8-25-14 Pre-AP

Reading Standards to be addressed

Learning Target(s):
1. **I can cite strong, thorough textual evidence to support my analysis.**
2. **I can draw inferences from a text.**
3. **I can determine meanings of figurative language and connotative meanings.**
4. **I can analyze diction and its impact on tone.**

BELL RINGER:

Agenda:
1. Plot presentation
Plot is not just what happens in a story. Rather, plot is a pattern of cause and effect or conflicts upsetting the equilibrium of a situation. Plot is characters responding to those conflicts into some form of resolution, even if that resolution is incomplete, inconclusive, or unsatisfying to the reader.

2. Quoyle passage/annotation
Guiding Questions: How does Quoyle's abnormal appearance motivate his actions? How does his appearance affect his relationships with others?

3. Create a thesis

Characterization of the Protagonist

1. Review the list of character traits you documented. In the graphic organizer below, group the character traits into similar categories.

Category 1	Category 2	Category 3
What do these words have in common?	What do these words have in common?	What do these words have in common?

2. Write a statement about how the traits in one category impact or relate to the traits in the other categories to create Quoyle's complex character.

3. Using your work above as a guide, write a thesis statement to answer the questions of the following writing prompt:

The following excerpt from the first chapter of Annie Proulx's *The Shipping News* deals almost exclusively with the characterization of the protagonist, Quoyle. Read the passage carefully. Then write an essay in which you analyze how the author uses diction, details, and figurative language to create a complex character.

Thesis:

4. List at least three pieces of textual evidence to support your thesis.

08/26/14

Learning Targets:
Reading Standards:
1. I can cite strong evidence from a text to support analysis of what the text says and also draw inferences (conclusions, deductions, implications).
2. I can analyze characters using direct and indirect characterization.
3. I can determine how a theme emerges.

Bell Ringer:
1. "I did not know then that pride is a wonderful, terrible thing,
   a seed that bears two vines, life and death."
                    A. Paraphrase the quote
                    B. What figurative language is used—explain.

2. Give an example of when pride can be a wonderful thing.
3. Give an example of when pride can be a terrible thing.

Agenda:
1. Thesis from Quoyle analysis
2. Intro to "The Scarlet Ibis" and **symbolism**
3. Read and Annotate

HW: finish reading and handouts

8-27-14

Learning Targets:
I can annotate a story focusing on the following: elements of plot, characterization, and symbolism.
I can recognize the impact that diction, figurative language, and imagery have on the meaning of a text.
I can recognize the theme of a short story and its emergence.

Bell Ringer: From "The Scarlet Ibis," describe the narrator's central conflict. Does he overcome this struggle? Explain.

Agenda:
1. Quiz "The Scarlet Ibis"
2. Symbols—note cards to fishbowl discussion
   • Write down each potential symbol from the story onto a card (don't include explanation)
   • Place cards in bag
   • Circle into 3 groups
   • Pull a card and discuss the following
        1. Suggest an interpretation of each symbol's meaning
        2. After all cards have been discussed, decide on which you find most meaningful.
3. Elements of plot in story—Map
4. Putting It All Together--handout

8-28-14

Learning Targets:
I can annotate a story focusing on the following: elements of plot, characterization, and symbolism.
I can recognize the impact that diction, figurative language, and imagery have on the meaning of a text.
I can recognize the theme of a short story and its emergence.
I can analyze a story's tone.

Bell Ringer: From "The Scarlet Ibis"
Explain the following symbols:
   a. Go cart
   b. from the "lies" Doodle told
        1. Peter
        2. Peacock
        3. 'Winged' characters

Agenda:
1. Go over "Putting It All Together" handouts
2. Irony Scavenger Hunt
3. Read "Lamb to the Slaughter"
4. Use of Irony

8-29-14

Learning Targets:
I can recognize and explain the difference between the three types of irony

Bell Ringer: Get into your teams and finish your Irony Presentation