

**Plans for Mark Scher, Week of 02/06/06, meeting ABCDE, week 22**

**English 9 (Block 9.01, meeting A1C2E1 [26 students]; 9.06, meeting A6C5D6 [22 students] {with Mr. Daucher}; 9.07, meeting B3D1E2 [20 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, assimilation, autonomy, autocratic)

Students continue to re-view the Luhrmann production of Romeo and Juliet. They are focusing on characterization, motivation, and themes (especially those of love/self-love, family relations, and peer relations).

They are preparing for two essays: the first, due at <Turnitin.com> by the end of day three, this week, will center on the acting of Leonardo DeCaprio as he shows Romeo’s attitude and mood in the first few moments when he sees Juliet (Claire Daines); students should take account of Luhrmann’s use of camera angles and lighting also. We will spend some time viewing, reviewing, and talking about the acting and the work of the director for that scene. Students will have one class hour to keyboard and submit their essays, so they almost certainly will need to have begun the essay strongly in study hall or at home.

The second essay, due at a date to be announced later, will look at the theme of rebellion and disorder. One of the first appearances of this theme is in I, i, 80 (“Rebellious subjects, enemies to piece”) and reappears so very many times (see, for example, Capulet to Tybalt: “He shall be endured./ What, good man boy! I say he shall.” [I, v, 78-79] And see Juliet’s “Prodigious birth of love it is to me/ That I must love a loathed enemy.” [I, v, 141-142] From class re-view of the movie and from their own use of the text, the students should have a couple of pages of notes of examples of rebellion. For the essay, they should show that the theme appears and, for a higher grade, explain how it shows up in a particular character or characters. That would lead to explaining what this theme does to reveal character traits.

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**ACE English (meeting A3B1D2) [17 students]**

Prose Fiction: Short Stories

Feb 06–10: Psychological Criticism and Review of Narrative Point of View (2185-2189; 22-27)

“Tell-Tale Heart,” 35-39; 75

“Rose for Emily,” 28-35

“Paul’s Case,” 535-550

Write essay: “Writing Assignment,” on 21: “Summarize the plot. . . .” In the assignment on that page, substitute for the word “some” the number “3.” We set 3:10 on Monday, Feb 06 as a deadline for this composition at <Turnitin.com>.

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**Creative Writing (meeting A4C4E4) [7 students]**

Students showcase their own found poems. They help to determine a way to evaluate them.

Playfulness in poetry: Students take off from William Carlos Williams’ “This is just to say. . . .”

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**English 12 (meeting B5C6E5) [26 students]**

After looking at the handout for the essay that concludes the sci fi unit, we re-view the movie, stopping for major scenes and issues. The essay will be due at the end of the first class after re-viewing and discussing the movie.

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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.