

# AGENDA – HONORS ENGLISH 9

Essential Question: Why do we tell stories?

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September 25<sup>th</sup> - September 29<sup>th</sup>

## Monday, September 25<sup>th</sup>, 2017 – Mindful Monday

Essential Question: How good are you at judging people? How does an author develop the theme? How do we write a complete TOPIC SENTENCE?

Learning Target: Students will discuss the THEME of “The Possibility of Evil” and work on writing complete topic sentences.

Please Do Now: Complete the “Conflict and Resolution” Handout for “The Possibility of Evil” -- choose one conflict and see it all the way through.

Agenda:

- ☐ Review p. 184 – Proper Nouns
- ☐ Irony handout: Explain the irony, or the contrast between appearance and reality, in Miss Strangeworth’s insistence upon living graciously.
- ☐ Group writing assignment: In “The Possibility of Evil” by Shirley Jackson, is Miss Strangeworth an evil person? Support your opinion with evidence from the text and provide reasoning.
- ☐ Focus on TOPIC SENTENCES – answering the prompt.
- ☐ Ticket out the door: Shirley Jackson’s husband, the literary critic Stanley Edgar Hyman, said that her dark tales are not just expressions of her private fears but are “fitting symbols for our distressing world.” What social or political issues are reflected in “The Possibility of Evil”? Use examples from the story in your response.

Homework:

- ☐ Review your notes on “The Possibility of Evil”
- ☐ Study your vocabulary from “The Most Dangerous Game” and “The Possibility of Evil” -- Quiz Wednesday

## Tuesday, September 26<sup>th</sup>, 2017 – Mindful Monday

Essential Question: How good are you at judging people? How does an author develop the theme? How do we write a complete TOPIC SENTENCE? What happens when people feel out of control? What vocabulary will we need to understand “Marigolds”? How does an author using setting and figurative language to develop their writing?

Learning Target: Students will discuss the THEME of “The Possibility of Evil” and work on writing complete topic sentences. Students will build schema and review necessary vocabulary for “Marigolds”.

Please Do Now: Find your groups from yesterday – Finish your group constructed response.

Agenda:

- ☐ Finish and Submit “The Possibility of Evil” writing assignment. Make sure all group members’ names are on the document.
- ☐ Complete “Marigolds” pre-reading survey and “Marigolds” Vocabulary
- ☐ Study vocabulary for “MDG” and “Evil” – we will have a quiz tomorrow!

Homework:

- ☐ Study your vocabulary from “The Most Dangerous Game” and “The Possibility of Evil” -- Quiz Wednesday

## Wednesday, September 27<sup>th</sup>, 2017

Essential Question: What happens when people feel out of control? What vocabulary will we need to understand “Marigolds”? How does an author using setting and figurative language to develop their writing?

Learning Targets: Students will build necessary schema for “Marigolds” and review vocabulary and literary terms needed to read the story with comprehension.

Please Do Now: Vocabulary Quiz – “MDG” and “Evil”

**Agenda:**

- ☐ Pre-reading class discussion
- ☐ C-Notes – Setting, Figurative Language
- ☐ Ticket Out: Vocabulary Jeopardy

**Homework:**

- ☐ Study your vocabulary – Focus on questions you missed on the quiz, and the “Marigolds” vocabulary

**Thursday, September 28<sup>th</sup>, 2017**

**Essential Question:** What happens when people feel out of control? How does an author use setting and figurative language to develop their writing?

**Learning Targets:** Students will read “Marigolds” and look at the way the author uses setting to develop the theme.

**Please Do Now:** Please complete the Grammar in Context activity (Compound Adjectives) on page 87.

**Agenda:**

- ☐ Read and discuss “Marigolds” pages 74 - 79
- ☐ **Groups:** Complete the Setting Chart using what we read in class today.
- ☐ Setting Poem

**Homework:**

- ☐ Finish Setting Poem
- ☐ Study your vocabulary – Focus on questions you missed on the quiz, and the “Marigolds” vocabulary

**Friday, September 29<sup>th</sup>, 2017**

**Essential Question:** What happens when people feel out of control? How does an author use setting and figurative language to develop their writing?

**Learning Targets:** Students will read “Marigolds” and look at the way the author uses setting to develop the theme. Students will analyze figurative language and its purpose in writing.

**Please Do Now:** Share your setting activity from yesterday with your group members. If you share with the class, you will earn +5 on this assignment!

**Agenda:**

- ☐ Finish reading and discussing “Marigolds” if necessary
- ☐ “Marigolds” stations activity – working on EVIDENCE from the text!
- ☐ Ticket out the door: Which piece of evidence best backs up your response?

**Homework:**

- ☐ Write a DRAFT of your constructed response using the evidence from today’s activity.
- ☐ Study your vocabulary – Focus on questions you missed on the quiz, and the “Marigolds” vocabulary

*“Expect Nothing – Appreciate Everything.”*

1.

2.

3.

4.

5.

...more?

