

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 a commercial for the Nerf Vortex on YouTube that specifically targets boys:

https://www.youtube.com/watch?v=cfRsvv_LoC4

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)?

11th Grade English – FALL

<p>What is the purpose of the commercial?</p>	<p>-----</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 work of historical fiction, “The First Assassin,” and second an excerpt from a historical document, “Prospectus for *The Liberator* (1831).”

IN-CLASS TASK #3: INTRODUCTION TO UNIT 1

For the first part of the fall semester, you will read diverse texts written about the American Civil War and the issue of slavery. Read about the unit on page 7 of your book and engage in any introductory activities that your teacher has planned.

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

Choose one of the following quotations and do a 5-minute free-write in your Response Journal. Label it “Week 2, In-Class Task #2.”

- “A house divided against itself cannot stand. I believe this government cannot endure, permanently half slave and half free.” --Abraham Lincoln
- “My inclination is to whip the rebellion into submission, preserving all constitutional rights. If it cannot be whipped in any other way than through a war against slavery, let it come to that legitimately.” --Ulysses S. Grant
- “It is well that war is so terrible, or we should grow too fond of it.”
-- Robert E. Lee

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

IN-CLASS TASK #3: PREVIEW VOCABULARY for CHAPTER 1

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

inaugural: *marking the beginning of a new endeavor*

The president prepared for his inaugural voyage to the Capitol.

snub: *an action intended to insult someone*

The doctor realized it was a snub when her patient switched to a different doctor.

circulated: *to pass from person to person (past tense)*

The news that the director was stepping down circulated quickly through the office.

transit: *travel from one place to another*

The mother and child made a slow transit from one side of the park to the other.

meticulous: *careful and thorough*

The scientist was meticulous in documenting every step in the experiment.

surveyed: *to gain a comprehensive view (past tense)*

The coach surveyed his team before dividing them into workout groups.

anonymity: *the state of being unknown (adj. form = anonymous)*

The author maintained her anonymity because she valued her privacy.

commotion: *noisy disturbance*

With all the commotion, no one noticed the dog slipping out the front door.

On Your Own/At Home

AT-HOME TASK #1: FIRST READ of “THE FIRST ASSASIN” ~ pages 8-12

- Read the selection on pages 8-12 for the first time. Focus on *What? What are the main ideas?*
- **Annotate** the text as you read.
- Circle **unfamiliar words**.
- Consider the author’s **characterization** of Lorenzo Smith, the main character:
 - How does Smith view himself?*
 - Which details suggest his state of mind?*
 - How do Smith’s thoughts and impressions move the plot forward?*
 - Does the author portray Smith as a character readers can identify with?*
 - Why or why not?*

AT-HOME TASK #2: FIRST RESPONSE ~ page 12

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 Suspenseful Details ~ page 13

Read the instructions which explain the importance of citing textual evidence in support of your ideas. Complete row 3 of the graphic organizer. Your teacher will provide you with a nonexample and an example for Row 2 at your meeting next week.

AT-HOME TASK #4: Write ~ page 13

Follow the instructions for writing a short paragraph defending your choice for the most suspenseful sentence. Write this paragraph in your Response Journal. Label it “Week 1/Task #4: Write.”

