Brockton High School
English Grades 9-12 - Week of May 18 – May 22, 2020
Nicole McLaren, English Department Head nicolemclaren@bpsma.org

Learning Objectives:
Students will be able to: Draw evidence from literary or **informational texts** to support **written analysis**, interpretation, **reflection**, and research, applying one or more grades 9-10 [or 11-12] Standards for Reading Literature or **Reading Informational Text** as needed. Writing [W] Standard 9

Literacy Objectives:
Students will be able to:

1. Read to understand a concept and construct meaning
2. Write to generate a response to what one has read, viewed, or heard (writing)
3. Reason to identify, explain, and make a prediction based on a pattern (reasoning)

(*https://www.bpsma.org/schools/brockton-high-school/about-us/mission-literacy-charts*)

This week's learning plan:

Activity 1: Read Catherine Bagwell's article "Teens are wired to resent being stuck with parents and cut off from friends during coronavirus" https://theconversation.com/teens-are-wired-to-resent-being-stuck-with-parents-and-cut-off-from-friends-during-coronavirus-lockdown-136435.

9th and 10th Graders- Do you agree with Bagwell's critique of teenage behavior? Write a response to Bagwell. Includes a thesis and whether you agree or disagree with the points raised. Include at least one quotation from the piece and at least one personal example. You should have three paragraphs in total.

11th and 12th Graders-In a three-paragraph response, analyze how the writer makes an argument. Who is the audience? How does the writer use different rhetorical strategies (description, definition, process analysis, compare/contrast, illustration, classification, or cause and effect) and literary elements to communicate their point? Is it effective?

Activity 2: What are you most excited to do again once this is over? Craft a journal entry of at least one page. Read "The Quarantine Diaries" by Amelia Nierenberg for inspiration for different ways to respond. Examples in the article include a sketch, a photograph, recorded thoughts, a log of what is happening in the world, or a combination of things. What you choose to write, sketch, doodle, paint, or capture in a photo, etc. is up to you. If you craft a visual entry, be sure to include a brief description. https://www.nytimes.com/2020/03/30/style/coronavirus-diaries-social-history.html

Ongoing learning opportunities

- KhanAcademy.com is available through your Clever login for SAT Practice.
- Vocabulary.com is great for quick daily practice to build your vocabulary.
- Sign up for an E-card for the library to borrow books from Hoopla.com and Overdrive.com: http://brocktonpubliclibrary.org/images/documents/Ecards.pdf

Note to students: Your English teacher is available to help you complete the activities. You may also have additional learning opportunities provided by your teacher. Please contact them with specific via email or during office hours: English Department Remote Office Hours

S. Boyd, J. Cassell, C. Donahue, M. Kelland, D. Mulhall

Teens are wired to resent being stuck with parents and cut off from friends during coronavirus lockdown

theconversation.com/teens-are-wired-to-resent-being-stuck-with-parents-and-cut-off-from-friends-during-coronavirus-lockdown-136435

Catherine Bagwell

“Can’t I just go see one friend?”

“I need to hang out with my friends.”

“You are being overprotective and unreasonable!”

Social distancing is both necessary and hard. If my Facebook news feed and anecdotal experience in my own family are at all representative of larger trends, adolescents are especially feeling the pain. Separating from others goes against basic human needs for companionship and connection that everyone feels, yet the challenge of social distancing may be especially difficult for teenagers.

Social distancing contradicts much of what being a teenager is all about. As a psychology professor who studies adolescents’ peer relationships, I find it helpful to think about this reality from a developmental perspective – assuming certain tasks arise at different periods during development, and that mastering them contributes to well-being and happiness. The typical changes that come with adolescence and the developmental tasks that confront adolescents help explain why they’re having a particularly hard time with social distancing.

Teens’ friends are their world

Adolescence is a time when forming and maintaining close, intimate friendships is a critical developmental task – a main “job” of being an adolescent. Teens are socially and emotionally prepared for this task, and achieving it provides them abilities they need for meeting the challenges ahead. Teens spend much of their waking time with peers and friends. Psychology research suggests that those relationships have important implications for adjustment and well-being.

In friendships, teens learn and practice social and emotional skills that are important now and for their success in future relationships. They learn how to give and ask for help and support; they work on conflict resolution, compromise and forgiveness; they learn about closeness, intimacy and reliability; and they figure out how to make others laugh and have fun together. Each time they practice these skills with their friends, they’re working on perfecting competencies that will be crucial for successful relationships throughout the rest of their lives.

So much of this happens during face-to-face interactions when teens gather in the basement, legs and arms entwined as three or four pile on a couch talking and hanging out, or at the school lunch table when a dozen teens sit together at a table designed for half as many. Social distancing runs counter to what teens want and need to be doing with their peers and friends.

Becoming their own people

Another important task of adolescence is developing emotional and behavioral autonomy – feeling, thinking and acting as a self-governing person. Demands from parents and other authorities to stay home and practice social distancing make many teens bristle. They want to make those decisions for themselves.

As adolescents’ brains develop, their cognitive skills are advancing. Their decision-making abilities improve, and they start to think more abstractly and about multiple perspectives simultaneously. Those advances certainly help them better understand the global challenges we’re all confronting with COVID-19 than younger children might.

Yet, those advances also come with greater tendencies to see things as relative instead of absolute, to question adults and to be better arguers than when they were younger. And teens famously experience a type of egocentrism that can involve a feeling of uniqueness and invulnerability that might make them downplay the importance of social distancing.

Although teens are developing more adult-like cognitive abilities, they are generally more likely to make risky decisions than adults are. An adolescent and an adult may both think about the positive and negative consequences of social distancing, yet adults and teens may value them differently. A teen may emphasize the rewards of seeing friends, while an adult may put more weight on the health risks of contracting or spreading the virus.

Adolescents can adjust

Together, the social and emotional tasks of adolescence – developing intimate friendships and achieving autonomy – make teens uniquely resistant to calls for social distancing.

The cognitive changes of adolescence are in part responsible for the laments I've heard from parents of my 16-year-old's friends, describing the endless arguing about parents' draconian mandates to engage in social distancing.

I recognize that many people are confronting life-and-death situations or serious economic consequences for their families and do not have the luxury of worrying about angsty and argumentative teens. Nevertheless, it is important to consider the potential unintended consequences that accompany social distancing.

So what's a parent to do?

First, recognize that teens' seeming all-consuming desire to be with friends is reasonable and exactly what they should want to do.

Second, encourage their social connections and help them figure out how to maintain those interactions, albeit from a distance. Perhaps relax prohibitions against screen time when it is used to connect with friends through FaceTime and Google Hangouts. For younger teens, actively help them host a Zoom dance party with their friends and think creatively about ways to maintain social interactions with technology.

Third, continue to talk with teens about the coronavirus and its consequences. Acknowledge the uncertainty everyone feels. Help them engage their developing critical thinking skills around news reports and graphs of data and other evidence about the beneficial effects of social distancing.

And finally, understand that teens' push for autonomy, their arguing about the unreasonableness of what they're not allowed to do and their lack of unbridled excitement about forced family time all fit with the social, emotional and cognitive tasks that define adolescence.

The Quarantine Diaries

nytimes.com/2020/03/30/style/coronavirus-diaries-social-history.html

Amelia Nierenberg March 30, 2020

Before the end of life as we knew it, Ady, an 8-year-old who lives in the Bay Area of San Francisco, read a biography of Anne Frank.

When she realized that she, too, was living through what would soon become history, Ady started keeping her own diary.

In one early entry, she recorded that the judging for her county's science fair would be conducted over the phone, rather than in person. "Not 'fair'!!" she wrote. "Har, har, very funny."

When Santa Cruz County enacted a shelter-in-place order on March 16, she again picked up her pen.

"I'm REALY scared!" she wrote. "Did you know this is getting so bad that I have to go my clarinet lessons on the cumputer!!"

As the coronavirus continues to spread and confine people largely to their homes, many are filling pages with their experiences of living through a pandemic. Their diaries are told in words and pictures: pantry inventories, window views, questions about the future, concerns about the present.

Taken together, the pages tell the story of an anxious, claustrophobic world on pause.

"You can say anything you want, no matter what, and nobody can judge you," Ady said in a phone interview earlier this month, speaking about her diary. "No one says, 'scaredy-cat.'"

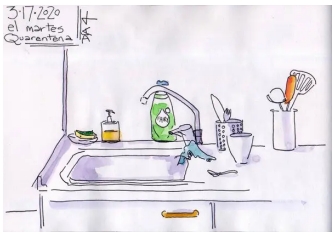

Image
After quarantine, she drew the sink. Credit...Ruth Manning

When future historians look to write the story of life during coronavirus, these first-person accounts may prove useful.

"Diaries and correspondences are a gold standard," said Jane Kamensky, a professor of American History at Harvard University and the faculty director of the Schlesinger Library at the Radcliffe Institute. "They're among the best evidence we have of people's inner worlds."

History isn't usually told by the bigwigs of the era, even if they are some of its main characters. Instead, it is often reconstructed from snapshots of ordinary lives. A handwritten recipe. A letter written by a soldier at the front. A drawing of a kitchen sink. One of the most famous works of academic history — "A Midwife's Tale," by Laurel Thatcher Ulrich — came from the diary kept by a woman living in Maine from 1785 to 1812. It won a Pulitzer Prize.

Image
"It is not a journey outside anymore, but a journey inside," said Adina-Mihaela Tudor, a 36-year-old architect in Ploiești, Romania.Credit...Adina-Mihaela Tudor

"The personal that is presented in diaries gives us the truth of the era," said Carole Ione Lewis, a diarist and the author of "Pride of Family: Four Generations of American Women of Color," which she wrote using her relatives' diaries.

Today's journals convey the shared experience of life in isolation.

Some diarists record statistics: the number of infections, the number of deaths. Others keep diaries that are part shopping list, part doodle pad. Unidentified phone numbers are scratched out in the margins of punctuation-less pages filled with the frustration of being separated from family and friends. Among these accounts, anxiety is the constant.

Deb Monti, a 22-year-old painter, was in Valencia, Spain, when the country went on lockdown. Confined to her apartment, she painted what she could see from her window.

"I'm looking at other people who are now trying to live their daily lives on these tiny balconies," she said.

Now back in Pittsburgh, where she grew up, Ms. Monti is self-isolating in her childhood bedroom.

"You look at this painting of a person looking out a window and you think, like, 'Oh, how romantic. This person is able to just daydream,'" she said. "But for me, it's so all of a sudden. It makes me feel so suffocated and restrained."

For some visual diarists, making new work has been a way to stay connected with other artists in isolation.

In Manila, before the outbreak, Patricia Joyce V. Salarzon, a 27-year-old production editor, would meet her friends to draw outside. Now they all agree to sketch at the same time, just to feel like they are together.

Timothy Hannem, an illustration artist in Paris, made a template for people to fill in and post on social media using the hashtag #coronamaison: corona house. A well-known illustrator, Pénélope Bagieu, shared the drawing with her Twitter followers.

They will each draw their own ideal place to be quarantined, she wrote.

Within a few days, hundreds of people had uploaded their own imagined interiors, with cats and plants and books. They started a website, too, as a landing pad for the project.

Together, the drawings make for a fantastical house, with rooms created by many, many hands.

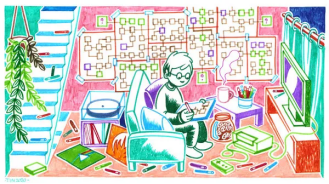

Image
Here's how Timothy Hannem, 40, filled in his own #coronamaison template.Credit...Timothy Hannem

About two weeks ago, Anna Temkina, a professor of public health and gender at the European University at St. Petersburg, realized she was living through what sociologists refer to as "emergent moment."

"It is a moment when new rules begin to develop, but they are not yet clear," Dr. Temkina, 59, said. "Sociologically, this was absolutely great."

She has started project called "the virus diaries," part of a broader effort by the university to study quarantine's effect on daily life.

"Saturday — a normal crowd out and about," she wrote. "I don't notice any increased caution. People are walking without distancing; two military men shake hands; a man and woman my age greet each other with a kiss."

Colin White

Image
Others, like Gavin Snider, an illustrator in Brooklyn, are drawing the view from their windows.Credit...Gavin Snider

In the early days of the outbreak, Annie Armstrong, a 24-year-old writer in Brooklyn, went home to Atlanta. Now her diary is filled with questions about her career, how to find meaning in her life, what she really wants.

Advertisement

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"I really feel like I'm witnessing the fall of the empire," she wrote. "I'm already mourning this whole little life I made for myself in New York."

Image
“It is like living in a science fiction movie,” said Mr. Maldonado, an industrial engineer. “We can only go out to buy food, medicine or walk the dog.”Credit...Marcos Moreno Maldonado

Kari Stevenson, a 34-year-old high school librarian who lives near Colorado Springs, Colo., started keeping her own quarantine journal. Writing soothes a nervous ache in her stomach, she said, even when the subject matter is anxiety provoking.

“The grocery stores are feeling the strain + shortening hours,” Ms. Stevenson wrote in a recent entry. “I am starting to worry our 14 day supply might not be enough.”

The day before public schools closed in Boston, Ari Zimmet asked his middle school students to draw how they were feeling.

Normally, Mr. Zimmet, 25, teaches woodworking. But he remembered how one art professor, in college, opened up her classroom for discussion and sketching after the 2016 election. He wanted to make room for his middle school students to do the same.

As they drew, many seemed unaffected. But one student, a boy, drew frantically. With blue and orange lines, he made frenzied marks as stick figures fell from the sky.

“He didn’t articulate his feelings, and he almost never does,” Mr. Zimmet said. “But it was like he was constructing this whole narrative with the path that his Cray-pas was taking.”

Image
Martina Mai, a self-employed trainer in Bavaria, Germany, has seen many of her jobs canceled during lockdown. “I was shocked at how fragile our way of life we are used to is,” she said.Credit...Martina Mai

That these accounts are recorded on paper is crucial to their longevity. “People think the internet is going to be permanent, but we’re already starting to lose things that were committed to bits and bytes,” said Shane Landrum, who holds a doctorate in American history from Brandeis University. “Even with the danger of your house burning down with all your written records

inside, I still think paper is valuable as a practice," Dr. Landrum said.

The weight of a personal diary is familiar to Frank Herron, a 67-year-old book publisher who lives in Winchester, Mass. He has studied the journals his great-aunt kept in the early 20th century.

In one entry, she wrote about seeing Austrian royalty from a tailor's window.

"The procession was like a fairy tale," she wrote on June 14, 1900. "I never expect to see such a fine one again anywhere."

She was right. In a few years, in a few more diary entries, World War I would start. A few years later, the Austro-Hungarian empire would fall.

"What makes history is people who write some stuff or keep some pictures," Mr. Herron said. "This is how we communicate across centuries."