LA 11 Agenda

Quarter 1: Encounters and Foundations

You have 5 major assignments, using the Academic Blog format, minimum 300 words. The goal of this is to present your best work on the website and open up the opportunities for you to improve your writing using feedback from your peers.

Your final paper will require you to expand one of the five Academic Blogs into a 3-4 pages, typed and double-spaced essay. MLA format is required.

**Major Assessments:**

**BLOGS—**Submit blogs before the next class. Pay attention to word count. Peer response to 2 blogs. These become rough draft paragraphs for your final essay.

**Wheatley and Poetic Value Essay Prompt**. 500 words due Sept. 9. Typed, MLA format

 **Expanded Essay Blog: Due Oct. 9.** 4-5 pages, typed, MLA format.

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| Date | In-Class | Homework |
| First DayAugust 18 | “What an Essay Can Do,” Annie Dillard Handout“Benny Paret,” Norman Mailer Handout | Identify the qualities that Dillard’s discusses in “What an Essay Can Do” in Mailer’s “Benny Paret” |
| Weds. Aug. 20 | Power of the Word: SOAPS and DIDLSLA 11 Reading AssessmentUnit Vocabulary Assigned | What areas can you continue and where can you improve yours learning/study habits? Write a paragraph. |
| Fri. Aug. 22 | Native American TraditionsSAT Skills Assessment | Bruchac “The Sun Still Rises in the Same Sky” and myths EOL 20-26. ?s.Identify Elements of Mythology and Values |
| Tues. Aug. 26  | Learning Lessons PromptChief Joseph “I will not fight no more” EOL 520-522: SOAPS and DIDLS | Momaday “The Way to Rainy Mountain” EOL 1092-1101. Identify how Momaday creates Compare/Contrast of Past and Present.?s.Momaday Related Vocab Words |
| Thurs. Aug. 28  | Momaday: Shifting HistoryEncounters and Foundations Jigsaw, EOL, 6-19 | Equiano “The Interesting Narrative of the life of Olaudah Equiano” EOL 52-61. ?s.Equiano Vocabulary Concept Map |
| Mon. Sept. 1  | Autobiography as Historical RecordWheatley Poetry Groups: Goggle DocsPoetry Analysis Sample | Momaday and Equiano Vocab Quiz next classRead Phillis Wheatley poetry—Handout SOAPS and DIDLS Wheatley Poetry Analysis on 2 poems |
| Weds. Sept. 3  | Momaday and Equiano Vocab QuizExpectations and Stereotypes :“The Negro Artist and the Racial Mountain,” Langston Hughes—Marking the Text (Link) | Critical Essay Quotes—Hughes Evidence about poetic value and judgments. |
| Fri. Sept. 5 | Poetic Value and Societal Judgment: “Philis Wheatley on Trial,” Henry Louis Gates. AVID Handout—key quotes/evidence | Wheatley and Poetic Value Essay Prompt. 500 words due Sept. 9. |
| Tues. Sept. 9 | Puritan Beliefs: Order for an Early Society: “Sinners in the Hands of an Angry God”—Guided Reading Logos, Ethos and PathosEdwards Tone Paragraph Teacher ExampleBradstreet Expert Group Work-PowerPoint and Class Activity—Types of Appeals—Logos, Pathos, and Ethos | Anne Bradstreet Poetry Expert Groups: Read all 4 poems to be prepared for discussionPuritan Art Blog. 300 words.Edwards Vocab Concept Map |
| Thurs. Sept. 11 Fri. Sept 12(no school) | Bradstreet Poetry Expert Group PresentationsTone Paragraph Sample | Henry, “Speech to the Virginia Convention,” EOL, 80-85 Henry Vocab Concept Maps |
| Tues. Sept. 16 | Emerging Patriotism and Revolution:Henry: SOAPS and DIDLS and Diction Activity | Henry Tone Vocab Paragraph Blog. 300 words |
| Thurs. Sept. 18 | Paine, “The Crisis, No. 1,” EOL, 87-95, Paragraphs Analysis | Paine Graphic Organizer of 5 paragraphs |
| Mon. Sept. 22 | Break Up Letter ActivityJefferson, “Declaration of Independence,” EOL, 100-107, SOAPS and DIDLS | REVOLUTIONARY ART BLOG. 300 words. |
| Weds. Sept. 24 | Words for Revolution and Political Goals: Vocab of Henry, Paine, and JeffersonBanneker and Jefferson Letters | Two Column Chart: Identify Issues Identify Banneker’s/Jefferson’s Claims and CounterargumentsStudy Edwards, Henry, Paine, Jefferson vocab.Quiz next class |
| Fri. Sept. 26 | Vocabulary QuizBanneker and Jefferson: Addressing Claims and CounterargumentsComparative Texts: Dekanawida, Adams, and Stanton, EOL, 108-114 | Banneker and Jefferson Blog.300 words.Thoreau, “Resistance to Civil Government,” EOL, 234-241Thoreau Vocabulary Concept Map |
| Tues. Sept. 30 | Civil Disobedience: Citizen Power and Civil RightsGandhi, “On Nonviolent Resistance,” EOL, 243-244 and King Jr. “Letter from Birmingham,” EOL, 245-247 | DECLARATION FOR THE WORLD--DUELING BLOGRead *The Crucible*, Miller, 3-8Expanded Blog Essay: Select one of the five blogs to expand to a 3-4 pages, typed and double spaced essay. Due Thurs. Oct. 9 midnight. Use at least 10 vocabulary words from unit and underline/bold in your paper. Send to afnorthliterature@gmail.com  |
| Thurs. Oct. 2Fri. Oct. 3 (no school) | *The Crucible*, Miller, 3-8Commentary and DramaActing Initial Conflict: 8-22 | Read *The Crucible,* Act 1, Miller, 22-51Expanded Essay Blog due midnight Thurs. Oct. 9 afnorthliterature@gmail.com |
| Tues. Oct. 7 | Conflicts: Religion, Politics, and Persecution in Act 1, *The Crucible* | Read *The Crucible,* Act 2, Miller, 52-86Expanded Essay Blog due midnight Thurs. Oct. 9 afnorthliterature@gmail.com  |
| Thurs. Oct. 9 | The Role of the Court and False AccusationsActing Court, *The Crucible*, Act 3, 87-126 | Read *The Crucible*, Act 4, Miller, 126-152 |
|  Mon. Oct. 13 | Resolution: Final Judgments | Take-Home Crucible Short Essay Questions due Midnight |
| Weds. Oct 15Fri. Oct. 17 | Quarter 1 Reflection and Goal Setting Crucible Exam and Essay Test | Vocabulary Word Wall Poster |