

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 toy commercial for girls that breaks gender stereo types:

http://www.slate.com/blogs/xx_factor/2013/11/19/goldieblox_commercial_rewrites_the_beastie_boys_urges_young_girls_to_pursue.html

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 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 on the theme of crime and punishment. You will explore such issues as laws, human behavior, rehabilitation of offenders, and crime prevention—issues that humans have been dealing with since the beginning of civilization and issues that are constantly evolving. Read about the unit on page 159 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 1/Task #4: Free-Write.”

- “When a man is denied the right to live the life he believes in, he has no choice but to become an outlaw.” –Nelson Mandela
- “For the powerful, crimes are those that others commit.” --Noam Chomsky
- “To have once been a criminal is no disgrace. To remain a criminal is the disgrace.” --Malcolm X
- “It is the bungled crime that brings remorse.” –P.G. Wodehouse

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

IN-CLASS TASK #3: PREVIEW VOCABULARY for CHAPTER 12

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

tremulously: *timidly or fearfully; with shaking*

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The child tremulously answered the police officer's questions about how the fire started.

clamorously: *noisily, loudly*

The players clamorously sang their team fight song as they warmed up for the big game.

demented: *insane or irrational*

The man had been through a lot of trauma and had a demented look in his eyes.

superficial: *lacking depth in character or attitude*

He chooses his dates solely on their superficial qualities and could care less about their personalities and goals in life.

yawned: *to gape open*

The entrance to the cave yawned threateningly before them

abominable: *very unpleasant, hated, gross*

The boy's behavior was so abominable that he was sent home from camp and barred from ever returning.

cascading: *falling like a waterfall*

The water rushed down the mountain, cascading over the jagged rocks and cliffs.

inquisitive: *curious; eager for knowledge*

The chemistry student listened to the professor's lecture with an inquisitive expression.

complementary: *having a quality that completes or makes something else perfect or whole*

The couple has complementary interests; she loves to eat food and he loves to cook it.

On Your Own/At Home

AT-HOME TASK #1: FIRST READ of “Lord of the Flies” ~ pages 160-164

- Read the selection on pages 160-164 for the first time. Focus on ***What is happening? Where is it taking place? Who are the characters?***
- ***Annotate*** the text as you read.
- Circle **unfamiliar words**.
- Consider how **the setting adds to or even creates the conflict**.

AT-HOME TASK #2: FIRST RESPONSE ~ page 164

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 Character Motivation ~ page 165

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 165

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

