

Weekly Snapshot, April 22-26, 2013

English III Literature

Micki Ray

Unit 3: Conflict and Expansion (1850-1900)

Rhetorical Focus: Satire

Writing Skills Focus: Justifying Point of View in Satirical Analysis

Grade 11 Standards Covered: Standard 1, Standard 6, Standard 8, and Standard 2 Writing

Monday, April 22, 2013

Learning Targets:

- I can explain inferences drawn from a text. R
- I can determine an author's point of view and purpose in a text. R
- I can evaluate the relevance and sufficiency of evidence to support the argument. R

Agenda:

1. Read *The Lowest Animal*, Mark Twain. Answer yellow-boxed questions.
2. Contrast Twain's satirical message with that of Gould's message in *A Time of Gifts*.

Tuesday, April 23, 2013

Learning Targets:

- I can explain inferences drawn from a text. R
- I can determine an author's point of view and purpose in a text. R
- I can analyze how the rhetorical and stylistic devices contribute to an author's intended purpose, point of view, and effect on the audience. R

Agenda:

1. Read from *The Onion—Child in Corner to Enact Revenge*.
2. Outline the satirical devices used to create EFFECT.

Wednesday, April 24, 2013

Learning Targets:

- I can explain inferences drawn from a text. R
- I can determine an author's point of view and purpose in a text. R
- I can analyze how the rhetorical and stylistic devices contribute to an author's intended purpose, point of view, and effect on the audience. R
- I can write explanatory text to examine and convey complex ideas and information clearly and accurately. P

Agenda:

1. **UNIT 3 ESSAY EXAM—Satirical Analysis Exam** (100 points)

Unit 4: The Changing Face of America (1855-1925)

Rhetorical Focus: Literary Analysis—Similar themes/topics in multiple texts

Writing Skills Focus: Comparative Tone Analysis

Grade 11 Standards Covered: Standard 2, Standard 4, and Standard 9

Thursday, April 25, 2013

Learning Targets:

- I can analyze how the text develops two or more central ideas or themes in a text. R
- I can analyze how the specific word choice (diction) shapes meaning and TONE in a text. R

Agenda:

BR: Emily Dickinson Background Notes

1. Listen, Sketch, Draft for *Hope is a Thing with Feathers*.
2. Listen, Sketch, Draft for *Success Is Counted Sweetest*.

Friday, April 26, 2013

Learning Targets:

- I can analyze how the text develops two or more central ideas or themes in a text. R
- I can analyze how the specific word choice (diction) shapes meaning and TONE in a text. R
- I can compare/contrast the treatment of similar themes, topics, and rhetorical features in 2 texts from the same period. R

Agenda:

1. Read Dickinson's *I Heard a Fly Buzz When I Died* and *Because I could not Stop for Death*.
2. Analyze the contrast in TONE—how is the attitude toward death revealed?