

Mark Scher Week of 05/17/04

English 12 (meeting days BCE):

1. Students take part in elementary classroom activities as assigned and continue evaluating children's lit. They follow schedule as handed out and revised. They need to turn in book reports and classroom reports. Note that on C day this week the students who normally work in Mrs. Stewart's room will be reading in the library instead.

Standards 1, 2, 3, 4

ACE/AP English (meeting days ABD)

Poetry

May 17–Jun tba:

Students try to distinguish between prose, poetry, “the poetic,” using Forche, “The Colonel,” 986 and the reprinted excerpts from Thomas Mallon, Two Moons, NY: Pantheon, 2000 (in handout). Are these pieces “poems” in any way? Look at such poems as Frost, “Nothing Gold Can Stay,” 1016 for a contrast.

Then contrast open form with closed form of poetry, comparing e.e. cummings, “Buffalo Bill's,” 978 with Frost, “Nothing Gold Can Stay,” 1016.

Students define rhyme, meter, foot, iamb, trochee, anapest, dactyl, spondee, alliteration, consonance, assonance, personification, simile, metaphor; 901-924; 925-967.

Students apply these technical terms and earlier literary approaches as appropriate to:

Open Form: e.e. cummings, “Buffalo Bill's,” 978; W.C. Williams, “Dance,” 979; Crane, “Heart,” 981; Gildner, “First Practice,” 985; 991; 995.

Closed Form: Frost, “Nothing Gold Can Stay,” 1016; McKay, “America,” 1048; Yeats, “Sailing to Byzantium,” 1094; Browning, “My Last Duchess,” 751; Hamlet, II, ii, 476-533 (1612-1614).

Standards: 2, 3, 4

English 9 (Block 9.02 meeting days ACD; 9.03 meeting ABD; 9.06 meeting ACD; 9.08 meeting BCE)

Students use our handout, watching for and identifying rhyme, rhythm, mood, imagery, and theme in increasingly more sophisticated poetry in handouts.

Standards: 1, 2, 3, 4

ELA Lab.09 (meeting day B)

Students make sure that they are succeeding with English 9 class work primarily and other work secondarily.

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