

Helicopter Parents-Help or Hindrance? Activity 1

Reading Rhetorically

Prereading

Activity 1: Getting Ready to Read

Read each statement. Then, in Column I, write a plus sign if you agree with the statement, a minus sign if you disagree, or a question mark if you are unsure about your opinion. For most statements there are no right answers. After reading the article, you will indicate your reactions in Column II.

Agree = + Disagree = - Don't know = ?

- | | I | II | |
|-----|-------|-------|--|
| 1. | _____ | _____ | Parents should never solve problems for their kids. |
| 2. | _____ | _____ | It's OK for parents to text message their kids at school. |
| 3. | _____ | _____ | Danger and mistakes are a normal part of growing up. |
| 4. | _____ | _____ | Middle schools benefit from parent involvement. |
| 5. | _____ | _____ | Kids today are more protected than earlier generations. |
| 6. | _____ | _____ | Schools should limit parents' access to classrooms. |
| 7. | _____ | _____ | Teachers should always respond to parent emails. |
| 8. | _____ | _____ | "Intrusive" means disruptive or unwelcome. |
| 9. | _____ | _____ | Parent volunteers have a positive impact on learning. |
| 10. | _____ | _____ | The world is more competitive than it was in the past. |
| 11. | _____ | _____ | Parents should make some decisions for their teenagers. |
| 12. | _____ | _____ | Parents should not interfere with grades or class choices. |
| 13. | _____ | _____ | Students should ask parents for help when they need it. |
| 14. | _____ | _____ | The best lessons are learned the hard way. |
| 15. | _____ | _____ | It's a parent's job to smooth out life's bumps for their kids. |

Name: _____ Date: _____ Period: _____

Activity 2: Getting Ready to Read: Three Parts

A. Anticipation/Reaction: Take a Stand

In this activity, your teacher will make sections in the classroom for agreement and disagreement. All students stand and then move to the area that they feel strongly about concerning the statement the teacher makes. Do not fold to peer pressure, be honest with yourself. After students are in their “Agree” or “Disagree” groups, several students will explain why they agree or disagree with the statement. We’ll start with the majority side. No one can debate the volunteers’ reasons why. If a student is persuaded, he/she may change sides. We will repeat this several times.

B. Do a Quickwrite by giving some feedback on the “Take a Stand” in class

C. Choose a statement from the Anticipation/Reaction Guide from Activity 1 to respond to in a two-minute quickwrite. Explain why you agree or disagree with this particular statement—or why you are unsure about your response.