

Mark Scher Week of 02/03/03 (Days CDEAB)

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ACE/AP English (Days BCE)

Day 1: Students read the items listed below as homework:

Psychological Criticism and Review of Narrative Point of View (2185-2189)

Teacher and students bring together a brief overview of Freudian psychology.

“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?

“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?

Students provide essay, “Writing Assignment,” on 21: “Summarize the plot. . . .” electronically by Tuesday, 2/4, 7 p.m.

Standards: 1, 2, 3

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English 12 (Days ABD)

Day 1:

For “Close Encounters of the Third Kind,” what relationships do we see between humans and aliens, especially as compared with other sci fi? This movie is notable for starting “in the middle of things”; be ready to explain to each other what different and yet related events are shown at the start.

Students and teacher devise schedule for examining and demonstrating how Spielberg present aliens in this movie, intertwined with our discussion of the following stories:

Day 2:

For Ackerman, “The Shortest Science Fiction Story Ever Told,” 200 and Clarke, “Rescue Party,” 137-158, explain how point of view and self-value become themes in this traditional sci fi adventure. Relate the central conflict here to the Federation-Klingon conflict in Star Trek.

Day 3:

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.

Read ahead: 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. Second packet of journal questions and of an essay is due at start of first class.

Standards: 1, 2, 3, 4