

Plans for Mark Scher, Week of 01/30/06, meeting ABCDE, week 21

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)

Students continue to view the Luhrmann production of Romeo and Juliet. They are focusing on characterization, motivation, and themes (especially those of love/self-love, family relations, and peer relations). They will see the movie twice—first almost without interruption and then closely in smaller bursts.

They are preparing for two essays: the first, due at <Turnitin.com> by the end of day three, next week, will center on the acting of Leonardo DeCaprio as he shows Romeo’s attitude and mood in the first few moments when he sees Juliet (Claire Daines); students should take account of Luhrmann’s use of camera angles and lighting also. We will spend some time viewing, reviewing, and talking about the acting and the work of the director for that scene. Students will have one class hour to keyboard and submit their essays, so they almost certainly will need to have begun the essay strongly in study hall or at home.

The second essay, due at a date to be announced later, will look at the theme of rebellion and disorder. One of the first appearances of this theme is in I, i, 80 (“Rebellious subjects, enemies to piece”) and reappears so very many times (see, for example, Capulet to Tybalt: “He shall be endured./ What, good man boy! I say he shall.” [I, v, 78-79] And see Juliet’s “Prodigious birth of love it is to me/ That I must love a loathed enemy.” [I, v, 141-142])

+++++

ACE English (meeting A3B1D2) [17 students]

Prose Fiction: Short Stories

Jan 30–Feb 03: Intro to Formalist Criticism (read 2168-2172, 2116-2128, 2135-2143) and to Mythic Criticism (read 2189-2194); review of plot (11-12)

Read “Godfather Death,” on 8-10; read also 11.

Read “Appointment in Samarra,” on 4

Read “A & P,” on 14-18

Read “Young Goodman Brown,” on 606-616

Read “Writing Critically,” 381

Write essay: “Writing Assignment,” on 21: “Summarize the plot. . . .” In the assignment on that page, substitute for the word “some” the number “3.” We need to set a deadline for this composition.

+++++

Creative Writing (meeting B4D4E6)

Students examine syllabus, explore main points, suggest other approaches to CW.

Students see sites listed here to define found poetry. They then find their own from magazines, create their own individual pieces, and showcase them. We need to determine a deadline and a way to evaluate them.

Plans for Mark Scher, Week of 01/30/06, meeting ABCDE, week 21

< <http://memory.loc.gov/learn/lessons/98/poetry/example2.html>>
<<http://news.bbc.co.uk/1/hi/technology/3247200.stm>> and
<<http://midvaleschool.blogspot.com/2004/12/found-poetry.html>> for spam and found poetry

+++++

English 12 (meeting B5C6E5) [26 students]

We finish the first viewing of Cocoon. After looking at the handout for the essay that concludes the sci fi unit, we re-view the movie, stopping for major scenes and issues.

+++++

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.