

English 9 (Block 9.01, meeting A1C2D1 [26 students]; 9.06, meeting A6C5D6 [23 students] {with Mr. Daucher}; 9.07, meeting B3D1E2 [21 students])

Daily, students show knowledge of definitions and use of Global voc. (see list)

Global voc. (abbot, abdicate, absolutism, acid rain, the Acropolis, The Age of Enlightenment, imperialism, alloys, alluvial soil, ancestor worship [praying to one's ancestors and believing that they have power, because they are still part of the community], assimilation (absorbing or being absorbed by another culture), autonomy [home rule, self rule])

Day 1: We look at, act out, reveal student understanding of key passages in the translation of The Odyssey in Elements of Literature, pp. 722-727, 747-757, 759-762: what do these pages reveal about characters and customs. They discover themes here, too, especially related to “coming of age” or “rite of passage” and love. (Continued on day 3). They develop pertinent questions and devise a way of publishing them.

Begin web quest, Bess-permitting, with

<<http://www.ancientgreece.com/>>

<http://www.museum.upenn.edu/Greek_World/Index.html>

<<http://www.teacheroz.com/greeks.html>>

<<http://nadabs.tripod.com/odyssey/#res>>

<http://www.studyworld.com/newsite/ReportEssay/literature/Novel%5CTheme_of_The_Odyssey.htm>

<<http://members.aol.com/Donnnclass/Greeklife.html>>

<<http://www.wsu.edu:8080/~dee/GREECE/SPARTA.HTM>>

<<http://ancienthistory.about.com/cs/greecehellas1/a/aa090898.htm>>

<<http://archaeology.about.com/library/weekly/aa092098.htm>>

Student task: to tell, describe, identify, or show in writing how the information in these sites relates to what they know about The Odyssey. We will set a due date for this report.

Day 2: Students take part in a second listening exercise after reviewing the format and prompts in Preparing for the Regents Examination. Time permitting, we will return to the Odyssey project.

Day 3: Return to assignment shown above for Day 1.

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ACE English (meeting A3B1D2) [16 students]

You have an essay due by midnight on December 22. You will work on that essay in class. You would do well to move forward also on your research paper.

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Creative Writing (meeting B4D4E6) [15 students; on day D, Teresa Fico is scheduled elsewhere; on day E, Cody Clark is scheduled elsewhere.]

Students finish about places that comfort them. They start on talking to the animals (starting with a Tyger).

William Blake - The Tyger

Tyger, Tyger, burning bright
In the forests of the night,
What immortal hand or eye
Could frame thy fearful symmetry?

In what distant deeps or skies
Burnt the fire of thine eyes?
On what wings dare he aspire?
What the hand dare seize the fire?

And what shoulder, & what art,
Could twist the sinews of thy heart?
And when thy heart began to beat,
What dread hand? & what dread feet?

What the hammer? what the chain?
In what furnace was thy brain?
What the anvil? what dread grasp
Dare its deadly terrors clasp?

When the stars threw down their spears
And water'd heaven with their tears,
Did he smile his work to see?
Did he who made the Lamb make thee?

Tyger, Tyger, burning bright
In the forests of the night,
What immortal hand or eye
Dare frame thy fearful symmetry?

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English 12 (meeting B5C6E5) [25 students]

Students write an in-class essay from a prompt handed out in class. The teacher will collect the essay at the end of days 1 and 2, with the final form due at the end of day 2. Then we start viewing Close Encounters of the Third Kind. [See the end of these plans for the handout for this assignment.]

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ELA Lab.09 (meeting C1)

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

Handout for the English 12 essay:

Directions:

Read the passages on the following pages (a definition of hubris and an excerpt from H. G. Wells' The War of the Worlds). You may use the margins to take notes as you read and scrap paper to plan your response.

Your Task:

After you have read the passages, write a unified essay arguing whether hubris does or does not appear in the science fiction from our course so far.

In your essay, use ideas from the passages and from the science fiction studied in our course so far.

Using evidence from Wells and from at least one of our movies, develop your controlling idea.

Guidelines:

Be sure to

1. Use ideas from **both** passages and from **at least** one movie to establish a controlling idea about hubris in the science fiction studied in our course so far
2. Use specific and relevant evidence from our literature to develop your

controlling idea

3. Organize your ideas in a logical and coherent manner
4. Use language that communicates ideas effectively
5. Follow the conventions of standard written English

You will have two class hours to write this essay. You will turn your draft in to your teacher at the end of each class.

Hubris:

The ancient Greeks recognized that some people are so self-confident that they bring about their own downfall. The Greeks called that characteristic “hubris,” which means “overbearing pride or presumption; arrogance,” and “excessive pride” (<dictionary.com>).

The War of the Worlds

by H. G. Wells [1898]

But who shall dwell in these worlds if they be
inhabited? . . . Are we or they Lords of the
World? . . . And how are all things made for man?--

KEPLER (quoted in *The Anatomy of Melancholy*)

[Kepler, early in the 1600's, was one of the first astronomers to show mathematically that Copernicus was right: the earth is not the center of the universe.]

BOOK ONE

THE COMING OF THE MARTIANS

CHAPTER ONE

THE EVE OF THE WAR

No one would have believed in the last years of the nineteenth century that this world was being watched keenly and closely by intelligences greater than man's and yet as mortal as his own; that as men busied themselves about their various concerns they were scrutinised and studied, perhaps almost as narrowly as a man with a microscope might scrutinise the transient

creatures that swarm and multiply in a drop of water. With infinite complacency men went to and fro over this globe about their little affairs, serene in their assurance of their empire over matter. It is possible that the infusoria under the microscope do the same. No one gave a thought to the older worlds of space as sources of human danger, or thought of them only to dismiss the idea of life upon them as impossible or improbable. It is curious to recall some of the mental habits of those departed days. At most terrestrial men fancied there might be other men upon Mars, perhaps inferior to themselves and ready to welcome a missionary enterprise. Yet across the gulf of space, minds that are to our minds as ours are to those of the beasts that perish, intellects vast and cool and unsympathetic, regarded this earth with envious eyes, and slowly and surely drew their plans against us. And early in the twentieth century came the great disillusionment.

Wells, H. G. "The War of the Worlds." The Project Gutenberg EBook of The War of the Worlds. 1 Oct. 2004. Project Gutenberg. 17 Dec. 2005 <<http://www.gutenberg.org/files/36/36.txt>>.