

Friday, 02-13-15

9th Grade Literature & Composition B.



Bell Ringer. . .

None today or this week

# Standards:

**Standards: ELACC11-12RL1:** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

**ELACC11-12RL2:** Determine two or more themes or central ideas of text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

**Writing standards. . . All of them. . .**

# Agenda: Friday, 02-13-15

- 4 ½ week progress reports posted Wednesday/Extra credit email due by next Wednesday, 02-18-15
- Lab 2214: Research this week. . .
- First portion of documented sentence outlines due today, *(at least the topic sentences and the first example, quote, and explanation from the play for each body paragraph)*
- Conference with students. . .
- Look for scholarly secondary sources, and begin working on your second examples.
- *NO GAMES, ESPN etc. in the lab! Remain seated.*
- Have a wonderful long weekend!

4 1/2 week progress report extra credit email

**In the email, please have your  
parents/guardians state the following:**

- 1) student's first and last name (preferably in the "Subject Line"),
- 2) which class period you're in
- 3) that they have seen your **progress report**  
*and* current **gradebook**

# Research week:

**Monday:** Go over research instructions. Set up new Google Doc, and share it with me: [swanson.joye@mail.fcboe.org](mailto:swanson.joye@mail.fcboe.org). Choose research **topic**, and tell me what it is. Thesis due tomorrow (TAG + main idea), documented sentence outline due Friday.

**Tuesday: Thesis statements** are due today; work on DSO's and gather scholarly source information.

**Wednesday:** Work on DSO's (topic sentences & examples from the play), and gather scholarly source info *afterwards*.

**Thursday:** Work on DSO's, and gather scholarly source info.

**Friday: Documented sentence outlines** are due today. Scholarly sources are not required for DSO but strongly encouraged. Sources will be required in your rough draft!

# Developing the Thesis

Topic  Theme (a main idea)  Thesis

\*What are the most important keywords in your topic, and why do they matter? How do they affect the plot? Why should we care? (*Hint: Look at the nouns.*)

\* Now, prove your thesis in your essay!

\*Discuss the play *first*.

\*Discuss the scholarly secondary sources next.

# Developing the Thesis

Include the T.A.G.\* (title, author, genre) in your thesis (for now--You may choose to place some of the info. earlier on in your introduction) + your theme and why it matters.



# Example

TOPIC: censorship and the suppression of ideas

ORIGINAL: In *Fahrenheit 451*, censorship causes a loss of societal growth and individual thought and personal happiness.

REVISED: In Ray Bradbury's novel *Fahrenheit 451*, the society loses its power and purpose, because individuals lose their ability to live a full life.

# Example

In the drama, *Romeo and Juliet* by William Shakespeare, the tragic deaths of the young lovers stem from the unfair societal expectations of Juliet as a female in the 1300's.