

Name _____

Date _____

Tips For Reading Text

1) Set Reading Goals – A reading goal provides direction and purpose to your reading. The best way to set reading goals is to:

- Identify section headings in the chapter
- Turn the section headings into questions and write them on a separate sheet of paper
- Read to find the answers to your questions and record your answers (in your own words) under your questions. Focus on the WHOs, WHATs, WHEREs, WHENs, WHYs, and HOWs in each section of the chapter. Be sure to avoid copying directly from the book. Your answers should be complete enough for you to understand the full concept without being too wordy

2) Talk to the Text - As you read the text, think about any questions, confusions, predictions, or connections (to things you already know) you have with the text. Mark these right on the text itself, or on sticky notes if you're reading out of a book. Use the following prompts to help guide your reading:

Talk To The Text

Comprehension

I understand this to mean...
What is being said here is...
This word means...

Connections

This reminds me of...
This is the same as...
This event is similar to...

Confusion

I don't understand this because...
A question I have about this is...
This confuses me because...

Analysis

The deeper meaning here is...
It seems like...
I wonder...
A question of debate is...

Scaffolding Example - 10th Grade Art Class

Unit: Acrylic Painting

Summative Task: By the end, students draw an apple and paint it in, including the background.

Leading Assignments: Students draw and paint an orange noticing the light and shadow and building upon their value scale lessons. They then painting another orange except students are asked to paint the background first and move into the foreground last.

Scaffolds (for some, not all):

Value Scales: Using white on one side and a formula of 4 parts blue, 2 parts red, and one part yellow to make the darkest value on the other, students must paint a value scale.

Analogous Color Value Scales: After choosing three analogous colors, students create value scales of between 5 and 9 values for each color in their analogous scheme.

Source:

<https://www.theartofed.com/content/uploads/2016/09/High-School-Curriculum-Units.pdf>

8th Grade Art--Teacher Reflection

Last week I did an introduction on The Principles of Art, what they are, how you use them, and how they can influence their personal artwork

Assessment Driven: We did some Do nows with questions related to the Principles of Art and I had them do a Think-Pair-Share calling on students without hands up to assess their discussion of the Principles (assessment). Next we learned about Zentangling and related it to the Principles of Pattern and Rhythm and I had them write how they were connected. I noted who understood and who did not using that in the next step.

Responsive/Engagement: We did a series of zentangle samples looking at step by step pictures and learning how to read/draw them. I gave them 3 levels of difficulty (tiered) based on the previous assessment. They completed 4 tangles at each level before moving to the next level (my expectations of students' completion of this task was based on their ability.)

There were checkpoints along the way each design had to be shown to me before moving to the next one (assessment and individual accountability).


Students chose a direction for their final project from a Pinterest folder that I created with approx 50 different drawings. They signed up for what they wanted to complete (challenge by choice). They reviewed their choice with me. I made copies a few changes (up a level), for the most part students selected at the level of complexity that they practiced.

Students moved through this at different paces. Even though it is only October. I have communicated my expectations for the effort i'm looking for in each piece of work. I was pleased with the work to date, and the process allowed those who could to move faster and that freed me to give more help to other students.

DRAWING OBJECTS WITH LINEAR PERSPECTIVE

(SIMPLE BOX)

1. START WITH A HORIZON LINE.



2. PLACE A VANISHING POINT ON THE HORIZON LINE.

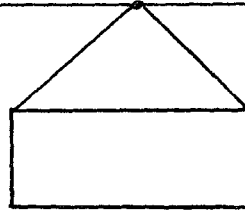
VP



3. DRAW THE "FRONT" OF YOUR BOX BELOW THE HORIZON LINE.

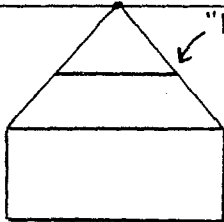


4. DRAW RECEDING LINES FROM THE TOP CORNERS TO THE VANISHING POINT.



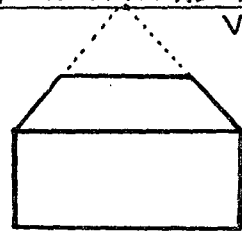
5. DRAW A HORIZONTAL LINE BETWEEN THE RECEDING LINES TO SHOW THE

"FAR END" OF YOUR BOX.

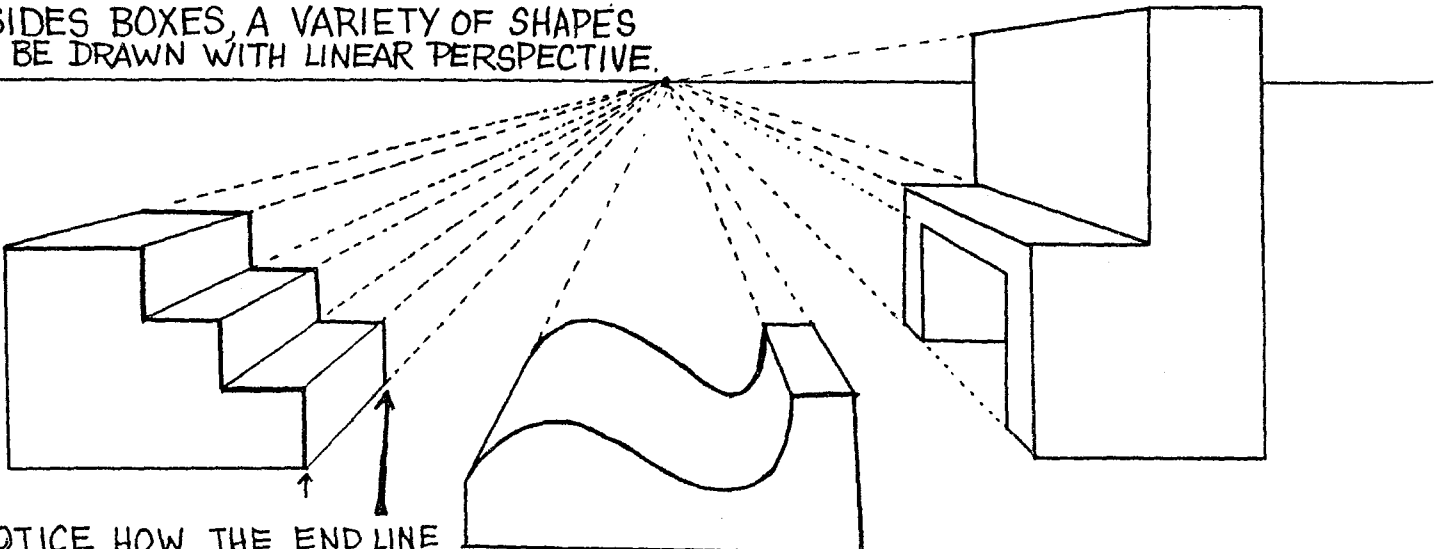


6. FINISH YOUR DRAWING BY ERASING THE RECEDING LINES FROM THE FAR END TO THE

VANISHING POINT.



7. SIDES, BOXES, A VARIETY OF SHAPES CAN BE DRAWN WITH LINEAR PERSPECTIVE.

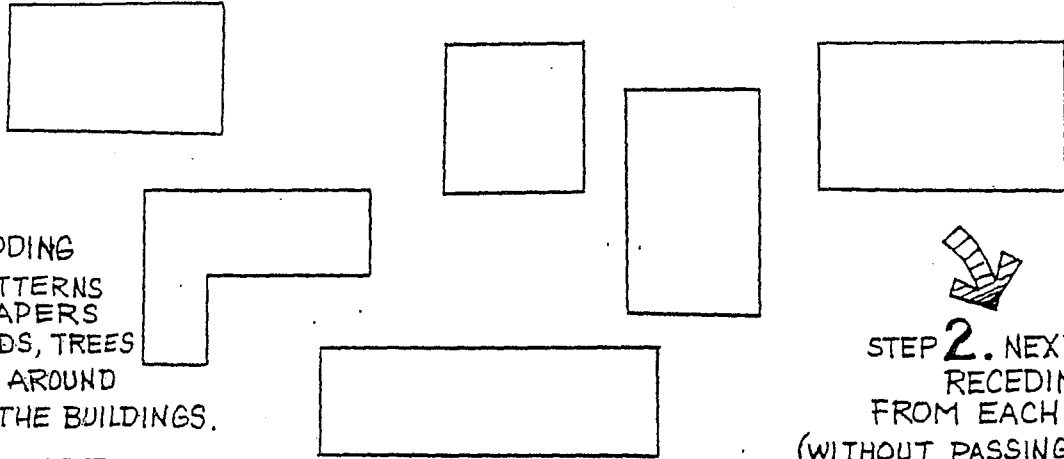


NOTICE HOW THE END LINE MATCHES THE FRONT LINE.



A 1-POINT PERSPECTIVE PROJECT! DRAWING A BIRD'S-EYE VIEW OF A CITY

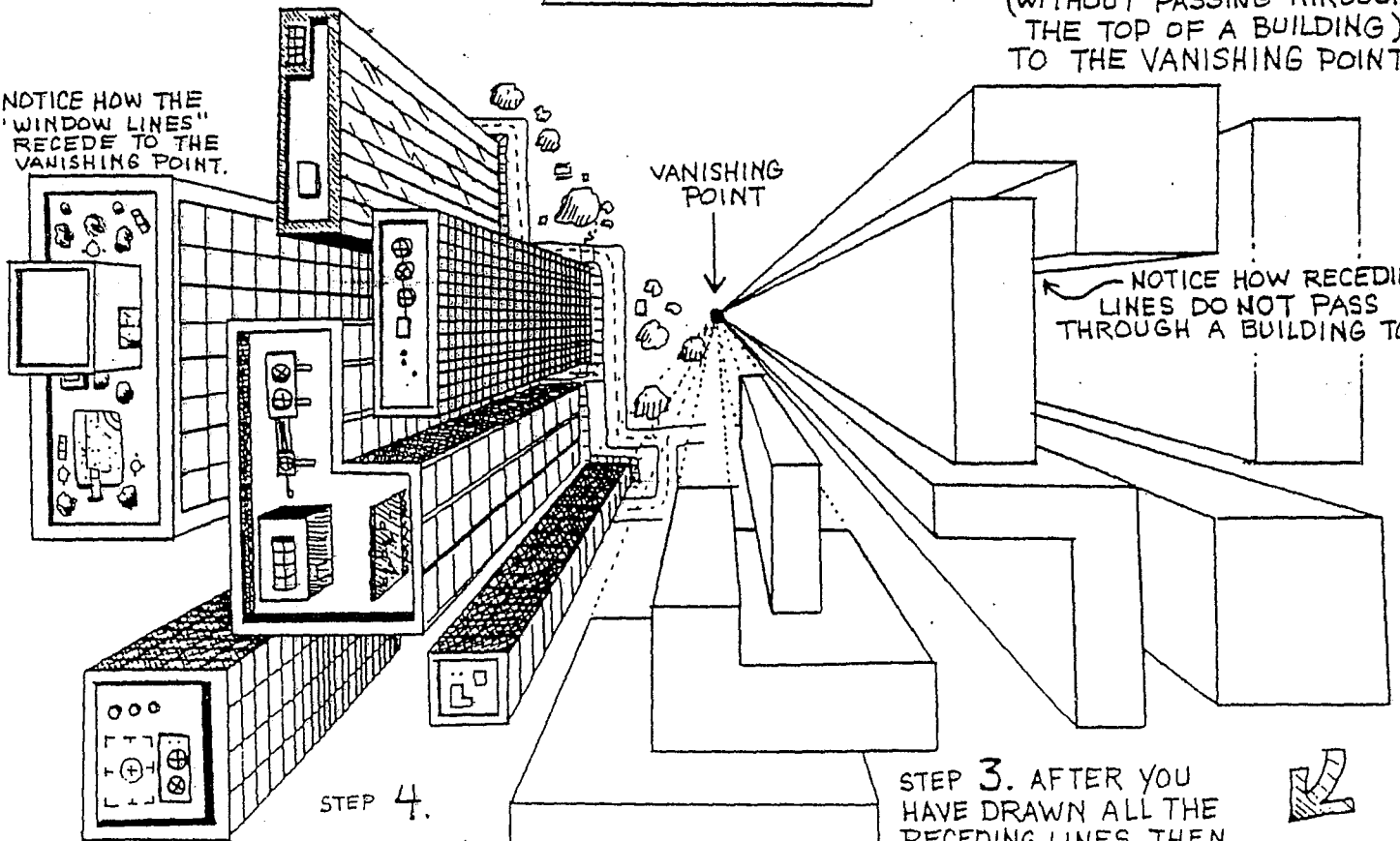
STEP 1. FIRST, DRAW SEVERAL RECTANGLES AROUND A CENTRAL VANISHING POINT. THESE RECTANGLES WILL BE THE TOPS OF YOUR SKYSCRAPERS!



STEP 5. FINISH YOUR DRAWING BY ADDING SHADING AND PATTERNS TO YOUR SKYSCRAPERS ALONG WITH ROADS, TREES AND SIDEWALKS AROUND THE BASES OF THE BUILDINGS.

STEP 2. NEXT, DRAW RECEDING LINES FROM EACH CORNER (WITHOUT PASSING THROUGH THE TOP OF A BUILDING) TO THE VANISHING POINT.

NOTICE HOW THE "WINDOW LINES" RECEDE TO THE VANISHING POINT.



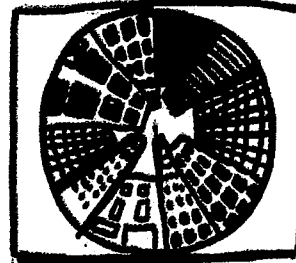
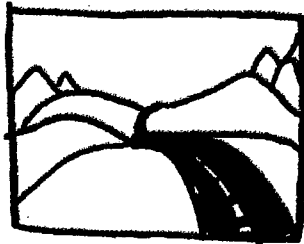
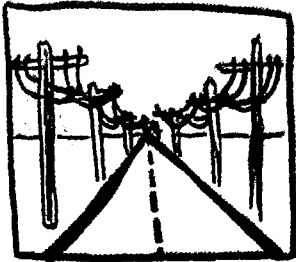
VANISHING POINT

NOTICE HOW RECEDING LINES DO NOT PASS THROUGH A BUILDING TOP.

STEP 4. ERASE THE RECEDING LINES FROM THE "FAR END" TO THE VANISHING POINT.

STEP 3. AFTER YOU HAVE DRAWN ALL THE RECEDING LINES, THEN DRAW THE "FAR END" OF EACH BUILDING. (BE CAREFUL NOT TO DRAW OVER OTHER BUILDINGS)

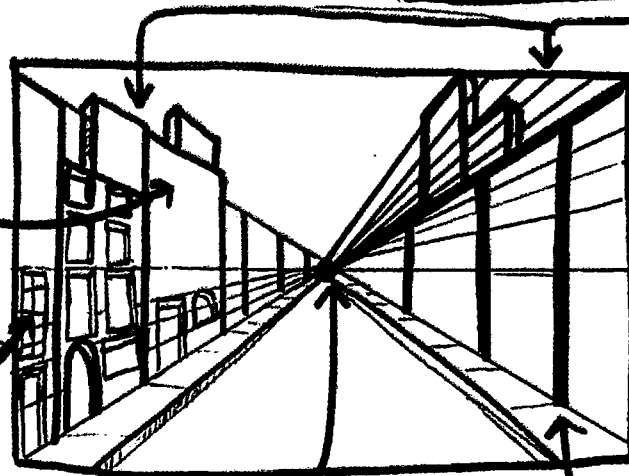
ONE-POINT PERSPECTIVE



CHANGE THE HEIGHTS OF BUILDINGS

EXTRA LINES FOR BACKGROUND BUILDINGS

USE DIRECTIONAL LINES TO GUIDE YOUR BUILDING STRUCTURE AND BUILDING DETAIL



VANISHING POINT

VERTICAL LINES TO CREATE BUILDINGS

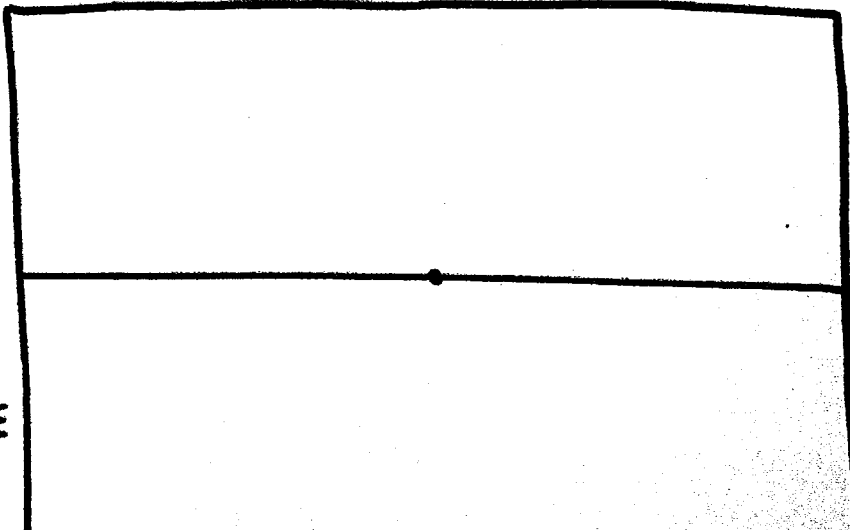
HORIZON LINE

VANISHING POINT - the point where all visual receding parallel lines converge.

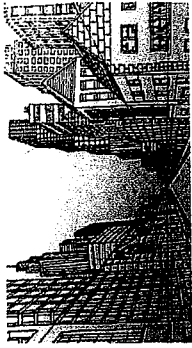
HORIZON LINE - THE HORIZON LINE IN A PICTURE; THE CENTRAL LINE THAT IS ALWAYS AT EYE LEVEL

NOW YOU TRY:

- USE THE HORIZON LINE AND VANISHING POINT PROVIDED TO DRAW AN EXAMPLE PERSPECTIVE DRAWING. MAKE SURE TO ADD DETAIL & DEPTH!



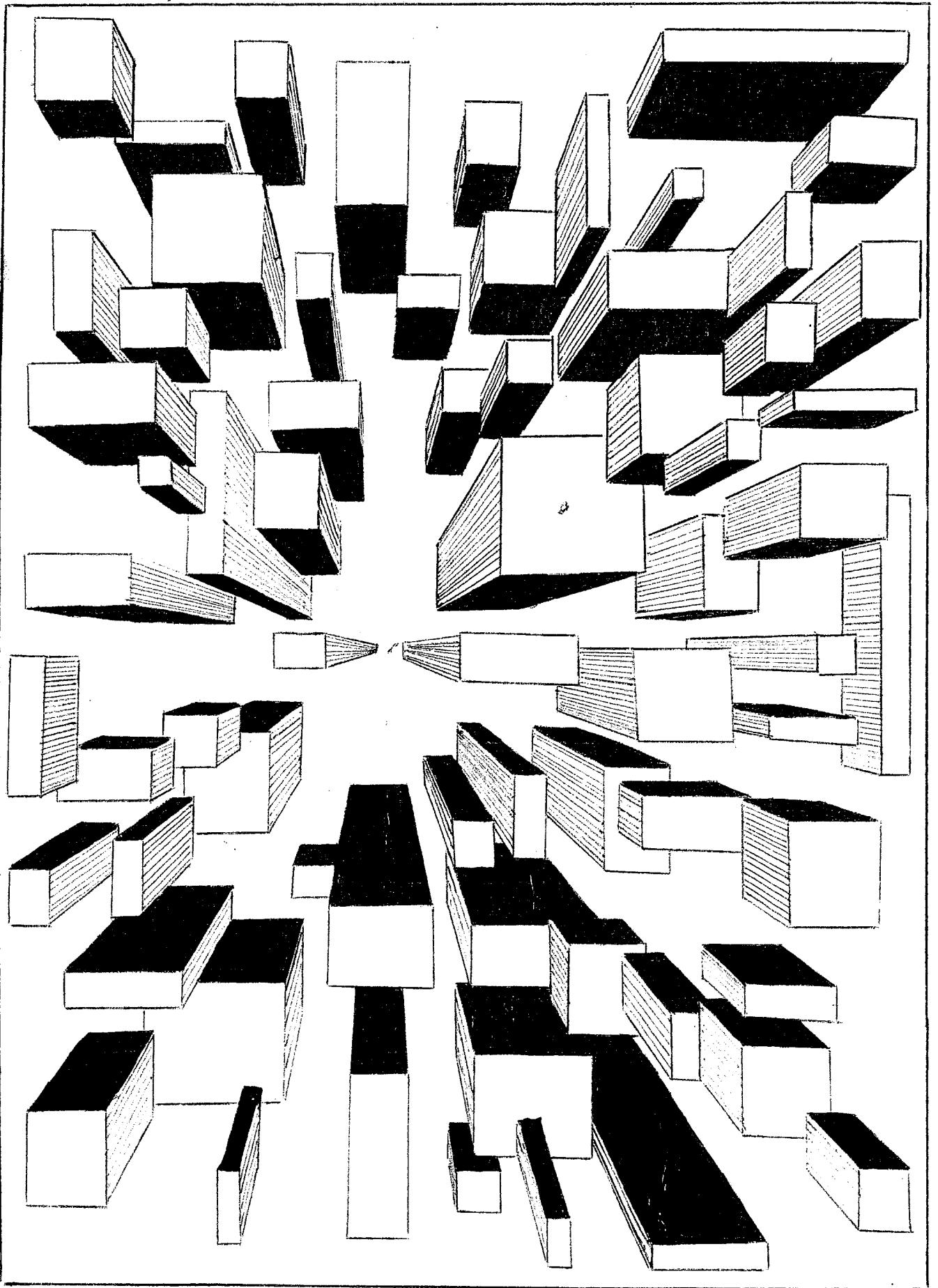
One-Point Perspective



Directions: Use the space below to complete your pre-project sketch. This is your sketch that should have all of your planning details. This should include: windows, textures, building details, value, proper measurements, use of a ruler, etc..

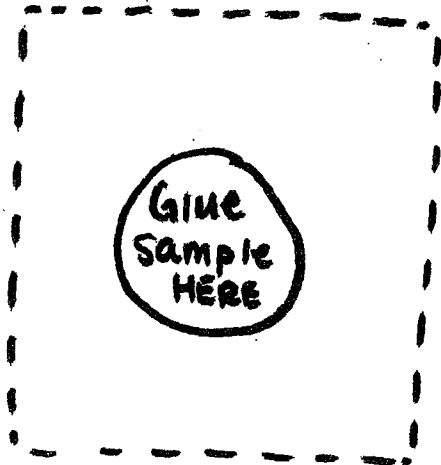
DO NOT rush on this. This sketch will determine if you can start your final drawing and is worth substantial points. Planning projects is the use of artistic behaviors and for this project you must think creatively and innovatively.

A large, empty rectangular box intended for the student to complete their pre-project sketch.



WATERCOLOR TECHNIQUES

DROP COLOR



BLOT



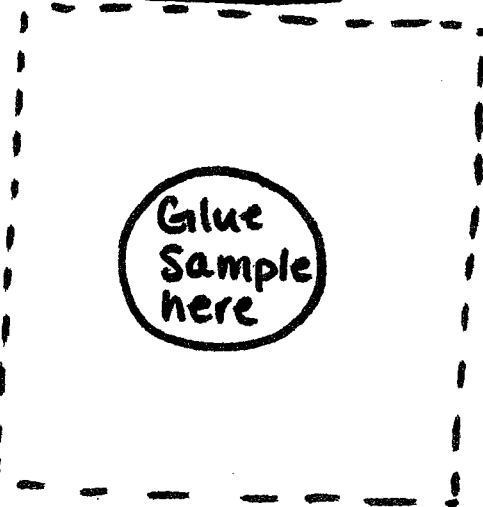
DRY BRUSH



LAYERING (wet on dry)



WET PAINT BLENDING



WAX RESIST



TAPE RESIST



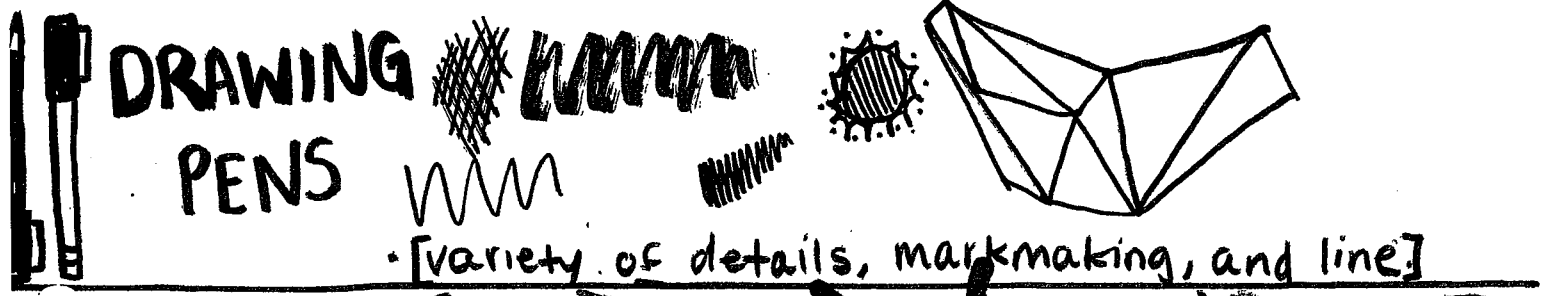
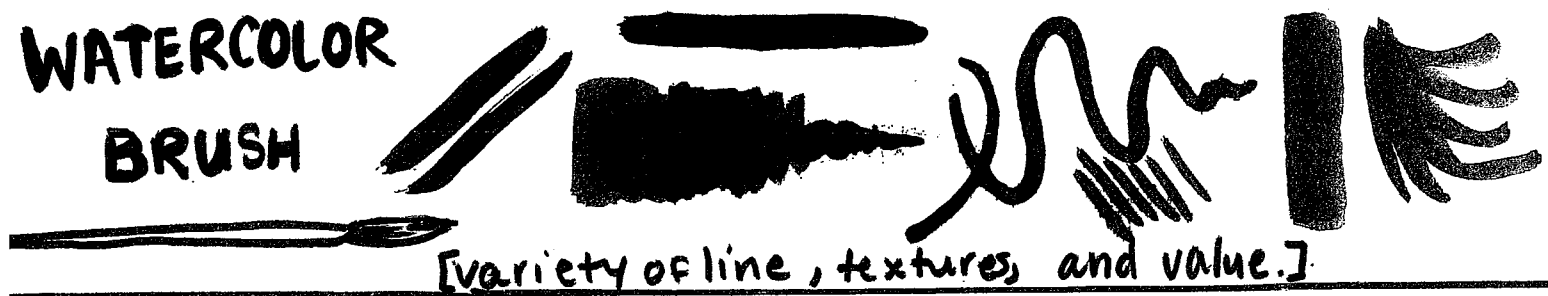
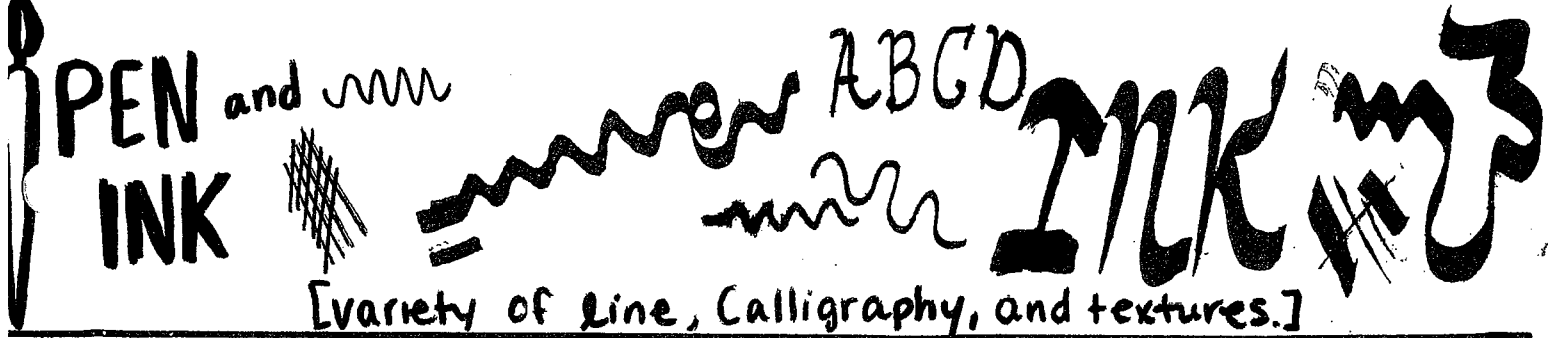
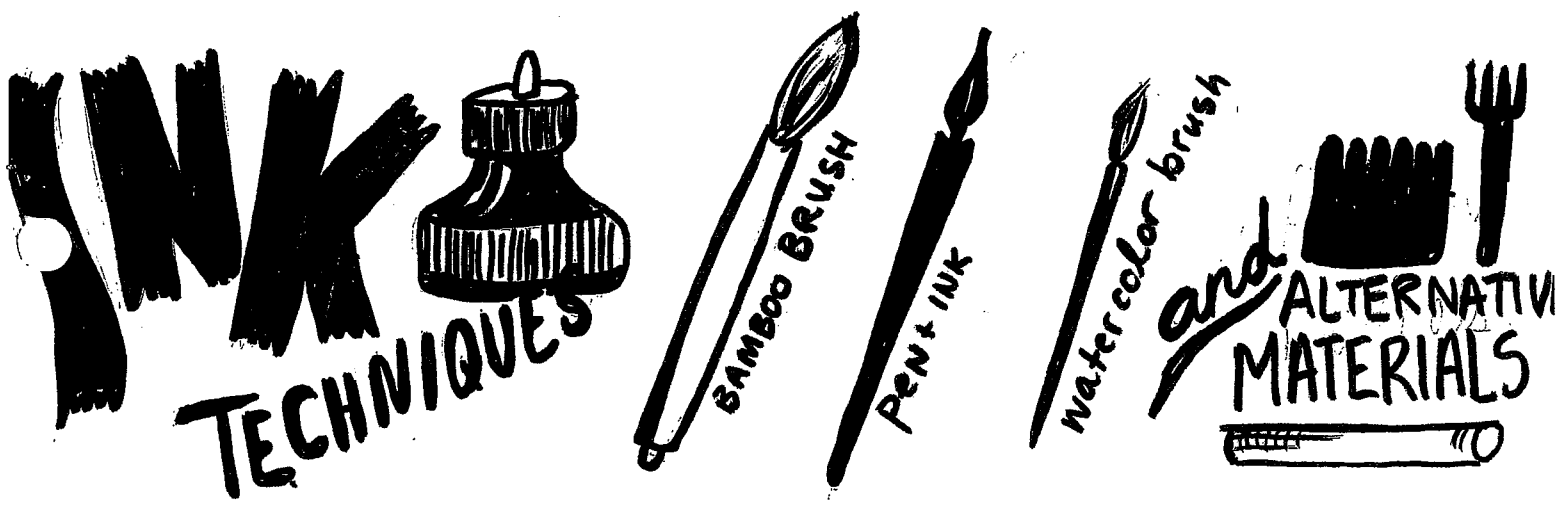
SALT



Name: _____

Class: _____

PERIOD: _____

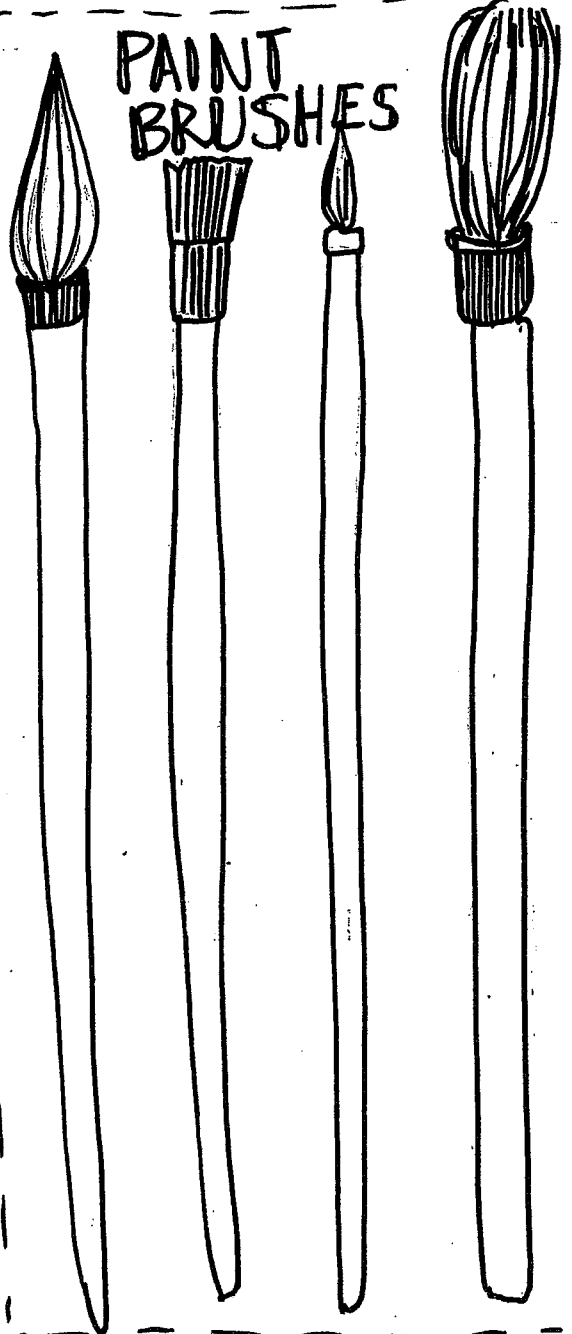


PAPER TOWEL
and
EXTRA MATERIALS

PAINT
PALETTE



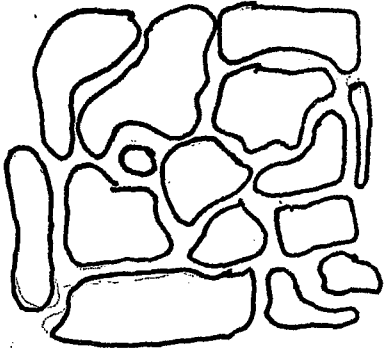
PAINT
BRUSHES



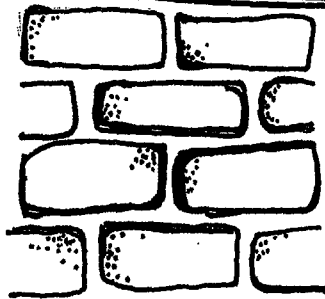
[ART ROOM PAINT SET-UP]

WATERCOLOR BUILDING TEXTURES

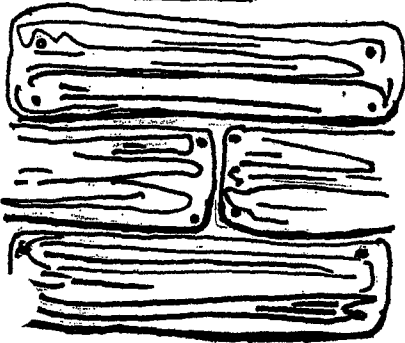
[VARIAN-ART]



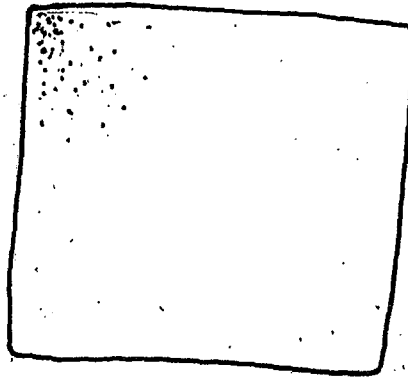
STONE



BRICK

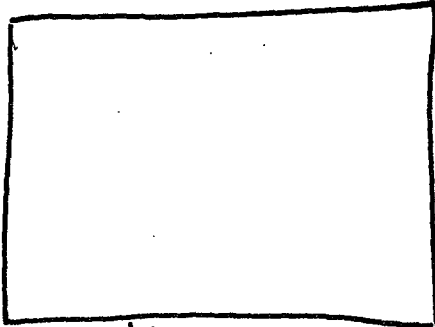


WOOD

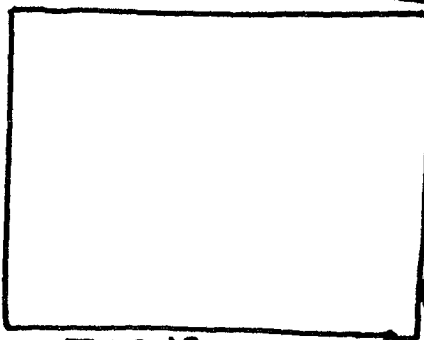


CEMENT

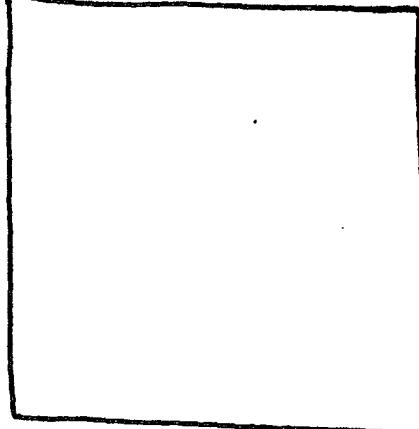
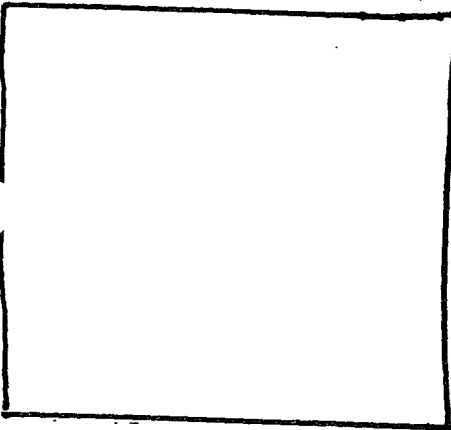
PRACTICE PAINTING on the EXAMPLES



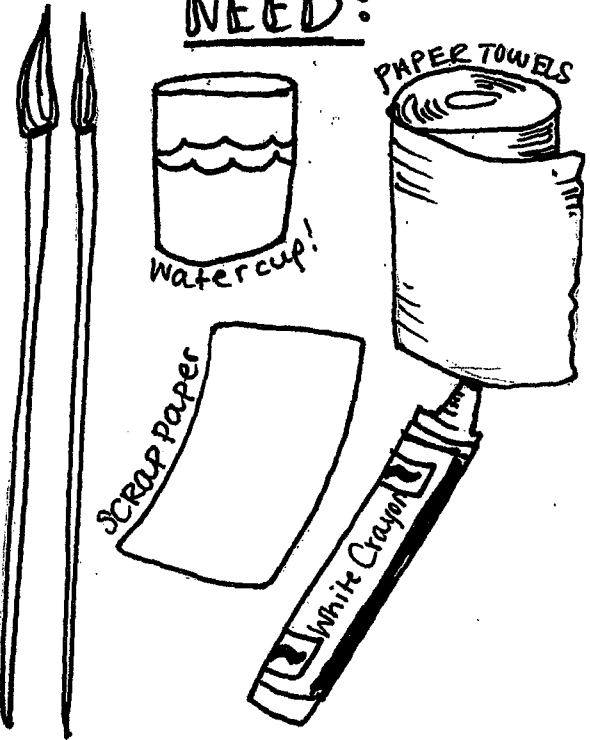
THIS IS: _____



THIS IS: _____

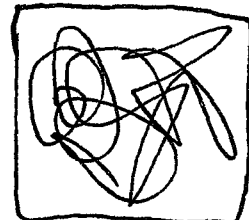


MATERIALS YOU NEED:



CREATE your OWN:

USE THE BOXES PROVIDED TO DRAW AND WATER-COLOR WITH DETAIL!



THIS DOES NOT COUNT!!
BUILDING or LANDSCAPE TEXTURE

The Big Ideas: Analyzing Selections from Macbeth, Act I

Name: _____

Directions: Choose one quote from the selection below and explain what occurs during the scene and why these words are important. Make connections to themes, motifs, and characters' personalities. You will be graded on thoughtfulness.

Example: **LADY MACBETH.** Here's the smell of the blood still. All the perfumes of Arabia will no sweeten this little hand. *During this scene, Lady Macbeth is sleepwalking. She imagines blood on her hands, which shows that she feels guilty about the murder of Duncan. This quotation connects with the motif of blood.*

1. ALL WITCHES.

Fair is foul, and foul is fair:
Hover through the fog and filthy air. (1.1.10-12)

2. SERGEANT.

Doubtful it stood;
As two spent swimmers, that do cling together
And choke their art. The merciless Macdonwald--
Worthy to be a rebel...
For brave Macbeth--well he deserves that name--
Disdaining fortune, with his brandish'd steel,
Which smoked with bloody execution,
Like valour's minion carved out his passage
Till he faced the slave;
Which ne'er shook hands, nor bade farewell to him,
Till he unseam'd him from the nave to the chaps,
And fix'd his head upon our battlements.

3. DUNCAN

No more that thane of Cawdor shall deceive
Our bosom interest: go pronounce his present death,
And with his former title greet Macbeth.

ROSS

I'll see it done.

DUNCAN

What he hath lost noble Macbeth hath won. (1.2.63-67)

4. First Witch

Lesser than Macbeth, and greater.

Second Witch

Not so happy, yet much happier.

Third Witch

Thou shalt get kings, though thou be none:
So all hail, Macbeth and Banquo! (1.3.66-70)

<p>QUOTE # _____</p> <p>Theme: _____</p> <p>_____</p> <p>_____</p> <p>Motif: _____</p> <p>_____</p> <p>_____</p> <p>What happens / How Important:</p> <p>• _____</p> <p>_____</p> <p>_____</p> <p>• _____</p> <p>_____</p> <p>_____</p> <p>• _____</p> <p>_____</p> <p>_____</p> <p>• _____</p> <p>_____</p> <p>_____</p> <p>_____</p>
--

Name _____

Anticipation Guide for August Wilson's *Fences*

For each of the questions listed below, circle Yes or No. Keep this guide to refer back to once we have completed the play and our unit on *Fences*.

1. A husband and father's only responsibility is to take care of his family's needs (food, clothes, shelter), but he does not need to like his children or his wife. AGREE or DISAGREE

2. Having good friends and a good family are more important than having a prestigious job or a successful career. AGREE or DISAGREE

3. Before the beginning of the play, Wilson cites a poem that reads, "When the sins of our fathers visit us/ We do not have to pay host./We can banish them with forgiveness..." Do you agree that children do not have to make the same mistakes that their parents or older relatives made? AGREE or DISAGREE

4. From what you know of the 1950s and 1960s, America has changed significantly in its treatment of African Americans between then and now? AGREE or DISAGREE

5. If something bad happened in your life, or you were mistreated for certain reasons, you should not let your children pursue their dreams because they could get hurt in the very same way. AGREE or DISAGREE

6. As humans we have to build fences to keep loved ones in and evil ones out. AGREE or DISAGREE

7. If you or your family was in desperate need of something and you didn't have any money, it is okay to steal to provide for your family. AGREE or DISAGREE

8. The man who takes care of his responsibilities has more freedom than the man who does whatever he feels like. AGREE or DISAGREE

Evidence Based Thinking

Practice Exercise for Page 40 of *Fences*

<p>1. Evidence</p> <p>Troy says...</p>	<p>2. Interpretation</p> <p>I think Troy means...</p>
<p>3. Evaluation</p> <p>This connects to the major idea of ... because</p>	<p>4. Reaction</p> <p>Now I feel _____ about/for Troy because _____</p>

Thesis Generator

Topic: Compare and contrast the different types of relationships humans have with nature. Include examples from your own experience and the different texts we have read or viewed. After comparing and contrasting, make a claim about what you feel are our rights and responsibilities toward the natural world in general. Provide reasons and evidence to support your claim.

Example

1. Identify the <i>subject</i> of your paper	Relationships between teenagers and their parents
2. Turn your subject into a guiding question	How does the relationship between teenagers and their parents change?
3. Answer your question with a statement	As teens grow more independent, they resent and resist the limitations and expectations their parents impose on them.
4. Refine this statement into a <u>working thesis</u>	Conflict between teenagers and their parents is a difficult but necessary stage in kids' development.

1. Identify the <i>subject</i> of your paper	
2. Turn your subject into a guiding question	
3. Answer your question with a statement	
4. Refine this statement into a <u>working thesis</u>	

Techniques for improving the quality of student introductions

[Amphitheater High School English Department, Tucson, Arizona]

Provide model introductions

Have students write introductions last; (so that students know what they're introducing)

Teach the introduction as a separate piece of writing

Focus on mapping-out entire paper first; then plan intro

Start with outline: thesis, main topics and paragraphs, then go back and build introductory paragraph around thesis statement

Stress "hooks" -- provide models of these and of thesis statement (stress clarity of thesis statement)

Cheryl will distribute a handout with which she does an exercise where she passes a variety of hook/thesis statements around room and asks students to evaluate these on the basis of their ability to grab and engage the reader

Freewrite first, so that students can then go back and underline main ideas and then select what might belong in the introduction

Students write purpose of paper; then convert this into an attention-getting hook

Triangle model/General to specific exercise: where students work with big ideas and sub-topics to get a sense of how to arrange these within the essay (see Larry Wurst-he may be distributing these to you)

Use pizza crust as a metaphor [the foundation on which the other elements go]

Write about the topic first to prime pump

Coach/model how to develop hooks

These emerged as good focus areas:

--Provide models: of hooks, intro paragraphs, thesis statements

--Have students write intro last, or at least after they have done enough writing to have more precise sense of their thesis

FUTURE CHALLENGES: Supporting details for topics/thesis; Transitions; Organization

Name _____

Date _____

Argument Writing Organizer

Intro/Background (Just the facts) : Science program for girls sparks controversy

Topic (Prompt): *Girls should be treated differently from boys to spur their interest in science*

Audience (who cares): _____

Yes	No
<ul style="list-style-type: none">••	<ul style="list-style-type: none">••

Circle yes or no (the side you choose) and the 3 best reasons on that side.

1. Your Claim:

Topic Sentence (Must include a list of your 3 best reasons.)

Reason Transitions:

<ul style="list-style-type: none"> • First • Second • Third • Additionally 	<ul style="list-style-type: none"> • One important • Equally important • Most important 	<ul style="list-style-type: none"> • A significant • Another significant • Of greatest significant 	<ul style="list-style-type: none"> • First • Next • Last
--	--	---	---

2. Your reason sentences = Reason Transition + Reason + Details/Evidence

Reason #1	
Reason #2	
Reason #3	

Argument P92

Refutation Transitions:

<ul style="list-style-type: none"> • However 	<ul style="list-style-type: none"> • On the contrary 	<ul style="list-style-type: none"> • Nevertheless 	<ul style="list-style-type: none"> • On the other hand
---	---	--	---

3. Refutation or Rebuttal or Counter Argument (Those who disagree)

Opposition Reason:
 "Some people would say... _____

Why those who disagree with you are wrong:
 (Refutation transition + counter argument) _____

Conclusion Transitions:

<ul style="list-style-type: none"> • All in all • In short • As you can see 	<ul style="list-style-type: none"> • Finally • In summary • Clearly 	<ul style="list-style-type: none"> • In closing • Logical conclusion is 	<ul style="list-style-type: none"> • In conclusion • To conclude
--	--	---	--

4. Conclusion

--

What is a Counterclaim?

When you are in an argument, it makes sense to address the opposite side of what you are arguing and point out why that view is wrong. This is called counterclaim.

Example:

Claim- Although they are traditionally seen as a distraction, students should be able to bring cell phones to school because digital literacy can be used for educational purposes.

Counterclaim- Students should not be able to bring cell phones to school because they could use them to communicate during a test.

Evidence against counterclaim- Although there are risks associated with allowing students to have cell phones in schools, with proper regulations like collecting them on test days the benefits outweigh the risks.

Provide evidence: According to the article, "Using Mobile Phones to Improve Educational Outcomes: An Analysis of Evidence from Asia" by John-Harmen Valk, "social interaction is central to effective learning, as indicated by theories of new learning, mobile phones should also impact educational outcomes by facilitating communication".

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COUNTERCLAIM SENTENCE STARTERS

- * Critics argue that...
* While it might be true that..., still all in all...
- * Others may say that... but I argue...
- * A common argument against this position is... but...
- * It may be true... however,...
- * It's easy to think..., but when you look at the facts...
- * While some researchers say... nevertheless...
- * It is often thought...
 imagined...
 supposed...

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* While it might be true that..., still all in all...
- * Others may say that... but I argue...
- * A common argument against this position is... but...
- * It may be true... however,...
- * It's easy to think..., but when you look at the facts...
- * While some researchers say... nevertheless...
- * It is often thought...
 imagined...
 supposed...

Poetry Analysis Lesson

Day before: Had students read Claude McKay's "If we must die" and fill out a TPCASTT graphic organizer and write a short paragraph arguing how literary techniques are used to create meaning in the poem. Collected the forms and determined level of comprehension. Three groups were formed from this data analysis.

Day of lesson: Groups are on the board with the title of one of three Langston Hughes poems. Groups have no more than three students. Students are asked to individually read the poem and analyze the poem. Then as a group write an analysis of the poem arguing how literary techniques are used to convey meaning. The lowest group is given a similar TPCASTT to fill out before they write the analysis. The middle group is left to work for a bit before the TPCASTT is offered as a choice. The highest group is not offered the TPCASTT. Teacher circulates spending more time in the area of the TPCASTT groups. Groups report out to the class on their poems. The entire class is asked to help clarify the argument and the teacher refines the analysis in order to model how the argument should be formed.

After: Students are given a new Langston Hughes poem. Individuals read and write an analysis on how the author conveys meaning using literary techniques. No TPCASTT is offered but the model is in their folders to refer to as they see fit.

Addendum: After working with the TPCASTT graphic organizer from the binder, I developed an organizer that had a simpler structure, and focused the students on the components of poetry in the curriculum.

Using TPCASTT for Analysis of Poetry

T	Title	What do the words of the title suggest to you? What denotations are presented in the title? What connotations or associations do the words possess?									
P	Paraphrase	Translate the poem in your own words. What is the poem about?									
C	Connotation	What meaning does the poem have beyond the literal meaning? Fill in the chart below.									
		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; text-align: center;">Form</td> <td style="width: 33%; text-align: center;">Diction</td> <td style="width: 33%; text-align: center;">Imagery</td> </tr> <tr> <td style="text-align: center;">Point of View</td> <td style="text-align: center;">Details</td> <td style="text-align: center;">Allusions</td> </tr> <tr> <td style="text-align: center;">Symbolism</td> <td style="text-align: center;">Figurative Language</td> <td style="text-align: center;">Other Devices (antithesis, apostrophe, sound devices, irony, oxymoron, paradox, pun, sarcasm, understatement)</td> </tr> </table>	Form	Diction	Imagery	Point of View	Details	Allusions	Symbolism	Figurative Language	Other Devices (antithesis, apostrophe, sound devices, irony, oxymoron, paradox, pun, sarcasm, understatement)
	Form	Diction	Imagery								
	Point of View	Details	Allusions								
Symbolism	Figurative Language	Other Devices (antithesis, apostrophe, sound devices, irony, oxymoron, paradox, pun, sarcasm, understatement)									
A	Attitude	What is the speaker's attitude? How does the speaker feel about himself, about others, and about the subject? What is the author's attitude? How does the author feel about the speaker, about other characters, about the subject, and the reader?									
S	Shifts	Where do the shifts in tone, setting, voice, etc. occur? Look for time and place, keywords, punctuation, stanza divisions, changes in length or rhyme, and sentence structure. What is the purpose of each shift? How do they contribute to effect and meaning?									
T	Title	Reanalyze the title on an interpretive level. What part does the title play in the overall interpretation of the poem?									
T	Theme	List the subjects and the abstract ideas in the poem. Then determine the overall theme. What message is the author trying to convey? What lesson is being taught? The theme must be written in a complete sentence.									

How Can TPCASTT be DI?

This is a scaffold for poetry analysis. Scaffolds, as you may remember can be used in a variety of ways;

- Given to certain students
- Given to all
- Offered to all
- Offered to all and demanded of some

TPCASTT supports students' analysis of poetry. Depending on your previous work with this class and poetry, you may decide:

- If you know some can and some can't you'd: Give it to certain students
- If it is the first analysis you'd: Give to all and/or Offer to all
- Or if you knew some needed it, but you were not sure who didn't, then you'd: Offer to all and demand of some who you believe need it.

Let's assume, for discussion purposes, that the last bullet is your class. If you think of our 3 questions to determine if a lesson is DI:

1. Is the lesson assessment driven? Yes. You know some students need support in poetry analysis, and some do not and that there are probably some in the middle.
2. Are you responsive by providing students who need it more time, support and assistance? Yes. The graphic organizer is a support (scaffold) for those who need it.
3. Are your students engaged at the correct level of difficulty? Without the organizer, the most able students would be at the correct level of difficulty. With it, the middle (might be able), and lower (unable) will be better able to analyze the poem, and thus be at the correct level of difficulty and engaged.

I.C.E.



CITE SOURCES LIKE A PRO

INTRODUCE your quotation.

Introducing your expert or source is important for readers because it shows the source is legitimate. In other words, if you are writing about a medical topic, it would make sense that you would gather information from medical journals, databases and medical professionals.

★ Using a signal phrase helps introduce your expert material into your sentences and paragraphs in a smooth and coherent way.

CITE your quotation.

Citing your sources means that you have given credit to the **original author** or agency that wrote the material.

★ Follow this rule of thumb: "If in doubt, cite it."

★ **What should be cited?**

- ★ Cite anything that is quoted word for word directly from the original source.
- ★ Cite anything that is paraphrased from the original source.
- ★ Cite all tables, figures, maps, and etc.
- ★ Cite anything from electronic sources off the internet
- ★ Cite any interviews

★ **Examples:**

- ★ "By the year 2010, all automotive companies will be required to show evidence of alternative fuel vehicles in production" (Williams 20).

EXPLAIN your quotation.

Tell your readers what the quotation/fact/data means with regard to your topic and how they relate to your thesis statement.

★ **Key thought: Why is this important and what does it have to do with my main point?**

THICK AND THIN QUESTIONS

Text: _____

Page	Thin Questions	Thick Questions

Directions: Use the graphic organizer below to complete your article review!

Title:

3 Key takeaways

Summary (In 20 words summarize what you read)

Strategies I used (How did you mark the text?)

Vocab (what are some vocab words in this article that relate to our unit)



To be or not to be

Lesson Plan

Students will have filled out Second Soliloquy Analysis and handed it in the previous class period.

- Hand back Analysis at the beginning of the lesson.
- As a class annotate the worksheet on the board.
- Students will give themselves a grade of 1,2, or 3 (Weakest to Strongest) ranking themselves on how well they paraphrased the section of the soliloquy.
 - o Student will group themselves as 1-5 based on their score
- Pass out Soliloquy 3 analysis (To be or not to be)
 - o Students will work within groups to paraphrase soliloquy for comprehension.
 - o Groups 1-2 will get the strongest scaffold
 - o Groups 3-4 will get the weakest scaffold.
 - o Group 5 will not get a scaffold.

At the conclusion of this lesson, student should be able to dissect for comprehension Hamlet's third soliloquy (To Be or Not to Be Soliloquy).

If needed there will be Anchor activities – Reinforcing writing conventions.

Name _____

Date _____

"To Be or Not to Be" ~ Hamlet's Third "Soliloquy"

Directions: By this point in the play, you should have grasped that perception is a tricky thing. Gertrude, Claudius, Polonius, Rosencrantz and Guildenstern, and even the audience are struggling to find the root of Hamlet's madness. The audience is aware that Hamlet is putting on a show; however, there have been instances where his true feeling seep through his façade.

The third "soliloquy" has been problematic for audiences since its creation. Our goals are below:

1. Dissect the soliloquy, gaining comprehension from the difficult text.
2. Uncover problems inherent in the soliloquy.
 - a. Review definition of a Soliloquy.
 - b. Compare 3rd Soliloquy to first two soliloquy.
3. Research the historical context associated with the soliloquy.

Step 1 – Dissect Soliloquy

1

To be, or not to be: that is the question:

2

Whether 'tis nobler in the mind to suffer
The slings and arrows of outrageous fortune,
Or to take arms against a sea of troubles,
And by opposing end them?

3

To die: to sleep;
No more; and by a sleep to say we end
The heart-ache and the thousand natural shocks
That flesh is heir to, 'tis a consummation
Devoutly to be wish'd.

Name _____

Date _____

“To Be or Not to Be” ~ Hamlet’s Third “Soliloquy”

Directions: By this point in the play, you should have grasped that perception is a tricky thing. Gertrude, Claudius, Polonius, Rosencrantz and Guildenstern, and even the audience are struggling to find the root of Hamlet’s madness. The audience is aware that Hamlet is putting on a show; however, there have been instances where his true feeling seep through his façade.

The third “soliloquy” has been problematic for audiences since its creation. Our goals are below:

1. Dissect the soliloquy, gaining comprehension from the difficult text.
2. Uncover problems inherent in the soliloquy.
 - a. Review definition of a Soliloquy.
 - b. Compare 3rd Soliloquy to first two soliloquy.
3. Research the historical context associated with the soliloquy.

Step 1 – Dissect Soliloquy

To be, or not to be: that is the question:

To live, exist or not to. That is the current predicament.

2

Whether 'tis nobler in the mind to suffer
The slings and arrows of outrageous fortune,
Or to take arms against a sea of troubles,
And by opposing end them?

Whether to suffer through life, or take action and commit suicide.

3

To die: to sleep;
No more; and by a sleep to say we end
The heart-ache and the thousand natural shocks
That flesh is heir to, 'tis a consummation
Devoutly to be wish'd.

If I sleep (die) I will end life’s misery.
It is an ending that I wish for with all my being.

4 To die, to sleep;

To sleep: perchance to dream: ay, there's the rub;
For in that sleep of death what dreams may come
When we have shuffled off this mortal coil,
Must give us pause:

5

there's the respect
That makes calamity of so long life;
For who would bear the whips and scorns of time,
The oppressor's wrong, the proud man's contumely,
The pangs of despised love, the law's delay,
The insolence of office and the spurns
That patient merit of the unworthy takes,
When he himself might his quietus make
With a bare bodkin?

5

who would fardels bear,
To grunt and sweat under a weary life,
But that the dread of something after death,
The undiscover'd country from whose bourn
No traveller returns, puzzles the will
And makes us rather bear those ills we have
Than fly to others that we know not of?

7

Thus conscience does make cowards of us all;
And thus the native hue of resolution
Is sicklied o'er with the pale cast of thought,
And enterprises of great pith and moment
With this regard their currents turn awry,
And lose the name of action.

If I die, I sleep, if I sleep, I will dream.
Ahh, there is the problem.
For in death (sleep) what comes after
when we have left earth. This makes
us question.

There's the misfortune or disaster
about life because who would deal
with all the BS, if he/she could just kill
him/herself.

Who would hold burdens, dealing with the
horrors of life? But, the fear of not
knowing what eternity is like (or if it
exists) because no one has confirmed its
existence. This problem keeps us from
suicide.

Conscience makes cowards of us all.

Hamlet's Third "Soliloquy" ~ Cheat Sheet*

2 - "fortune" = fate, destiny, life

3 - "consummation" = completion of act; achievement

- "devoutly" = earnest, sincere, and/or devoted

4 - "perchance" = perhaps; possibly

- "rub" = obstacle, catch, or difficulty

- "coil" = bustle, disturbance

5 - "calamity" = great misfortune or disaster

- "contumely" = insulting display of words

- "pangs" = a sudden feeling of mental or emotional distress or longing

"insolence" = a sudden feeling of mental or emotional distress or longing

- "quietus" = discharge or release from life; a finishing stroke.

- "bare bodkin" = a small dagger

6 - "fardels" = burdens

- "bear" = to hold

7 - "hue" = form or appearance

- "resolution" = a course of action, decision, or determination.

- "sicklied" = not strong; unhealthy; ailing.

- "pith" = strength, force, or vigor; mettle

- "awry" = away from the expected or proper direction; amiss; wrong

Hamlet's Third "Soliloquy" ~ Cheat Sheet

4 - "rub" = obstacle, catch, or difficulty

- "coil" = bustle, disturbance

5 - "quietus" = discharge or release from life; a finishing stroke.

- "bare bodkin" = a small dagger

6 - "fardels" = burdens

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Hamlet's Third "Soliloquy" ~ Cheat Sheet

4 - "rub" = obstacle, catch, or difficulty

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6 - "fardels" = burdens

7 - "pith" = strength, force, or vigor; mettle

ILA 8

Persuasive Essay/ Speech Requirements

Now that we have finished reading *Animal Farm* and have seen how effective persuasion can be in changing people's minds, it's your turn to persuade. Choose a social issue that interests you, but make sure it's something that has more than one position. For example, stay away from things like "Drunk Driving" or "Smoking" since a reasonable person would not be able to argue that either of these things was beneficial. Once you have chosen and thoroughly researched your topic (we will spend a few days in the library for this), you will write a formal essay and prepare a speech on your position.

ESSAY REQUIREMENTS

The Persuasive Essay is a five-paragraph essay, which includes an introductory paragraph, a body, and a concluding paragraph. Each of the five paragraphs plays a vital role in the organization of your essay and must be written according to the "formula."

Paragraph One-Introductory paragraph

Like all introductory paragraphs, this should grab your reader's attention as well as tell them what your essay is about in a creative way. The intro should include the three "reasons" you feel so strongly about your topic. It should end with your thesis statement.

Paragraphs Two, Three and Four - Body paragraphs

In paragraphs two, three and four you will state each of the three reasons for your position and give examples/ support for what you are saying. **Be sure to cite your sources using in-text documentation!** Each separate paragraph should be devoted to one of the three reasons given in the introduction, and should be in order from weakest to strongest. Remember that a good persuasive piece also **addresses the opposing point of view.**

Paragraph Five-Concluding paragraph

This paragraph should recap your thesis and three reasons without being redundant. Find a different way to state what you said in the rest of the essay. If appropriate, recommend a course of action to your readers.

Additional requirements

In addition to following the formula, you must also include research that supports your position. You must include a **works cited page** at the end of your paper that correlates with the sources cited in your in-text documentation. Proper MLA style is required.

TURN OVER FOR SPEECH AND POWER POINT REQUIREMENTS

SPEECH REQUIREMENTS

The organizational requirements for the speech will mimic those of the paper; however, you can/must use note cards (3x5 or 4x6) ONLY. The presentation is NOT a read aloud of your essay. Use the proper Oral Presentation methods we will discuss in class.

POWER POINT REQUIREMENTS

You must also incorporate a 5-7 page power point into your speech. We will spend time in the library again after you've written your paper but prior to the delivery of your speech so you can create an appropriate power point. The power point must contain material that will enhance the message of your speech (graphs, statistics, pictures, etc.) but SHOULD NOT include the text of your speech (that is, don't write out your speech on your power point). Include a Works Cited for your power point as the final page of your presentation.

I will provide more specific guidelines/requirements for the power point as you get closer to preparing it.

Persuasive Essay Sample Outline

I. Paragraph One-Introduction

- A. Introductory statement
 - 1. Reason 1-weakest reason
 - 2. Reason 2-middle reason
 - 3. Reason 3-strongest reason
- B. Thesis statement- example "Americans should conserve energy."

II. Paragraph Two-Weakest Reason

- A. Transition Topic Sentence (ex- One reason Americans should conserve energy is..."")
- B. ~~Re-state weakest reason~~
 - 1. evidence to support weakest reason WITH SOURCE
 - 2. evidence to support weakest reason WITH SOURCE(each piece of evidence should have its own number)

III. Paragraph Three-Middle Reason

- A. Transition Topic Sentence (ex- Another reason Americans should conserve energy is..."")
- B. ~~Re-state middle reason~~
 - 1. evidence to support middle reason WITH SOURCE
 - 2. evidence to support middle reason WITH SOURCE(each piece of evidence should have its own number)

IV. Paragraph Four-Strongest Reason

- A. Transition Topic Sentence (ex- The final reason Americans should conserve energy is..."")
- B. ~~Re-state strongest reason~~
 - 1. evidence to support strongest reason WITH SOURCE
 - 2. evidence to support strongest reason WITH SOURCE(each piece of evidence should have its own number)

V. Paragraph Five-Conclusion

- A. Transition Sentence
- B. Re-state thesis (from Introduction)
 - 1. Re-state weakest reason
 - 2. Re-state middle reason
 - 3. Re-state strongest reason
- C. Concluding statement

**REMEMBER TO INCLUDE YOUR COUNTER-ARGUMENT WHERE IT APPLIES.
YOU CAN FIT IT INTO THE INTRO, CONCLUSION, OR ANY OF THE BODY PARAGRAPHS**

D.U.C.A.T.S. The "6 gold pieces" of writer's voice

Diction refers to a writer's (or speaker's) word choice with the following considerations:

- denotation / connotation
- degree of difficulty or complexity of a word
- monosyllabic / polysyllabic
- abstract / concret
- euphonius / cacophonous
- colloquial / formal / informal / technical
- tone of a word (the emotional charge a word carries)
- the above will often create a subtext for the text

Unity refers to the idea that all of the ideas in a written piece are relevant and appropriate to the focus.

Some considerations:

- each claim (assertion, topic sentence) supports the thesis
- each piece of evidence is important and relevant to the focus of the paragraph or the piece of writing as a whole
- occasionally, a writer may choose to purposely violate the element of unity for a specific effect (some humorists / satirists will sometimes consciously do this)
- it is important to consider what has been omitted from a piece and examine the writer's intent in doing so

Coherence refers to the organization and logic of a piece of writing; some considerations include:

- precision and clarity in a thesis and supportive arguments
- the arguments ordered in the most effective way for the writer's intent
- the sentences and paragraphs "flow smoothly" for the reader; there should not be any abrupt leaps or gaps in the presentation of the ideas or story (unless the writer makes a conscious choice for a specific and appropriate effect)

Audience refers to the writer's awareness of who will be reading his or her piece of writing; some considerations are:

- Who are the targeted readers?
- How well informed are they on the subject? What does the writer want the reader to learn as a result of this piece?
- What first impression is created for the reader and how does the author's voice shape this first impression?
- How interested and attentive are they likely to be? Will they resist any of the ideas?
- What is the relationship between the writer and the reader? Employee to supervisor? Citizen to citizen? Expert to novice? Scholar to scholar? Student to teacher? Student to student?
- How much time will the reader be willing to spend reading?
- How sophisticated are the readers in regard to vocabulary and syntax?

Tone refers to a writer's ability to create an attitude toward the subject matter of a piece of writing. What does that attitude suggest about the author? The subject? What effect is produced by the writing and how is that effect produced? The tools a writer uses to create tone:

- Diction, Figurative language, Characterization, Plot, Theme, Structure

Syntax refers to the arrangement--the ordering, grouping, and placement--of words within a phrase, clause, or sentence. Some considerations:

- Type of sentence
- Length of sentence
- Subtle shifts or abrupt changes in sentence length or patterns
- Punctuation use
- Use of repetition
- Language patterns / rhythm / cadence

Expository Writing Prompt Option #1

Directions: You will have the entire block period to plan, write, and proofread your response to this writing prompt. Please return the prompt, outline, and rubric with your printed copy of the essay. The essay must be submitted to turnitin.com.

Read the following quotation from *The Absolutely True Diary of a Part-Time Indian*.

“I suppose it had something to do with confidence. I mean, I’d always been the lowest Indian on the reservation totem pole – I wasn’t expected to be good so I wasn’t. But in Reardan, my coach and the other players wanted me to be good. They needed me to be good. And so I became good.

I wanted to live up to expectations.

I guess that’s what it comes down to.

The power of expectations.

And as they expected more of me, I expected more of myself, and it just grew and grew until I was scoring twelve points a game.”

Junior proposes in this excerpt that when you are expected to be bad at something, you are bad at it. When you are expected to be good at something, you are good at it. Do you agree or disagree? Use specific examples in your response. Consider using examples from your own personal experience, current events, history, literature or the text by Sherman Alexie.

Plan

Before you write:

- Read the prompt carefully so you understand exactly what you are being asked to do.
- Your brainstorm should address the following:
 - ⇒ A brief analysis/explanation of the quote
 - ⇒ Examples from the present, past, literature and your life that may apply to your interpretation of the quote.

Write

As you write:

- Maintain a clear and consistent focus.
- Include specific details; use examples and reasons to support your ideas.
- Use a variety of well-constructed, complete sentences.
- Use a logical organization with an obvious introduction, body, and conclusion.

Proofread

After you write:

- Did you support your ideas with specific details?
- Do the point of view and tone of the essay remain consistent?
- Check for capitalization, spelling, sentence structure, punctuation, and usage errors.

**Expository Writing Prompt
Option #2**

Directions: You will have the entire block period to plan, write, and proofread your response to this writing prompt. Please return the prompt, outline, and rubric with your printed copy of the essay. The essay must be submitted to turnitin.com.

Read the following quotation from *The Absolutely True Diary of a Part-Time Indian*.

“Well, life is a constant struggle between being an individual and being a member of the community.”

In this excerpt, Gordy proposes to Junior that people are constantly torn between being who they want to be and being who other people want them to be. Do you agree or disagree? Use specific examples in your response. Consider using examples from your own personal experience, current events, history, or the text by Sherman Alexie.

Plan

Before you write:

- Read the prompt carefully so you understand exactly what you are being asked to do.
- Your brainstorm should address the following:
 - ⇒ A brief analysis/explanation of the quote
 - ⇒ Examples from the present, past, literature and your life that may apply to your interpretation of the quote.

Write

As you write:

- Maintain a clear and consistent focus.
- Include specific details; use examples and reasons to support your ideas.
- Use a variety of well-constructed, complete sentences.
- Use a logical organization with an obvious introduction, body, and conclusion.

Proofread

After you write:

- Did you support your ideas with specific details?
- Do the point of view and tone of the essay remain consistent?
- Check for capitalization, spelling, sentence structure, punctuation, and usage errors.

Template for Summer Reading Essay

Introductory Paragraph

- **Grabber:** Get your reader's attention by discussing the idea of "others' expectations" if you choose Option 1 or "being torn between individual vs. community" if you choose Option 2.
- **Lead sentences:** Make a connection to the grabber and introduce the title and author of your summer reading novel (or other novel); provide background information about your novel and/or discuss what a reader needs to know before encountering the thesis.
- **Thesis statement:** This is the last sentence of introductory paragraph; the controlling point for the essay. This is your general opinion or idea on the subject you will be discussing.

THESIS:

Body Paragraph 1

- **Transition topic sentence:** Begin with a transition (First,...). The first sentence should include your first idea to support your thesis statement.
 - **Elaboration:** In your own words, provide reasons/facts/details to develop your topic sentence.
 - **Evidence:** Provide specific examples and/or paraphrases from the text that provide proof of your topic sentence and elaboration.
 - **Explanation of Evidence:** In your own words, provide your own explanation for each piece of evidence. Discuss how it supports your topic sentence.
- (Provide as much evidence with explanation as needed to fully develop your topic sentence. All sentences in this paragraph must only be about the same topic as stated in transition topic sentence #1.)

Body Paragraph 2

- **Transition topic sentence:** Begin with a transition (Second, Next, In addition, etc.). The first sentence should include your second idea to support your thesis statement.
 - **Elaboration:** In your own words, provide reasons/facts/details to develop your topic sentence.
 - **Evidence:** Provide specific examples and/or paraphrases from the text that provide proof of your topic sentence and elaboration.
 - **Explanation of Evidence:** In your own words, provide your own explanation for each piece of evidence. Discuss how it supports your topic sentence.
- (Provide as much evidence with explanation as needed to fully develop your topic sentence. All sentences in this paragraph must only be about the same topic as stated in transition topic sentence #2.)

Body Paragraph 3

- **Transition topic sentence:** Begin with a transition (Third, Finally, etc.). The first sentence should include your third idea to support your thesis statement.
 - **Elaboration:** In your own words, provide reasons/facts/details to develop your topic sentence.
 - **Evidence:** Provide specific examples and/or paraphrases from the text that provide proof of your topic sentence and elaboration.
 - **Explanation of Evidence:** In your own words, provide your own explanation for each piece of evidence. Discuss how it supports your topic sentence.
- (Provide as much evidence with explanation as needed to fully develop your topic sentence. All sentences in this paragraph must only be about the same topic as stated in transition topic sentence #3.)

Conclusion

Begin with a transition (In conclusion,...) and restate the thesis statement in a new way.

Summarize all main points you developed in each body paragraph.

End with a clincher sentence: provide closure for your reader and connect this statement to the grabber in the intro.

OUTLINE: Use this outline to organize your ideas before you write.

INTRODUCTION

Grabber:

Lead Sentences:

THESIS STATEMENT (always appears as the last sentence in the introduction):

BODY PARAGRAPH 1

Transition Topic Sentence:

Elaboration:

Evidence:

Explanation of Evidence (in your own words):

BODY PARAGRAPH 2

Transition Topic Sentence:

Elaboration:

Evidence:

Explanation of Evidence (in your own words):

BODY PARAGRAPH 3

Transition Topic Sentence:

Elaboration:

Evidence:

Explanation of Evidence (in your own words):

CONCLUSION

Transition and Restate Thesis in a new way:

Summarize all main points from each Body Paragraph:

Clincher Sentence:

Name: _____

Writing Diagnostic Rubric: 50 Points

Focus _____/20

- Essay provides a clear thesis statement identifying the role of dreams
- Ideas are communicated with clarity
- The thesis statement acts as glue throughout the essay

Content _____/45

Example # One _____/15

- Examples are illustrative, relevant and accurate to the purpose of the essay
- Uses clear evidence and details to explain each example

Example # Two _____/15

- Examples are illustrative, relevant and accurate to the purpose of the essay
- Uses clear evidence and details to explain each example

Example # Three _____/15

- Examples are illustrative, relevant and accurate to the purpose of the essay
- Uses clear evidence and details to each example

Organization _____/25

- Introduction: develops primary idea within thesis, uses an engaging and vivid start to establish the foundation for the essay
- Body paragraphs flow in a logical, cohesive order
- Transitions exist between paragraphs and sentences to connect ideas (this includes appropriate paragraph breaks to show a shift in ideas)
- Each paragraph has a clear topic sentence
- Conclusion summarizes clearly, connects to the intro strategy and recaps the major points.

Conventions _____/10

- Spelling (not covered by the non-negotiables)
- Grammar (not covered by the non-negotiables)

Total _____/100 (.50)

Overall Comments

Well Done:	Work On:
<input type="checkbox"/> Strong thesis statement	<input type="checkbox"/> Need a clearer thesis statement
<input type="checkbox"/> Effective development of evidence	<input type="checkbox"/> Work on spelling/grammar
<input type="checkbox"/> Comprehensive response	<input type="checkbox"/> Evidence needs further development and clarity

Fostering Evidence-Based Thinking

Author's Claim:

Evidence: examples, quotes, references from the text that support the claim

Interpretation/Summarization: state the meaning of the claim, recap and condense the main points and claim

Evaluation/Critique: analyze the logic, assess the meaning based on criteria

Evidence Based Thinking

Practice Exercise for Page 40 of *Fences*

<p>1. Evidence</p> <p>Troy says...</p>	<p>2. Interpretation</p> <p>I think Troy means...</p>
<p>3. Evaluation</p> <p>This connects to the major idea of ... because</p>	<p>4. Reaction</p> <p>Now I feel _____ about/for Troy because _____</p>

PRACTICE

Use the method of breaking down a prompt

STEPS TO BREAK DOWN A PROMPT:

- (1) Read the prompt carefully and several times
- (2) Sum up the topic in a few words
- (3) Circle and/or underline the key words
- (4) Identify and count the required steps in the writing task

PROMPT:

In *Narrative of the Life of Frederick Douglass*, Frederick Douglass contends "there can be no freedom without education." Citing specific examples from the text, discuss this concept and examine how Douglass is a testament to this idea. Then explain how this concept can be applied today and what we can learn by applying Douglass' words to a modern day example.

- (1) Read the prompt carefully and several times
- (2) Sum up the topic in a few words: _____
- (3) Circle and/or underline the key words
- (4) Identify and count the required steps in the writing task

Creating a rough outline

Outlining is the road map for the essay. And we all know that when you are rushing to get somewhere quickly, it is easier to get lost. Outlines make sure that you end up where you intended. For timed writing, you'll make the most informal kind of outline in which you jot down your main points and possible supporting evidence. This kind of outline is for you only, and you don't need to worry about making it more comprehensive if it does the job for you.

PRACTICE

Use the Douglass prompt you just broke down and create a rough outline for it.

Possible thesis:

Main supporting point:

Supporting evidence:

Main supporting point:

Supporting evidence:

Main supporting point:

Supporting evidence:

Main supporting point:

Supporting evidence:

Breaking down a prompt

In timed writing, you will be given a prompt. Be sure to use techniques to effectively break down and fully understand that prompt before you begin the writing task. This will ensure you do not write off topic or miss important elements of the assignment.

It is essential to understand and identify key words within any writing prompt. Here are some commonly used command verbs used in prompts. It is not guaranteed these words will be used, but if they are, be sure you understand what each command is asking you to do:

Key Words Commonly Used in Writing Assignments/Prompts:

Describe: Write about the subject so the reader can easily visualize it; tell how it looks or happened. Use adjectives, adverbs and descriptive language to paint a mental image for you reader.

Compare: Analyze the similarities *and* the differences between two or more items.

Contrast: Look only at the differences between two or more items.

Explain: Give the meaning of something often answering the question "why"?

Discuss: Provide a broader range of possibilities that critically explore your topic.

Argue: Present a point of view or take a position and prove it. Don't be concerned about taking the "right" or "wrong" position; just support a position soundly and consistently.

Analyze: Break the subject down into parts, and explain and critically examine the various parts.

Criticize/Critique: Point out both the positive and negative aspects of the topic.

Evaluate: Give your opinion of the value of the subject; discuss its strengths and weaknesses.

Illustrate: Make the point or idea by giving examples.

Trace: Tell about an event or process in chronological (time) order.

Prove: Show that something is true by giving facts or logical reasons.

State: Give the main points in a brief, clear form.

STEPS TO BREAK DOWN A PROMPT

Since you have a limited amount of time, do not waste any of it writing off topic. Follow exactly what was asked in the prompt. Try this approach:

- (1) **Read the prompt carefully and several times:** do not "rush in" and start writing as this puts you in danger of writing off topic or missing important parts of the prompt. Take a moment and read the prompt through several times.
- (2) **Sum up the topic in a few words:** What is the focus of the prompt? Narrow down the focus of the prompt in a word or two to help you mentally focus as well.
- (3) **Circle and/or underline the key words:** Circle or underline the command verbs or question words that are telling you do something or asking you about something.
- (4) **Identify and count the required steps in the writing task:** this is a crucial step in timed writing. You don't want to overlook any parts of the question and get little to no credit for your work as a result. Number the parts of the prompt you need to address in your essay and oftentimes you can even use this as an informal outline for the essay.

TIECAP Essay Format

TIECAP is an acronym for basic essay structure and refers to the elements that need to be included in each body paragraph. Use this graphic organizer when writing an essay for any subject.

Introductory Paragraph must contain these elements:

- **A Hook**- An interesting statement that captures the reader's attention concerning your subject **OR A General Statement**-This introduces your topic in an informed manner.
- **A Short Summary of the Novel**- one-two sentences
- **Thesis- Argument or main premise (point) of your paper.**
- **Blueprint**- A short, general introduction to your (3)* main points or supporting evidence* This is the minimum requirement; you may need to add more examples or evidence to complete your piece.
- **Conclude** this paragraph and transition to your first topic or point.

Each body paragraph must contain these elements:

Topic sentence to introduce your first point, reason, or supporting evidence.

What will your paragraph discuss and how will it support your thesis?

Introduce the context of your evidence.

1. *Who says it?*
2. *What's happening in the text when they say it?*

Evidence- Directly quoted or paraphrased evidence from a reputable source.

Citation giving credit to the source. Use MLA formatting.

(Lee 49).

Analyze and explain how the evidence you presented proves or supports your thesis statement in the introductory paragraph.

How does the evidence and quote above prove your thesis?

Point close and transition- Close out this point and transition to the next.

Concluding Paragraph must contain these elements:

- **Restate your thesis** in different and more impactful language.
Restate your main points or ideas in varied language.
- **Reflect upon your topic and/or relate** it to the world at large.
- *There should be **no new** or specific evidence in a concluding paragraph.

"12 Angry Men"

Checklist for editing TIECAP Paragraphs-Look to the following list to see what you need to work on in your timed paragraph and correct it. Check each area when you have finished correcting the problem and annotating your piece. Ask questions as you are correcting. When you understand what you need to fix, rewrite your paragraph. If you have a:

RED DOT- Compare your piece to the **model paragraph**, _____
and the **TIECAP Graphic organizer**. Label your TIECAP. _____

Many of you are missing background. Look at the instructions for this on your organizer. This should only be one-to-two sentences in a timed piece. Explain who the witness is and why his or her testimony is important. If it is something Juror 8 says, explain what it is in reference to before your citation. _____

Make sure your analysis thoroughly explains your thesis (The eighth juror is the most persuasive and this relates to the theme....) _____

Brown Dot- Timed Writing

Timed writing is challenging, so break down the task into manageable stages:

1. Review the elements of a TIECAP essay (so you are sure to craft a good one) _____
2. Know how to successfully break down a prompt _____
3. Create a rough outline _____
4. Have a time management plan _____

See the handout given and review _____

Green Dot- Character and Theme

You neglected to tie the Juror and his persuasion into a **THEME**. Answer the following questions and see how they pertain to your piece:

What is the author's statement with Juror 8? _____

Why is he the most persuasive? _____

How should the reader be like Juror 8? _____

How is this specific to the Justice and Jury systems? _____

Tie these specific answers to your paragraph somehow and add the needed sentences to analyze the thematic connection _____

IF YOU HAVE MORE THAN ONE DOT, complete both areas. If you have a BLUE DOT, You're good!
Workshop!

Keep this checklist, your model paragraph, and your graphic organizer to turn tomorrow with your final timed writing piece.

12 Angry Men Pre-assessment

Look at the following persuasive strategies:

Ethos- Getting people to believe and trust in you

Pathos- Making people feel an emotion, or feel moved/ inspired by your argument

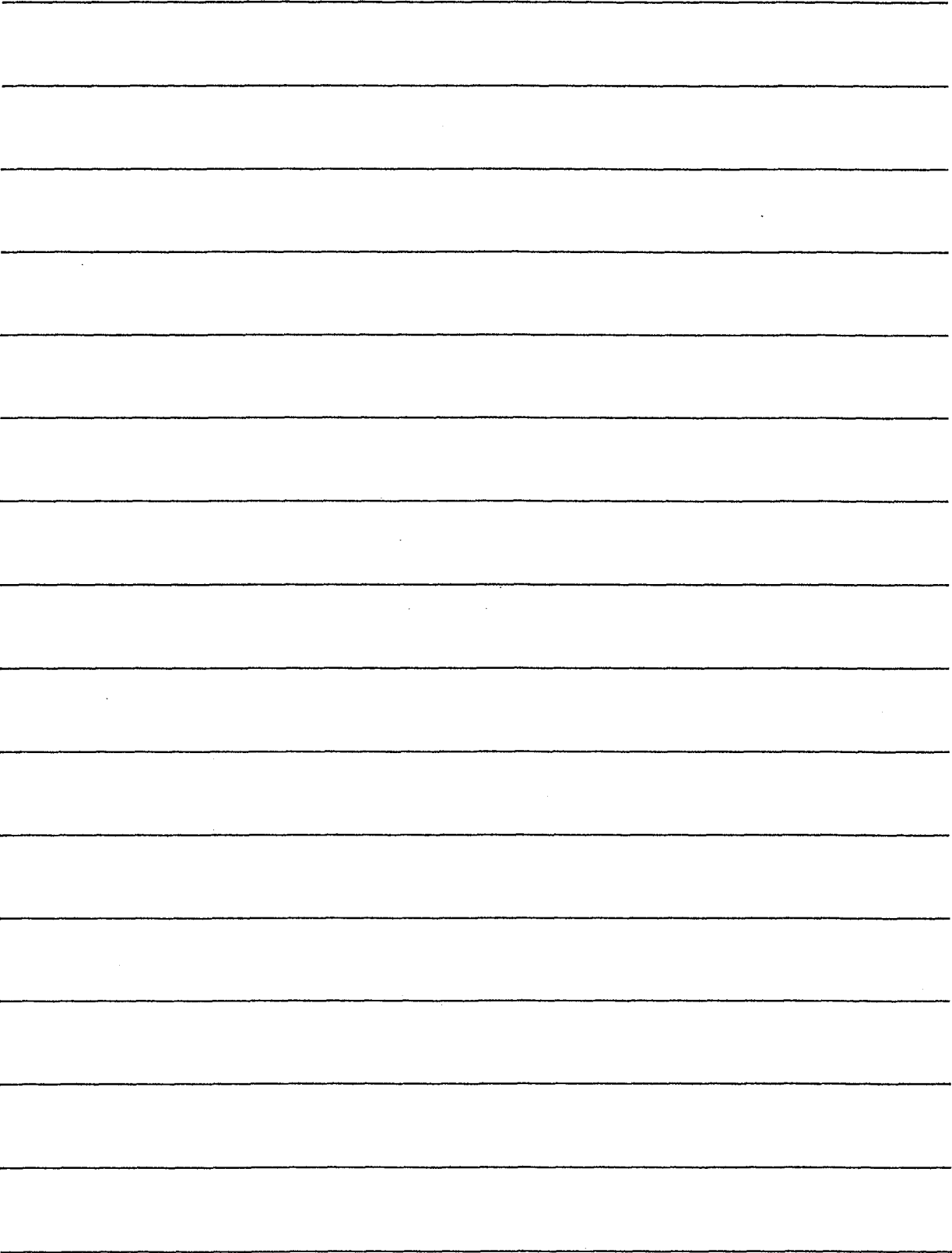
Logos- Using facts and numbers

Kairos- Convincing people that they must act immediately

Who is the most persuasive juror? What strategies does he use?

How does this relate to the theme of "12 Angry Men"? What is the author's message about this Juror that may relate to all citizens?

Write one paragraph in TIECAP form using one citation from text.



Persuasion Graphic organizer

"12 Angry Men"

Juror	Quote with MLA Citation	Persuasive Strategy Used

Which Juror was the most persuasive of all the jurors? What strategies did he use well? What message do you think the author is trying to send through showing this? Look on pages 20, 34, 47, and 66

Student Reflection to Review for "Techniques for Finding the Derivative"

Name: _____

MATH SCAFFOLD + SELF
ASSESSMENT

- 1) Identify the problem type.
What method(s) do I need to solve this problem?
Was there a GCF to factor out?
Did I simplify completely?
Did I combine like terms?
Are there any negative exponents?
Did I leave a fraction inside a fraction?
How can I check to see if my answer is right on the calculator?

- 2) Identify the problem type.
What method(s) do I need to solve this problem?
Was there a GCF to factor out?
Did I simplify completely?
Did I combine like terms?
Are there any negative exponents?
Did I leave a fraction inside a fraction?
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Did I simplify completely?
Did I combine like terms?
Are there any negative exponents?
Did I leave a fraction inside a fraction?
How can I check to see if my answer is right on the calculator?

- 4) Identify the problem type.
What method(s) do I need to solve this problem?
Was there a GCF to factor out?
Did I simplify completely?
Did I combine like terms?
Are there any negative exponents?
Did I leave a fraction inside a fraction?
How can I check to see if my answer is right on the calculator?

- 5) Identify the problem type.
What information do I need to solve this problem?
Is there more than one step to this problem?
What method(s) do I need to solve this problem?
Are there any negative exponents?
How can I check to see if my answer is right on the calculator?
- 6) Is demand given so that I can use the equation without any work involved?
If not, what do I need to do?
- a) Do I know the general equation for the revenue function?
Did I simplify the revenue function correctly?
- b) Can I plug \$8.57 into the equation given? If not, what do I need?
Did I interpret my answer in terms of q ?
- c) Do I take the derivative of the revenue function first then take the average?
- d) Did I remember to distribute the negative when writing the simplified profit equation?
Did I simplify the profit function correctly and combine like terms?
- e) What method(s) do I need to solve this problem?
- f) What is it asking for? What variable is that?
Is there a way that I could check my answer?

Overall, I made these same errors throughout...

I didn't realize that I wasn't good at...

Something that I demonstrated throughout the problems that I am proud of is...

I know for the quiz I...

Math Notes Organizer

<p>The Facts</p> <p><i>What are the facts?</i></p> <p><i>What is missing?</i></p>	<p>The Steps</p> <p><i>What steps can we take to solve the problem?</i></p>
<p>The Question</p> <p><i>What question needs to be answered?</i></p> <p><i>Are there any hidden questions that need to be answered?</i></p>	<p>The Diagram</p> <p><i>How can we represent the problem visually?</i></p>

<p>The Solution</p>

Honors Algebra 2

Name _____

Word Problem Guide

Date _____ Period _____

Read the problem to determine the purpose. Page # _____ Problem # _____

What is the problem asking you to do? Write it down.

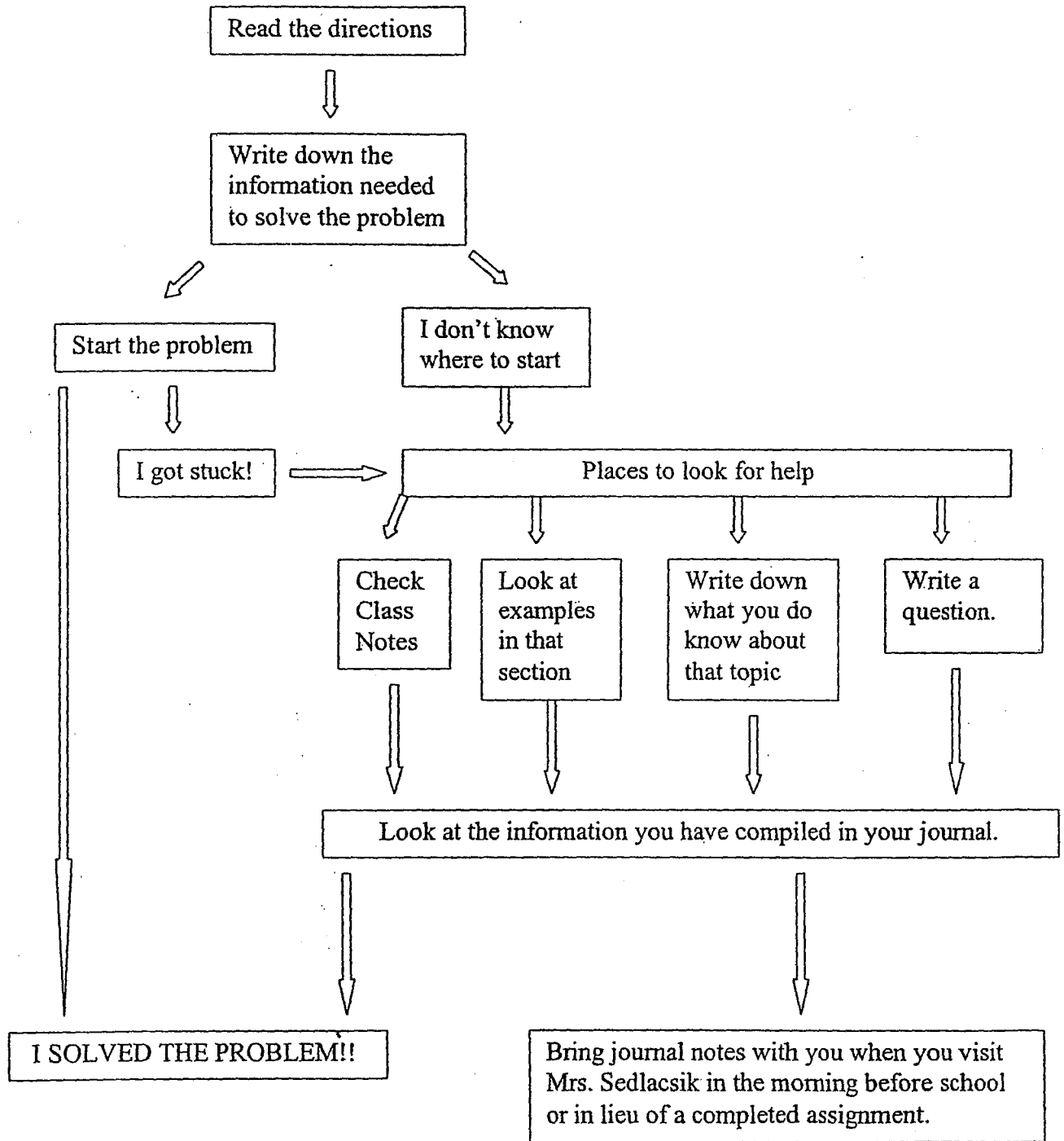
Read and look for details and relationships. Write it down.

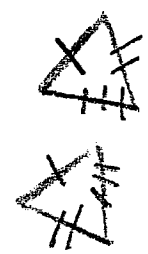
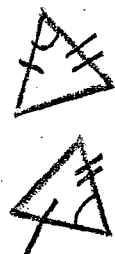
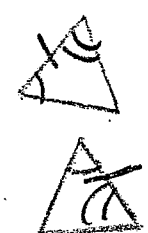

What mathematical operations should I use? What order should I use them?

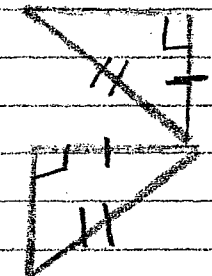
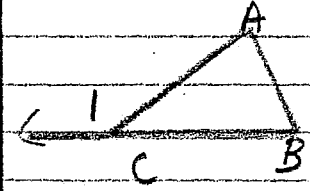
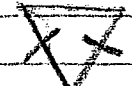
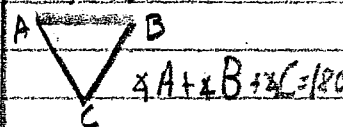
Complete the computations. Show your work.

Does the answer seem correct? Did you answer the question? Write your answer here.

How to attack homework assignments



SSS	SAS	ASA	AAS
			

HL	Exterior Angle Theorem	Base Angle Theorem
	 <p>$\angle 1 = \angle A + \angle B$</p>	 <p>Mark base \angles.</p> <p>Triangle Sum Theorem</p>  <p>$\angle A + \angle B + \angle C = 180$</p>

Before Reading: Mark whether or not you agree or disagree (T/F) with each statement.

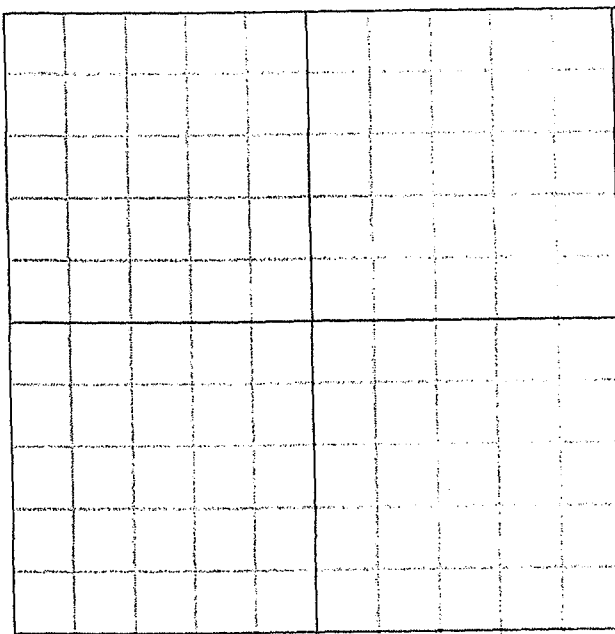
After Reading: Fill in the page number where you found the statement. Tell whether or not you were right, rewrite the false statements correctly.

	Statement	T/F	Page #	Were you right?	Correct statement
1	Given the slope and one point, solve for b using the slope intercept form.				
2	Given two points you find the slope last.				
3	The slope intercept form is $y = mx + b$.				
4	Point slope form is used when you know a given point and m.				
5	Vertical lines cannot be written in point-slope form.				
6	In standard form A, B, and C are rational numbers.				
7	Given two points, you can use either one in point slope form.				
8	$y - 5 = -4(x - 8)$ is a linear equation.				
9.	Two intersecting lines are parallel.				
10.	Parallel lines have the same slope.				
11.	Two lines are perpendicular if their slope are reciprocals.				
12.	$-\frac{3}{4}$ and $\frac{3}{4}$ are opposite reciprocals.				

Name: _____ Period: _____

Velocity-Time Graph Ticket

Sketch a graph to represent the following story. A race car starts at 0 m/s at 0 seconds. At 10 seconds it is clocked in at 15 m/s. It goes 15 m/s for 5 seconds after. It then is clocked in at 30 m/s at 25 seconds. The car then slows down and returns to a speed of 0 m/s at 50 sec.



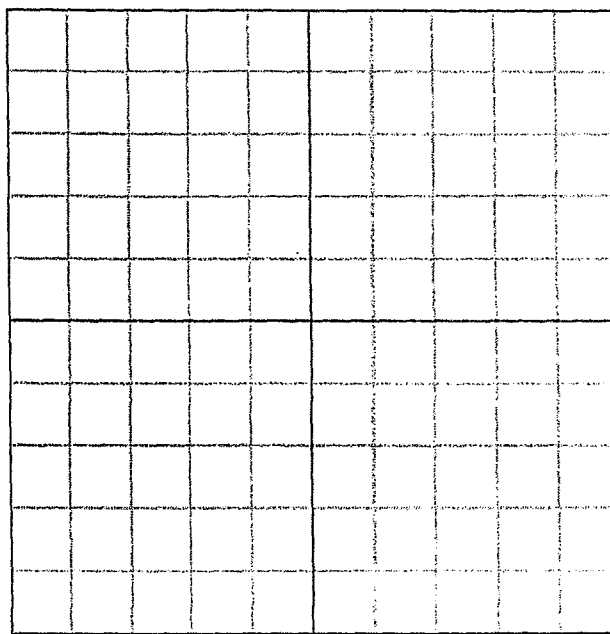
Name: _____ Period: _____

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Time (sec)	Speed (m/s)
0	
10	
15	
25	
50	

Velocity



Time

Scaffolding Example - 6th Grade Phys Ed Class

Compare and contrast these two classes where the learning objective is the same. What scaffolds are in place in class B to ensure that students can be more successful?

Physical Education Class A: Mr. Walker is a grade six teacher, teaching a games unit on lacrosse. His students walk into the gymnasium for class and run five laps, then sit down in the middle and wait for him to complete attendance. Once Mr. Walker has finished with the attendance, he talks about what the students will be doing for the remainder of the class. His students will be passing the lacrosse ball in partners today and finish the lesson with a zig-zag drill around pylons. If there's time, the class will participate in a lacrosse game of 6 vs. 6 while some sit and watch until it's their turn to play.

Physical Education Class B: Mrs. Smith is also teaching a lacrosse unit to grade six students. As students are entering the gym, they are asked to self-assess their lacrosse skill and complete one of the lacrosse warm-up activities. Based on the self-assessment, students receive the appropriate lacrosse stick (there are shorter and longer sticks with small and large baskets). As students are completing the warm-up task, Mrs. Smith takes the attendance. Once the attendance is complete, she asks the students to come in close so that they can hear her. She begins by showing the students pictures of different lacrosse sticks throughout history that have been placed up on the bulletin board. She asks the students what three sports they think lacrosse is a combination of. (Answer: basketball, soccer and hockey). She then assigns the students homogeneously to one of several stations – passing, shooting, cradling and trapping. At each station, there is an activity for a skill at two levels. She instructs the students to read the correct card at each station, look at the picture showing the correct technique, and complete the task. She walks around and provides descriptive feedback to the students. If there is time, Mrs. Smith has students play one of three games: two vs. two, four vs. four, and six vs. six, depending on ability. Students complete a self-evaluation at the end of class.

Source:

<https://www.everactive.org/uploads/files/Documents/Beyond%20One%20Size%20Participant%20Handout.pdf>

POW STRATEGIES

1. Understand the Problem	Look closer at the problem scenario to help them notice, wonder, and understand even more.	What do you notice? What are you wondering? What quantities do you see? What could you count? What could you measure? What relationships do you see? What calculations could you do?
2. Guess and Check	Build mathematical models and write equations.	Is there a quantity you don't know that you could make a guess for? What calculations could you do? What constraints in the problem could you use to check if your guess worked?
3. Solve a simpler problem	Develop and work on simpler versions of a problem, and then share what that they might build on.	What makes this problem hard? If you could change the problem, what would you change to make it a little simpler?
4. Make a Table	Try different ways to organize the quantities and relationships in a problem	What needs to be organized? What patterns do you see looking across the table? What patterns do you see looking up and down?
5. Looking at Cases	Break a tough problem into manageable parts, or help confirm if a solution is general enough to work in every case.	What are the objects or situations in this problem? What kinds of cases do they come in?
6. Logical Reasoning	Organize and record what depends on what or what contradicts what are really important parts	What must be true? What might be true? What can't be true?
7. Change the Representation	Come up with new, accurate representations, and compare and check representations	What are the main ideas in this problem? What are other ways to show them?
8. Make a Mathematical Model	Organize quantities and relationships into a mathematical model (equation, table, algorithm, etc.)	What are the quantities in this problem? How can you write the relationships between them? Could you build those relationships into a model? Can you think of the big picture and break it down into a complete model?
9. Work Backwards	Apply techniques for visualizing problems, and then visualizing them backwards.	What's happening? What must have happened before that?
10. Plan and Reflect	organize what they know and practice stepping back and reflecting on what they're doing and why	What information do you have? What strategies could you use? What are you trying to figure out? Do you need to step back?
11. Get Unstuck	Develop routines for finding new things to try, and getting back onto good tracks.	What is going on in this problem? What can you try? What does this remind you of? Why isn't this working? What are you missing? Do you need more ideas? Do you need help?
12. Play	Have a sense of play, of exploring relationships without getting too stuck in one approach	What happens if you change this? Is that clue necessary? What happens if you try a few different strategies?
13. Wonder	Prompt for wondering to get started, wondering to get unstuck, and wondering to extend and learn more.	What are you missing? How does this fit with what you learned before? What are you trying to figure out, again?

Conclusions

R

- Restate the problem.

-

E

- Give details about your data.

-

R

- Restate your hypothesis. Were you correct or incorrect?

-

U

- What errors may have occurred?

-

N

- Name one new thing you learned or question you have.

-

- I investigated
- The data collected during my experiment showed....
- Based on this data, my hypothesis was...
- During the experiment, I may have made mistakes...
- After completing the experiment, I have learned/want to know....

Scaffolding in an 8th Grade Co-Taught Classroom

I have found that scaffolding is especially helpful in my co-taught classes. In these classes I have a wide range of learners and each learns best in a different way. It is my goal then to provide the scaffolding needed to challenge learners and ensuring that no one falls behind. I have also tried to incorporate several ways for students to express work to keep all learners interested.

The project below was completed by students after learning about conduction. They were presented with a variety of materials and posed with a challenge: to determine how to heat up two mugs of hot chocolate using only one burner and the materials provided. This project served to determine student understanding of not only conduction, but how conductors and insulators work. Since they had already learned about conduction this was a summative assessment of their learning and I planned to use it to determine if we were ready to move on to the next type of heat transfer or if students needed a review. In order to accurately assess their understanding, I had students create a visual to show how they would achieve the goal and had them write a paragraph in order to explain how the set-up would work. There were two different options for the writing portion, each that contained scaffolds but one having more scaffolding than the other. The first option was to write the paragraph using the direction sheet and a rubric. The rubric laid out for students what needed to be included, such as the vocabulary terms needed. The other option required that students include the same information but had more scaffolding. This scaffolding included having students define vocabulary terms and including prompts for students to answer about their set-up. Before class, my co-teacher and I determined which students would need the additional scaffolding on the second option and which would receive the first option. This worked out well for us, though we did switch a few students' options after starting the project after realizing the student was struggling.

Regardless of the option given to the student, all students were conveying the same information. This information was then used to determine the level of mastery that the student had over the material. Below are the two options as well as the direction sheet that all students received.

Hot Chocolate Lab-Direction Sheet

Objectives

- Relate conduction to a real world problem
- Investigate heat transfer of insulators and conductors

Your Mission

Imagine this: You are camping in the Poconos with your best friend. It is a cool night so you and your friend decide to warm up with some hot chocolate. Unfortunately, you only brought one tiny burner and some glass mugs. Using only the materials at your campsite (the materials on the front desk), how could you heat up both of your mugs of hot chocolate?

In order to come up with your solution, you must first do some research. Please follow the directions below and answer the questions to guide you through this process.

1. Read your research:

Conduction is one of the ways that energy is transferred from the earth's atmosphere to the air. **Conduction is the process by which heat energy is transmitted through collisions between neighboring molecules.**

Think of a frying pan set over an open camp stove. The fire's heat causes molecules in the pan to vibrate faster, making it hotter. These vibrating molecules collide with their neighboring molecules, making them also vibrate faster. This process continues until the entire pan has heated up due to the vibrating and colliding molecules. If you've ever touched the metal handle of a hot pan without a potholder, you have first-hand experience with heat conduction!

Some solids, such as metals, are good heat conductors, while others, such as wood, are poor conductors. Air and water are relatively poor conductors and thus are called **insulators**. Not surprisingly, many pots and pans have insulated handles.

2. Develop a plan:

On the large paper provided to you. Come up with a plan to heat both of your cups of hot chocolate. Once you have a plan you believe will work, draw a diagram of what you would do.

Your diagram should include the following:

- The material you plan on using
- Why you chose that material
- Why you did not choose the other materials
- Explain what you expect to see happen
- USE VOCABULARY WORDS IN YOUR ANSWER!

Option 1

As stated above, this option had scaffolding but there was less provided.

Names: _____		Period: _____	
	Points Possible	Points Earned	
Identified materials to be used	5		
Explained why the materials were chosen	5		
Identified why at least 1 other material was not used	2		
Explained the expected outcome	3		
Included vocabulary terms in explanation: Heat Thermal Energy Temperature Conduction Insulator Conductor Specific Heat	7		
Completed Diagram	3		
Total Points	25		

Option 2

This option provided students with more scaffolding along with guiding questions. This provided students a more substantial outline to follow and allowed them to organize their thinking.

Names: _____ Period: _____

Hot Chocolate Lab

Materials Used:

- 1. _____ because _____
- 2. _____ because _____
- 3. _____ because _____
- 4. _____ because _____
- 5. _____ because _____

Materials Not Used:

- 1. _____
- 2. _____
- 3. _____

In your set up, heat is transferred through _____.
Conduction is the transfer of energy from _____
to _____ when the objects are
_____.

Describe how your set-up would work:

What happens to the thermal energy of the hot chocolate in your set up as heat is transferred? _____

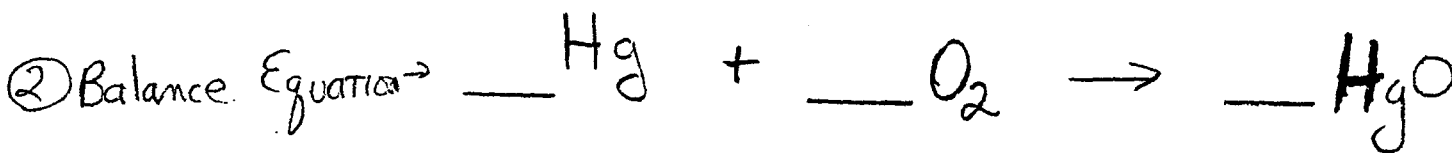
What eventually happens to the temperature of the hot chocolate when thermal energy is increased?

Draw your diagram on the opposite side.

Worksheet

NAME

① Find GRAMS/MOLE → + →



③ Find GRAMS IN BALANCED EQUATION + →

④ Use RATIOS to SOLVE
Row A → + →
and

Row B → + →

Get totals for ROW B

=

Worksheet

NAME _____

A

① Find GRAMS per MOLE ^{*} ^{*} → \square \square → \square

② Balance Equation → \square H_2 + \square Cl → \square HCl

③ Find Grams involved in Balanced Equation → \square + \square → \square

④ a) Solving for EMPTY BOXES USING RATIOS. ROUND ANSWERS TO WHOLE NUMBERS. Then



↓

\square = \square

b) Find Totals. → \square = \square

c) Answer Q's about the Totals

- 1) Should the totals be equal _____
- 2) Are they _____
- 3) If they are NOT, How much are they off by _____
- 4) What is the reason they are off _____

V FIND GRAMS per Mole for :

- A) $CuSO_4$ _____
- B) KOH _____
- C) $Ca_3(PO_4)_2$ _____

*** Weights ***

Cl = 35
H = 1
Cu = 64
S = 32
O = 16
K = 39
Ca = 40
P = 31

Name: _____
Block: _____

Peter the Great Response

- 1) Complete the organizer to compare the pros and cons of Peter the Great's rule in Russia. Highlight whether it relates to the political, economic, or social structure in Russia.

Pros of Peter the Great's Rule	Cons of Peter the Great's Rule
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

- 2) Highlight Political Pros/Cons in Blue, Economic Pros/Cons in Green, and Social Pros/Cons in Yellow.
- 3) Write two sentences on whether you feel like Peter the Great was a positive leader for Russia, using at least one pro and one con in your response.

Name: _____

Date: _____

Block: _____

Peter the Great Response

1) List the reasons why Peter the Great modernized Russia and how he was able to do it.

Ruling Style (Politics and War)	Economy	Social (Religion/Culture/Social Classes)
1. Why: 2. How (example):	1. Why: 2. How (example):	1. Why: Peter the Great wanted his people to be more like the "west." 2. How (example): He cut the beards off of boyars and forced people to either shave, or pay a tax.
1. Why: 2. How (example):	1. Why: 2. How (example):	1. Why: 2. How (example):
1. Why: 2. How (example):		1. Why: 2. How (example):

4) Write one sentence on whether you feel like Peter the Great was a positive leader for Russia, using two examples above.

APPARTS PRIMARY DOCUMENT ANALYSIS CHART

Analytical Questions	Answer and Evidence
<p>Author: Who created the source?</p>	
<p>Place: Where and when was it created?</p>	
<p>Prior Knowledge: What do you already know about it?</p>	
<p>Audience: For whom was this source created?</p>	
<p>Reason: Why was this source produced?</p>	
<p>The Main Idea: What point is it conveying?</p>	
<p>Significance: Why is this source important?</p>	

Steps to Summarizing a Current Events Article (Social Studies)

Directions:

After you are done reading and highlighting the important parts of your article move on to creating a good, clear topic sentence. Your topic sentence should summarize what the article was all about. Then create a fact outline. Take your facts and turn them into complete sentences. Remember to put your facts into a logical sequence to create your paragraph(s). At the bottom of your summary should be a citation of the article (use noodle bib or easy bib). Don't forget to attach a copy of the article.

Here are the steps to guide you when creating your Topic Sentence:

1. Identify the item read, in this case an "article." Remember to put quotes around the name of your article followed by the author's name if available
2. Select a verb from the "summary verbs box"
3. Finish your sentence by explaining what it was about (the big picture)

Example of a topic sentence:

The article "Barack Obama Wins by a Landslide" by Bob Smith presents many interesting facts on our first African American president.

Summary Verbs:

*compares	*gives	*presents
*describes	*lists	*shows
*explains	*provides	*tells

Topic Sentence:

Fact Outline:

*Who: _____

*What: _____

Fact Outline:

***Where:** _____

***When:** _____

***Why and/or How:** _____

***State why you chose this article and why you think it applies to social studies:**

List of Web sites to use for your social studies article:

<http://www.cnn.com/studentnews/>

[http://news.scholastic.com/scholastic news online/top story blog it/index.html](http://news.scholastic.com/scholastic%20news%20online/top%20story%20blog%20it/index.html)

<http://aolsvc.timeforkids.kol.aol.com/TFK/>

<http://www.happynews.com/index.aspx>

EXAMPLE OF SCAFFOLDED NOTE-TAKING ADVANCED ORGANIZER

Different uses of the preterite tense and the imperfect tense.
Use the preterite tense to talk about:

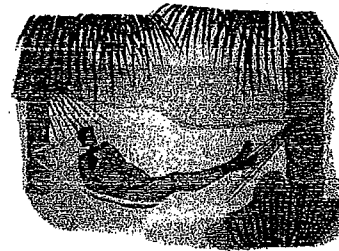
1.



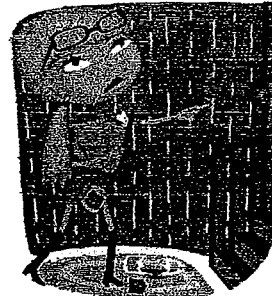
2.



3.



4.



5.



EXAMPLE OF SCAFFOLDED NOTE-TAKING ADVANCED ORGANIZER

Different uses of the preterite tense and the imperfect tense.
Use the preterite tense to talk about:

1.



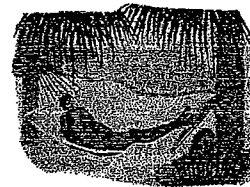
A _____ action in the past especially if the _____ or the _____ of the activity is given. ex: _____

2.



An action that _____ or _____ a situation. ex: _____

3.



Actions in the past when _____ by preterite "_____".
ex: _____

4.



When _____ a story, the actions that are the _____ actions or the _____ actions.
ex: _____

5.



An action which _____ another action which was _____.
ex: _____

Scaffolding Example - 6th Grade French Class

It is expected that students will identify elements of their own cultural backgrounds and identify elements of Francophone culture in the United States.

So, instead of having teacher-directed lessons discussing the elements of the Francophone culture in America and comparing it to our own cultural backgrounds, I handed the two objectives to the students and gave them ownership over how they wanted to explore these topics and how they wanted to demonstrate their learning. It was pretty foreign to them to have complete ownership over their own learning. They choose to work on their own or with a partner or in small groups. Many of them quickly started doing research online. They constructed, they drew, they compared and contrasted. They designed webpages, wikis, prezis, keynotes, powerpoints and even posters. Most of the students were really loving the freedom to explore and were thinking about different ways they wanted to share their learning. Others, well, other students struggled with this freedom.

While I am all for giving students choice and having them take ownership over their learning, some students just need more scaffolding to be successful in these more open learning opportunities. Looking around the room, it was pretty clear to see which students were struggling with the task at hand. It was too open for them – too free. They didn't know where to start. They didn't know what to do. For some of those students, we discussed their background knowledge of their own culture and of the Francophone culture in America. We orally compared and contrasted and brainstormed. This was all that some of the students needed to come up with ideas to move on with their learning.

For others, they simply needed even more direction. These students struggled greatly with learning disabilities (diagnosed and undiagnosed), a disinterest in all things French, and some other learning issues. These students needed even more scaffolding. For some of them, I had them use the program Inspiration to organize their thoughts on the topic (Popplet on the iPad is great for this as well and very similar). We would brainstorm the titles together and they would complete the rest of the brainstorming on their own. For other students, I made a grid for them to fill in comparing their culture with the Francophone culture. In this grid, we would include topics like Food, Clothing, Celebrations, Language, etc. As a result of these various methods of scaffolding, all students were able to be successful with the activity and each student was able to own their own learning at their own level. It was a very positive experience for everyone.

Source: <https://henriksenlearning.wordpress.com/2013/07/13/importance-of-scaffolding/>