

English 9 (Block 9.01, meeting A1C2D1 [26 students]; 9.06, meeting A6C5D6 [23 students] {with Mr. Daucher}; 9.07, meeting B3D1E2 [21 students])

Daily, students show knowledge of definitions and use of Global voc. (see list)

Global voc. (abbot, abdicate, absolutism, acid rain, the Acropolis, The Age of Enlightenment, imperialism, alloys, alluvial soil, ancestor worship[praying to one's ancestors and believing that they have power, because they are still part of the community], assimilation (absorbing or being absorbed by another culture))

Students relate “No-Guitar Blues,” “A Man Called Horse,” “Most Dangerous Game, The Odyssey (the movie) and “Antaeus” to “coming of age” or “rite of passage.”

Students define love and list/graph signs of love in these stories.

Day 1: We look at, act out, reveal student understanding of key passages in the translation of The Odyssey in Elements of Literature, pp. 722-727, 747-757, 759-762: what do these pages reveal about characters and customs. They discover themes here, too, especially related to “coming of age” or “rite of passage” and love. (Continued on day 3)

Day 2: Students take part in a second listening exercise after reviewing the format and prompts in Preparing for the Regents Examination.

Day 3: Return to key passages in the translation of The Odyssey.

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ACE English (meeting A3B1D2) [16 students]

You have an essay due by midnight on December 09, 2005, at midnight showing your work with causal argument, based on Faigley 149-152.

In our next section, you will develop and deepen your skills in evaluation argument. For that purpose, read Faigley, 153–167. In class, show your peers:

For Gable and Handler,

1. What is the central claim of the article? What is the authors’ purpose for making this argument?
2. What criteria do they use to evaluate Colonial Williamsburg? Are these criteria aesthetic, practical, moral, or a combination of the three?
3. Does this article contain an implicit or an explicit evaluative argument? Why might Gable and Handler have chosen to present their argument in this way?

4. This article appeared in the Chronicle of Higher Education, a journal with an audience of academic and educational professionals. What criteria might Gable and Handler have used instead if they were writing this article for a popular travel magazine?

For Pocek,

1. What is the central claim of Pocek's argument? What is her purpose for making this argument?
2. What criteria does Pocek use in her evaluation? Are these criteria aesthetic, practical, moral, or a combination of the three?
3. What other type of argument is Pocek making? Where and how does she incorporate this other type of argument? Does this strategy add to or detract from her central claim?
4. How is Pocek's ethos different from that of Gable and Handler? Is her ethos effective for the type of argument she is making and for her rhetorical situation? Why or why not? (Lupfer 36–37)

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Creative Writing (meeting B4D4E6) [15 students; on day D, Teresa Fico is scheduled elsewhere; on day E, Cody Clark is scheduled elsewhere.]

Students write about places that comfort them.

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English 12 (meeting B5C6E5) [25 students]

We view some ancestors to Independence Day: now we go back to 1938, listening to The War of the Worlds. What theme does Orson Welles establish from the beginning of the broadcast about what humans think of themselves? What similarities do you see between the behavior of the humans here and in Independence Day and in The Day the Earth Stood Still? What similarities do you see between the behavior and motivation of the aliens here and in Independence Day? That is, what are you starting to see about theme in Science Fiction?

We will support your listening, if you like, by projecting the novel by H.G. Wells on screen. You may find it online at < <http://www.gutenberg.org/etext/36>>, where you would link to any there site for the download.

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ELA Lab.09 (meeting C1)

Students catch up or work ahead of English class. Students may work on other subjects, with teacher leading them into using ELA skills.