



High School Teachers: use BOSTON TEENS IN PRINT in class!

## CURRICULUM GUIDE

for January 2010 issue

### ***Good hair, bad hair: the politics of follicles***

#### **Write about Hair and Identity**

Ask students: “Is your hair YOU?” Have them read the page 3 *Hair* stories in TiP and write about what their hair says about who they are or aren’t.

OR

#### **Write a Persuasive Essay**

“It’s not about what’s on your head, it’s about what’s in it,” says Chris Rock in the new movie *Good Hair*. Do your students agree or disagree? Ask them to read the TiP articles about hair on page 3 and write a persuasive essay supporting or refuting Rock.

Have students send their “Hair Pieces” to TiP! [Ric.kahn.ics@cityofboston.gov](mailto:Ric.kahn.ics@cityofboston.gov)

### ***Ballistic linguistics: Getting the hang of slang & On dawgz, we’re dumb sick of hearing that word, kid!***

Ask students to read these two stories on pages 14 and 15 and think about language and the slang they use every day. Then ask students to do one of the following assignments:

#### **Write an Extended Definition of a Slang Word**

Have students write an essay defining their favorite slang word. In the essay, they should:

1. Define the word and give its part of speech.

2. Show how the word is used with sample sentences or phrases. The student might also show improper uses of the word or contexts where the word would never be used.
3. Explain how the word acquired its slang meaning. Doing this will require them to explain the word's denotation and connotation.
4. Provide any other details of interest about the word. For example, maybe the word is only used in certain geographical areas. Or, the word was featured in a prominent song or movie. Or the student could write a sample dialogue illustrating the word's use. Students can get information about slang at [www.Urbandictionary.com](http://www.Urbandictionary.com)

### **Write a Proposal to Retire a Word or Expression**

Have students choose a word or expression they hate and want to retire. They should write an essay answering the following questions.

1. What is the word/expression and why should it be retired?
  - a. What does it mean?
  - b. How is it used? Give examples.
  - c. How has the usage of the word/expression evolved? (Show students sample etymologies from the Oxford English Dictionary webpage.)
  - d. Provide examples to illustrate how the use of this word/expression has become annoying or problematic.
2. Propose a plan for eradicating the word. For example, the student might propose a replacement word or expression for the retired one.

### ***Courting trouble: cyberbullying held up as free speech***

#### **Write a Persuasive Essay**

Have students read this story by Katryna Mahoney on page 8. They might also check out another story of a teen who recently committed suicide after being cyberbullied.

[http://www.boston.com/news/education/k\\_12/articles/2010/01/24/teens\\_suicide\\_prompts\\_a\\_look\\_at\\_bullying/](http://www.boston.com/news/education/k_12/articles/2010/01/24/teens_suicide_prompts_a_look_at_bullying/)

Then, have students read—or re-read—the First Amendment. Using the information they have read, they should write a persuasive essay arguing for or against the notion that cyberbullying should be protected under the First Amendment.

\*Students might also consider the complicated relationship between the First Amendment and schools. For instance, censorship of high school newspapers has been held up in court. Also, clothing deemed “disruptive” to the school environment is often banned in school dress codes. If speech is already not totally “free” at school, where does that leave students’ right to cyberbully?

Encourage students to send their finished essays to TiP.

***Two-Guys: Dudes are turning into vampire-series enthusiasts***

### **Write a “Forbidden Book/Movie” Review**

Ask students to read this story on page 23.

Then, give them a challenge: Read a book or watch a movie they vowed they would never read/watch and write a review of it. In it, they should acknowledge the assumptions or prejudices they had about the book/movie going into it and how the actual thing measured up against those.

It’s a *Green Eggs and Ham* opportunity—see how many students will bite (for extra credit?).

***Erica Corsano, fashionista***

### **Practice Choosing Bold Words**

Read Roytel Montero’s article on page 9 out loud to students and ask them what they notice about the writer’s WORD CHOICE. What makes this article interesting and fun to read? How do the *words match the topic* of the story?

Ask students to create a T chart. They should pull ten to fifteen “stand out” words and phrases from Montero’s story and list them in the left column. In the right column, ask students to translate these words. What do they notice? How would Montero’s story be different with different words?

Ask students to revise a piece of their own writing paying special attention to their word choice. They should underline their own “stand out” words. They should also look for places to replace boring words with bright ones.

**UPCOMING SUBMISSION DEADLINES**

**For the March 2010 paper:** February 9, 2010

*See submission guidelines in Teens in Print.*

We welcome your feedback about TiP. We also love to hear how you use it in your classroom.

Thanks for reading,

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