

Week 11
9th Grade Literature

As you come
in...

■ **Pick up a do now sheet from the wooden stool. Answer the following in three complete sentences:**

1. Is there such thing as “good” language and “bad” language? Why or why not? If so, what is “good” language and what is “bad” language?

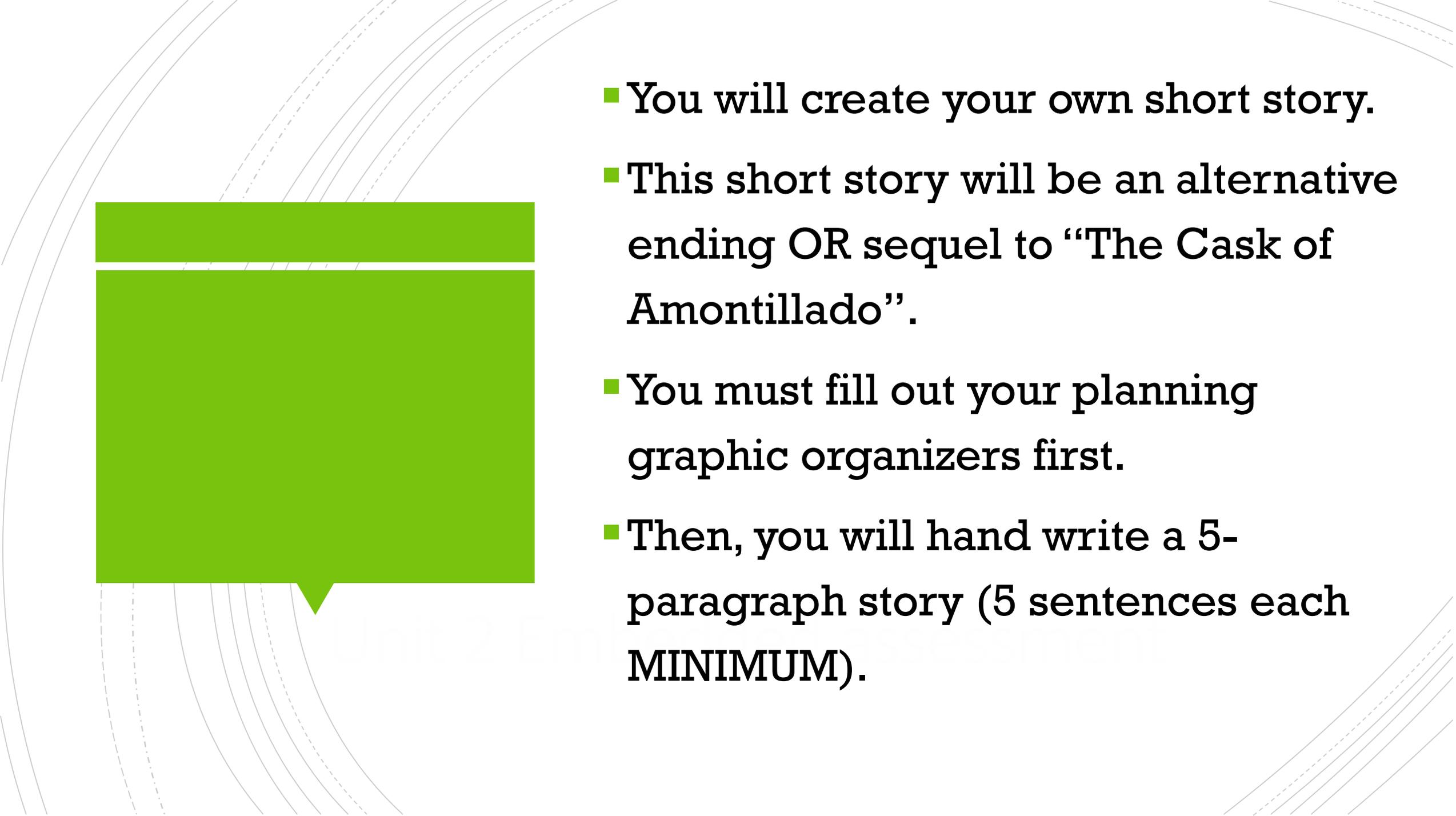
[https://www.ted.com/talks/jamila lyiscott 3 ways to speak english](https://www.ted.com/talks/jamila_lyiscott_3_ways_to_speak_english)

Independent Reading

- 15 minutes
- **DEAD QUIET...PHONES AWAY!**
- Reading Log:
 - Date
 - Page numbers
 - 1-sentence summary

Vocabulary Practice

- Complete the following in your “Day 1 Vocabulary Practice” box:
 1. Write each of your new vocabulary terms #1-10.
 2. Write a **SYNONYM** for each of these terms. **YOU MAY NOT USE GOOGLE!**

- 
- You will create your own short story.
 - This short story will be an alternative ending OR sequel to “The Cask of Amontillado”.
 - You must fill out your planning graphic organizers first.
 - Then, you will hand write a 5-paragraph story (5 sentences each MINIMUM).

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- 5 paragraphs, 5-sentences each
 - Must include:
 - **Exposition** (introduction of setting and characters descriptions)
 - **Conflict** (What is the major problem?)
 - **Theme** (What morals or life lesson is taught to readers?)
 - **Rising Action** (events leading up to the climax)
 - **Climax** (most exciting part)
 - **Falling Action** (events leading to resolution)
 - **Resolution** (How is the major conflict/problem solved?)



As you come
in...

- **Combine each pair of sentences into one. Complete this in your “Day 2 Do Now” box:**
 1. Never press that button. That button will shut down all of the power.
 2. Bacteria can cause disease.
Bacteria can spread disease.

Independent Reading

- 15 minutes
- **DEAD QUIET...PHONES AWAY!**
- Reading Log:
 - Date
 - Page numbers
 - 1-sentence summary

Vocabulary Practice

- **Complete the following in your “Day 2 Do Now” box:**
 1. Write down each of your new terms #1-10.
 2. Write an ANTONYM for each term.
 3. You may use Google for this, but be sure to only choose antonyms that you understand.



Foreshadowing

- When a hint is given in a story to expose what may happen later in the story.
- EX)
<https://www.youtube.com/watch?v=LRVRxvNYR7Y>

Video Example

- <https://www.youtube.com/watch?v=LRVRxvNYR7Y&list=PLlcS-v5MGVIDpL0RaZ0XSM3IWSXdbzUoS&index=35&t=0s>

Different Types of Conflict

- **Man vs. Man**
- **Man vs. Self**
- **Man vs. Nature**
- **Man vs. Society**

Man vs. Man

- **When the conflict is between two or more characters.**
- **EX) Montresor wanted to take revenge on Fortunado**

Man vs. Self

- When a character has a conflict with his or herself. “It’s all in your head.”
- EX) *Nemo’s father, Marlin, had to build up courage in “Finding Nemo”. He started out very cowardly, but eventually built his courage through various adventures.*

Man vs. Nature

- When a character has a problem with surroundings and/or nature.
- EX) *The old man gets stuck in the middle of the sea. He must survive harsh weather and predatory creatures.*

Man vs. Society

- When the character has a conflict/problem based in society (government/culture).
- EX) *Hunger Games: Society has decided that selected children must fight to the death.*

Video Examples

- <https://www.youtube.com/watch?v=6IHUuZ8Evag>

Internal vs. External Conflict

- **Internal:** a conflict that takes place inside of a character's mind
 - EX) *A character must choose between two lovers.*
- **External:** a conflict that takes place outside of a character's mind, usually between two or more characters
 - EX) *Two brothers must fight each other in a world-class boxing competition.*

Video Examples

- <https://www.youtube.com/watch?v=3dM6x1O9ZHg>



As you come
in...

- Take the paper from the wooden stool.
 - **Identify which type of conflict is taking place in each excerpt:**
 - Man v. Man
 - Man v. Self
 - Man v. Society
 - Man v. Nature
- **Refer to your notes from yesterday**

Announcements

- If you received an *AVID* application, the due date has been extended for Monday 3/11!
- Get your **COMPLETED** application to me *ASAP*. You need to complete the essay and teacher input.
- Your essay is due **FRIDAY** at the end of class! Your graphic organizer must be turned in as well. **THIS IS A BIG GRADE!**

Unit 2 Test

- **Review your notes/literary terms in your binder for 5 minutes:**
 - Plot elements
 - Point of view
 - Types of conflict
 - Topic v. Theme
- **This test assesses your mastery of skills learned in Unit 2.**

Unit 2 Test

- Number a sheet of notebook paper #1-40.
- Write your name and block number at the top of your paper.
- This is all multiple choice. **ANSWER EVERY QUESTION...DO NOT SKIP!**
- **When you are done:**
 - Complete your vocabulary practice in the “Day 3 Vocabulary Practice” box:
SENTENCES
 - Finish your short story!!! **It's DUE TOMORROW!**



As you come
in...

- **Combine the following sentences into one:**
 1. The mouse was scared. The cat wanted to eat him.
 2. Angela is wearing white shoes. Jayla is wearing white shoes.

Finishing Your Test

- Finish the remaining questions on your test.
- Then, enter your answers into the iResponds.
- **When you are finished:**
 - Continue working on your short story! This is due tomorrow.

Independent Reading

- 15 minutes
- **DEAD QUIET...CELL PHONES AWAY!**
- **Reading Log:**
 - Date
 - Page numbers
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Writing Your Story

- **Write out your two-page story (MINIMUM)**
- **At least five paragraphs! (MINIMUM)**
- **Paragraph 1: Exposition**
- **Paragraphs 2-3: Rising Action**
- **Paragraph 4: Climax**
- **Paragraph 5: Falling Action/Resolution.**
- **YOU MAY HAVE MORE PARAGRAPHS, BUT NO LESS!**



As you come
in...

■ **Combine the following sentences into one:**

1. David found his way back to camp with his compass. Angela found her way back to camp with her compass.
2. The parade snaked through the town. The parade had many fancy floats.

Turn in...

- **“Cask of Amontillado” reading questions**
- **Short story graphic organizer**
- **Short story final draft**

Independent Reading

- 15 minutes
- **DEAD QUIET...PHONES AWAY!**
- **Reading Log:**
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Vocabulary Practice

- **Complete the following in your “Day 3 Vocabulary Practice” box:**
 1. Write each of your new vocabulary terms in a sentence.
 2. Underline/circle/highlight each word as you use it in the sentence.

Context

- The circumstances or conditions in which something exists or takes place.
- EX) *Before we read “To Kill A Mockingbird”, we must learn about the historical context of the story (Jim Crow Era-Civil Rights Movement)*

Primary Source

- An original document or image created by someone who experiences an event first hand.
- EX) *Historical photographs, paintings, letters, speeches, government documents, legislation, etc.*

Secondary Source

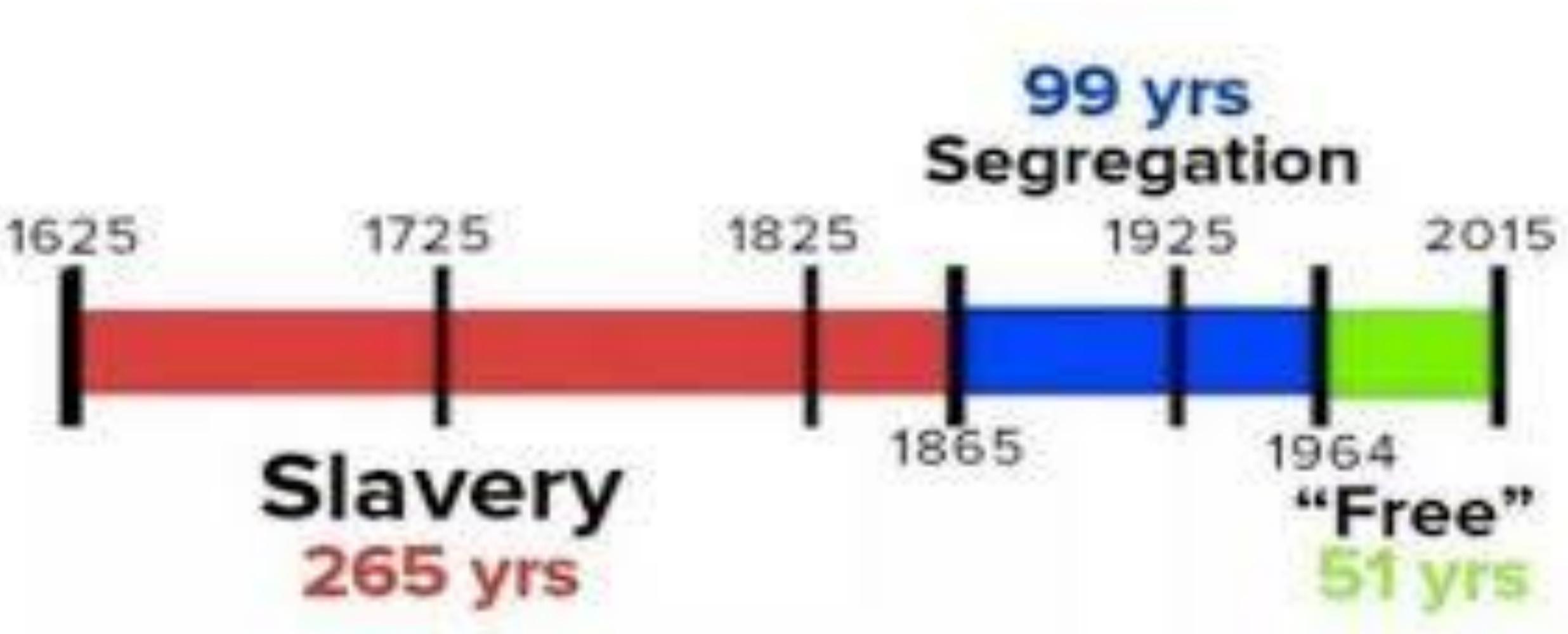
- A discussion about/commentary on a primary source.
- Offers an interpretation of info. gathered from primary sources.
- *EX) A modern-day essay written about a historic piece of legislation/letter/photograph.*

Visual Analysis Scavenger Hunt

- You will be assigned a group.
- With your group, you will analyze each photo and note your observations.
What details do you see?
- Then, you will respond to the photo.
What do you think about it? How does it make you feel?
- Then, you will **write at least one question per photo.**
- **YOUR PARTICIPATION AND GRAPHIC ORGANIZER WILL BE A GRADE!**

In-Class Novel Unit

- **“To Kill A Mockingbird”**
- **Very controversial**
- **Banned book**
- **Discusses violence of Jim Crow racism.**
- **Racial slurs used frequently throughout the story.**



Jim Crow Laws

- **Strict laws regarding forced segregation of Black Americans and White Americans.**
- **Response to the emancipation of slaves.**
- **Used to keep African Americans oppressed.**
- **1877-1950's**

**“Separate
but
Unequal”**

- **“Separate but equal”**
- **Facilities for African Americans were unequal.**
- **African Americans faced employment discrimination as well.**
- **African Americans were discriminated against in attending schools/universities.**

Violent Racism

- **Public lynchings were common.**
- **Public burning of bodies were common.**
- **Lynchings/burnings were seen as a celebration by various White Americans.**
- **No justice for murder of African Americans.**









WHY Do we
read about
this?

- We are living through what many people consider to be the “Second Wave Civil Rights Movement”
- Racism/HATE is still alive and well today.
- It’s our duty as the next generation to fight to improve these complex problems.







