Task 1: Pre Reading: Think about the last person you had a crush on. Maybe this person was a classmate, maybe this person was a celebrity. What made you crush on them? Their personality, their appearance? Describe your crush with as much detail as you feel comfortable with. You do not have to name names unless you choose to. Write your response in the box below.

Directions: Read the article titled “Adolescence and the Teenage Crush” and complete the assigned tasks.  
FOCUS: Nonfiction Reading Comprehension & Vocabulary

First review the vocabulary words below.

Vocabulary:
1. **Compelling** (adjective): evoking interest, attention, or admiration in a powerfully irresistible way
2. **Idealization** (noun): the act or process of regarding or representing someone or something as perfect or better than in reality
3. **Potent** (adjective): powerful or strong; an intense but short-lived admiration of someone or something
4. **Superficial** (adjective): on the surface; shallow
5. **Provocation** (noun): action or speech that makes someone annoyed or angry, especially on purpose strongly in love or enamored with someone
6. **Adolescence** -the period in a person's life when they transition from childhood to adulthood; teenage years

Adolescence and the Teenage Crush
Teenage crushes are an early approximation of romantic love
Teenage crushes have a significant role to play in the journey of adolescence (teenage years). Consider crushes of two kinds — identity crushes and romantic crushes. In both cases, the teenager feels smitten by a compelling person who captivates their attention for good and bad. (A third kind is the celebrity crush that shapes ideals and stirs fantasies, but there is usually no interpersonal contact to play them out. However, this is definitely where the market for celebrity posters comes in — to decorate teenage bedroom walls.)

In all three cases, the young person largely projects onto another person idealized attributes (ideal characteristics or qualities) the admirer highly values and wants to be associated with. Then she or he attaches strong positive feelings to the perfectly wonderful image that has been created. Crushes have more to do with fantasy than with reality, and they tell much more about the admirer than the admired. It’s because they usually prove unrealistic that in a relatively short time they soon wear off. But it is because of the idealization that crushes have such momentary (brief) power. This is why parents need to respect an adolescent crush and not dismiss or put it down. After all, it is an early approximation of love. While it lasts it is seriously felt, so it should be seriously treated. For example someone might have a brief crush on the new exchange student because they are from another part of the world and speak with an accent.

Identity crushes are formed by finding someone they much admire, want to become like, and treat as a leader or model they are eager to imitate and follow. Romantic crushes are formed by finding someone whom they find powerfully attractive, who they feel excited to be around, and with whom they want to spend a lot of time. In both cases, the person with the crush gives enormous power of approval to the object of their crush — wanting to be liked by them and wanting to be like them, willing to do a lot to get in the other person’s good graces. They go out of their way to be around each attachment. In the movie “Mean Girls” Cady has an identity crush on Regina George, but a Romantic crush on Aaron Samuels.

There is a great outbreak of romantic crushes and gossip about them (“Guess who likes who?”) in middle school. By this time, early adolescence and the separation from childhood has caused young people to want to act more grown up, and sexual maturity from puberty has motivated them to act in more young manly and young womanly ways. Since girls tend to enter puberty before boys, they are more likely to experience the wave of crushes first, more drawn to boys than boys are to them, taking romantic feelings seriously that boys treat lightly or even laughably. However the time for same-age boys to become romantically smitten is not far off, and when it arrives a crush proves to be no laughing matter when they become smitten, too.

Because a romantic crush is a potent (powerful) mix of idealization and infatuation, it doesn’t require knowing another person well at all. In some cases a superficial impression can be provocation enough. “I like how she’s so quiet and watchful and keeps to herself.” “I like how what others
think doesn’t matter to him.” As mentioned, although the crush appears to be about attraction to another person, it is actually about projection of valued attributes onto another person — a statement about what they find attractive. In this, crushes are very revealing. “My son is always getting crushes on young women who seem the opposite of him, as fun loving as he is serious.” Crushes are not only the stuff that dreams are made of; they signify a lot about the dreamer.

Of course, romantic crushes can have a risky side. You don’t want a teenage crush to become a fixation, a young person unable to stop daydreaming and fantasizing all the time about this person, for example. You don’t want the young person to act out under the influence of a crush in self endangering ways, soliciting or expressing inappropriate interest, for example. And you don’t want the crush to be exploited by the object of the crush, an older adolescent taking advantage of a romantically besotted younger adolescent, for example.

Because a romantic crush is so intensely felt, parents must not take it lightly or make fun of it. An awakening of romantic feelings provokes a lot of anxiety because there are many problematic questions for the young person to answer. “What am I supposed to do with these feelings?” Should they just be kept secret, thus increasing the risk of obsessive preoccupation? “What if I tell close friends?” Suppose I get talked about and teased, thus increasing the risk of embarrassment. “What if I have to be around the other person who doesn’t know how I feel?” Now feeling nervous, there is more risk of doing or saying something awkward. “What do I tell this person about my crush?” To declare the crush to the person creates the risk of rejection. It’s not easy managing a crush.

One way to manage it is telling the object of the crush. The language used, however, is important. The temptation, because the romanticized feelings are so intense, is to express the feelings with the “love” word. Better not. It’s best to talk about these feelings in “liking” terms because that reduces the pressure on everyone. “I like talking with you.” “I like hanging out with you.” Enough said, then leave it at that.

Task 2: Author’s craft - What are three techniques or strategies the author uses to communicate their main points/major ideas? Include the name of the technique (ex: statistics, comparisons, directly addressing the reader, rhetorical questions, figurative language, etc.), and an example from the text.

Statistics: Research and number based facts ex: 56% of teenagers admit to having posters of their celebrity crush on their wall.
Comparisons: Showing something is equal or similar to something else.
Directly addressing the reader: The author speaks directly to his or her audience. This most likely includes the use of “you” or “your”.
Rhetorical questions: A question asked to make a point or for dramatic effect:
Figurative language: Simile, Metaphor, Imagery

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<th>NAME OF TECHNIQUE/STRATEGY:</th>
<th>EXAMPLE: (PASTE QUOTE)</th>
<th>THE AUTHOR IS USING THIS TO SHOW/COMMUNICATE...</th>
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<td>Rhetorical Question</td>
<td>“What am I supposed to do with these feelings?” (3)</td>
<td>The author is using this rhetorical question to demonstrate how the uncertainty about a new crush can make a teenager anxious.</td>
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Task 3: How does Dr. Pickhardt describe and/or differentiate between the three types of crushes? Complete the chart below with both evidence from the text and your own analysis.

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<th>Explain each type of crush in</th>
<th>How Dr. P defines it</th>
<th>Evidence from the text</th>
<th>How can you connect to this type of crush</th>
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### 9th grade ELA distant learning packet 3

**Circle one:** CHS/Richards  |  WHS/Seldon  |  WHS/Edwards  |  ALC/Miller  
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