

## Mark Scher Week of 12/01/02 (Days DEABC)

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### ACE/AP English (Days BCE)

ACE English Unit on Moral Choices

1. (Depending on progress last week), for Brecht, 536-539, support your answers to 539-540 orally.
1. (Depending on progress last week) for Barnes 540-551, 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. Essay due on date to be announced: 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.
1. For Böll (565-571), students identify the different kinds of social rules, social communications shown by Böll; they answer the questions on 570-571.
2. For Rohmer (571-581), students compare the first person narrator's behavior to behavior they have observed in themselves or in others in school. Students relate this to Laye's "I Was Very Young."
3. Students start to pull this unit together: what rules or guides do we have for our behavior? Modern game theory notes that in cutthroat competition, the winner in the long run benefits less than participants who find a "win-win" outcome. Does that finding add anything to their moral judgements?

Standards: 2, 3, 4

1.

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### English 12 (Days ABD)

1. Final drafts of application letter, resume, and cover letter due end of day 2.
2. We continue Science Fiction Unit: watching The Day the Earth Stood Still, for characterization, plot, theme. Students fill out "Guide" (handout) to turn in at end.
3. Students compare/contrast characters' behavior in terms of rationality. Write essay explaining how the director portrays humans in terms of rationality.
4. Students view and compare It: The Terror from Beyond for sophistication of plot, character, theme.
5. Students devise an essay topic to pull these movies together in a significant way.

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: Students finish watching Independence Day for items noted on handout. Students turn in handout. In discussion, students justify their answers to the handout.

Students respond orally to the quotation from Tiger Woods' father:

I challenge you. I dare you. I challenge you to be a winner. No, not in golf, but in your own life, in whatever you choose to do, whatever you care about. I challenge you to make a difference in the world, to reach higher and farther than you ever imagined. I challenge you to start something. Are you up for it? (Woods, Earl, with Shari Lesser Wenk. Start Something. New York: Simon and Schuster, 2000, p. 9).

Day 2:

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.

Day 3:

In class: read aloud "Scarlet Ibis," for characterization, motivation, description, theme. Students see guide on overhead transparency.

Standards: 1, 2, 3, 4

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