

Mark Scher Week of 01/27/03 (Days CDEAB)

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ACE/AP English (Days BCE)

Briefly , for “Tell-Tale Heart,” 35-39; 75, apply Freudian psychology to this story. What symbolic items do you see? What symbolic actions? How does a mythic approach add to your understanding of what is going on in (or behind) the story? Briefly, for “Rose for Emily,” 28-35: apply Freudian psychology to certain critical scenes, especially those involving her father. What mythic issues arise in Miss Emily’s growth?

Review of **Characterization**

“Everyday Use,” 88-95

“Gimpel the Fool,” 95-106; 106-108

Essay: Is Gimpel a fool? We need to set a deadline for this essay.

Standards: 1, 2, 3

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English 12 (Days ABD)

Day 1:

For “Close Encounters of the Third Kind,” students and teacher devise a schedule for examining and demonstrating how Spielberg presents aliens in this movie, intertwined with our discussion of the following stories:

Day 2:

For Sturgeon, “Crate,” 190-199, explore the theme of coming-of-age, of self-discovery; find the portrayal of juvenile delinquents; explain whether the kids fall into stereotypes.

Day 3: For Kapp’s “Cloudbuilders,” 200-232, read this as “post-Apocalyptic” literature, similar to the **Planet of the Apes** movies. What is the story saying about science? Compare this portrayal of science to the portrayal in other sci fi works.

Standard 1, 3, 4

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English 9 (9.01 on days ACE; 9.03 on days ABD; 9.06 on days ACD); English 9x4 (Days ABCD)

Through the week: daily, introduce and review new vocabulary.

Students work on **Pigman** project. Third packet of journal questions and of an essay is due at end of first class.

In the following days, we will make sure of your understanding of major themes and of characterization, symbolism, etc. in the novel.

Standards: 1, 2, 3, 4