

Plans for Mark Scher, Week of 03/27/06, meeting DEABC, week 28

English 9 (Block 9.01, meeting A1C2E1 [26 students]; 9.06, meeting A6C5D6 [22 students] {with Mr. Daucher}; 9.07, meeting B3D1E2 [20 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, assimilation, autonomy, autocratic, balance of power, baptism, barter, biodiversity, bureaucracy)

On day 1, in class, students read “Behind the Golden Mask,” starting on page 409, last paragraph, to page 414. During that class or on day 2, they use logic to describe what Carter found and what it reveals about King Tut’s and Queen Ankhesenamun’s relationship.

This discussion will lead to an essay on their relationship: using the information in the historical article, determine what role or roles Queen Ankhesenamun had to play and evaluate how well she did it (or them).

During day 2, we continue our discussion of the student’s discoveries or begin writing the essay.

Students will need to do most of the writing of the essay at home: they will have one class hour to send it to <Turnitin.com>, with block 1 having day 3, C day (Thursday, March 30) to submit it, block 6 having day 3, D day (Friday, March 31), and block 7 having day 1 of the following week, E day (Monday, April 3).

Next week, we will be looking at the world in a small Canadian town in 1942, through the story, “Red Dress—1942,” (Elements 187). Students will need to have ready answers to questions 1-10 under “Identifying Facts” and “Interpreting Meanings” on 194 and will be writing a critical lens essay on the story.

They will have one class hour to read the story and prepare answers to the questions on 194. Blocks 1 and 6 will have day 1 of next week to do this; block 7 will have day 2 of this week to prepare (or they could be writing the essay on Queen Anhkesenamun’s roles).

In order to write a highly successful critical lens essay, you will have a handout showing step by step how to write a glorious critical lens essay. You should also look back over your own work at the one that you wrote earlier this year.

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ACE English (meeting A3B1D2) [17 students]

Mar 27–Mar 31: Sociological and Gender Criticism; Review of Symbol (243-245)

“Chrysanthemums,” 245-253; 274-277

“The Lottery,” 254-261

Write essay: “Further Suggestions for Writing,” 278, either #1 or #2 (at teacher assignment). You must provide at least six (6) quotations or examples from throughout the story in your essay.

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Creative Writing (meeting A4C4E4) [7 students]

Students create short stories, graphic novels, videos, theatrical scripts, songs and music.

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English 12 (meeting B5C6E5) [26 students]

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Children's Lit:

Students begin their own reading of children's lit, taking notes on the form provided for them. They should make sure that their teacher review their first report, in order to make sure that they know what they are doing. They should plan on reading and analyzing well at least three or four books each class this week.

On March 30, we will meet in the library with the children's lit author Phillip Hoose.

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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.