

Work for English I

Day of the Week	Description of work
Monday	1) Review for first Common Assessment (summative grade)
Tuesday	1) Common Assessment One
Wednesday, Thursday & Friday	1) Students will write a memoir about a challenging incident in their life that taught them a lesson (summative grade) 2) use the following website to create a Bio Cube to help with the writing: http://www.readwritethink.org/classroom-resources/student-interactives/cube-30057.html 3) use pages 174-182 in the textbook to help 4) Story should be <u>at least two pages</u> in length

9th Grade Study Guide for Common Assessment One

Concepts and Skills covered on test with suggested practice:

- Plot
- Conflict
- Irony
- Rhyme, Repetition, and Alliteration in poetry
- Narrative elements in a poem

-Text and questions pg 32

-# 6 pg 81

-# 5, 8 pg 109

-# 5,6,7 pg 153

Work for English II

Day of the Week	Description of work
Monday	- Read Exile pages 142-144 and fill out text analysis sheet provided
Tuesday	- Read Crossing the Border pages 145-146 and fill out text analysis sheet provided - On page 147 answer numbers 6, 7, 8, 9
Wednesday & Thursday	- Study the elements of the plot chart - Read Searching for Summer pages 66-74 and complete the plot chart provided (on the back of this paper write a 3 sentence summary of the story and a one sentence summary of the mood)
Friday	- Complete the common assessment

Text Analysis

NARRATIVE POETRY

A **narrative poem** is a poem that tells a story. Like a story, it contains characters, setting, and a plot driven by conflict. Unlike a story, a narrative poem is developed through concise images instead of lengthy description or dialogue.

Directions: For each poem, describe each of the four narrative elements below.

“Exile”

Characters	Setting	Conflicts	Resolution(?)

EXILE / CROSSING THE BORDER

“Crossing the Border”

Characters	Setting	Conflicts	Resolution(?)

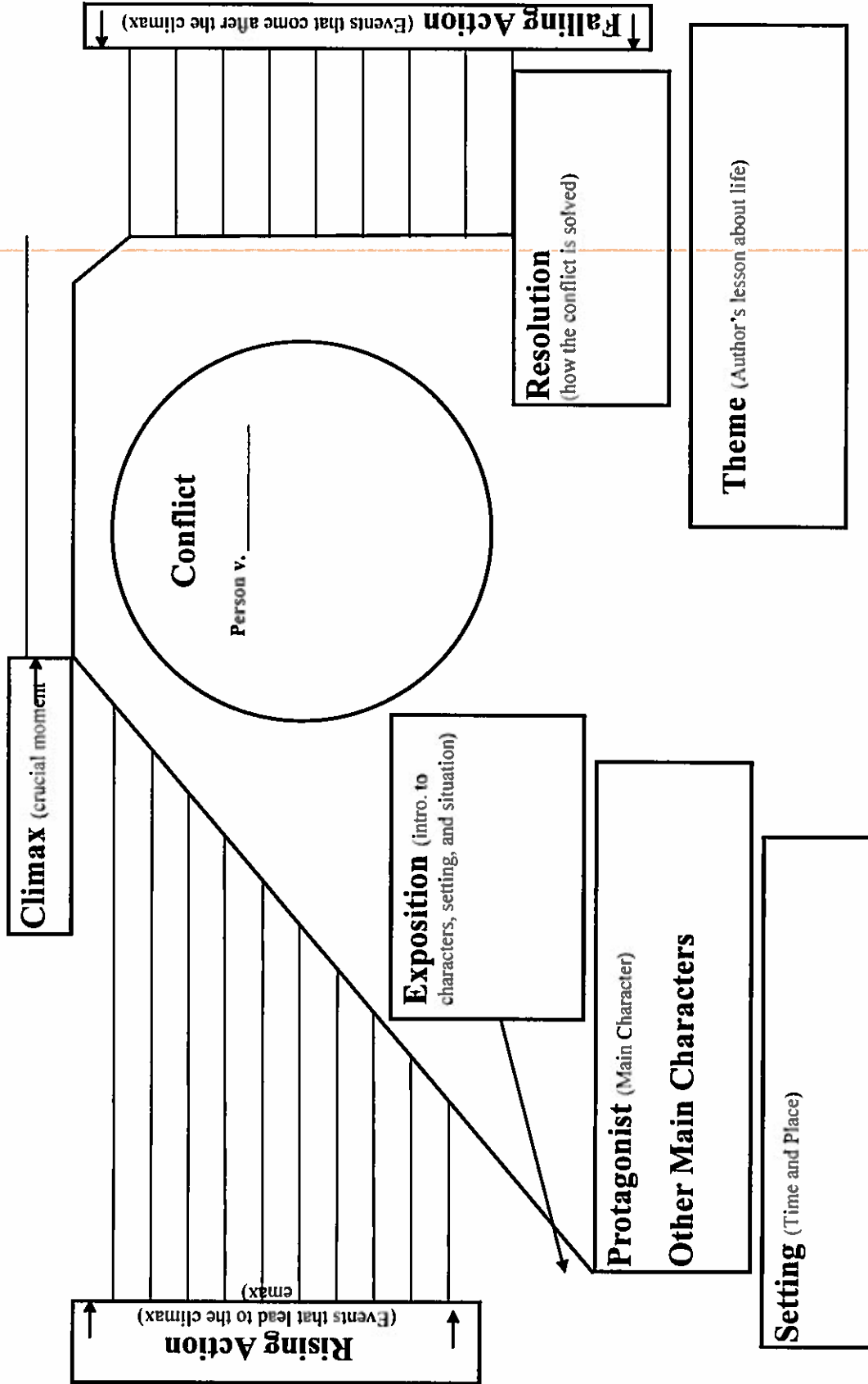
Student's Name _____

Class Period _____

Date _____

Title: _____

Author's Name: _____



Rising Action

(Events that lead to the climax)

Climax (crucial moment)

Conflict

Person v. _____

Exposition (intro. to characters, setting, and situation)

Resolution

(how the conflict is solved)

Protagonist (Main Character)

Other Main Characters

Setting (Time and Place)

Theme (Author's lesson about life)

Falling Action (Events that come after the climax)

Work for English III

Day of the Week	Description of work
Monday	1) Review for Common Assessment (summative grade)
Tuesday	1) Common Assessment One
Wednesday, Thursday & Friday	1) Students should read Act I of <u>The Crucible</u> 2) During reading, students should complete the following: Conventions of Drama worksheet Character Organizer The Character Chart worksheet for 2 main characters The Conflict Graphic Organizer 3) After reading Act I, students should complete questions 1-10 on pg 163

11th Grade Study Guide for Common Assessment One

- Concepts and Skills covered on test with suggested practice:
- The 4 characteristics of a creation myth
- Historical context and how it influences a text
- Figurative language—metaphor, extended metaphor, personification, hyperbole, allusion

-# 5,6 pg 45

-# 4, 8 pg 111

-#4-8 pg 121

THE CRUCIBLE ACT I

Text Analysis

CONVENTIONS OF DRAMA: STAGE DIRECTIONS

The **stage directions** of a play are instructions for the director, actors, and stage crew. Stage directions may describe the props, scenery, costumes, and sound effects used during a performance and tell how characters look, move, speak, and feel. In *The Crucible*, Arthur Miller also uses stage directions to convey historical background and social commentary.

Directions: In the first column of the chart, record three details from the stage directions that help you imagine an important character in the play. In the second column, list three insights about America after World War II that Miller conveys through stage directions. Two examples have been done for you.

Character Details	Insights About America
John Proctor has a quiet confidence.	Americans dislike Communists intensely.

The Crucible: Major Character Graphic Organizer

Character study: For each of the following characters, write who she/he is, what relationship to other characters, any important character or personality traits and any other important information.

Character	Who is she/he?	What is relationship to other characters?	Problem? Act of courage, cowardice?
Reverend Parris			
Giles Corey			
Abigail Williams			
Tituba			
Mrs. Ann Putnam			
Thomas Putnam			

John Proctor			
Elizabeth Proctor			
Rebecca Nurse			
Reverend Hale Danforth			

Think of what you mean when you use the words "honor," "truth," "justice," or "courage." Choose one character that exemplifies your idea of one of these ideals and explain how he/she lives up to your standards (or do the reverse: fails to live up to your standards).

Character Trait Chart

Directions: In the left-hand column, write the character traits of the one of the characters in the story. In the right-hand column, list how the trait is revealed in the text. (Traits can be revealed by events, actions, words, thoughts, attitudes, and feelings.)

Character: _____

Trait	Revealed by...

Character Traits Word Bank

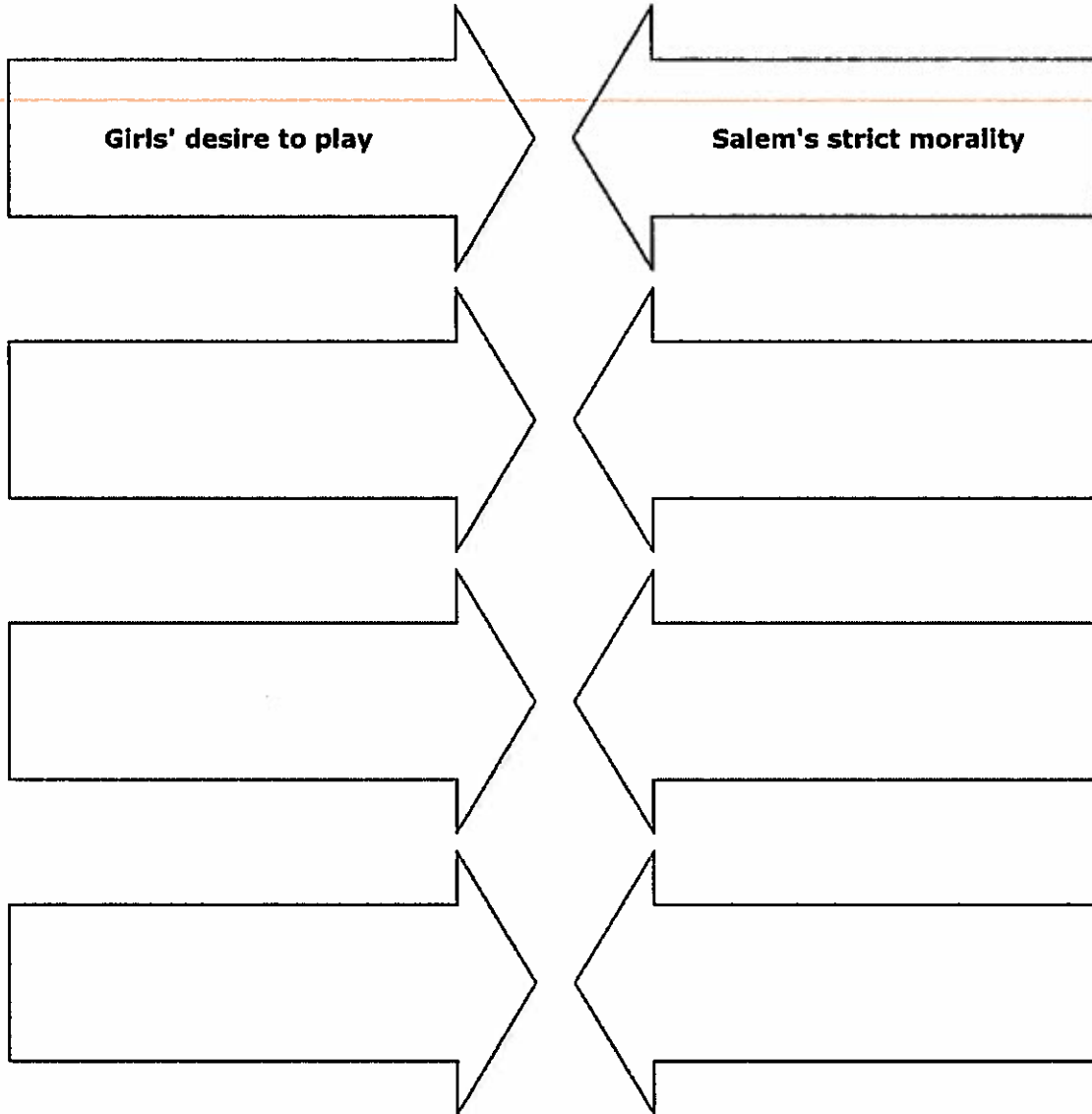
adventurous, afraid, ambitious, arrogant, bad, bold, bossy, brainy, brave, brilliant, calm, careful, careless, charming, cheerful, childish, cowardly, cruel, curious, demanding, depressed, dishonest, eager, easygoing, energetic, evil, faithful, fearless, foolish, friendly, funny, gentle, giving, gloomy, graceful, greedy, guilty, happy, healthy, helpful, honest, hopeful, imaginative, impatient, impolite, innocent, inventive, intelligent, jealous, kind, lazy, lonely, loving, loyal, lucky, mature, mean, mysterious, nervous, nice, noisy, obedient, peaceful, pleasant, polite, poor, proud, quiet, responsible, rough, rowdy, rude, sad, scared, selfish, serious, shy, silly, sly, smart, sneaky, spoiled, strange, sweet, talented, thoughtful, thoughtless, trusting, trustworthy, unfriendly, unhappy, upset, warm, weak, wicked, wise, worried, zany

Name _____

The Crucible

Stories often have multiple conflicts. There can be internal conflicts where a character has competing desires (a desire to win might be in conflict with a desire to be friends, for example). There can be conflicts between characters. And there can be conflicts between a character and the social or natural environment. Below, identify key conflicts in the story so far.

CONFLICTS



Which conflict do you think is most significant? Explain.

Work for English IV

Day of the Week	Description of work
Monday & Tuesday	1) Read <i>The Pardoner's Tale</i> pg 170-80 2) Answer questions 1-7 from pg 181 3) Complete the Vocabulary in Context assignment on page 182
Wednesday & Thursday	1) Read <i>The Wife of Bath Prologue</i> and <i>The Wife of Bath Tale</i> on pg 184-196 2) Answer questions A, B, C, D, E, F, and G from the margins 3) As you read, take notes on the characters including the following: Name of character, details about the character's appearance in the story, and conclusions you can draw about the character's personality 4) Complete questions 1-9 on page 197
Friday	5) Complete the following writing assignment. Should be completed as a complete, well-organized essay 6) Answer the following question by composing a thesis, making at least two claims, stating reasons, providing textual evidence from <i>The Wife of Bath</i> , and by interpreting the provided evidence. Do men understand women? Are male writers, like Chaucer, capable of portraying realistic female characters? How well do you think Chaucer portrayed the Wife of Bath? What would you change about his characterization of women?