

DAY	AGENDA Week #1	EQ	RESOURCES
Monday 1/7/13	Make Up Exams		
Tuesday 1/8/13	Workday		
Wednesday 1/9/13	Class Breakdown Rules/Procedures Humpty Dumpty <i>Yertle the Turtle</i> activity Set up Schoology, Google, Diggo, etc. Vocabulary flashcards Choose Novels for outside projects Fill in email in chart	Inference is important with second-draft reading and integral to understanding literature.	Second Draft Reading (HD & YT) Tech Survey (assign-complete by Friday) Syllabus Email Chart Outside Project List
Thursday 1/10/13	<ul style="list-style-type: none"> New section titled: Native Americans. bell ringer: Students should write out 5 things that they know about Native Americans living in the U.S. Share students' knowledge, and discuss which are truths and which are fallacies. Be sure to look up the accuracy of a few of the statements in order to model reference use. Present students with video (30 mins) providing historical context on Native American traditions in the early 1600s. Discuss the significance of nature, traditions, and the importance of valuing the tribe over oneself. In small groups, students should research: Eastern Woodlands, the Great Plains, the Southwest Desert, the Pacific Northern Coast Groups will add to the chart and entire class will have 1 shared copy in Docs. Conclude with a discussion on how Native Americans' regions may have been reflected in their creation myths. Ask students if they believe that where people come from effects their beliefs and their views of the world. 	<p>How can context enhance my reading experience?</p> <p>TASK: establish historical context; make predictions</p>	<p>Anticipation Guide</p> <p>Native American quick research Chart</p> <p>Native American Voices video (guiding questions located on site)</p> <p>[What to Think About While Watching: What are some of the characteristics of Navajo and Pueblo oral traditions? In what sense do these writers draw on native oral traditions and beliefs? How do they speak to the experience of being American Indian? What does their written literature hope to do or achieve?]</p>
Friday 1/11/13 Contract	<ul style="list-style-type: none"> Assign students to groups and provide each one with a region of the U.S. Each group should find and record information that answers the following questions: <ul style="list-style-type: none"> Which Native American groups existed in 	<p>How can context enhance my reading experience?</p> <p>TASK: researching Native American tribes</p>	<p>Mixbook Diggo Group w/links</p>

Due	<p>your region of the country? How did they interact with one another?</p> <ul style="list-style-type: none"> Do any major land formations exist in your region? What are they? How might they have affected the daily lives of Native Americans? What kinds of natural resources are available in your region? For what were they used? Did this environment influence the Natives' beliefs or customs? Religion? Legends? <ul style="list-style-type: none"> MLA citations required (photos: Description, URL, Date) 		
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DAY	AGENDA Week#2	EQ	RESOURCES
Monday 1/14/13 Vocab. 1 Warm-Up: Journal Topic	<ul style="list-style-type: none"> Assign students to groups and provide each one with a region of the U.S. Each group should find and record information that answers the following questions: <ul style="list-style-type: none"> Which Native American groups existed in your region of the country? How did they interact with one another? Do any major land formations exist in your region? What are they? How might they have affected the daily lives of Native Americans? What kinds of natural resources are available in your region? For what were they used? Did this environment influence the Natives' beliefs or customs? Religion? Legends? MLA citations required -all facts must have citation (photos: Description, URL, Date) 	<p>How can context enhance my reading experience?</p> <p>TASK: researching Native American tribes</p>	Mixbook Diggo Group w/links
Tuesday 1/15/13	<ul style="list-style-type: none"> Students will share their findings with the class through a Mixbook. Eastern Woodlands, the Great Plains, the Southwest Desert, the Pacific Northern Coast 	<p>How can context enhance my reading experience?</p> <p>TASK: researching</p>	Rubric

Vocab. 1		Native American tribes	
Wednesday 1/16/13 Vocab. 1 Warm-Up: DOL	<ul style="list-style-type: none"> Explain to students what creation myths are and what purpose they serve to different groups of people. Provide students with direct instruction on how to annotate and give them sample pages from properly annotated texts. Conduct group read-aloud of the Sioux Native American creation myth. Students should annotate the story as they read, looking for specific references to the region of the world that the story is from, the geography, and the culture. Discuss whether or not the region in which the Cherokee lived plays an important role in their story. What parts of their region play into their myth? Why might this be significant to their story? To the people? What does the story reveal about the culture of the group? Jigsaw remaining stories. Students will return to their research groups, and each will read and annotate a creation myth that is relevant to the area previously studied. As a group and using their research notes, students will complete the following assignment and report back to the class: <ol style="list-style-type: none"> Discuss whether or not the region in which the ____ lived plays an important role in their story. What parts of their region play into their myth? Why might this be significant to their story? To the people? What does the story reveal about the culture of the group? 	How can context enhance my reading experience? TASK: narrative writing, synthesize information, compare texts	Sioux Native American Creation Story Sample annotated text 1 Annotation guidelines Sample Annotation “ Legend of the Cherokee Creation ” from the Cherokee Native American Tribe (Eastern) “ Diné ” from the Navajo Native American Tribe (South West) “ When Grizzlies Walked Upright ” from the Modoc Native American Tribe (Plains) Quileute Creation Story (Pacific Northwest)
Thursday 1/17/13 Vocab. 1 VOICE Imagery Discussion post due	<ul style="list-style-type: none"> Each group will provide a synopsis of their story. They will share their ideas on regional significance with the rest of the class and students will record the information in their notebooks. Class will participate in a whole group discussion on why creation myths frequently are heavily influenced by the region in which a tribe lives. Review the common elements of Native American cultures with students. Tell students to use details from the regions in which they were born and from their ancestral heritage to write their own creation a story. They must include the use of several narrative techniques, including dialogue and sensory details, to further the development of their stories. They should address at least two of the following ideas: <ul style="list-style-type: none"> the creation of the universe (coming from something or from nothing) 	How can context enhance my reading experience? TASK: narrative writing, synthesize information, compare texts	

	<ul style="list-style-type: none"> the existence of evils and death the creation of (wo)men and their companions the relationship between man and his/her creator the life cycle <ul style="list-style-type: none"> Homework: Complete creation myth narrative -Due Today 		
Friday 1/18/13 NoRedInk due	<ul style="list-style-type: none"> Vocabulary Quiz #1 Share myths with group members Have students begin a new notebook section: Puritans. Explain to students that the origins of humanity are significant in all faiths, but that not everyone has been tolerant of others' beliefs. Watch 30min video to provide background information on the Puritans and their rationale for immigrating to and colonizing America 		Puritan Video: Questions Answers [How did the Puritans and Quakers respond to the social and political pressures caused by their immigration to a "New World"? How did they react when they came into contact with other immigrant groups and with Native Americans? How do the writers and texts explored in the video formulate enduring myths about America? How have their values and beliefs shaped American culture and literature?]

DAY	AGENDA Week #3	EQ	RESOURCES
Monday 1/21/13	<ul style="list-style-type: none"> No School Give students essay topic/assignment tomorrow! (on back) 		
Tuesday 1/22/13 Vocab. #2	<ul style="list-style-type: none"> Discuss the Puritans' treatment of the Native Americans. Review the definition of hypocrisy and discuss the Puritans' rationale for their behavior (possible answers include fear, disgust, anger, "bandwagoning", a lack of 	How does making predictions create deeper understanding of texts?	Hyphens Apostrophes & Puritan Plain Style

<p>Warm-Up : Journal Topic</p>	<p>cultural understanding).</p> <ul style="list-style-type: none"> Introduce the concepts of apostrophe and Puritan Plain Style. Provide students with examples these. –Ppt also introduces Bradstreet and Taylor Reiterate the notion of the “self” as being less important than the community. Use this to explain the use of hyphens in adjectives (self-esteem, self-centered, self-assured, etc.). Provide students with a worksheet on using hyphens **Homework Assignment: Have students bring in the lyrics to their favorite love song. 	<p>TASK: establish historical context; make predictions, examine hypocrisy in history</p>	
<p>Wednesday 1/23/13 Vocab. #2</p> <p>Warm-Up : DOL</p>	<ul style="list-style-type: none"> Provide students with background information on Anne Bradstreet Split students off into small groups and have them examine and annotate their lyrics for common qualities (ie: ideas, phrases, purposes, images, etc.) <ul style="list-style-type: none"> Have a whole group discuss on the purpose of these commonalities, and why people write love songs to one another. Read Anne Bradstreet’s “To My Dear and Loving Husband.” Have students annotate vocabulary, diction, and tone. Reiterate the importance of religion, piety, and holy devotion during the Colonial Period. Remind students that open displays of romantic love were deemed unacceptable. Split into groups and examine poem for qualities that students identified in their own lyrics. Students should take notes on these qualities. Bring class together and compare students’ findings. Discuss what elements of current love songs existed within Bradstreet’s poem, and what ones didn’t. Ask students why they believe certain elements were left out or included. <ul style="list-style-type: none"> They should provide textual support for their arguments. 	<p>How can knowing about an author lead to a deeper understanding of their work?</p> <p>TASK: annotate writing, read and analyze Anne Bradstreet</p>	<p>Anne Bradstreet info</p> <p>PPT w/info on Bradstreet</p> <p>“To My Dear and Loving Husband”</p> <p>Taylor/Bradstreet Poems to be Analyzed</p> <p>Bradstreet poem annotated w/notes</p>
<p>Thursday 1/24/13 Vocab. #2</p> <p>Warm-Up : Journal Topic.</p> <p>VOICE</p>	<ul style="list-style-type: none"> Reread Anne Bradstreet’s “To My Dear and Loving Husband.” Examine the poem and Bradstreet’s use of poetic devices. Have students analyze and annotate for the use of metaphor, tone, anaphora, structure, etc. Use references to clarify meanings of language. What is Bradstreet’s purpose in writing this? In her use of devices? <ul style="list-style-type: none"> Read “Poetry Pairing ‘To My Dear and Loving Husband’” from the NY Times. Have students analyze the arguments that commenters make on the story as well as the comparison. How does it relate to the lyrics that they have analyzed? 	<p>How can analyzing poetry lead to greater critical thinking skills?</p> <p>TASK: poetry analysis</p>	<p>“Poetry Pairing ‘To My Dear and Loving Husband’”</p>

Diction Discussion post due	<ul style="list-style-type: none"> Using their notes on the poem, have students rewrite the work in updated language. They should keep the tone & message the same but use metaphors that are appropriate to their lives. Students share new poems with classmates. Provide students with background information on Edward Taylor Read "Huswifery" aloud (either the students or the teacher can read this). Explain that it is a prayer in poetic form. 		
Friday 1/25/13 Vocab. #2 Test NoRedInk due	<ul style="list-style-type: none"> Vocabulary Quiz #2 Deliver direct instruction on conceit and apostrophe. Check for understanding by asking students to provide further examples of each. Examine the author's use of language. Have students annotate the poem, looking specifically at the style and tone of the work. What is the message that Taylor is trying to convey? Repeat the above activity using Taylor's poem "Upon a Spider Catching a Fly". How is the structure of this poem different than most Puritanical poems? Homework: Students will formulate an argument stating which poem adheres to Puritanical beliefs. They will use textual evidence to support their ideas. Write a thesis. 	<p>How can understanding an author enhance my reading experience?</p> <p>TASK: poetry analysis</p>	<p>PPT w/info on Taylor</p> <p>Background info Taylor</p> <p>"Huswifery"</p> <p>"Upon a Spider Catching a Fly"</p>

Essay Topic: Edward Taylor's "Huswifery" approaches the notion of domesticity and faith through apostrophe and metaphor, while Anne Bradstreet's "To My Dear and Loving Husband" addresses the same topics in a more direct fashion. Both authors use the Puritan Plain Style of writing; however, they demonstrate their ideas very differently. Students will analyze and evaluate each poem to determine which has a more traditionally Puritanical message. Their thesis statement will discuss how the two works approach the same topics. They will discuss the merits and flaws of each work, citing examples from the texts to support their opinions.

DAY	AGENDA Week #4	EQ	RESOURCES
Monday 1/28/13 Vocab. #3	<ul style="list-style-type: none"> Review the mores of Puritanical society with students. Remind them of the significance of following social rules and religious requirements. Create Compare/Contrast charts on the works of Bradstreet and Taylor. Have students add categories for comparison and analysis according to 	How can comparing works enhance my understanding of literature?	Taylor Bradstreet Compare Chart

<p>Warm-Up : Journal Topic</p>	<p>classroom discussions.</p> <ul style="list-style-type: none"> Have students respond to the following questions in their notes: <ul style="list-style-type: none"> Do these works reflect what you would expect of devoted Puritans? Are they typical representations? Why or why not? How would members of the colonial villages react to their works? Do these pieces meet the definition of Puritan Plain Style? Explain. Discuss as a class. Introduce essay topic (listed below)- Students must create thesis for homework. 	<p>TASK: poetry comparison</p>	
<p>Tuesday 1/29/13</p> <p>Vocab. #3</p> <p>Group essay test grade</p>	<ul style="list-style-type: none"> ARGUMENTATIVE/OPINION: Edward Taylor's "Huswifery" approaches the notion of domesticity and faith through apostrophe and metaphor, while Anne Bradstreet's "To My Dear and Loving Husband" addresses the same topics in a more direct fashion. Both authors use the Puritan Plain Style of writing; however, they demonstrate their ideas very differently. Students will analyze and evaluate each poem to determine which has a more traditionally Puritanical message. Their thesis statement will discuss how the two works approach the same topics. They will discuss the merits and flaws of each work, citing examples from the texts to support their opinions. In class writing assignment w/small groups. MLA format. Submit to Writing Center for group analysis -rewrite individually for grade. 	<p>TASK: integrating reading selections from the unit into a writing task</p>	
<p>Wednesday 1/30/13</p> <p>Vocab. #3</p> <p>Warm-Up : DOL</p>	<ul style="list-style-type: none"> Have students skip a few pages to a new notebook section. Maintain the heading, including date and title. This section of notes will be general information on Persuasive Techniques. Provide students with direct instruction in various types of advertising. <ul style="list-style-type: none"> Provide students with a chart or table with each of the types of persuasion on it. Leave out some of the titles, definitions, or examples and have them complete the missing sections without using their notes. Provide students with background information on Jonathan Edwards Explain that he was one of the leaders of The Great Awakening, a religious movement aimed at returning to a stricter form of Puritan life. 	<p>How do writers persuade their audiences?</p> <p>TASK: classifying advertising</p>	<p>Persuasive Techniques: Video + Notes</p> <p>Persuasive Techniques Chart</p> <p>Aristotle Appeals Answer Key</p> <p>Rhetorical Devices Prezi</p> <p>Jonathan Edwards PPT</p>

	<ul style="list-style-type: none"> ● Homework: read and research Aristotle's Appeals, Complete handouts 		Video (YouTube)
Thursday 1/31/13 Vocab. #3 Warm-Up : DOL VOICE Detail Discussion post due	<ul style="list-style-type: none"> ● Give students a copy of Aristotle's Rhetorical Triangle and explain each vertex to students. ● Have them paraphrase your explanation to check for understanding. ● Read "Sinners in the Hands of an Angry God" pg. 102 ● Students should use their knowledge of Jonathan Edwards, The Great Awakening, and Puritan life, to dissect the sermon and identify each point in Aristotle's triangle, then write an argument to support your points. Use textual support. ● Compare what points each group determined for each section. ● Homework: Complete the Ethos, Pathos, Logos chart for the sermon 	<p>How do authors persuasion to appeal to different types of people in the same audience?</p> <p>TASK: Aristotle's Rhetorical Triangle</p>	Rhetorical Triangle Rhetorical Triangle Worksheet background info article
Friday 2/1/13 NoRedInk due	<ul style="list-style-type: none"> ● Vocab. #3 Test ● "Sinners in the Hands of an Angry God" ask them to annotate it for examples of figurative language and persuasion, paying close attention to Edwards's use of imagery. -Create a chart/list (annotated in text) ● Homework: Pick the most powerful image in the passage and illustrate using color 	<p>How do authors persuasion to appeal to different types of people in the same audience?</p> <p>TASK: Aristotle's Rhetorical Triangle</p>	

DAY	AGENDA Week #5	EQ	RESOURCES
Monday 2/4/13 Vocab. #4 Warm-Up: VOICE: Tone	<ul style="list-style-type: none"> ● Have students compare the passages that they selected and share with the class why he or she chose the passages that they did. Ask students to clearly explain the imagery and why they believe that Edwards chose to use the language that he did. (On back of drawing) <ul style="list-style-type: none"> ○ What sense does it appeal to? ○ What images are brought to mind from the language? ○ Does it have the desired effect? ● Determine what kinds of persuasion techniques are used within the passage students illustrated for homework and explain why it is the most 	<p>How does figurative language affect an audience's perception?</p> <p>TASK: imagery study</p>	<p>"Sinners in the Hands of an Angry God" textbook p.102</p> <p>Salem Trials Video (YouTube -2mins)</p> <p>Monty Python</p> <p>Salem Trial Game</p> <p>Children as Witches in</p>

	<p>powerful.</p> <ul style="list-style-type: none"> • Create a caption or paraphrase the section of the reading to clarify illustrations. • Salem Witch Trials Video • Nigeria children article and videos • Take notes on the Salem Video notes • Go through Prezi on Crucible background-taking notes. • 		<p>Nigeria article Video 1 Video 2</p> <p>History of Salem Video (YouTube) (6:53)</p> <p>Crucible Background Notes Prezi</p>
<p>Tuesday 2/5/13</p> <p>Vocab. #4</p> <p>Warm-Up: Journal Topic</p>	<ul style="list-style-type: none"> • Cut out slips of paper and put different colored dots on each one. Make about ¼ of the slips with red dots. • Give each student a slip of paper and explain to the class that they must make groups of students that do not have a red dot on their slip. • Students may ask any questions that they choose to find one another, however they cannot use the words dot, circle, spot, point, etc. and they cannot name specific colors at all. (eg: Are you for or against bright colors?) • Students with red dots should attempt to infiltrate the group of colored dots without giving away that they are red. • Any group with no red dots gets a 100 for a participation grade. Any groups with a red dot get a 0. Red dots that are able to infiltrate the groups will get a 100 as well. • Give the students about 10 minutes to complete the activity. • Explain that during both the Salem Witch Trials and the Red Scare, suspicion and fear created hysteria and ran throughout society. This is a key element within <u>The Crucible</u>. Have them focus on this idea, and Puritan ideals, as they read Act I. <ul style="list-style-type: none"> • Begin reading Act I (pg 1258 textbook) 	<p>How do historical events impact writers' topics?</p> <p>How do writers use suspicion and fear to engage an audience?</p> <p>TASK: Reading Act I of <u>The Crucible</u></p>	<p>Slips with red dots and black dots</p> <p>Textbook pg 1258</p> <p>Study Guide Questions</p> <p>Reading Guide Questions- better</p>
<p>Wednesday 2/6/13</p> <p>Vocab. #4</p> <p>Warm-Up: DOL</p>	<ul style="list-style-type: none"> • Continue Reading Act I w/questions 		<p>Activity Packet</p> <p>Integrating Quotations handout</p> <p>Motifs and Questions</p> <p>Significance of a passage</p>

Thursday 2/7/13 Vocab. #4 VOICE Tone Discussion post due	<ul style="list-style-type: none"> • Complete Reading of Act II w/questions • Discuss the interview process that the Proctors had with Hale and, subsequently, Mr. Cheever. How has each character responded to the accusations? Why? What would students have done differently had they been accused and had a warrant issued for their arrest? • In small groups, students should work to write a journal entry from the perspective of each character in the scene. The entries should address the characters' feelings on the events taking place in Salem, as well as the methods that are being used to "cleanse" the town. • Have students write in the language that they believe each of the characters would use. They may also address other points in the story that they feel are affecting the characters' mindset and behavior. 	How does examining characters' perspectives enhance my understanding of literature? TASK: Character journals	Movie vs Play
Friday 2/8/13 NoRedInk due	<ul style="list-style-type: none"> • Vocab. 4 test • Begin reading Act III w/questions • Homework: Students should read over the weekend 		

DAY	AGENDA #6 (Benchmarks)	EQ	RESOURCES
Monday 2/10/13 Vocab. #5 Warm-Up: VOICE	<ul style="list-style-type: none"> • Complete the reading of Act III of <u>The Crucible</u>. • 		

Tuesday 2/11/13 Warm-Up: DOL Vocab. #5	<ul style="list-style-type: none"> Body Biography Work on character analysis chart of <i>The Crucible</i> w/ guided questions: Act III 		
Wednesday 2/12/13 Warm-Up: Journal Topic Vocab. #5	<ul style="list-style-type: none"> Act IV Select quotes from the first three acts of the play. Put them on slips of paper, but keep them chronological. Do not let students know that they are in order (this forces to recall previous discussions and details, but keeping them in order allows for review of the plot as it has occurred). Put the students' names on another set of slips. Select one student to "go against" you on the first quote. Read the quote aloud to the class, and provide an interpretation of the quote – put it into modern language. Then, have the student explain the significance of the line. Have the student in the "fishbowl" choose another slip of paper to get a new "opponent". Give the next quote selected "at random" to the student. This time, have the student read the quote aloud and put it into modern English. The partner will then explain the significance of the quote and the roles will continue to with new students entering at each turn. Encourage other students to ask questions of the pairs and to put them in the "hot seat" while in the fishbowl. Tell the audience that they may help out as well when the players get stuck. 	How do authors use dialogue to further their plotline and give deeper meaning to a work? TASK: Fishbowl	Shmoop for Quotes
Thursday 2/13/13 Vocab. #5 VOICE Syntax Discussion post due	<ul style="list-style-type: none"> Movie w/comparison 		
Friday	<ul style="list-style-type: none"> Vocab. #5 Test 		Homework: Fig. Language

2/14/13 NoRedInk Test Outside Reading Book Project Due	<ul style="list-style-type: none"> • Movie chart • Homework: Each student will work with one of the texts assigned and complete the chart listed to the side. Feel free to add any categories that you may have covered in class during discussion. 		Chart
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DAY	AGENDA #7	EQ	RESOURCES
Monday 2/17/13 Warm-Up : Journal Topic Vocab. #6	<ul style="list-style-type: none"> • Students will reread selections and analyze the texts read throughout the unit for the use of literary devices (have them pay specific attention to allegory, metaphor, and imagery), and similarities in themes. • Students will have completed the <i>Crucible</i> section for homework. • If they are unable to find an example of one of the literary devices on the chart, they must find a second example of one of the ones they already reviewed (eg: if there is no metaphor, they must find two examples of characterization supporting their idea). This requires them to find multiple pieces of textual support. • In order to even out the tasks, the poetry may be grouped together as one particular area to analyze. Have them evaluate each work for its Puritanical message and determine which piece best fits the definition of Puritanism. They should be able to support their opinions using historical and textual evidence. • Write outline for exam question posted below in groups. Complete for 	How do authors use figurative language to demonstrate their beliefs and persuade their audiences? TASK: Literary devices chart	

	homework.		
Tuesday 2/18/13 Warm-Up : Journal Topic Vocab. #6	<ul style="list-style-type: none"> "Sinners in the Hands of an Angry God" relies heavily on imagery and figurative language to portray Edwards's message, while Arthur Miller's <u>The Crucible</u> is an allegorical tale of the events of the 1950s. Students will analyze how the use of literary devices helped the writers to forward their messages. They will examine the roles that fear and persuasion had within the country, as well as the changes that each work inspired. Students should use their notes, copies of the sermon and the play, and any other materials that the teacher deems appropriate for the assignment (encyclopedias, websites, online sources, etc.). In class test-written 	How do authors use figurative language to demonstrate their beliefs and persuade their audiences? TASK: In class test using textual evidence to support opinion.	
Wednesday 2/19/13 Warm-Up : DOL Vocab. #6	<ul style="list-style-type: none"> The Individual vs. Society: Exploring a New Frontier 		6 Weeks Ends
Thursday 2/20/13 VOICE Discussion post due Vocab. #6	<ul style="list-style-type: none"> 		
Friday 2/21/13 NoRedInk due	<ul style="list-style-type: none"> Vocab. #6 Test 		

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