

12-10-13

Reading Standards/Learning Targets:

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.

Bell Ringer: None

Agenda:

1. Post-Mortem Dynamic/Static Character--Analysis of Mary Maloney

12-11-13

Reading Standards/Learning Targets:

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 determine connotative meanings in words and phrases.

Bell Ringer:

1. Draw a plot map and label its four parts.
2. What is another name for the first conflict of a story?
3. Define the two types of conflict.

1. Irony Pre-Quiz
2. Irony PowerPoint and practice (apply to "LTTS")
3. Quiz review

12-12-13

Reading Targets:

1. I can analyze a story's setting and its impact on tone and mood.
2. I can analyze a story's use of description of setting and connotative diction in order to recognize foreshadowing in a story.

Bell Ringer: Intro to "The Most Dangerous Game" by Richard Connell

Give your opinion on the following statements:

- ____ Hunting is a sport.
- ____ Animals have no feelings.
- ____ Hunting is evil.
- ____ Hunting is unfair.
- ____ Strength is more important than intelligence.
- ____ Bringing a gun to a knife fight is fair.

Agenda:

1. Introduction to "The Most Dangerous Game"
2. Read and annotate

12-13-13

Reading Standards:

1. I can make inferences while predicting and recognize an author's use of foreshadowing
2. I can analyze characters using direct and indirect characterization.
3. I can analyze how a story's plot creates suspense.
4. I can describe conflict and motivations in characters.

Bell Ringer:

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In the exposition, Rainsford says the following:

"This hot weather is making you soft, Whitney. Be a realist. The world is made up of two classes--the hunters and the huntees. Luckily, you and I are hunters.

How do you interpret Rainsford's words? Does he mean them strictly literally?

1. Describe Zaroff's motivation for creating this new "Game."
2. Describe Zaroff's rationale for killing people for fun.

Agenda:

1. "The Most Dangerous Game"
2. Read and annotate
3. Figurative Language pre-quiz
4. Fig Language powerPoint

Allusion (alluding): a reference to an outside work, character, event, historical

Quiz 1 Review

Know the following terms:

1. Diction
2. Tone
3. Mood
4. Denotation
5. Connotation
6. Annotation
7. Close Reading
8. Characterization
9. Direct Characterization
10. Indirect Characterization
11. Protagonist
12. Antagonist
13. Foil
14. Epiphany
15. Dynamic Character
16. Static Character
17. Round Character
18. Flat Character
19. Plot
20. Conflict
21. External Conflict
22. Internal Conflict
23. Concrete
24. Abstract
25. Exposition
26. Critical Incident
27. Complications (Rising Action)
28. Climax (How to recognize)
29. Resolution
30. Chronological Order
31. Foreshadow
32. Flashback
33. Flash-forward
34. Irony
35. Verbal Irony
36. Dramatic Irony
37. Situational Irony

Know all things about “Lamb to the Slaughter”

A. Be able to apply appropriate terms to the story.

B. Characterization of Mary Maloney

Theme Notes:

Definition: The theme of a story is the “message”, or central idea, intended for you to gain from the story. The author has something big he/she wants to tell you, and he/she is using the story and its characters to tell it.

Theme—the central idea, or insight, about life or human behavior that a story reveals.

1. The theme is rarely, if ever, stated directly.
*It is revealed through the characters’ experiences
2. A theme is a generalization about life or human nature.
3. The theme is the central and unifying concept of a story.

Finding a theme:

1. **The theme is not the same thing as the subject.**
 - The **subject** is simply the topic. It can be stated in a single word, such as *loyalty*.
 - The **theme** makes some revelation about the subject and should be expressed in a sentence: “Loyalty to a leader is not always noble.”
 - The theme should be stated as a generalization about life.
 - In stating the theme we do not use the names of the characters or refer to precise places or events.
2. **Writers often express theme through what their characters learn.**
 - Does the main character change? Static or Dynamic?
3. **Conflict helps reveal theme.**
 - What is the **conflict**, or struggle between opposing forces, that the main character faces
 - How is the conflict resolved?
4. **Sometimes the title will give you a clue. Examine and analyze the title.**
5. **The theme applies to the entire work.**
6. **There is no single way to state the theme.**
 - **Avoid the clichés.**
 - **Avoid words such as *every, all, always*; use terms like *some, sometimes, and may*.**
 - **There can be varying opinions as to what the theme may be.**

Strategy Steps:

1. **Examine the title for hidden or implied meanings.**
2. **Determine the general topic/subject of the story.**
3. **Determine how the character(s) change. What did they learn? What did you learn?**
4. **Determine how the conflict is resolved.**
5. **Create a generalization statement about life or human nature that fits the entire story.**

“The Most Dangerous Game”

Vocabulary—Context Clue Practice

1. He could see the ship going away from him, **receding** in the distance.
2. “Don’t be alarmed,” said Rainsford, with a smile he hoped he was **disarming**.
3. Zaroff’s whole life was one **prolonged** hunt.
4. After the revolution in Russia, Zaroff left the country, for it was **imprudent** for an officer of the czar to stay there.
5. The general smiled the quiet smile of one who faced an obstacle and **surmounted** it with success.
6. Zaroff appeared **unruffled**, even when Rainsford called him a murderer.
7. Zaroff said that his captives **invariably** choose the hunt.
8. Rainsford had to control his **impulse** to run.
9. The deadly hunt was a **diverting** game to Zaroff.
10. The **protruding** cliffs blocked Rainsford’s sight of the ocean.