

English 10

Week of May 22-26, 2017

Monday, May 22, 2017

- Review the reading from Friday pp.113-121
 - What does Beatty allude to in his first statement to Montag?
 - What was Mildred's reaction in the first scene? What does that tell us about her?
 - Who turned in the alarm?
 - What message is Bradbury trying to deliver to the readers in this scene? (Answer in Schoology)
- After completing the question, read pp. 121-125 independently.
- Objective- Students will read and comprehend a literary text by responding to questions.
- **BOOK REPORTS DUE IN 1 WEEK!**

Tuesday, May 23, 2017

- Re- read page 123. What literary devices were predominately used? Find 5 state what they are and explain their meaning and importance to the story. – turn in to the tray when completed.
- As a class or independently read to pp 125-130
 - How is Montag saved from being run down?
 - What realization does he make about this?
 - What inferences can be made about society?
 - Would you want to live in a society like this? Why or why not?
- Objective- Students will read and comprehend a literary text by responding to questions.
- **BOOK REPORTS DUE MONDAY, MAY 29!**

Wednesday, May 24, 2017

- Vocabulary For Part 3 due today!
- Take Vocab quiz
- Read pp 130- 136
- Complete response question in Schoology
- Objective: Students will read and comprehend a literary text by responding to questions.
- **BOOK REPORTS DUE MONDAY, MAY 29!**

Thursday, May 25, 2017

- Read pp 137-145
- What realization does Montag make about the sun?
- How does Montag apply Faber's three requirements for happiness?
- Students will read and analyze a novel.
- **BOOK REPORTS DUE MONDAY, MAY 29!**

Friday, May 26, 2017

- Read pp. 145-155
 - Who does Montag meet in the woods?
 - What are their special skills?
 - Why is that important to the future of Society?
- Objective: Students will read and analyze a novel.
- Homework: Finish reading the book!
 - **BOOK REPORTS DUE MONDAY, MAY 29!**

Standards

RL.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL.9-10.2: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

RL.9-10.3: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

RL.9-10.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

RL.9-10.5: Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

RL.9-10.6: Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

Integration of Knowledge and Ideas

RL.9-10.7: Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).