
STUDENT UPSET THAT WORD SHE STUDIED FOR WASN'T ON THE FINAL

LuAnn Fox

Olathe Public Schools

Abstract

This is a satirical news article about a student upset that she worked harder than she felt necessary to achieve a goal. Instead of just completing her culminating task and moving on, she wants to hold her teacher accountable.

Keywords

satire, anxiety, students, teacher, final

Anytown, KS – A student at Anxiety High School is upset that a word she studied in her English class did not appear on the final. The word, *supercilious*, comes from the novel *The Great Gatsby*.

Gabby Ledbetter, a junior, says she just can't fathom why her teacher would have her learn the vocabulary word and not put it on her English final at the end of the first semester. "Tom Buchanan is a character from the novel whom the author describes as being supercilious on at least two occasions," Ledbetter said. "Our teacher wanted us to know the word because she thought it was a good word for us to know. We slowed our reading down, looked for context clues, and did critical thinking exercises. Toward the end, we looked it up on our phones to really nail down the word. Since we did all that, why wasn't it on the final? It just doesn't make sense."

When asked if her teacher actually said *supercilious* would be on her final, Ledbetter replied, "She did mention it when we were having little quizzes over the vocabulary. She did say it would probably be on the final." When it was pointed out that "probably on the final" does not guarantee "being on the final," Ledbetter's friend, Grady Grubber, pointed out, "Well, we know that when a teacher, especially this one, says something's probably going to be on a test, then it is on the test. It's just part of the code."

The teacher in question, Nita Brake, doesn't know why that word was not included on the final. "I think it was just an accident that I forgot to include it," she said. "There were other vocabulary words and other skills to be demonstrated in the final I developed to assess these students." Taking her glasses off and rubbing her temples, she added, "I simply don't know."

Ledbetter launched a formal complaint against Ms. Brake after going home from school the day of that fateful test. "I finished her final, and I was

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fuming. Where was that word? The word I studied and studied. I mean, I spent time on that, specifically so that I would know it for the test. Think of what I could have been doing if I didn't study for something I wasn't going to be tested over—I could have been working my Tic Tok game, Snapchatting, texting, playing video games—the list is virtually endless. I want our school board to know about this. I wish I could sue for that loss of time and for the mental stress of studying for a final that didn't include all I studied for.”

When asked if the final reflected everything other little thing she learned from Ms. Brake in the semester, Ledbetter reflected, “Well, yes. But that's not the point. I expended more energy than I needed in studying for this particular word. Damn that *supercilious*, anyway. I cannot get that time back.”

Grubber, Ledbetter's study partner, made it known that she sent an email to Ms. Brake after she went home and told her parents. “I find it supercilious of you not to test us over “supercilious” for the final, since we had to learn the word,” the email read. “P.S. Can I get more points added to my score since I used “*supercilious*, and used it correctly, in this email? #notfair.”

Ms. Brake has not answered that email as of yet, as she is busily grading finals before the marking period.

Author Biography

I am a secondary public school English teacher who has been in the classroom for twenty-two years. I have been published in *Kansas English* and *The Kansas City Star* and have been a frequent panelist on the *No Wrong Answers* educational podcast. I am the 2018 KATE High School Teacher of Excellence and the 2019 NCTE High School Teacher of Excellence. I am passionate about an authentic scope and sequence that promotes student understanding of how grammar, language, and writing works and empowers them with rhetorical choice. Contact me at lfoxonw@olatheschools.org.