

## Mark Scher Week of 11/25/02 (Days ABC)

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### ACE/AP English (Days BCE)

ACE English Unit on Moral Choices

1. Day 1, for von Moltke 524-535, especially his last letter, students answer 535, #1-10 and 536, 1-3 orally. Focus on what choice(s) he made. Why? Should he have made those choices? Why do you say so?
  1. For day 1 or day 2 (time depending), for Brecht, 536-539, support your answers to 539-540 orally.
  1. For day 2 or after break, read Barnes 540-551, making yourself ready to discuss your answers to 557-559. This story is based on the events on the Achille Lauro, in which an elderly American Jew, in a wheelchair, was executed and his body thrown overboard a cruise ship, by terrorists. The piece by Barnes starts from that truth and builds a moral fiction on it.
  2. After break: Essay: in order to ensure that his girlfriend lives, the main character does as the terrorists require; by the end, the woman evidently despises him. What should the man have done? Give several reasons for your answer.
- Standards: 2, 3, 4

1.

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### English 12 (Days ABD)

Day 1

1. Students complete letters of application, resumes, and cover letters for the jobs that they have researched. Here is one measure: would the human resources department invest time with this applicant? Students evaluate each other's work. **This packet is due start of first class this week.**
2. **Students provide list of potential occupations for mock interviews.**
3. We start Science Fiction Unit: after teacher and student introduction to some characteristics, they watch The Day the Earth Stood Still, for characterization, plot, theme. Students first read summary; during movie, they fill out "Guide" (handout) to turn in at end.

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)

Day 1:

Day 1: for Romeo and Juliet, groups present lesson on what motivates characters' behavior; groups identify and track themes. They provide class lesson on their findings. Each lesson must end with assessment of class learning.

Day 2: Students watch Independence Day for items noted on handout

Next week:

Individual students write in-class essay on "They stumble that run fast" (see assignment, below): 1/2 period. Exchange for reader to mark thesis statement and topic sentences. Return for authors to see. Exchange to proofread. Return for writing of final draft. Due by end of period.

In-class essay assignment: do you agree or disagree that you can act too quickly? Create a thesis that answers the main question, using two examples for a character in Romeo and Juliet acting before thinking and using an example from real life.

Standards: 1, 2, 3, 4