

What's the point of Edgenuity?

The point is to become a better reader and writer.

How can I show you what I learn from Edgenuity assignments?

You'll show what you learned when you apply the content to your writing.

Viewing Notes: ANALYZING WORD CHOICE AND AUTHOR'S PURPOSE

Estimated time to complete: 15 minutes

Learning Goals:

Analyze how imagery, repetition, and tone create meaning and support the author's purpose by conveying a specific message to a specific audience.

1. Analyze impact of an author's word choice on meaning.

- a. Imagery adds to a story by appealing to one or more of the senses, connecting the reader to the story, and affecting the reader's emotions.
- b. Writers create tone through word choice, including the use of imagery and repetition.
- c. Tone is a narrator's attitude toward the subject matter and audience.
- d. Examples of tone include: angry, humorous, wistful, and sorrowful.
- e. Repetition is the reappearance of words or sounds for effect.
- f. Repetition can affect meaning, create rhythm, suggest emotion, and emphasize ideas.

2. Draw a conclusion about the author's purpose.

- a. An author's purpose is his or her reason for writing a literary work.
- b. An author usually writes for four purposes: to inform; to persuade; to entertain; to describe.
- c. An author's audience and message help shape the author's purpose.
- d. An author uses word choice to develop a specific message for a specific audience.
- e. The message is the underlying theme or idea.
- f. The following three strategies help a reader draw a conclusion about purpose, audience, and message: analyze imagery, analyze repetition, analyze tone.

3. Cite evidence to support your conclusion.

As you read, look for specific text evidence that supports your ideas.

Make sure you understand the answers to the quiz questions.

Assessment:

During class, I'll ask you to complete 1-3 about a text we've read during class. You may use your notes. You will have plenty of practice before you are graded.

Viewing Notes: DETERMINE MEANING: WORDS & PHRASES

Estimated time to complete: 10 minutes

Lesson Goals: Learn how to determine a word's meaning by studying what surrounds it.

1. Use context clues: definitions, synonyms, antonyms, inferences to determine a word's meaning.

- a. Definition clues appear in a text near difficult words.
- b. Synonym clues appear when the text surrounding an unfamiliar word contains a word with similar meaning.
- c. Antonyms appear when the text surrounding an unfamiliar word contains a word with the opposite meaning.
- d. Inferences can be made when the text requires the reader to use reasoning to determine the meaning of an unfamiliar word.

2. Interpret figurative language.

- a. When literal language is used, words mean exactly what they say.
- b. When figurative language is used, words express something beyond their ordinary meaning.
- c. Know how the following literary terms can help determine a word's meaning: metaphors, similes, personification, hyperbole, euphemism, oxymoron, idioms.

3. Analyze connotation and nuance.

- a. Words can have positive or negative emotional meanings beyond their literal definitions.
- b. Know how denotation, connotation, nuance can help determine a word's meaning.

Words to know:

1. Context: where and how the word is used
2. Euphemism: the substitution of an agreeable or inoffensive expression for one that may offend or suggest something unpleasant
3. Inference- An inference is the process of drawing a conclusion from supporting evidence. It's when you go *beyond* the evidence and reach some further conclusion.
4. Hyperbole: exaggerated statements or claims not meant to be taken literally.
5. Nuance: refers to slight and subtle differences in shades of meaning. It is sometimes difficult to understand. The elements that contribute to nuance: connotation, or the ideas and feelings associated with a specific word and subtext, or what's going on beneath the surface of the writing.
6. Connotation: an idea or feeling that a word invokes in addition to its literal or primary meaning.
7. Denotation: the literal or primary meaning of a word, in contrast to the feelings or ideas that the word suggests.
8. Personification: giving living qualities to non-living things

Make sure you understand the answers to the quiz questions.

Assessment:

During class, I'll ask you to determine the meaning of a word using the above strategies. You may use your notes. You will have plenty of practice before you are graded.

Viewing Notes : Analyzing Character, Theme, and Plot

Estimated Time: 30-40 minutes

Goals: Analyze how characters and plot develop a theme in a story:

1. Make inferences about character motivation. Cite evidence.

Inference: process of drawing a conclusion from supporting evidence. It's when you go *beyond* the evidence and reach some further conclusion.

Character Motivation: the reason a character thinks, feels, or acts in a specific way.

Character Analysis: the way an author presents and develops character can give clues and **evidence** that **analyze** that character.

- Direct characterization: Direct description and specific details
- Indirect characterization: Character's words, thoughts, and actions; Others' words, thoughts, and actions

2. Analyze plot structure and how plot develops theme.

Plot: text structure created by a series of related events and conflicts

- Exposition: introduction to the setting, character, and conflict
- Rising Action: the conflict worsens and builds
- Climax: the turning point in the story--the point where the conflict reaches its height or where there is the great emotional stress.
- Falling Action: the falling action is the winding down, kind of tying up loose ends
- Resolution: last stage The resolution helps the reader understand how things turned out for the character. Sometimes the author intentionally doesn't include a resolution.

The action of the characters move the plot along by acting on their motivations. For example, a character may undergo an emotional change, leading him or her to act in a certain way, leading to the rising action.

3. Analyze thematic development.

A theme is a general statement that could apply to other works of literature or life. A theme is not a one word topic or factual statement of the plot.

TOPIC: Leadership is not a theme.

THEME: Good leaders inspire their followers is a theme.

INCIDENT IN STORY: Doublan shows pride is not a theme.

THEME: Too much pride can be dangerous is a theme.

- A theme is a statement that expresses a clear message about a topic.
- A theme is not a description of a character. Nor is it specific to one character.
- A theme is a general statement that could be applied to multiple pieces of literature or to life in general. Stories often have more than one theme.
- Theme may be developed by character motivation + plot.

How does character motivation + plot reveal the theme to "The Story of the Greek King and

the Physician Douban,” by Andrew Long? Use your own words and cite textual evidence in your answer.

Make sure you understand the answers to the quiz questions.

Assessment:

During class, I’ll ask you to analyze how characters and plot develop a theme in a story. You will have plenty of practice before you are graded.

IGNORE THE FOLLOWING. THESE ARE MY NOTES AS I STUDY THE MODULES

INSTRUCTION: EVALUATING NEWS REPORTING

Essential Question: What strategies can improve recognition of subjective and objective reporting?

Goals: Learn how to evaluate news reporting

1. Describe ethics of journalism.
2. Analyze how an author uses language to advance a purpose.
3. Evaluate and compare objectivity of reporting.

1. Detecting Fake News

What statements are true about fake news? Check all that apply.

Fake news is used to inform the public about important events.

Publishers of fake news print retractions when they have reported untruths.

Fake news deliberately publishes incorrect information for the public.

Fake news happens when the publisher does not check the facts.

Publishers of fake news may be interested in financial or political gain.

2. Identifying Differences Between Ethics and Laws

Ethics are the principles and beliefs that guide the actions of an individual or group of people.

Ethics	Laws
<ol style="list-style-type: none">1. Voluntary principles that guide people2. Based on standards, morals, and ideals3. Not enforced with legal punishments4. Not always written	<ol style="list-style-type: none">1. Mandatory rules governing a community2. Based on a judicial system3. Enforced by public officials4. Written

3. Consider purpose and reason when analyzing different news presentations.

Intent	Motive
<ol style="list-style-type: none">1. The true purpose of journalism is to inform the public about a topic.2. Other purposes for writing include entertaining and persuading.	<ol style="list-style-type: none">1. The reason for writing may result in unethical journalism.2. People may be motivated by political, financial, or personal reasons.

4. Recognize differences between objective and subjective reporting.

First and second person pronouns

Opinions and commentary

Plain, direct style

Intention to inform

Objective facts

Emotional language
Impersonal 3rd person pronouns

5. Evaluate two articles about the same topic.

Evaluate whether an article is reliable.

6. Strategy for analyzing an editorial:

Identify the topic of an article

Determine the writer's language

Evaluate the credibility of the reasons and evidence supporting the claims

Which details reveal the author's purpose in writing the editorial?

7. Compare the presentation of news coverage from reputable news outlets.

Order	Headlines	Reporting
1. How do the orders of news stories compare? 2. Do news outlets prioritize news stories differently?	1. How do the news headlines compare? 2. Do news outlets use emotional language in the headlines?	1. How does the language within the news story compare? 2. Does reporting present the topic differently?

8. Compare various headlines of different articles about the same topic. Find examples of bias, unbiased, ethical, unethical...

ASSIGNMENT:

In this assignment, you will:

- analyze and apply ethics in journalism.
- determine the author's purpose.
- distinguish between fact and opinion.
- analyze the credibility of a news source.
- identify bias and motive in news reports.

Identify author's purpose and textual support as evidence.

Find examples of bias, statistics that can be proven true, debatable opinion, loaded language, factual statement, reliable facts with commentary, authors' motives, how headlines could be revised to show no bias, how headline could be rewritten to show more of author's bias, convert bias text to unbiased, convert bias text to a different bias, convert unbiased text to biased.

My ideas:

Use a NYT article or sections and ask about questions based on EDGen. instruction.

(Which sentence from the article is an example of Compare NYT to Washington Post. Compare Fox to CNN to MSNBC.

Assessment Product:

Videos: either solo or groups. Ideas: snl skit, pretend to be different news stations, parody, Students find two different articles about a topic that interests them and analyze differences. (This is for the more concrete thinkers who go crazy with ambiguity.) Students write about a topic subjectively and objectively. Students find an article that supports their opinion. Using the same research that the author used, students write a juxtaposition.

Students produce a product that shows their media literacy: [NYT Explore Your Relationship with News Directions](#)
[NYT Literacy Project Winners](#)

Great resources that add meat to the teaching materials:

1. [*Evaluating Sources in a 'Post-Truth' World: Ideas for Teaching and Learning About Fake News*](#)
2. [*Skills and Strategies | Fake News vs. Real News: Determining the Reliability of Sources*](#)

I can see myself spending time on this module. Could we have a flexible time frame with each?

ANALYZING AND EVALUATING ARGUMENTS

Read an article to examine claims and supporting evidence.

As you read the article, remember to:

- identify the claim.
- determine evidence.
- distinguish between the types of evidence.

1. Identifying the Topic

What is the main topic of the article?

2. Identifying the Claim of the Argument

What is the claim in this passage?

3. Identifying Evidence

What is the evidence that supports the author's claim?

4. Determining the Types of Evidence

What types of evidence support the claim that

social media had more of an influence outside of the Arab world than inside it? Check all that apply.

data from Pew Research

examples of social media users

testimony from a protestor

examples of social media sites

quotations from a research study

5. Analyzing the Development of a Claim

How does this passage develop the overall claim about ...? By demonstrating

6. Identifying Reasons in Support of a Claim

How do the authors support the claim that...? By showing, giving, stating, explaining

7. Determining Support Evidence

Which quotations provide evidence to support the claim that

8. Identifying Main Points

What are the author's main points in the article?

Stories from Around the World Optional: ARCHETYPES

(completion time: 40 min)

Goals:

Analyze how archetypes and themes compare in literature around the world.

1. Recognize characteristics of an archetype.

- Be able to list characteristics taught in the video. (Remember, you can mute the video and use CC.)
- Explain how Joan of Arc and Mulan are archetypes.
- Name legendary heroes from the movies, tv, comics.
- What qualities do the movie legendary heroes share with Joan of Arc?

Look for the following fill-in-the-blank answers:

- Archetypes are _____ found in literature.
- Archetypes can include characters, _____, settings, _____, and themes.
- Archetypes convey _____ meanings and share _____ experiences.

What questions can be asked to analyze character archetypes?

- What is the character's _____?
- What is the character's _____ in the story?
- What are the character's _____ traits?
- What _____ does the character have?
- What _____ response does the character evoke?

Assessment: Be prepared to answer the previous questions about Boadicea.

2. Explain how archetypes reveal universal themes.

Assessment: Be prepared to explain how Boadicea serves as a symbol with universal meaning.

Character archetypes are often _____ characters with _____ motivations.

Character archetypes can help readers understand the overall message or _____ of a story.

A theme is one message that a text _____ about a topic.

A universal theme is _____ and _____ across cultures.

How is a topic different from the theme?

Themes can be _____ or open to _____. A story can have multiple _____.

How does analyzing archetypes help reveal themes?

- Identify the _____ character.
- Determine which archetype the character _____.
- Use _____ knowledge about archetypes to help determine the _____.

Assessment: Be prepared to explain how Boadicea helped reveal the theme, using your own words and citing evidence from the text.

3. Compare and contrast archetypes and themes.

Assessment: Explain the traits that identify Antigone as a tragic heroine? How does Antigone support the theme that “divine law is higher than mortal law? Give textual evidence.

Assessment:

Be prepared to identify the archetypal traits of Joan of Arc, Mulan, Boadicea, and Antigone. Be prepared to explain how these archetypes convey universal themes.