

Plans for Mark Scher, Week of 11/15/04, meeting BCDEA,

week 11



English 9 (Block 9.01, meeting days ACD; 9.02, meeting ABD; 9.03, meeting BDE; 9.04, meeting BCE)

Daily: start periods with episodes from video on Odyssey, approximately 5 minutes of video, with pausing to note significant signs of plot, theme, characterization. [Teacher needs to note where video stopped, in order to keep classes at same point and in order to return to appropriate points. This activity takes about ten minutes in total.]

Daily: review Global voc. (abbot, abdicate, absolutism, acid rain, the Acropolis, The Age of Enlightenment, imperialism, alloy). [Teacher may use PowerPoint to review.] Add two more items: alluvial soil- silt washed down by running water and ancestor worship- praying to one's ancestors and believing that they have power, because they are still part of the community.

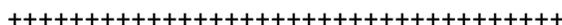
Through week:

Continuing the "Love" unit: teacher and volunteer students (expert oral readers) read in class Munro's "Red Dress." In some editions, the date "1942" is included in the title. why? Students reconstruct the culture, especially social, underlying the story, as detectives. They should compare the behaviors that they see in the story with behaviors familiar to them from their own world. As the reading proceeds, they may post their findings and questions on a bulletin board, with conversation about these observations taking place when the teacher finds a convenient stopping place. The comments should focus on characterization and social needs, but other observations may appear. The students might ask for information about some of what they see here from grandparents, because the story is based on North American culture of the early 1940's.

They use their knowledge of plot structure to predict and evaluate the several resolutions: do they surprise them? In terms of theme, the students should make connections with the focus of our "Love" unit.

Day 2: students turn in a parallel to "Kidnap Poem," (Elements 297). The teacher will be grading these for how faithfully they follow the original.

Day 2: vocab test on the first 8 items from the Global Voc list.



ACE English (meeting BCE)

Finish an essay on Eiseley, 333-339: how does (or does) Eiseley's essay reflect the interests and skills of the other writers in this unit? Look at how he approaches his subject matter, how he examines it, what assumptions he makes about his world.. Email it to <schcr@corning-cc.edu>. Ask your teacher for the deadline.

Discussion, analysis and application of social and moral issues.

[This unit may last two weeks or more, and resolution of the issues raised in any one text may last more than one period. That means that this unit will run over the Thanksgiving vacation. We are still waiting for sufficient internet connections so that we can work on our research papers.]

Read von Moltke, 524-535; be ready to answer 535, #1-10 and 536, #1-2 orally.

Read Brecht, 536-539; be ready to support answers to 539-540 orally.

Read Barnes, 540-551; be ready to answer orally 557-559.

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Write an essay explaining what the protagonist in Barnes (540-551) should have done.

Read Böll, 565-571; be ready to answer defend orally answers to 570-571.

Read Rohmer, 571-581; be ready to connect the behaviors here with those in Laye and in the students' own lives.

Write an essay responding to O'Brien, 212-226: what moral judgments guide the protagonist's choices?

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English 12 (meeting days BCE)

Continue to view Independence Day as sci fi and as literature generally. If students are looking for an opportunity to leave their seats, they should use a bulletin board to post observations on plot, characterization, foreshadowing, atmosphere, signs of the culture that produces that movie (attitudes to gender roles, science, the military) camera angles, the use of background music. . . .

Teacher shows three movie reviews on the PC's desktop as a model: what do reviews include, what exclude? What literary terms do they use?

We will end this section with students presenting or writing a movie review detailing strengths and weaknesses of the two movies. The students might benefit from thinking of the assignment as a comparison and contrast, but ultimately they are asked to make a judgement: which one of the two movies is better? Why?

Standards 2.1.1,2.1.2,2.1.3,2.1.4,2.1.5,2.1.6,3.2.1,3.2.,42

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ELA Lab.09 (meeting day B)

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