



Norfolk Public Schools
The cornerstone of a proudly diverse community

English 9th



Phase II
April 6 to April 24, 2020

Name:

School:

Teacher:

NPS Curriculum & Instruction

#NPS LITERACY
 STRATEGIC.
 AUTHENTIC.
 ENGAGED.

NPS English Office

Learning in Place 2020/Phase II

9th Grade



Daily Reading	READ 14.2: Each day read for 15 minutes, something of choice, and complete the reading log including the title of the book/text, the number of pages read, and a hashtag summary of what was read. The reading log is on the back of this sheet. A sample entry is included.
Daily Writing	Three times a week , reflect on how our theme of social media connects to current events by journaling your thoughts and feelings about the ideas here: With the rise in cases of COVID-19 and the need for social distancing, many people have been posting Tik Tok, Instagram, and Facebook Live videos to chronicle what they are doing at home. Reflect on some of what you have seen and write about how you feel about the way people portray themselves on social media. You might be annoyed by some things and some things might be really funny. There is no right or wrong answer. Feel free to add drawings, cartoons, and sketches of your own to express how you are feeling.

For the texts assigned below, you are expected to annotate **each paragraph** thoroughly either on a printed version or on a separate sheet of paper by writing a hashtag summary or sketchnoting/doodling something that captures the key information of each paragraph and writing one inference that you can make from that paragraph. Remember that an inference is a conclusion you make based on what you read + what you already know! You are also to write a one to two page response to the “Response to Text” question that accompanies the text.

April 6-10

Theme	Weekly Reading	Response to Text Question
Social Media: How do people portray themselves?	From <i>Lake Woebegone Days</i>	This week’s reading is a regional text in that it tries to portray what life is like in a particular place and time showing the “local color” of a place or the aspects that make that place what it is. This is what people claim to do on social media—show their lives. Based on the story, create ideas for Twitter, Instagram, and Tik Tok posts for some of the characters. You can include descriptions of videos the characters might create as well.

April 13-17 Spring Break

April 20-24

Theme	Weekly Reading	Response to Text Question
Social Media: How do people portray themselves?	“The Power of the Like”	In the text, the author explores the influence of posting and liking content on social media. Do you think there are benefits to posting and liking content on social media? How do you feel when you receive a lot of likes on something you post?



11.4b Compare and contrast the development of American literature in its historical context. **11.4c** Discuss American literature as it reflects traditional and contemporary themes, motifs, universal characters, and genres. **11.4j** Analyze the use of literary elements and dramatic conventions including verbal, situational, and dramatic irony used in American literature.

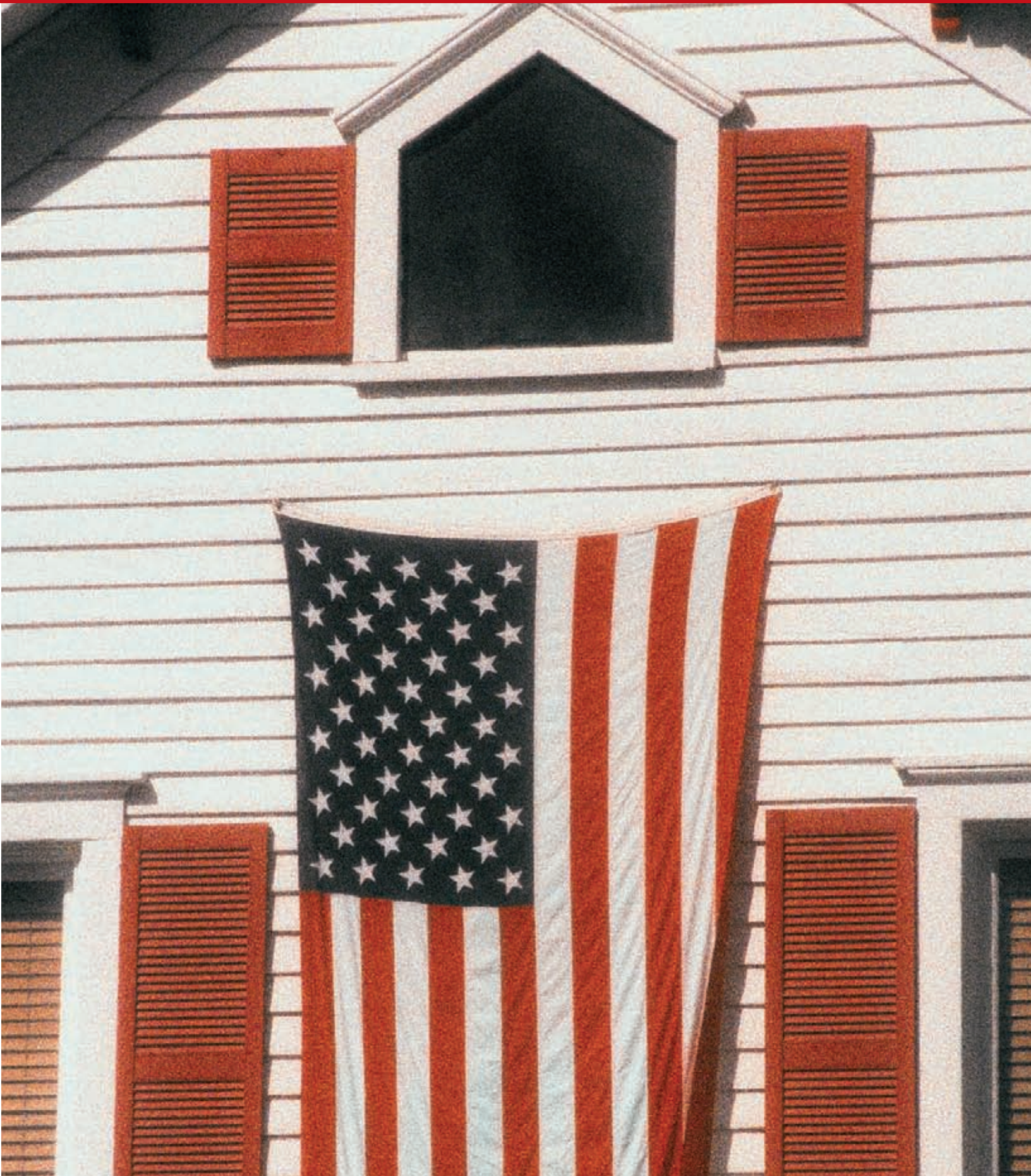
from Lake Wobegon Days

Garrison Keillor

BACKGROUND Garrison Keillor follows in the tradition of such great regional storytellers as Mark Twain and Will Rogers. Like his predecessors, Keillor draws on childhood experiences to paint whimsical pictures of the characters and local color of small-town life. *Lake Wobegon Days* is a novel set in Wobegon, Minnesota, a fictionalized version of his hometown. Keillor, a Minnesota native, originally wrote many of the Wobegon stories for a weekly variety show on public radio called *A Prairie Home Companion*. The show first aired in 1974 and, with one six-year hiatus, continued into the 21st century. Keillor's stories of life in rural Minnesota share an especially close kinship with Twain's stories of life along the Mississippi River in Missouri.

People who visit Lake Wobegon come to see somebody, otherwise they missed the turn on the highway and are lost. *Ausländers*, the Germans call them. They don't come for Toast 'n Jelly Days, or the Germans' quadrennial Gesuffa Days, or Krazy Daze, or the Feast Day of St. Francis, or the three-day Mist County Fair with its exciting Death Leap from the top of the grandstand to the arms of the haystack for only ten cents. What's special about here isn't special enough to draw a major crowd, though Flag Day—you could drive a long way on June 14 to find another like it.

Flag Day, as we know it, was the idea of Herman Hochstetter, Rollie's dad, who ran the dry goods store and ran Armistice Day, the Fourth of July, and Flag Day. For the Fourth, he organized a double-loop parade around the block which allowed people to take turns marching and watching. On Armistice Day, everyone stepped outside at 11 A.M and stood in silence for two minutes as Our Lady's bell tolled eleven times.



Flag Day was his favorite. For a modest price, he would install a bracket on your house to hold a pole to hang your flag on, or he would drill a hole in the sidewalk in the front of your store with his drill gun powered by a .22 shell. *Bam!* And in went the flag. On patriotic days, flags flew all over; there were flags on the tall poles, flags on the short, flags in the brackets on the pillars and the porches, and if you were flagless you could expect to hear from Herman. His hairy arm around your shoulder, his poochlike face close to yours, he would say how proud he was that so many people were proud of their country, leaving you to see the obvious, that you were a gap in the ranks.

In June 1944, the day after D-Day, a salesman from Fisher Hat called on Herman and offered a good deal on red and blue baseball caps. “Do you have white also?” Herman asked. The salesman thought that white caps could be had for the same wonderful price. Herman ordered two hundred red, two hundred white, and one hundred blue. By the end of the year, he still had four hundred and eighty-six caps. The inspiration of the Living Flag was born from that overstock.

On June 14, 1945, a month after V-E Day, a good crowd assembled in front of the Central Building in response to Herman’s ad in the paper:

30 Honor “AMERICA” June 14 AT 4 P.M. Be proud of “Our Land & People”. Be part of the “LIVING FLAG”. Don’t let it be said that Lake Wobegon was “Too Busy”. Be on time. 4 P.M. “Sharp”.

His wife Louise handed out the caps, and Herman stood on a stepladder and told people where to stand. He lined up the reds and whites into stripes, then got the blues into their square. Mr. Hanson climbed up on the roof of the Central Building and took a photograph, they sang the national anthem, and then the Living Flag dispersed. The photograph appeared in the paper the next week. Herman kept the caps.

40 In the flush of victory, people were happy to do as told and stand in place, but in 1946 and 1947, dissension cropped up in the ranks: people complained about the heat and about Herman—what gave *him* the idea he could order *them* around? “People! Please! I need your attention! You blue people, keep your hats on! Please! Stripe No. 4, you’re sagging! You reds, you’re up here! We got too many white people, we need more red ones! Let’s do this without talking, people! I can’t get you straight if you keep moving around! Some of you are not paying attention! Everybody shut up! Please!”

One cause of resentment was the fact that none of them got to see the Flag they were in; the picture in the paper was black and white. Only Herman and Mr. Hanson got to see the real Flag, and some boys too short to be needed down below. People wanted a chance to go up to the roof and witness the spectacle for themselves. **A**

“How can you go up there if you’re supposed to be down here?” Herman said. “You go up there to look, you got nothing to look at. Isn’t it enough that you’re doing your part?”

On Flag Day, 1949, just as Herman said, “That’s it! Hold it now!” one of the reds made a break for it—dashed up four flights of stairs to the roof and leaned over and had a long look. Even with the hole he left behind, it was a magnificent sight. The



11.4j

A CHARACTER TYPES

As an offshoot of Realism, **Regionalism** sought to accurately portray the speech, manners, and habits of people from a particular geographic region. Like Mark Twain a century before him, Keillor favors common characters whose sincerity and humility are often in stark contrast to the absurdity of their words and actions. Twain was exceptionally skilled at creating humor through irony. Reread lines 40–51, and look for ways in which Keillor uses verbal irony to reveal the humor of his characters’ words and actions. The

Living Flag filled the street below. A perfect Flag! The reds so brilliant! He couldn't take his eyes off it. "Get down here! We need a picture!" Herman yelled up to him.
 60 "How does it look?" people yelled up to him. "Unbelievable! I can't describe it!" he said.

So then everyone had to have a look. "No!" Herman said, but they took a vote and it was unanimous. One by one, members of the Living Flag went up to the roof and admired it. It *was* marvelous! It brought tears to the eyes, it made one reflect on this great country and on Lake Wobegon's place in it. One wanted to stand up there all afternoon and just drink it in. So, as the first hour passed, and only forty of the five hundred had been to the top, the others got more and more restless. "Hurry up! Quit dawdling! *You've* seen it! Get down here and give someone else a chance!" Herman sent people up in groups of four, and then ten, but after two hours, the Living Flag
 70 became the Sitting Flag and then began to erode, as the members who had had a look thought about heading home to supper, which infuriated the ones who hadn't. "Ten more minutes!" Herman cried, but ten minutes became twenty and thirty, and people snuck off and the Flag that remained for the last viewer was a Flag shot through by cannon fire.

In 1950, the Sons of Knute took over Flag Day. Herman gave them the boxes of caps. Since then, the Knutes have achieved several good Flags, though most years the attendance was poor. You need at least four hundred to make a good one. Some years the Knutes made a "no-look" rule, other years they held a lottery. One year they experimented with a large mirror held by two men over the edge of the roof, but
 80 when people leaned back and looked up, the Flag disappeared, of course. 🌀

Text Analysis

- Analyze Local Color** One of the primary characteristics of regional writing is **local color**, or writing that portrays the customs, character types, mannerisms, and speech of a region. What elements of local color do you find in this excerpt? Citing evidence from the text, characterize the residents of small-town Minnesota as portrayed by Keillor.
- Compare Texts** As Twain does in the excerpt from his *Autobiography* and in "The Notorious Jumping Frog of Calaveras County," Keillor depicts a community event in a small town. Which author uses dialect or local conventions of language usage more effectively to portray setting? Explain, citing evidence from the texts.

Name: _____ Class: _____

The power of 'like'

A single 'like' can make a social-media post more popular and even affect how teens behave

By Alison Pearce Stevens
2017

In this informational text, Alison Pearce Stevens discusses various studies that explore how people are influenced by social media posts and "likes." As you read, take notes on how people are affected by certain photos and posts on social media.

- [1] Like it or love it, social media is a major part of life. Teens spend more than half of their waking hours online. They use some of that time to post pictures and create profiles on social media accounts. But most of what they do is read and respond to posts by friends and family.

Clicking on a thumbs-up or a heart icon is an easy way to stay in touch. But those "likes" can have power that goes beyond a simple connection. Some social media sites use those likes to determine how many people eventually see a post. One with many likes is more likely to be seen — and to get even more likes.

What's more, viewing posts with a lot of likes activates the reward system in our brain. It also can lower the viewer's self-control. And posts related to alcohol may encourage teens to drink. That means that what you like online has the power to influence not just what others like, but even what they do.



"Man With Emojis & Smartphone" by Free Images is licensed under CC BY 2.0

Popularity on the brain

It's no surprise: Feedback from peers affects how teens behave. And not always in a good way. For example, in one 2011 study, teens doing a driving task in a lab took more risks when their friends were around. Researchers also looked at the teens' brains during this task. They saw activity in a part of the brain that's involved in rewards. This area is known as the *nucleus accumbens*. That suggests the teens were changing their behavior to try to get social approval, explains Lauren Sherman. She's a cognitive neuroscientist at Temple University in Philadelphia, Penn. Cognitive neuroscientists are researchers who study the brain.

- [5] Joining social media can give people a sense of being in the know. But posts may exaggerate how well our friends and others are feeling, making them appear much happier than we are. And that can, inappropriately, make us feel less successful than them.

Sherman wanted to know whether teens make similar changes to their behavior when they use social media. To find out, she and her team recruited 32 teens for their study, last year. The participants submitted photos from their personal Instagram accounts.

The researchers mixed the teens' photos with other pictures from public Instagram accounts. Then they randomly gave half of the images many likes (between 23 and 45; most had more than 30). They gave the other half no more than 22 likes (most had fewer than 15). The participant's own pictures were evenly divided between getting many or few likes.

The researchers told the participants that about 50 other teens had already viewed and rated the photos. That let the participants know how big the audience was. It also gave the teens a feel for how popular the pictures were.

The researchers wanted to find out how the participants' brains were responding to the different images. To find out, they had the teens view the photos while they were inside a *magnetic resonance imaging*, or MRI, machine. It uses a strong magnet to record blood flow in the brain. When brain cells are active, they use up oxygen and nutrients. MRI scans show where blood flow has increased because of this activity. When people perform some task while in the MRI machine, the test is now known as *functional MRI*, or fMRI.

- [10] While the teens were in the machine, researchers asked them to either like an image or skip to the next one. Teens were much more likely to like images that seemed popular — those that had more than 23 likes, Sherman's team found. The kids tended to skip pictures with few likes. And the brain's reward pathways became especially active when the teens viewed their own photos with many likes.

Likes can have a subtle¹ but significant effect on how teens interact with friends online, the data show. "The little number appearing below a picture affects the way [people] perceive that picture," Sherman reports. "It can even affect their tendency to click 'like' themselves."

A like is a social cue,² Sherman explains. Teens "use this cue to learn how to navigate their social world." Positive responses to a teen's own photos (in the form of many likes) tell teens that their friends appreciate the material they're posting. Their brains respond to those likes by turning on the reward center.

But seeing someone *else's* popular photo didn't necessarily turn on that reward center. Sometimes it affected behavioral attitudes. For instance, *cognitive control*³ helps people maintain self-control. It also helps them think about plans and goals. When looking at some photos — no matter how many likes they had — the brain region linked to cognitive control tended to become less active. What kinds of pictures turned off this brain control region? They were photos showing risky behaviors, such as smoking or drinking.

1. **Subtle (adjective):** hard to notice, not obvious

2. a verbal or nonverbal hint that guides conversation and social interaction like facial expression and tone

3. the ability of the brain to adapt behavior and information processing to current goals and new information

Viewing pictures like these could make teens let down their guard when it comes to experimenting with drugs and alcohol, Sherman worries. “Repeated exposure to risky pictures posted by peers could make teens more likely to try those behaviors.”

Small act, big impact

- [15] Clicking “like” is a simple act that can have complex results. In fact, a single like can have a big impact on a post’s popularity and reach, say Maria Glenski and Tim Weninger. These computer scientists work at the University of Notre Dame in Indiana.

Glenski and Weninger studied the social news site Reddit. Its users can respond to headlines by clicking an arrow that points up or down. An up arrow, or “upvote,” is similar to a like. The researchers created a computer program that scanned Reddit every two minutes for six months. During each scan, the program recorded the most recent post on the site. Then it randomly upvoted the post, downvoted it or did nothing. By the end of the study, the program had upvoted 30,998 posts and downvoted 30,796. It left alone another 31,225 posts.

Glenski and Weninger watched to see how popular each post was four days after their program had interacted with it. The final score they used was the number of upvotes minus the downvotes. The researchers considered posts with a score of more than 500 to be very popular.

Posts that their program had upvoted did better. These posts were eight percent more likely to have a final score of at least 1,000, compared to posts the program ignored. And upvoted posts were almost 25 percent more likely to reach a final score of 2,000 — making them extremely popular. In contrast, posts that the program downvoted ended up with scores five percent lower, on average, than were posts that the program had ignored.

“Early up-ratings or likes can have a large impact on the ultimate popularity of a post,” Glenski concludes. “People tend to follow the behavior of the group.” If other people have liked a post, new viewers will be more likely to like it too. And that popularity can feed on itself.

- [20] Many social media sites share more of the higher-ranked — or more popular — posts. As a result, “people are more likely to see what others have positively rated,” Glenski says. So the posts that get the most likes tend to spread even more widely.

Teens should keep in mind, Glenski cautions, that just because a post is popular doesn’t mean it is a quality post. Similarly, she adds, they should pay careful attention to what they like, share or comment on. “Your actions influence what other people see and hear in the media.”

Risky business

Popular photos might signal to teens that what’s in those photos is socially acceptable. If those images show alcohol use or other risky behaviors, this could lead teens to make bad choices. That’s the conclusion Sarah Boyle came from a study she ran last year.

Boyle is a psychologist at Loyola Marymount University in Los Angeles, Calif. Her team recruited first-year college students to see if — and how — social media influences underage drinking. Their participants included 412 incoming students. All were under 21 (the legal drinking age).

Each student completed two surveys. They took the first between September and October. This was 25 to 50 days into the first half of the school year. The second survey took place between February and March, well into the second half. The survey asked how much alcohol a student drank, and how often. It also asked why someone drank and what role they felt drinking plays in the college experience.

- [25] Each survey also asked students how frequently they checked Facebook, Instagram and Snapchat. And when they did, had they seen alcohol-related posts? The researchers then compared responses from the first and second surveys.

Students who saw alcohol-related posts during the first six weeks of school were more likely to drink alcohol by the second survey, the data show. Men increased their drinking more than did women. Seeing alcohol-related posts on social media increased how much they thought other male students were drinking, Boyle says. Those posts made the young men see drinking as an important part of their college experience. “These things, in turn, led them to drink more themselves,” Boyle says.

Women saw alcohol-related posts also began to view drinking as part of the college experience. They, too, increased their drinking, but not as much as men did. However, the posts didn’t change their idea of how often other women drank. That’s probably because male students made the most alcohol-related posts, Boyle observes.

A difference also emerged between social media sites. More posts about alcohol appeared on Instagram and Snapchat than on Facebook. Boyle suspects this is because fewer parents, professors and other older adults use Instagram and Snapchat. Instagram’s filters also may allow people to glamorize photos, making alcohol more attractive, she adds. Similarly, people may post photos of alcohol to Snapchat because they know their posts will disappear.

The important take-home message here, Boyle says, is that what students see on social media can influence their attitudes about drinking, Boyle says. “The problem with social media is that posts can distort reality.” Social media users see only highlights from the party. These are the posts that others like. People rarely, however, post pictures of their hangovers, poor grades or drinking-related injuries and accidents, she notes.

- [30] Neuroscientist Sherman hopes that all tech users will be thoughtful about social media. Our online experiences are shaped by others’ opinions. Going along with the crowd isn’t necessarily bad, she says. But teens need “to be aware that peer influence is a constant factor whenever they use social media.”

Glenski, the computer scientist, agrees. Social media “shapes how we perceive the world around us,” she says. Your online ratings have a big influence on what others see and hear. So it’s important that you read carefully. Think about what you like and upvote, she says. And keep in mind that “Your digital votes matter.”