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| Colonial Revolutionary & Nationalist Play: *The Crucible*  **Bradstreet** **Henry** **Miller** p910-1007 & online  **Edwards**  **Jefferson**  **Taylor**  **Wheatley** Film: *The Tempest* (2010)  **Equiano** **Shakespeare** handout & online |

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# WEEK ONE

**1/25 Wednesday**

*CW:* Course description and expectations discussed; Class rules and policies discussed; “Typical Day” described: grammar & vocabulary activity (simple & compound sentences) followed by discussion of literature or reading activity.

*HW: Print* andprint signed verification form by Monday; Secure necessary course materials by Friday.

**1/26 Thursday (Meet-the-Teacher Night)**

*CW:* Review & complete discussion from yesterday; Vocabulary packet distributed; 4-Step Response discussed and practiced with Taylor’s poem “Upon a Wasp Chilled with Cold”

*HW: Print* andbring signed verification form by Monday for credit; Purchase necessary course materials by Friday.

**1/27 Friday (Weather Make-Up)**

*CW: Discuss* **Notebook Set-up** – (Very briefly) See me for help with organization during SMART as needed; Review vocabulary & grammar: (complex & compound-complex sentences); Complete a 4-Step response (ACE Paragraph) for Edward Taylor’s poem: “Upon a Wasp Chilled with Cold” in your notes.

*HW: (As needed)* Complete ACE paragraph for Edward Taylor’s poem: “Upon a Wasp Chilled with Cold” AND Complete Steps 1-3 (Annotate your poem) of a 4-Step response for Anne Bradstreet’s “Upon the Burning of Our House” in your notes; **Bring *PRINTED & SIGNED* verification form in the next class. Incorrect format won’t be accepted.**

### WEEK TWO

**1/30 Monday**

CW: **Verification Forms collected**; Complete practice with vocabulary: Share and discuss practice sentences from vocabulary packet; Share and discuss the ACE paragraphs for Taylor; Complete work (ACE Paragraph) with Bradstreet’s poem; Begin HW as time permits.

HW: Read Jonathan Edwards’ sermon, “Sinners in the Hands of an Angry God,” and annotate the assigned excerpt from the sermon for Wednesday’s class.

**1/31 Tuesday**

CW: Re-read the assigned sermon, “Sinners in the Hands of an Angry God,” and complete a 4-Step response in your notes for the assigned passage from the text. Colonial Period Historical Context Notes: Review & contextualize Taylor, Bradstreet, and Edwards; Read The Crucible p910-912 (Intro & background for the play)

HW: Complete notes for Jonathan Edward’s reading; Review for notes for Colonial Era writers; Locate resources for The Crucible on the course website.

**2/1 Wednesday**

CW: **Formative Assessment – Colonial Writers & Writings**; Distribute study guides and Read Act I for The Crucible; ***Leave text books in class*** – ***use online text as needed from website.***

HW: Revisit Act I & begin Act II (online as needed) and study guide questions for what you read of Act I; Complete 4Step notes & ACE paragraph for poem & sermon (Choose one to submit on Friday).

**2/2 Thursday**

CW: Work on ACE paragraph (as needed); View Act I and discuss study guide; Continue Act II reading

HW: Revisit Act II & begin Act III (online as needed) & complete study guide questions for Act II. Complete 4Step notes & ACE paragraph for poem & sermon (Choose one to submit for next class).

**2/3 Friday (Report Cards)**

CW: **Finalize (as needed) & submit ACE paragraph**; Read Act II and discuss

HW: Revisit Act III & begin Act IV (online as needed) & complete Act III questions

**WEEK THREE**

**2/6 Monday**

CW: View Act II & Discuss Act II questions; **QUIZ *The Crucible* - Acts I and II**; Begin reading Act III

HW: Work on Act III & IV (online as needed) & complete study guide questions for Act III & IV by Wednesday

**2/7 Tuesday**

*CW:* Review & practice sentence formation (4 sentence types) with assigned vocabulary; **Formative Assessment: Practice Quiz for Lesson 1**; Continue reading Act III & IV

*HW:* Complete reading and study guide for the play;Study guide will be collected for a grade on the day of the test – all questions must be attempted to receive credit; Begin preparing for The Crucible Test by completing the study guide; Review vocabulary for Lesson 1

**2/8 Wednesday**

*CW*: View Acts III & IV; Review Crucible Quiz #1 and brief review of Acts III & IV; **QUIZ The Crucible - Acts III and IV**; Wrap-up review of the play, themes, & Miller’s “Why I Wrote *The Crucible*”

*HW:* Complete reading Act IV on your own;Study for The Crucible Test;

**2/9 Thursday**

*CW*: Continue Test Review for The Crucible & review of the play, themes, & Miller’s “Why I Wrote *The Crucible*”; Review formative assessment for lesson 1

*HW*: Study for The Crucible Test; Review vocabulary for Lesson 1 and complete work for Lesson 2 or begin work with Lesson 3

**2/10 Friday (ER Day)**

*CW:* **Study Guides collected; TEST: The Crucible;**After the test: continue your independent work with your vocabulary lesson 2; Distribute packets for The Tempest

*HW:* Review vocabulary for Lesson 1 and continue work for Lesson 2; Begin reading and annotating summary text for The Tempest

**WEEK FOUR**

**2/13 Monday**

CW: Introduce How to “Read” Film: Focus on *mise-en-scène* (details of the frame) & editing; Review & evaluate film sequences to practice thinking and prewriting about film

*HW:* Complete reading the summary and annotating the text for The Tempest

**2/14 Tuesday**

CW: Continue How to “Read” Film: Review *mise-en-scène* (details of the frame) & editing – Mention basics of sound & cinematography; Review & evaluate film sequences to practice thinking and prewriting about film

*HW:* Complete reading the summary and annotating the text for The Tempest; Be sure to know the characters, conflicts, and basic action of the play.

**2/15 Wednesday**

*CW:* **Vocabulary Quiz #1;** Introduce Shakespeare’s The Tempest (2010); Review characters & plot; Begin screening The Tempest

*HW:* Complete assessment of film sequence by CRN Test day (collected as part of your test score)

**2/16 Thursday**

*CW:* Continue screening The Tempest

*HW:* Study for Lesson 2 vocabulary

**2/17 Friday**

*CW:* Complete screening and discussion of The Tempest; Assign Film Assessment of The Tempest (the clip is also at the bottom of the film study webpage) from The Tempest for evaluation & distribute film evaluation worksheet

*HW:* Study for Lesson 2 Vocabulary Quiz; Begin to prepare for the TEST: Colonial + Revolutionary and Nationalist Writers & Writing; Complete your writing assignment for The Tempest by next class; review your Lesson 2 terms and forms.

**WEEK FIVE (Interim Week)**

**2/20 Monday (Weather Make-Up)**

*CW*: **Collect Film Assessment of *The Tempest (writing is part of test grade)***; **Begin** **Review for Test** (Return & discuss Colonial Formative Assessment); Read and annotate the poems of Wheatley and the assigned passages associated with for Equiano: Discuss thesis statements for Wheatley and Equiano (links to The Tempest?)

*HW*: Begin study for the TEST: Colonial + Revolutionary and Nationalist Writers & Writing; Read Jefferson’s “Declaration of Independence” & Henry’s “Speech to the Virginia Convention.”

**2/21 Tuesday**

*CW:* Introduce the idea of argumentation; Evaluate Thomas Jefferson’s “The Declaration of Independence” using the argument evaluation worksheet to demonstrate argumentative constructions and conventions; Begin evaluation of Patrick Henry’s “Speech in the Virginia Convention” using the same argument evaluation worksheet we practiced with Jefferson; Introduce rubric for Argumentative Essay and begin thinking about your argument.

*HW:* Complete study & review for the TEST: Colonial + Revolutionary and Nationalist Writers & Writing; Be sure to bring all of your notes for the Colonial and Revolutionary writers to the test on Monday. Continue thinking about and planning your argument – Your outline graphic organizer should be completed before beginning your essay draft the day following the test. Your rough draft of your essay should be ready to share the day after we spend in the computer lab; Review Lesson 2 vocabulary

**2/22 Wednesday**

*CW:* **Vocabulary Quiz #2**;Continue work with argumentation – Review Jefferson; Complete evaluation of Patrick Henry’s “Speech in the Virginia Convention” using the argument evaluation worksheet to demonstrate argumentative constructions and conventions; Complete review for test

*HW:* Complete study & review for the TEST: Colonial + Revolutionary and Nationalist Writers & Writing; Continue thinking about and planning your argument – Your outline graphic organizer should be completed before beginning your essay draft. Your rough draft of your essay should be ready to share by the end of the period Wednesday OR the first part of class this Thursday.

**2/23 Thursday**

*CW:* **TEST: Colonial + Revolutionary and Nationalist Writers & Writings**; **Outline worksheet distributed for after test**; Begin outlining for your essay; Discuss Argument Essay topics in class after the test.

We will be in the **Computer Lab** the entire period next class. Continue thinking about and planning your argument and bring (ideally) a rough draft to the lab. Without a rough draft, you will be composing one in class. – Your outline graphic organizer should also be completed before beginning your essay draft. Your rough draft (ideally typed & printed) of your essay should be ready to share by the end of the period in the lab on Wednesday OR the first part of class on Thursday.

*HW:* A completed outline/graphic organizer is due next class & rough draft (at least FOUR paragraphs of your essay) is due Thursday for a revision workshop.

**2/24 Friday**

*CW:* **Outline Check and DRAFTING (Computer Lab 152 - All period)**; *Be prepared to work independently the entire period*. You may bring and use your headphones during class as long as you don’t disturb others. Print what you have of your *typed* rough draft at the end of class OR send to yourself as attachment/save as Google doc.

*HW:* You cannot receive full credit for the revision workshop unless you bring the following: 1) your argument outline graphic organizer; 2) a copy of your draft of your essay (*typed*)

**WEEK SIX**

**2/27 Monday**

*CW:* **Revision Workshop (In 217): Respond to a peer’s essay on the provided revision worksheet, begin revising the draft as time permits. Students absent today should complete the revision activity with a peer, friend, or family member before Friday;** Review for vocabulary quiz 3

*HW:* Review forms & terms for quiz #3; Revise your essay to add missing elements noted by your peers. Do your best! It will be difficult to participate in the editing workshop activity if you don’t have a ***revised*** *typed* draft of your essay

**2/28 Tuesday**

*CW:* **SAS Editing Workshop (Computer Lab)**

*HW:* Finalize your essay by the next class period. Study for lesson 3 vocabulary quiz.

**3/1 Wednesday**

*CW:* **Vocabulary Quiz #3; Collect Argument Essay, which includes the following elements in the order listed: Final, CLEAN draft of essay, Outline (graphic organizer completed), Revision Worksheet (complete), SAS printout (from editing workshop). To be considered on time you must have ALL of these elements ready to go. NO Exceptions!** *New unit & syllabus after the essay packets are collected.*