



## **Topic: Relationships - Family**

### **Key Question:**

**When the teen is expected to step into the role of the parent.**

This scenario was contributed by the teachers comprising the DtWtX Educational Advisory Committee at the 2012 Do the Write Thing Texas Leadership Summit.

### **Scenario:**

Rachel's mom is raising her as best she can, but her mom spends most of their time together on the phone complaining about her ex-husband. Rachel's mom behaves emotionally more like one of Rachel's friends than her parent. Many times Rachel has to calm her mom down or cheer her up. Rachel is in charge of the household and she is angry about it. Mrs. Terry, Rachel's science teacher, called on her to answer a question in class. Rachel verbally attacked Mrs. Terry.

### **Discussion questions:**

1. What should the teacher do?
2. How is Rachel's neglect at home related to her behavior in class?
3. What should Rachel do about her home situation?
4. What is Rachel's mother's responsibility?

### **Correlated TEKS:**

ELAR 14A: Plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience, determining appropriate topics through a range of strategies (discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea.

ELAR 14 B: Develop drafts by choosing an appropriate organizational strategy (e.g., sequence of events, cause-effect, compare/contrast,) and building on ideas to create a focused, organized, and coherent piece of writing.

ELAR 14C: Revise drafts to ensure precise word choice and vivid images, consistent point of view, use of simple, compound and complex sentences, internal and external coherence, and the use of effective transitions after rethinking how well questions of purpose, audience, and genre have been addressed.

ELAR 17Aiii: Write a multi-paragraph essay to convey information about a topic that is logically organized with appropriate facts and details and includes no extraneous information or inconsistencies.

## **There are two ways to use the Scenarios:**

1. Teacher Centered:
  - Read the scenarios.
  - Choose 3 based on the topics presented.
  - Present one scenario for the students to solve together and scribe for them on the board, overhead or Smartboard™. Consider the possible solutions and discuss why one could be considered a better solution over another.
  
2. Student Centered:
  - Scenarios are copied and given to students to review on their own.
  - Students are placed into groups.
  - They prepare their scenario to share with their peers (probing or open-ended questions).
  - After they become “experts” they move to another group to discuss and listen to the next group’s presentation.
  - At the end of the session, the class comes to summarize what they have learned during the experience.