

## Week 2

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

### **IN-CLASS TASK #1: SECOND READ of “Lord of the Flies” ~ pages 160-164 (& 166-167)**

- Follow along as your teacher reads the selection on pages 160-164 out loud or read it aloud with a partner. Focus on *How?* ***How does conflict drive the action of this story?***
- **Annotate** the text by marking examples of conflict.
- Circle **unfamiliar words** and/or write in guesses for the meanings of new words based upon their usage.

### **IN-CLASS TASK #2: Focus on Conflict ~ pages 166-167**

Every good story needs conflict. Without conflict, there would be no compelling action. Listen to your teacher’s explanation and read the explanation on page 166 as well. Under your teacher’s guidance or with a partner, complete the chart on pages 166-167 with different examples of conflict from the story.

### **IN-CLASS TASK #3: Speak and Listen ~ page 167**

Discuss your responses to questions 2, 3 & 4 with the group and/or your teacher.

### **IN-CLASS TASK #4: Write ~ page 167**

Theme is the message or takeaway from a story. Follow the instructions in the book to write several paragraphs about how you think the conflict reveals the theme of the story. Do this writing in your Response Journal. Label it “Week 2/Task #4: Writing About Theme.”

**On Your Own/At Home**

**AT-HOME TASK #1: THIRD READ of “Lord of the Flies” ~ pages 160-164 (& 168)**

- Read questions 1-3 at the top of page 168.
- Read the selection on pages 160-164 for the third time.
- **Annotate** the text as you read by underlining effective language that the author uses to communicate the changing mood of the scene.
- Look for where in the story the mood and focus of the description change and how the author achieves this shift.

**AT-HOME TASK #2: Focus on Writer’s Craft~ page 168**

Complete the activity per the instructions in the book.

**AT-HOME TASK #3: Write ~ page 168**

Complete the writing task per the instructions in the book. Do this writing in your Response Journal. Label it “Week 2/Task #3: Writing About Communicating Emotion.”

**AT-HOME TASK #4: Human Nature Paper ~ page 170**

- Read the instructions at the top of page 170. You will be following the intent of the assignment except that you will only be writing a well-developed paragraph instead of an entire essay. *What conclusions can you draw about the author’s view of human nature from this excerpt from his novel? Explain how the setting, conflicts, and climax of the scene support your conclusions.*
- Use the Graphic Organizer that is included to organize your ideas and gather evidence from the text and hand it in along with your final draft of your paragraph.
- You must support your claims with direct references to (and quotations from) the text.
- Begin with a Topic Sentence and end with a Concluding Sentence.
- The paragraph should be double-spaced and handwritten on lined paper or typed on the computer.

**AT-HOME TASK #5: LEARN THE VOCABULARY FROM CHAPTER 12**

Complete an **8x8 Vocabulary Square\*** in your **Vocabulary Journal** for each word from the list (see Week 1 for definitions):

tremulously, clamorously, demented, superficial, yawned, abominable,  
cascading, inquisitive, complementary

\*Directions for how to complete a Vocabulary Study Square are found on the inside cover of your Vocabulary Journal (flip side of your Response Journal)

## AT-HOME TASK #6: Connect To Testing ~ page 172

- Try answering the question on your own before reading ahead to the explanation.

## AT-HOME TASK #7: PREVIEW VOCABULARY for CHAPTER 13

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

**enthroned:** *honored*

When the young princess received the crown, she was enthroned in the hearts of all in her kingdom.

**attribute:** *a quality or characteristic of a person, place, or thing*

Intelligence and compassion are two important attributes of a good leader.

**salvation:** *being saved or rescued from harm*

The reserve parachute was the skydiver's salvation since the main parachute failed.

**render:** *to provide or perform*

The kind stranger stopped to render medical aid for the accident victim.

**mitigate:** *to lessen*

The prisoner of war lived for the days when his captors would mitigate his gloomy existence by letting some sunlight in through the window.

**confines:** *a limit or boundary*

A special collar keeps my dog within the confines of our property by giving him a slight electric shock when he wanders too far away.

**oppression:** *domination through cruelty or injustice*

Many tyrants like Hitler use oppression to establish their power and remain in control.

**impartial:** *not biased; fair*

The judge listened to both sides of the argument before delivering his impartial verdict.

**AT-HOME TASK #8: FIRST READ of Poetic Justice Selections” ~ pages 173-175**

- Read the selections on pages 173-175 for the first time. Focus on ***What? What is each author’s viewpoint?***
- ***Annotate*** the text as you read.
- Circle ***unfamiliar words***.
- Consider the images that each author uses to express ideas about **justice**.

**AT-HOME TASK #9: FIRST RESPONSE ~ page 175**

Follow the instructions for writing a response to the reading. Write this response in your Response Journal. Label it “Week 2/Task #9: First Response.”

**11-Sentence Accordion Paragraph Graphic Organizer**

Topic Sentence \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

[Yellow] Key Idea **Setting** transition\* \_\_\_\_\_ , \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

[Red] Explain \_\_\_\_\_

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\_\_\_\_\_

[Red] Explain \_\_\_\_\_

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[Yellow] Key Idea **Conflicts** transition\* \_\_\_\_\_ , \_\_\_\_\_

\_\_\_\_\_

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[Red] Explain \_\_\_\_\_

\_\_\_\_\_

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[Red] Explain \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

[Yellow] Key Idea **Climax** transition\* \_\_\_\_\_ , \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

[Red] Explain \_\_\_\_\_

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[Red] Explain \_\_\_\_\_

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12<sup>th</sup> Grade English – FALL

Conclusion \_\_\_\_\_

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