

1. Always go to the school site:

<https://sites.google.com/student.dodea.edu/amhs-ic/home?authuser=0>

2. Click on classes and go to my Daily Learning Plan for this class

3. This will list what to do and what is required. I'll also put assignments in Classroom.

To come to my seminar: <https://meet.google.com/usv-oexz-ykk?authuser=0>

Date: April 5-9

Teacher: Dauber/Cook

Period(s): 5th/ 6TH

Class Name: ELA 10

Objectives / I Can Statements:

- Determine and analyze central ideas
- Determine themes and analyze its development
 - Through characterization
 - Detail
- Support with textual evidence
- Characterization thru actions and interactions
- Determine point of view
- Participate in discussions
- Present orally/ write
- Organize information logically
- Evaluate and analyze material: text, media
- Presentation skills
- Use correct, clear, concise language in all tasks

Student Tasks: (include links and specific instructions for students)

Worksheet on common drive

Novel, 1984

Review: 1984 Essential Questions

1) Can a society based on hate survive?

2) What role does language play in a society?

3) Is perception reality and can reality then be controlled?

4) Is technology taking us closer to the world of Big Brother?

Read: 1984 and discuss

Title, Part, Chapter	
Essential Question	
Passage from the novel	
Your thoughts on the passage as they relate to the essential question	

When is it due?
What will the student submit?

Date: April 12-16	
Teacher: Dauber/Cook	Period(s):5th/ 6TH
Class Name: ELA 10	
Objectives / I Can Statements: <ul style="list-style-type: none"> • Determine and analyze central ideas • Determine themes and analyze its development <ul style="list-style-type: none"> ○ Through characterization ○ Detail • Support with textual evidence • Characterization thru actions and interactions • Determine point of view • Participate in discussions • Present orally/ write • Organize information logically • Evaluate and analyze material: text, media • Presentation skills • Use correct, clear, concise language in all tasks 	
<u>Student Tasks:</u> (include links and specific instructions for students) Worksheet on common drive Novel, <u>1984</u>	

Review: 1984 Essential Questions

- 1) Can a society based on hate survive?**
- 2) What role does language play in a society?**
- 3) Is perception reality and can reality then be controlled?**
- 4) Is technology taking us closer to the world of Big Brother?**

Read: 1984 and discuss

Title, Part, Chapter	
Essential Question	
Passage from the novel	
Your thoughts on the passage as they relate to the essential question	

When is it due?
What will the student submit?

Date: April 19-30

Teacher: Dauber/Cook

Period(s):5th/ 6TH

Class Name: ELA 10

Objectives / I Can Statements:

- **Determine and analyze central ideas**
- **Determine themes and analyze its development**
 - **Through characterization**
 - **Detail**
- **Support with textual evidence**
- **Characterization thru actions and interactions**
- **Determine point of view**

- Participate in discussions
- Present orally/ write
- Organize information logically
- Evaluate and analyze material: text, media
- Presentation skills
- Use correct, clear, concise language in all tasks

Student Tasks:

Finish reading 1984

Complete the Questions for Section 3

(include links and specific instructions for students) Begin to work on the UPA

UPA- end of the unit performance activity and rubric

Novels, 1984, Animal Farm, Candide

When Writing Is Fighting: – students will apply what they have learned throughout the unit in order to write a 3 page research paper that focuses on often unknown pieces of history. MLA citations and format. How those who write our history have minimized or rewritten its telling.

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When is it due? Friday, April 30

What will the student submit?

Date: April 3-15

Teacher: Dauber/Cook

Period(s): 5th/ 6TH

Class Name: ELA 10

Essential Unit Question(s):

- Why do we lie?
- How does Shakespeare use the motif of deception to reveal truths about the human experience?
- Why should we read Shakespeare and what can we learn from how he writes?
- What makes an argument persuasive to a reader or audience?

Enduring Unit Understandings:

- Human beings lie for a range of purposes, including to gain unjust rewards, to inflate their image, to

cover up bad behavior, and to protect the feelings of others.

- Writers often use rhetorical strategies and literary devices (such as symbolism, imagery, and motifs)

to influence a reader or audience and advance a perspective.

- Shakespeare's writing transcends time and space and causes readers to reflect on the human experience.

- Argumentative writing is an intentionally crafted method of using evidence

Objectives / I Can Statements:

- The rhetorical situation includes the speaker, the audience, the medium, and the issue.
- Strategies to develop counterarguments in response to counterclaims
- Writers choose their rhetorical tools after considering the needs and biases of their audience.
- The difference between pathos, ethos, and logos when used as rhetorical appeals
- Specific examples of another author's rhetorical strategies and appeals
- Rhetorical tools for making an effective argument
- How to determine the effectiveness of an argument
- Reasons why Shakespeare is relevant to modern life
- The background and context of the Shakespeare authorship debate
- What writers (and people in general) attempt to gain from lying or advancing distorted versions of the truth

Student Tasks:

1. Who was Shakespeare?

- Why are we still reading his works?
- Are they really his works?
- What was the time period in which Shakespeare wrote?

2. Why do we lie?

"The ways we lie" Stephanie Erickson

<http://www.bths.edu/ourpages/auto/2009/5/17/51745321/The Ways We Lie Ericsson .pdf>

- How does Shakespeare use the motif of deception to reveal truths about the human experience?

3. Shakespeare debate--did he really write all the plays?

3 articles, one per group, discussion and then a short paper with claim and evidence to prove your claim.

Julius Caesar:

Who was Julius Caesar

What I know/ think I know/ Want to know

Setting? Place and time

Read and discuss the Play Julius Caesar

What is ethos, pathos, logos

<https://www.studiobinder.com/blog/ethos-pathos-logos/>

After reading and looking at the diagram-- answer the following sentences.

What is an example of ethos?

What are Logos Pathos and Ethos called?

What are the 4 rhetorical appeals?

What are the 3 rhetorical appeals?

(include links and specific instructions for students)

AT the end: Literary Analysis: Students take on the role of writers submitting a literary analysis to a prominent Shakespeare journal for potential publication.

Writers should compose a literary analysis of how Shakespeare uses deception as a motif in his works.

The editors will be looking for essays that contain a strong argumentative analysis containing claims and counterclaims, along with reasoning and evidence from Julius Caesar.

Additional information about this assessment, including an evaluation rubric and a sample student response, is included within the materials for this unit, beginning on p. 91.

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When is it due?

What will the student submit?

