

Mark Scher Week of 01/21/03 (Days DEAB)

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ACE/AP English (Days BCE)

We will work on these pieces in this order. Keep in touch with your class to make sure where we stop. What can you learn about the societies pictured in Orwell, "A Hanging," 487 ff. and in Bradford, 491 ff.

What moral issues do these pieces raise?

Use Smullyan's "Why Do You Help Your Fellow Man," 504 ff., Plutarch's "On Being Aware of Moral Progress," 506 ff., and Mitchell, "The Gospel," 507 ff. to tie this section on morality together: what have we learned about morality? Apply these readings to our earlier work.

For break within each class, students provide examples of 2 flaws in an earlier essay for class to revise (about 15 minutes per day)

Standards: 2, 3, 4

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English 12 (Days ABD)

Day 1:

1. From Tomorrow, students explain Asimov's "Nightfall," 55-85: what is Asimov saying about the civilization in that story
2. Examine the culture and the theme of "Nightfall."
3. Through discussion answer these questions:
4. 1. Where did the astronomers get the idea that the darkness would come, with the end of the world
5. 2. What does Theremon, the journalist, propose involving the economy?
6. 3. Find the foreshadowing on p. 60.
7. 4. Explain why each of the 9 cycles of history ended in fire.
8. 5. Report the result of the experiment on p. 64. What happens to people in the Tunnel of Darkness? (65)
9. 6. What conflict do you see between the Cult and science? What agreement? (70)
10. 7. Check each appearance of Theremon, the journalist. How is he stereotyped?
11. 8. How does the scientist explain the survival of any records (transmitted by the Cult)? What therefore is he saying about religion? (75)
12. 9. What theory is proposed to explain stars? (77-78)
13. 10. How many starts does Beenay predict? Why so few?
14. 11. What is the standard count for this society? Why?
15. 12. Relate all of this to our society.
16. 13. Relate all of this to society and events of 1941.

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.

At start of Day 2, turn in essay on what strengths you see in the queen.

For Day 1, use student-produced drawing of major scene in "The Bridge" for signs of love and signs of growth.

For remainder of week, students work on Pigman project. Students help set deadlines for work.

Standards: 1, 2, 3, 4