Ossola
   3. “Twenty-four Hour Social Media 'link to teenage anxiety'” by Hannah Anderson
   4. “Little Brother is Watching” by Walter Kirn
5. Each group will complete the following:
   1. Read each article fully
   2. Provide a summary for the class in the form of a “Tweet” (see template)
   3. Select 3 meaningful quotes from the article and explain why your groups selected each
   4. Make connections between *Finding Audrey* and your assigned article
6. After ample time has been provided, each group will present their findings to the class

Closure- Do you think you are too connected to technology? Can you relate to anything you read about or learned about today?

Homework- Complete a Technology Diary for the next 3 days, keeping careful track of how much you go on social media, text message, or use technology.

[](http://well.blogs.nytimes.com/?module=BlogMain&action=Click&region=Header&pgtype=Blogs&version=Blog%20Post&contentCollection=Health)

Top of Form

Bottom of Form

[Personal Health](http://well.blogs.nytimes.com/category/columns/personal-health/?module=BlogCategory&version=Blog%20Post&action=Click&contentCollection=Health&pgtype=Blogs&region=Header)

**Screen Addiction Is Taking a Toll on Children**

*By [Jane E. Brody](http://well.blogs.nytimes.com/author/jane-e-brody/" \o "More Posts by Jane E. Brody)*

July 6, 2015 6:00 am



Excessive use of computer games among young people in China appears to be taking an alarming turn and may have particular relevance for American parents whose children spend many hours a day focused on electronic screens. The documentary “[Web Junkie](http://www.nytimes.com/2014/08/06/movies/web-junkie-examines-internet-addiction-in-china.html),” to be shown next Monday on PBS, highlights the tragic effects on teenagers who become hooked on video games, playing for dozens of hours at a time often without breaks to eat, sleep or even use the bathroom. Many come to view the real world as fake.

Chinese doctors consider this phenomenon a clinical disorder and have established rehabilitation centers where afflicted youngsters are confined for months of sometimes draconian therapy, completely isolated from all media, the effectiveness of which remains to be demonstrated.

While Internet addiction is not yet considered a clinical diagnosis here, there’s no question that American youths are plugged in and tuned out of “live” action for many more hours of the day than experts consider healthy for normal development. And it starts early, often with preverbal toddlers handed their parents’ cellphones and tablets to entertain themselves when they should be observing the world around them and interacting with their caregivers.

In its 2013 policy statement on “[Children, Adolescents, and the Media](http://pediatrics.aappublications.org/content/132/5/958.full),” the American Academy of Pediatrics cited these shocking statistics from a [Kaiser Family Foundation study](https://kaiserfamilyfoundation.files.wordpress.com/2013/01/8010.pdf) in 2010: “The average 8- to 10-year-old spends nearly eight hours a day with a variety of different media, and older children and teenagers spend more than 11 hours per day.” Television, long a popular “babysitter,” remains the dominant medium, but computers, tablets and cellphones are gradually taking over.

“Many parents seem to have few rules about use of media by their children and adolescents,” the academy stated, and two-thirds of those questioned in the Kaiser study said their parents had no rules about how much time the youngsters spent with media.

Parents, grateful for ways to calm disruptive children and keep them from interrupting their own screen activities, seem to be unaware of the potential harm from so much time spent in the virtual world.

“We’re throwing screens at children all day long, giving them distractions rather than teaching them how to self-soothe, to calm themselves down,” said Catherine Steiner-Adair, a Harvard-affiliated clinical psychologist and author of the best-selling book “[The Big Disconnect: Protecting Childhood and Family Relationships in the Digital Age](http://www.nytimes.com/2013/08/19/books/3-books-offer-ways-to-cut-the-cord-if-only-briefly.html).”

Before age 2, children should not be exposed to any electronic media, the pediatrics academy maintains, because “a child’s brain develops rapidly during these first years, and young children learn best by interacting with people, not screens.” Older children and teenagers should spend no more than one or two hours a day with entertainment media, preferably with high-quality content, and spend more free time playing outdoors, reading, doing hobbies and “using their imaginations in free play,” the academy recommends.

Heavy use of electronic media can have significant negative effects on children’s behavior, health and school performance. Those who watch a lot of simulated violence, common in many popular video games, can become immune to it, more inclined to act violently themselves and less likely to behave empathetically, said Dimitri A. Christakis of the [Seattle Children’s Research Institute](http://www.seattlechildrens.org/research/).

In preparing an honors thesis at the University of Rhode Island, Kristina E. Hatch asked children about their favorite video games. A fourth-grader cited “[Call of Duty: Black Ops](http://www.nytimes.com/2010/11/13/arts/television/13duty.html),” because “there’s zombies in it, and you get to kill them with guns and there’s violence … I like blood and violence.”

Teenagers who spend a lot of time playing violent video games or watching violent shows on television have been found to be more aggressive and more likely to fight with their peers and argue with their teachers, according to a [study in the Journal of Youth and Adolescence](http://drdouglas.org/drdpdfs/G2_Exemplary_Teachers_2007.pdf).

Schoolwork can suffer when media time infringes on reading and studying. And the sedentary nature of most electronic involvement — along with televised ads for high-calorie fare — can foster the unhealthy weights already epidemic among the nation’s youth.

Two of my grandsons, ages 10 and 13, seem destined to suffer some of the negative effects of video-game overuse. The 10-year-old gets up half an hour earlier on school days to play computer games, and he and his brother stay plugged into their hand-held devices on the ride to and from school. “There’s no conversation anymore,” said their grandfather, who often picks them up. When the family dines out, the boys use their devices before the meal arrives and as soon as they finish eating.

“If kids are allowed to play ‘Candy Crush’ on the way to school, the car ride will be quiet, but that’s not what kids need,” Dr. Steiner-Adair said in an interview. “They need time to daydream, deal with anxieties, process their thoughts and share them with parents, who can provide reassurance.”

Technology is a poor substitute for personal interaction.

Out in public, Dr. Steiner-Adair added, “children have to know that life is fine off the screen. It’s interesting and good to be curious about other people, to learn how to listen. It teaches them social and emotional intelligence, which is critical for success in life.”

Children who are heavy users of electronics may become adept at multitasking, but they can lose the ability to focus on what is most important, a trait critical to the deep thought and problem solving needed for many jobs and other endeavors later in life.

Texting looms as the next national epidemic, with half of children aged 12 to 17 sending and receiving 60 or more text messages a day, Amanda Lenhart of the Pew Research Center found in a [study released in 2012](http://www.pewinternet.org/2012/03/19/teens-smartphones-texting/). An earlier study by researchers at JFK Medical Center found that teenagers send an average of 34 texts a night after they get into bed, adding to the sleep deprivation so common and harmful to them. And as Ms. Hatch pointed out, “as children have more of their communication through electronic media, and less of it face to face, they begin to feel more lonely and depressed.”

There can be physical consequences, too. Children can develop pain in their fingers and wrists, narrowed blood vessels in their eyes (the long-term consequences of which are unknown), and neck and back pain from being slumped over their phones, tablets and computers.

This is the first of two columns on electronic media use by children and adolescents. Next week: Parents’ role in children’s use of electronics.

[Education](http://www.theatlantic.com/education/)

**A New Kind of Social Anxiety in the Classroom**

Kids who constantly use phones and computers tend to be more nervous in face-to-face conversations. What can teachers do to help?



*The Atlantic Daily* newsletter

[Alexandra Ossola](http://www.theatlantic.com/author/alexandra-ossola/)

Jan 14, 2015

Stress about a meeting that is still a week away, handwringing before talking to the cashier in the grocery line, worrying about seeing an acquaintance on the street—for people with social anxiety disorder, even the simplest task can prove challenging. The symptoms of social anxiety often set in around adolescence, when people place [a new emphasis](http://my.clevelandclinic.org/childrens-hospital/health-info/ages-stages/adolescence/hic-Social-Development-During-the-Teen-Years) on social interactions and their place in their peer groups. But some academics fear that greater access to technology could exacerbate social anxiety among teens, particularly as smartphones, tablets, and computers become omnipresent in and out of the classroom. And even though teachers are increasingly exploiting the devices as learning tools, they also play an integral role in stemming the tide of social anxiety.

“If we are glued to technology 24/7, it’s going to have an effect on social skills—it’s just natural,” said [Tamyra Pierce](http://directory.csufresno.edu/detailsFacultyStaff.asp?ID=1551), a journalism professor at California State University, Fresno. The clear link between technology and social behavior makes it all the more important that teachers who embrace these devices need to keep students’ social skills in mind.

Teens are using social media as a crutch, a replacement for the in-person interactions that help them develop socially.

An estimated [15 million](http://www.adaa.org/understanding-anxiety/social-anxiety-disorder) Americans have social anxiety disorder, according to the Anxiety and Depression Association of America, and symptoms usually start around age 13. More than just shyness, social anxiety causes people to fear the judgment and scrutiny of those around them. People with social anxiety often have concurrent disorders like depression. The disorder can affect every aspect of a person’s life, from [academic performance](https://www.nmu.edu/education/sites/DrupalEducation/files/UserFiles/Dobson_Cassie_MP.pdf) to [self esteem](http://www.ncbi.nlm.nih.gov/pubmed/12038643); in severe cases, social anxiety can be debilitating, keeping sufferers in bed and out of public places to avoid confrontation. But almost everyone suffers from at least a little social anxiety, says [Thomas Rodebaugh](https://psychweb.wustl.edu/rodebaugh), a psychology professor at Washington University in St. Louis. “We’d be worried about someone who never experiences any social anxiety,” he said.

Social anxiety differs between individuals, so it makes sense that the relationship between technology and social anxiety is murky and is often varies case to case. For some sufferers, technology can increase social interaction. One [2012 study](http://www.centenary.edu/attachments/psychology/journal/archive/sept2012journalclub.pdf) found that people with low self-esteem who may be reluctant to talk about themselves with peers face-to-face feel more comfortable sharing personal information on Facebook. Researchers who conducted another [2006 study](http://onlinelibrary.wiley.com/doi/10.1111/j.1083-6101.2005.tb00266.x/abstract) concluded that social media can “strengthen community engagement and attachment” in some people. Pierce recalls teens with disabilities that, in spite of their apprehension about talking with the opposite sex, were able to approach their crushes through technology. “Once they felt like they were doing okay [online], then they could continue the conversation face-to-face in a more comfortable state,” Pierce said. “The anxiety was lessened by using technology, but that’s more the exception than the rule.”

Pierce says it’s the exception because she has personally seen an increase in social anxiety among her plugged-in students over the years she has been teaching. “Now young people can’t look you in the eye, they get antsy talking to you in person,” she said.

So, in 2009, Pierce conducted [a study](http://www.sciencedirect.com/science/article/pii/S0747563209000971) to test the relationship between technology and social anxiety. She asked teenagers how often they use “socially interactive technologies,” like instant messages and texts, and then assessed how comfortable they felt talking to people face-to-face. Pierce found that the more the students spent using online communication methods, the more likely they were to show symptoms of anxiety about communicating face-to-face. What’s more, teenage girls showed much more anxiety than did their male peers.

“Now young people can’t look you in the eye, they get antsy talking to you in person.”

These conclusions left Pierce with a chicken-and-egg problem: “Was it the use of technology that has created a heightened sense of anxiety about talking to someone face to face, or did it start with social anxiety that led to increased use of social media?” Either way, though, she hypothesizes that teens are using social media as a crutch, a replacement for the in-person interactions that help them develop socially. “It’s going to take a lot more research because, as I’ve seen in my other research about social media, due to excessive use of cell phones, teens and young people alike are not talking face to face. It’s hampering their social skills,” she said.

But Rodebaugh, the psychologist, is skeptical that technology is to blame for social anxiety among teens. “What we’ve seen from some of my students’ studies is, if you’re the sort of person who is going on Facebook to interact with people you expect to see sometime in the future, you’re going to interact with them in the real world,” he said. There’s no evidence that using technology that way has a negative effect, he added. But he agrees that adolescence is a pivotal time in a person’s social development and, as future studies probe the relationship between social anxiety and technology, “[adolescence] is a good place to look for it.”

In the years since Pierce’s study, digital communication has become even more common. Between 2011 and 2013, the percentage of teens who had smartphones [increased](http://www.pewinternet.org/2013/03/13/teens-and-technology-2013/) from 23 percent to 37 percent. In 2012, [81 percent](http://www.pewinternet.org/fact-sheets/teens-fact-sheet/) of teens used some form of social media.

Anecdotally, both Pierce and Rodebaugh have seen more laptops and cell phones in the classroom. Constant pings of texts and Facebook notifications can sometimes distract students, pulling them away from their face-to-face interactions and into the virtual world of digital communication. One [2013 study](http://www.buzzfeed.com/charliewarzel/heres-the-cold-hard-proof-that-we-cant-stop-checking-our-pho#.ye6dQvEnQ) found that the average person unlocked his or her cell phone more than 100 times per day. “It’s much easier to look at a phone than to look someone in the eye,” said parenting blogger Vanessa Van Petten in a 2013 Washington Post [article](http://www.washingtonpost.com/postlive/teens-are-spending-more-time-consuming-media-on-mobile-devices/2013/03/12/309bb242-8689-11e2-98a3-b3db6b9ac586_story.html).

[](http://www.theatlantic.com/health/archive/2013/10/social-media-is-redefining-depression/280818/)

[Social Media Is Redefining 'Depression'](http://www.theatlantic.com/health/archive/2013/10/social-media-is-redefining-depression/280818/)

Technology is increasingly a primary means for socializing among teens. But it’s not clear whether this has had an effect on the number of people with social anxiety. “We don’t have data that is that intensive [about social anxiety] over the past five years,” Rodebaugh said. Even though social anxiety is one of the most common anxiety disorders (about [12 percent](http://www.calmclinic.com/anxiety/anxiety-disorder-statistics) of adults will have it at some point in their lives), researchers aren’t yet able to determine how its prevalence has changed over time; there’s still little consensus on the [causes](http://www.nimh.nih.gov/health/topics/anxiety-disorders/index.shtml#part2) of the disorder. So there’s no proof that an increased use of technology over the past five years has led to a greater prevalence of social anxiety. Pierce plans to conduct an updated version of her 2009 study in the near future, which may shed some light on the issue.

Regardless, even if the link between technology and social anxiety were clearer, banning it in the classroom seems increasingly [unlikely](http://www.theatlantic.com/education/archive/2014/12/why-kids-wont-quit-tech/383575/). Teachers from kindergarten onward are embracing laptops, iPads, and video games as educational tools, using them to help students visualize complex topics in a whole new way, despite the distraction caused by texts and social media. “Unless there were some sort of attempt to ban technology from the classroom, [that technology] will be there when most people want it to,” Rodebaugh said. “I haven’t yet made a particular policy [restricting the use of technology in the classroom]. But I’ve considered it, and I assume at some point I’ll have to.”

Pierce doesn’t think that’s the solution, though. “It’s not a matter of use or no use, it’s what kind of use,” she said. “When we take away all face-to-face communication and our young people stay in their rooms and stare at their screens, we do them a disservice.” A good comparison, she says, is how people view tests—some prefer multiple-choice while others want only open-ended questions. Using technology in the right way means giving students a balance and options with their devices, both academically and socially. “We can’t lose the social skills, we can’t lose the technology—we have to have both. We have to go back to that balance,” Pierce said.

For teens that feel socially anxious, Pierce suggests that they use technology less at home (especially for those who let it disrupt their sleep). Rodebaugh added that there are a number of treatments for social anxiety, which involve medication or therapy. “People don’t have to continue to suffer if they don’t want to,” he said.

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**Twenty-four hour social media 'link to teenage anxiety'**

By Hannah Richardson BBC News education and social affairs reporter

11 September 2015



**Teenagers are getting more anxious and depressed because of the 24-hour demands of their social media accounts, researchers say.**

Those with higher levels of emotional investment in social media, and who use it at night, were more likely to feel depressed and anxious, they say.

Glasgow University researchers questioned 467 teenagers about their use of social media and state of mind.

They found many felt a pressure to respond immediately to texts or posts.

Lead researcher Dr Heather Cleland Woods and Holly Scott asked the teenagers about how and when they used social media.

Sleep quality, self-esteem, anxiety, depression and the subjects' emotional investment in social media were also measured.

This related to the pressure to be available 24/7 and any anxiety around, for example, not responding immediately to texts or posts.

**'Switching off'**

Dr Cleland Woods said: "Adolescence can be a period of increased vulnerability for the onset of depression and anxiety, and poor sleep quality may contribute to this.

"It is important that we understand how social media use relates to these. Evidence is increasingly supporting a link between social-media use and wellbeing, particularly during adolescence, but the causes of this are unclear."

General and night-time specific social-media use along with emotional investment in social media were related to poorer sleep quality, lower self-esteem as well as higher anxiety and depression levels.

Dr Cleland Woods said: "While overall social-media use impacts on sleep quality, those who log on at night appear to be particularly affected.

"This may be mostly true of individuals who are highly emotionally invested. This means we have to think about how our kids use social media, in relation to time for switching off."

The study was presented at the British Psychological Society annual conference in Manchester.

October 15, 2010

**Little Brother Is Watching**

**By WALTER KIRN**

**In** [**George Orwell**](http://topics.nytimes.com/top/reference/timestopics/people/o/george_orwell/index.html?inline=nyt-per)**’s “1984,”** that novel of totalitarian politics whose great mistake was to emphasize the villainy of society’s masters while playing down the mischief of the masses, the goal of communications technology was brutal and direct: to ensure the dominance of the state. The sinister “telescreens” placed in people’s homes spewed propaganda and conducted surveillance, keeping the population passive and the leadership firmly in control. In the face of constant monitoring, all people could do was sterilize their behavior, conceal their thoughts and carry on like model citizens.

This was, it turns out, a quaint scenario, grossly simplistic and deeply melodramatic. As the Internet proves every day, it isn’t some stern and monolithic Big Brother that we have to reckon with as we go about our daily lives, it’s a vast cohort of prankish Little Brothers equipped with devices that Orwell, writing 60 years ago, never dreamed of and who are loyal to no organized authority. The invasion of privacy — of others’ privacy but also our own, as we turn our lenses on ourselves in the quest for attention by any means — has been democratized.

For [Tyler Clementi](http://topics.nytimes.com/top/reference/timestopics/people/c/tyler_clementi/index.html?inline=nyt-per), the [Rutgers University](http://topics.nytimes.com/top/reference/timestopics/organizations/r/rutgers_the_state_university/index.html?inline=nyt-org) student who recently committed suicide after a live-stream video of an intimate encounter of his was played on the Web, Little Brother took the form of a prying roommate with a webcam. The snoop had no discernible agenda other than silly, juvenile troublemaking, which made his actions more disturbing in certain ways than the oppressive prying of a dictatorship. The roommate, it seems, was acting on impulse, at least initially, and his transgression couldn’t be anticipated, let alone defended against. Clementi, unlike Orwell’s Winston Smith, who hid from the telescreens whenever possible and understood that the price of personhood was ceaseless self-censorship and vigilance, had no way of knowing that the walls had eyes. Nor did his unseen observer anticipate the ultimate consequences of his intrusion.

In “1984,” the abolition of personal space was part of an overarching government policy, but nowadays it’s often nothing more than a side effect of wired high spirits. The era of the “viral video,” when footage of some absorbing slice of life can spread overnight around the globe, is bringing out the anarchist in all of us. Sometimes the results are welcome, benign, and the intruder does his subject a favor. Take the young man who taped his girlfriend shimmying in front of a TV attached to a Wii Fit video game. He shot the clip without her knowledge, apparently, and in no time [Google](http://topics.nytimes.com/top/news/business/companies/google_inc/index.html?inline=nyt-org) and YouTube made her famous. She capitalized on her high profile by appearing on “The Tyra Banks Show.”

There are also times, of course, when Little Brother does a positive service to society by turning the tables on the state and watching the watchers. The other day a video emerged that seemed to show an Israeli soldier dancing in a mocking manner around a cowering Palestinian woman whom he appeared to have under his control. The viewer couldn’t help but be reminded of more shocking pictures from Abu Ghraib — scenes of torture that might never have come to light if Little Brother hadn’t been standing nearby. The irony is that these images, which caused a convulsion of national moral conscience, were taken — in some cases, at least — as photographic boasts or trophies. So giddy with power and numb to its abuses were the camera-wielding prison guards that they indicted themselves with their own antics.

**In the postideological** YouTube-topia that Orwell couldn’t have foreseen, information flows in all directions and does as it pleases, for better or for worse, serving no masters and obeying no party line. The telescreens, tiny, mobile and ubiquitous, at times seem to be working independently, for some mysterious purpose all their own. This morning, when I sat down to write, I was distracted by a story on my computer about a Google Street View camera that snapped pictures of a corpse lying on a bloody street in urban Brazil. I clicked on the link, unable to do otherwise, and up came the awful, disconcerting image. For a moment, I felt like a voyeur, spiritually dirtied by what I saw. A moment later I was checking the weather report and the status of my I.R.A.

Even Big Brother himself was not so cold. He, at least, had a motive for his peeping — to maintain order, to shore up his position and to put down possible rebellions — but I and the countless Little Brothers like me lack any clear notion of what we’re after. A fleeting sensation of omnipotence? The gratification of idle curiosity? Our nonstop trafficking in stolen images, sometimes as consumers and sometimes as producers (is there any meaningful difference anymore?), adds up to a story without a plot. Is it a tragic story? On occasion. It was tragic for Tyler Clementi and for his roommate, who ruined his own life by spying on another’s, but for those who are suddenly lofted to fame and riches by achieving viral visibility, it’s closer to a feel-good comedy.

Ours is a fragmentarian society, infinitely divided against itself and endlessly disrupted from within by much the same technologies that, in Orwell’s somber novel, assured a dull and deadening stability. In some ways, his nightmare vision of state control is cozy and reassuring by comparison. Big Brother may have stifled dissent by forcing conformity on his frightened subjects, but his trespasses were predictable and manageable. What’s more, his assaults on citizens’ privacy left the concept of privacy intact, allowing the possibility that with his overthrow people might live again as they once had.

Little Brother affords us no such luck, in part because he dwells inside us rather than in some remote and walled-off headquarters. In the new, chaotic regime of networked lenses and microphones that point every which way and rest in every hand, permitting us to train them on ourselves as easily as we aim them at one another, the private and public realms are so confused that it’s best to treat them as identical. With nowhere to hide, you might as well perform, dispensing with old-fashioned notions of discretion and personal dignity. If Tyler Clementi had remembered to do this — to yield his personal life to the machine and acknowledge, with Shakespeare, that the world’s a soundstage — he might have shrugged off the embarrassment he suffered and made a reality show of his existence. He might have asked Little Brother into his room instead of choosing, fatally, to keep him out in the only manner he must have thought possible.

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Technology Diary

j0292982

Directions: Each time you use a technological device, track it here. I have included 9 boxes per day, but if you use technology more than nine times, continue your log for that day on the back of the worksheet!

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New York State Common Core-

L.6- Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant.

R.1- Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

W.9- Draw evidence from literary or informational texts to support analysis, reflection, and research.

***Objective-***

The objective of this lesson is for students to empathize with Audrey and to write a new chapter to be added to the novel *Finding Audrey*

***Aim-*** Empathizing with Audrey in connection to our own lives

***Do Now-*** What problems must modern day teenagers (you!) have to deal with on a daily basis? Create a list of your top 5-7 problems or conflicts.

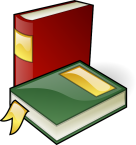
# Activities-

1. Upon entering the classroom, students will open their notebooks to the literature section and copy the Aim and Do Now from the board.
2. Students will then perform a “think-pair-share” to discuss their responses. Changes and additions can be made to their responses if needed.
3. The class will then make a list of the top problems teenagers must face in our modern day society. Common responses expected may include:
   * Parental difficulties/rules
   * Drugs/Alcohol/Cigarettes
   * Boyfriend/Girlfriend problems
   * School work
   * Peer pressure
   * Etc.
4. The class will then vote on the top three problems.
5. The students will then be divided up into their groups and each group will be assigned to one character from the novel.
6. The group will then have approximately 5 minutes to decide how their character would help Audrey deal with the problems previously discussed.
7. The groups will then share their information with the class as a whole. Classmates will copy the information into their notes.

***Closure-*** Which character truly seemed to be the most helpful? Explain your response.

Introduce the *Create-a-Chapter* creative writing project. Students will be encouraged to use the Literature Review sheet as both a final assessment for Finding Audrey and also as a way to start organizing their own chapter prior to writing it.

***Create-a-Chapter***



***Your Task:*** Write your own chapter of Finding Audrey by following the steps below!

***Step #1:*** Fill in the last four digits of your phone number:

***Step #2:*** Circle the four numbers on the chart below that correspond with the last four digits of your phone number. *Be sure to do it in order!*

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| ***Character*** *(first number)*   1. Mrs. Turner 2. Frank 3. Felix 4. The McDuggan Family 5. Mr. Turner 6. Dr. Sarah 7. Linus (aka Atticus) 8. A Starbucks Employee 9. Izzy 10. Wild Card: Choose anyone from above or create a new character! | ***Setting*** *(second number)*   1. A park 2. School 3. Starbucks 4. Audrey’s dark room 5. Audrey’s bedroom 6. The mall 7. Kitchen 8. Dr. Sarah’s office 9. A busy diner 10. Wild Card: Choose any setting from above or create your own! |
| ***Important Object*** *(third number)*   1. A cellphone 2. A diary 3. A novel 4. A video game 5. A laptop 6. A Starbucks latte 7. A plane ticket 8. A bright lamp 9. Rhubarb 10. Wild Card: Choose your own important object or select one from above | ***Theme*** *(fourth number)*   1. Carpe Diem (seize the day) 2. The truth will surface 3. Justice prevails 4. Search inside yourself for wisdom 5. Life is a journey 6. Eternal friendship 7. Love conquers all 8. Trust one’s intuition 9. Overcoming great obstacles 10. Wild Card: Choose your own theme or select one from above |

***Step #3:*** Utilizing the four circled elements, write your own chapter. Look over your notes as well as the chapters we have read for ideas. Have fun with this assignment and good luck! See me for help (before the due date). ☺

***Step #4:*** Type your story using the standard format given- *Times New Roman 12 point, double spaced font. Include the required class heading as well.*

***Literature Review Sheet***

BS00554_

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| Title | **Author** |
| **Protagonist(s)** | Antagonist(s) |
| **Round Characters** *and their traits* |  |
| **Genre** | **Point of View** *(1st , 3rd , or Omniscient?)* |
| **Setting** *(Time and Place)* | **Conflict(s)** *(Internal and External) w/ examples* |
| **Literary Techniques Used** |  |
| **Theme-** *(The author’s message) There may be more than one!* |  |

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