CARROLL HIGH SCHOOL

Students Who Soar Like Eagles

The function of education is to teach one to think intensively and to think critically.

 Intelligence plus character---that is the goal of true education. MLK, Jr.

  Teacher: H. Johnston

 Subject: English 12

 Week: August 7-11, 2017

 Periods: 1st, 2nd , 4th , 5th, and 7th

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|  | **Monday: August 7** | **Tuesday: August 8** | **Wednesday: August 9** | **Thursday: August 10** | **Friday: August 10** |
| **ACCRS:** | **RL. 4 Determine the meaning of words/phrases including figurative language as it relates to meaning and tone.****RL. 5 Discuss the author’s choices and how it impacts the overall structure and meaning (aesthetically)** | **RL. 4 Determine the meaning of words/phrases including figurative language as it relates to meaning and tone.****RL. 5 Discuss the author’s choices and how it impacts the overall structure and meaning (aesthetically)** | **RL. 4 Determine the meaning of words/phrases including figurative language as it relates to meaning and tone.****RL. 5 Discuss the author’s choices and how it impacts the overall structure and meaning (aesthetically)** | **RL. 4 Determine the meaning of words/phrases including figurative language as it relates to meaning and tone.****RL. 5 Discuss the author’s choices and how it impacts the overall structure and meaning (aesthetically)** | **RL. 4 Determine the meaning of words/phrases including figurative language as it relates to meaning and tone.****RL. 5 Discuss the author’s choices and how it impacts the overall structure and meaning (aesthetically)** |
| **Additional Tasks** | Make sure students have appropriateSupplies. Review how to set upWarm-ups in notebook.Set up students in Edmodo.Set up students in Google Classroom. | 1. Review tone | **1**. Define imagery, mood, and theme | 1. Take quiz over tone, imagery,

Mood, and theme. | 1. Define diction |
| **Before:**  | 1.Warm-up: What are some goals youHave for your senior year? | 1.Warm-up: While at the beach youDecide to write a message in a bottle.What would it say? Who would youLike to find it? | 1.Warm-up: Name the top ten things on your bucket list | 1.Warm-up: Name one thing you wish your cell phone did for you that it currentlydoes not. | 1.Warm-up:Write ten original thoughts thatWill be stuffed inside fortune cookies forPerfect strangers to read. |
| **During:**  | 1. Define tone and complete tone  strategy activity2. Identify the theme song’s initial one  | 1. Discuss using art to help studentsunderstand tone in literature2. Discuss the relevancy in an author’s  choice of color, lines, space and texture | 1. Analyzing a visual text: Macbeth | 1. The Post-Mortem of a Protagonist: students may work in groups of 3 to complete this activity. Students may choose a character of their choosing froma previously read text.  | 1. Analyze the poem’s diction and tone(Madam and the Rent Man) |
| **After:** | 2. Small group Identify the theme’s  tone and how it shifts throughout the song | 1. Identify an element that stands out  to you and explain why | 1. Identify how imagery, mood,

And theme are important in theAnalysis of this work | 1.Students will present their post-mortemTo the class and explain their findings. | 1. Identify and analyze literary devices |
| **Desired Outcome:** | 1. Understand and identify tone  | 1. Understand the role of art  in influencing tone and the  relevancy of artist’s choice | 1. Understand and explain the importanceof imagery, mood, and theme in analyzingvisual work | 1. Independently annotating a text for  literary elements for reading  comprehension | 1. Evaluate poetry for tone, diction, and  other literary devices |
| **Formative /****Summative** | Exit slip: Share one thing you’ve learnedShare one thing you didn’t understand | 1. Teacher observation | 1. Teacher observation 2. Identify important themes in literature | 1. **Complete quiz on literary devices** | Construct a poem over the topic of summerExit slip:Share one thing you’ve learnedShare one thing you didn’t understand |
| **Higher Order Questions:** | Essential Question: What is the relationship between literature and place? p. 6 | Essential Question:  | Essential question: | Essential Question:  | Essential Question:  |
| **Homework** | 1. Identify and explain where the  theme’s tone shifts on your  graphic organizer.  | 1. Find and share a piece of art thatyou think conveys tone in a power-ful way.  | 1.Study literary terms discussed. Be sure to know how to identify them. | 1. None | 1. Make sure you get a copy of Metamorphisis! |