
“Teenage Brains”

Previewing Claims

Read the following quotations from “[Teenage Brains](#),” a *National Geographic* article by David Dobbs.

1. Think of it as an equation, says psychologist Laurence Steinberg, where consequences aren't given the weight they should be. And when teens are around friends, that throws off the equation even more.—*Laurence Steinberg, Psychologist*
2. Research suggests that, compared with adults, teens value rewards more than consequences.—*David Dobbs*
3. The hunt for novelty can go awry when teens try to top each new kick with another, more intense one. But it also helps them find their path.—*David Dobbs*
4. “The last thing you want to tell your teenager is what to be interested in, because then they'll go as far from it as possible.” And there's nothing wrong if the teenager questions the parent's beliefs: It helps a teen develop a sense of identity.—*B.J. Casey, Neuroscientist*
5. Teens may choose to hang out with peers, but structured interactions with parents and other adults are also crucial.—*David Dobbs*
6. Adults can guide teens as conductors, coaches, and cheerleaders. You just have to know when to pull back, and let the teen do the work.—*B.J. Casey, Neuroscientist*
7. Teens take more risks not because they don't understand the dangers but because they weigh risk versus reward differently: In situations where risk can get them something they want, they value the reward more heavily than adults do. —*David Dobbs*
8. Studies show that when parents engage and guide their teens with a light but steady hand, staying connected but allowing independence, their kids generally do much better in life.—*David Dobbs*

Analyzing a Visual Text: Photo 1

As a whole group, complete the activity using a photograph featured in the collection "[Beautiful Brains](#)" from *National Geographic*.

- a. **Write the caption for the photograph.**

- b. **List the details presented in the photo.**

- c. **The images and details of the photograph make me draw the following conclusion about teen behavior.**

- d. **Re-read the quotations at the beginning of this activity and choose one whose message is reflected in the photograph. Write the quote.**

- e. **Write the claim of the quotation in your own words.**

- f. **Write a defense (or an explanation) of how the picture reflects the claim.**

Analyzing a Visual Text: Photo 2

In small groups, complete the activity using a different photograph featured in the collection “[Beautiful Brains](#)” from *National Geographic*.

- a. Write the caption for the photograph.

- b. List the details presented in the photo.

- c. The images and details of the photograph make me draw the following conclusion about teen behavior.

- d. Re-read the quotations at the beginning of this activity and choose one whose message is reflected in the photograph. Write the quote.

- e. Write the claim of the quotation in your own words.

- f. Write a defense (or an explanation) of how the picture reflects the claim.

Revising a Draft

You wrote a draft in Lessons 9 and 16 responding to the following questions: What motivates Romeo and Juliet? What is the relationship between the characters' thoughts and actions? Are their ages a factor in their decision making? What themes are emerging or are developed based on these factors? Read back over your draft, and use the steps below to revise it on notebook paper. First, we will do sample as a class.

Sample Draft:

Romeo's crazy behavior shows his emotions. He is a teenager. So he is happy one day and sad the next. Lord Montague says, "But all so soon as the all-cheering sun/Should in the furthest east begin to draw/The shady curtains from Aurora's bed,/Away from the light steals home my heavy son" (1.1.154-6). Maybe if Lord Montague would talk to his son, Romeo wouldn't feel so emotional.

Revision Checklist:

- ☐ Consider word choice. Highlight words that are weak or generic. How can we be more specific?
- ☐ Look for grammar and usage errors.
- ☐ Combine simple sentences to create complex and compound-complex sentences.
- ☐ Use strong, rhetorically accurate verbs.
- ☐ Trim down your quotations as much as possible.
- ☐ Add an insight from step c in the previous activity for richer commentary.

Revised Sample Draft:
