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**English 10A**

**Final Exam Review**

Directions: Complete all parts of the review. This is due on exam day! This will help you prepare for the final exam.

**Close and Critical Reading Questions Review**

Read the following articles. Mark up the text to show your thinking and to gain a deeper understanding of the material. Then, answer the Close and Critical Reading Questions.

**Article One: Taking classes online to avoid bullying by Dayton Daily News**

DAYTON, Ohio — Krista Hooten knew something had to be done when she saw “terror” in her daughter’s eyes as they started back-to-school shopping for seventh grade.

Her daughter, Kelsey, had been [bullied](https://www.newsela.com/?tag=bullying) the previous year. It started with emotional abuse, such as other girls calling her ugly and spreading rumors about her. But it quickly turned physical. Her tormentors pulled her hair on the bus and shoved her to the ground. “It changed her personality,” Hooten said. “It was a horrible, horrible year.”

After Hooten returned from the shopping trip, she and her husband decided it was time to make a change. They pulled Kelsey from public school and enrolled her online, through a charter school connected with the national education company K12.

Nearly a quarter of parents who enrolled their children in online K12 programs said bullying was one of the reasons they removed their children from traditional schools, according to a recent survey. About 94 percent of those parents said going online helped address the problem.

**One Online School Gets An "F"**

But bullying is a larger and more complicated problem than that. One-third of all U.S. children — an estimated 13 million students nationwide — are targeted each year, according to the White House. Those students are “more likely to have challenges in school, to abuse drugs and alcohol, and to have health and mental health issues.” In some cases, victims have committed suicide.

Krista Hooten said her daughter did not talk about the extent to which she was bullied during sixth grade, and even when the attacks became physical, the teenager would “act like she was dealing with it and it wasn’t that big a deal.”

She said, “All I knew at that point was she didn’t want to go, to the point where (when) she would leave in the morning, she cried all the way to the bus stop.” Hooten talked to her daughter’s teachers and school administrators, but their only suggestion was that Kelsey should "find another group of friends.”

Now 16 and in 10th grade, Kelsey said she has been able to escape bullying since she started attending the Ohio Virtual Academy.

The academy now enrolls more than 12,600 students across the state, according to the Ohio Department of Education. While it may be effective as a way to protect students from bullying, it hasn't been so impressive when it comes to academics. It was given an “F” on the latest state report card, which measures what percent of students passed achievement and graduation tests. Only about 42 percent of its students graduate in four years, according to its latest report card.

The online school was created in 2006, and has grown as an option for bullied students. Students are given home computers, printers and a microscope and watch live videos and do chats with licensed teachers. The school also offers extracurricular activities, dances and other get-togethers for students.

**Hard To Monitor Students Online**

While bullying has always been an issue, experts say it's even more of a problem today because of the rise of activity online.

“Because of cyberbullying, students can’t escape it,” said Susan Davies, who trains school psychologists to recognize and deal with bullying. “It’s not something that’s just happening at school. They’re being targeted in their home when they’re not even around other kids. That has become really difficult to address at the school level because there’s kind of that question: Where does our influence end when it’s our students that we’re caring for throughout the day being bullied through the Internet?"

Davis added, “The kids are so savvy that they’re kind of escaping notice of the adults in their lives. As soon as we get on whatever the next hot social media site is and start monitoring kids," they move on. If teachers and parents are on Facebook, students say, "'Well, Facebook isn’t cool anymore, we’re going to move to Twitter. And we’re going to move to Instagram.' It’s hard for us to monitor them.”

The Ohio Virtual Academy is not immune to cyberbullying, but, according to Kristin Stewart, who is the head of the school, it has a zero-tolerance policy. The school has expelled and suspended students in the past, though not often.

The academy trains its teachers to look for signs of bullying and, Stewart said, bullying is brought to light sooner than usual "because the teachers are online with students.”

**Move At Their Own Pace**

Sometimes students who have been bullied take a while to regain their trust of other students, Stewart said. “But once they do, we have — especially in middle school and high school — we have blogs and Facebook where kids can go online and meet each other. They can approach getting back to school safely because they’re in their homes and they’re feeling safe. They can move at their own pace.”

Students also choose the school because they are struggling in certain subjects, because their families rely on them to work, because they have children of their own, or because they want to challenge themselves, Stewart said.

Hooten’s two other daughters also attend the Ohio Virtual Academy. Lexie, 14, started to give herself more time for her 20-hour-a-week dance commitment, while Hannah, 11, enrolled because she was missing many days of traditional school due to her asthma.

Next year, Kelsey will begin taking college courses for free through a state program.

Her mother said the change in her personality was almost immediate after she left public school.

“She was just happier again,” she said. “You just really underestimate" the effect bullying can have. "Even though she’s beautiful," the bullying got to her. "It’s amazing what peers can do when they’re telling you the opposite” of what's true.

**Article Two: Rewarding good behavior as a way to stop school bullying by Chicago Tribune**

CHICAGO — When 11-year-old Ronan Schuelke was shoved and called names in his school lunchroom last year, he wasn’t sure what to do.

This year, he is the star of a music video designed to teach respect through a catchy parody of a Katy Perry song.

After students watch the video, Ronan and other student leaders at his school, Stratford Middle School in Bloomingdale, Ill., will hand out tokens to classmates who try to stop bullying or reinforce good behavior. Students can receive a token for telling a classmate to stop picking on someone, for instance, or by sitting with a new student at lunch. The tokens are called "Stallion Medallions" after the school's mascot. They can be redeemed for small prizes, like school supplies or tickets to plays.

“I think this is something the kids will pick up … and maybe try it,” Ronan said of the idea.

**"Stop, Walk And Talk"**

The new approach at Stratford underscores an ongoing shift in how educators deal with bullying.

In the past, attempts to combat bullying were haphazard. Administrators spoke with individual students or brought in speakers. But in recent years, media attention, state mandates and research on bullying have prompted dozens of school districts across Illinois to more comprehensively address the subject and instill a broader message of respect, educators say. At least 10 of those districts are in Chicago suburbs.

“Teaching them to show respect to each other is more effective than saying ‘Don’t be a bully,’” said Brian Meyer. He serves as operations director for the state’s Positive Behavior Interventions and Supports network. The organization provides Illinois schools with information on the latest anti-bullying techniques.

Under the program, schools acknowledge that all students are capable of bullying and being bullied. Administrators survey students on problem areas. Then faculty and students are trained in a schoolwide approach called “Stop, Walk and Talk.”

The idea is to give students strategies for halting bullying instantly. For instance, a student could tell or signal an aggressor to stop and then report it to a teacher.

**Laws Require Anti-Bullying Policies**

Many educators and researchers applaud the effort as a way to lower bullying rates. Others worry that rewarding good behavior with prizes sends the wrong message to students and doesn't work in the long run. Reports estimate that 20 to 30 percent of school-age children are either bullied or engage in bullying.

“Extrinsic motivation has limited availability to really promote a love of learning and to promote a moral compass,” said Jonathan Cohen, president of the National School Climate Center. Internal motivation is more powerful, he said.

Two decades ago, bullying was seen as rare, and few parents asked the school district to protect their children. But as bullying was blamed for shootings and suicides, parents started lobbying for help and legislators got involved, said Dorothy Espelage. She is a professor of educational psychology at the University of Illinois and is known for her research on bullying.

Since the shootings at Colorado's Columbine High School in 1999, 49 states have passed laws requiring schools to have anti-bullying policies and programs, Espelage said.

Research showed that prevention was most effective when addressed schoolwide. Principals began turning to the Positive Behavior Interventions and Supports network, funded by the U.S. Department of Education.

**"The Kids Get It"**

Initially, when the network began 15 years ago, it focused on students with special needs or severe disciplinary problems. Over the next decade, it expanded to include all students. By 2011, more than 250 school leaders from across Illinois attended a meeting to learn how to tackle bullying by building on techniques already used to encourage good behavior in school.

After the meeting, all eight schools in Bloomingdale’s Community Consolidated School District 93 adopted a multi-tiered plan that includes Expect Respect clubs, anti-bullying tokens and the Katy Perry video, said Julie Augustyn. She is the prevention coordinator for the district.

Augustyn knows that critics question how effective these efforts will be when students no longer receive prizes for good behavior. The district isn't doing everything perfectly, she said. “But to see this many middle schoolers come out and are enthusiastic — the kids get it,” she said.

Officials at nearby Schaumburg District 54 hope to teach the approach at the library, the park district and in law enforcement offices. They want to make it a community-wide effort, said Dolly Mandrelle, a positive behavior network coach for the district.

A couple of years ago, when students reported bullying, the district failed to respond consistently, said Lynn Owens, the district’s other network coach. “Now we’re being proactive and not reactive,” she said.

**Report Shows Drop In Bullying**

Researchers say it will take time before these approaches can be measured.

A 2012 report in a journal on children's medicine showed that 37 schools in Maryland using PBIS saw discipline problems drop by a third. The study also showed significant drops in bullying within two years, said co-author Catherine Bradshaw of the Johns Hopkins Center for the Prevention of Youth Violence.

“There aren’t any quick, easy solutions that are going to happen after one hour or an afternoon,” she said.

Chintan Dave, an eighth-grader at Stratford, had a more immediate goal when he accepted a teacher’s invitation to join the school’s Expect Respect Club.

Two years ago, Chintan, 13, switched to a different bus route after he was mocked for his Indian accent. When school started this month, he wore his neon-orange “Expect Respect” T-shirt with high hopes.

“I don’t want anyone to go through what I went through,” he said.

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| **Questions** | **Title: Taking classes online to avoid school bullying** |
| What does the text say? (Briefly summarize the selection at a literal level.) |  |
| How does the text say it? In other words, how does the author develop the text to convey his/her purpose? (What is the genre format, organization, features, etc.) |  |
| What does the text mean? (What theme/concept is the author trying to get across?) |  |
| So what? (What does the message/theme/ concept mean in your life and or the lives of others? Why is it worth sharing/telling? What significance does it have to your life and/or the lives of others?) |  |
| **Questions** | **Title: Rewarding good behavior as a way to stop school bullying** |
| What does the text say? (Briefly summarize the selection at a literal level.) |  |
| How does the text say it? In other words, how does the author develop the text to convey his/her purpose? (What is the genre format, organization, features, etc.) |  |
| What does the text mean? (What theme/concept is the author trying to get across?) |  |
| So what? (What does the message/theme/ concept mean in your life and or the lives of others? Why is it worth sharing/telling? What significance does it have to your life and/or the lives of others?) |  |

**Synthesis Essay**

You will use the knowledge gained from the articles to write a synthesis piece about the shared topic. A prompt for these articles may read:

Bullying in schools has become a major focus in education over the last few years. Based on what you have read, **why is it so important that schools address the bullying issue?** Use evidence from both articles in your response.

The Close and Critical Reading Questions can help you. Use the following outline for your essay:

**Part 1: Introduction**

* Introduce your topic: Bullying
* Introduce the two sources: “Taking online classes to avoid school bullying” from Dayton Daily News and “Rewarding good behavior as a way to stop school bullying” from Chicago Tribune
  + Title and Author
  + Briefly summarize what each writer talks about in the article
* Thesis: State why schools need to address the bullying issue (ONE complete sentence).

**Part 2: Body Paragraphs (2-3 paragraphs)**

* State one reason to address the bullying issue (1 paragraph per source/ be sure to tie back to your thesis)
* Use a source to show this factor
  + Introduce the source (i.e. According to the article in the Dayton Daily News…)
  + Use a piece of information/quote from the source
* In your own words, explain the quote’s meaning as well as why it is important to address this idea

**Part 3: Conclusion**

* Think about the ideas from both articles
* Explain what each of these ideas **mean to you.** Apply them your own life (education, development as a reader/writer, changes in lives, etc.)
* Also explain how these ideas relate to the world as a whole

Use the organizer to help plan what you would include in a Synthesis Essay.

|  |
| --- |
| Introduction |
| Introduce your topic: |
| Introduce the sources using complete sentences: |
| Thesis: |
| Support Paragraph |
| Topic Sentence (how has reading/writing changed): |
| Source (introduce the quote and use a quote from an article): |
| Analysis (explain the consequences in your own words): |

|  |
| --- |
| Support Paragraph |
| Topic Sentence (how has reading/writing changed): |
| Source (introduce the quote and use a quote from an article): |
| Analysis (explain the consequences in your own words): |

|  |
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| Conclusion |
| What do these ideas mean to you? How do they apply to your life? How do they apply to the world? |