

Week 1

In Class *If you do not attend class, complete these tasks on your own.

IN-CLASS TASK #1: LEARN ABOUT CLOSE READING

The Common Core Standards in English Language Arts emphasize close reading. Close reading is about noticing details and zooming in closer to a short portion of text. It's about asking questions, making observations, and finding meaning and connections in what you've read. The following lesson will introduce you to the importance and process of close reading, as it is much the same as the process you use when closely reading texts.

Watch Chrysler's Super Bowl commercial narrated by Clint Eastwood:

<https://www.youtube.com/watch?v=1M4Rmw9r5ro>

1. Watch and closely observe the commercial. Complete the "First View" column of the graphic organizer below. You may talk about your observations and ideas with other students if you are in a class/group setting.
2. Watch the commercial again. Complete the "Second View" column of the graphic organizer. Again, share answers with other students and your teacher if you can.
3. Watch the clip a third time. Fill in the "Third View" column with your responses.

First View ~ What?	Second View ~ How?	Third View ~ Why or Why Not?
What did you notice?	How does the creator accomplish his/her purpose?	Why is or isn't this an effective commercial?
What is the basic story?	What does the creator use to do so? (music, visuals, words, a story, etc.)	What specific elements make it effective (or ineffective)?

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<p>What is the purpose of the commercial?</p>		<p>What other ads have you seen with the same theme?</p>
<p>What is directly stated?</p>		<p>Name other commercials that use the same ideas or methods of persuasion. Explain the connection.</p>
<p>What is implied (indirectly stated)?</p>		<p>Are these other commercials more or less effective? Explain.</p>
<p>What was unclear to you?</p>		

IN-CLASS TASK #2: LEARN HOW TO ANNOTATE A TEXT

Annotating a text, or marking it as you read, is another important skill you will develop in this course. You can and should annotate every text in your workbook. This habit keeps you focused on your reading and helps you better comprehend the main ideas.

The activity on the next page introduces you to annotations. Read the instructions, as well as the bullet points which explain *how* and *what* to annotate. Fiction (literature) differs from nonfiction (informational text); therefore, what you look for when you read and how you mark those two types of text also differ somewhat. Note the differences as you practice annotating first an excerpt from a horror novel, “The Graveyard Book,” and second an excerpt from a nonfiction book about different genres of fiction, “Genreflecting: A Guide to Reading Interests in Genre Fiction.”

IN-CLASS TASK #3: INTRODUCTION TO UNIT 1

For the first part of the fall semester, you will read diverse texts about the American Indian experience in the United States. Sadly, it is mostly a story of injustice and loss and being an outsider in one’s own land. But through literature, some of the unique voices, customs, and perspectives can be heard, both past and present. Read about the unit on page 147 of your book and engage in any introductory activities that your teacher has planned.

IN-CLASS TASK #4: FREE-WRITE & SHARE

Read the following excerpt from a speech by Chief Seattle. Then do a 5-minute free-write in your Response Journal. What conclusions can you draw? What questions does it bring up? Label your freewrite “Week 1/Task #4: Free-Write.”

You must teach your children that the ground beneath their feet is the ashes of our grandfathers. So that they will respect the land, tell your children that the earth is rich with the lives of our kin. Teach your children what we have taught our children, that the earth is our mother. Whatever befalls the earth befalls the sons of the earth. If men spit upon the ground, they spit upon themselves.

This we know. The earth does not belong to man; man belongs to the earth. This we know. All things are connected like the blood which unites one family. All things are connected.

Share your ideas from your free-writes with classmates and your teacher.

IN-CLASS TASK #3: PREVIEW VOCABULARY for CHAPTER 13

Preview the following words that appear in the reading. Locate and circle them in the text as you read.

reservation: *an area of land in the United States that is kept as a place for Native Americans to live*

When we visited the Navajo reservation, we saw a lot of Indians living in poverty.

horn-rimmed: *describes glasses with a frame made of horn or tortoise shell*

You rarely see anyone wearing horn-rimmed glasses any more since they are no longer considered in style.

outstretched: *held out or extended*

The child took his first steps into his mother's outstretched arms.

symmetrical: *having sides or halves that are the same*

The set-up of the room was symmetrical, with the exact same arrangement of furniture and wall picture on both sides.

anorexia: *a serious physical and emotional illness in which an abnormal fear of being fat leads to very poor eating habits and dangerous weight loss*

Many young girls suffer from anorexia because they want to look like the overly thin models in magazines.

bulimia: *a serious physical and emotional illness in which people, especially young women, eat large amounts of food and then cause themselves to throw up to avoid gaining weight*

People who suffer from bulimia often see themselves as overweight, even when they are underweight.

valedictorian: *the student who has the highest grades in his or her graduating class and usually gives a speech at graduation*

While it is a great honor to be valedictorian, it is certainly not an easy path.

stoic: *showing no emotion, especially when something is bad or painful*

The woman remained stoic even after she heard the bad news about the automobile accident that her husband was in.

On Your Own/At Home

AT-HOME TASK #1: FIRST READ of “Indian Education” ~ pages 148-152

- Read the selection on pages 148-152 for the first time. Focus on ***What? What are the lessons that the narrator is learning?***
- ***Annotate*** the text as you read.
- Circle **unfamiliar words**.
- Consider the **word choices** that the narrator makes and the effect that these choices have on you the reader.

AT-HOME TASK #2: FIRST RESPONSE ~ page 153

Follow the instructions for writing a response to the reading. Write this response in your Response Journal. Label it “Week 1/Task #2: First Response.”

AT-HOME TASK #3: Focus on Connotation and Denotation ~ pages 153-154

Answer the questions per the instructions in the book. Each answer should be a short paragraph of 3-5 complete sentences.

AT-HOME TASK #4: Reflect~ page 154

Follow the instructions for writing a reflection in the gray box in the upper right corner. Write this response in your Response Journal. Label it “Week 1/Task #4: Reflect.”

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