

**Thursday, 11-20-
14**

American Literature/Composition A

Upcoming Dates:

- 13 ½ week progress reports due tomorrow, Friday, 11/21 for extra credit.
 - If your parent/guardian emails me at: swanson.joye@mail.fcboe.org stating he/she has seen your **13 ½ week progress report** *and* your current **gradebook**, you will receive some extra credit.
- Rough drafts were due by Wednesday night at 11:59 p.m. and should have been submitted to turnitin.com. There is a ten point deduction per day they're edited/late/not submitted to turnitin.
- New*: Vocabulary test: Friday, 12/5
- Final drafts due: Wednesday (12/10) by the end of class

Bell Ringer: Thursday, 11-20-14

List 5-10 improvements for this introduction, and no, you do not have to copy the paragraph.

Morality playing throughout the Arthur Miller drama, “the crucible”, is a very important trait to have. Morality is the difference between right and wrong. Morality is highly valued to the puritan society but most people of Salem lost their sense of conviction. The citizens did not care whether there was hard proof of witchcraft. The accused were convicted for witchcraft even if they did not commit witchcraft. There is no sense of conviction, all of the arrests were based only on vengeance. The government was a Theocracy, meaning the government is run by the God of the society’s understanding. The proof deemed credible, was simply an accusation or a claim.

Agenda:

Standards: ELACC11-12W9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

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

ELACC11-12W4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

ELACC11-12W5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11-12.)

ELACC11-12W6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

ELACC11-12W8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

ELACC11-12W10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences

ELACC11-12L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

EQ('s): What are the next steps in writing my literary analysis? What is the most effective way to order my analysis?

Agenda:

- Review [Persuasive Techniques/Appeals](#)

- Read "Build Background" on pg. 262 in preparation for Patrick Henry's speech.
Patrick Henry's "Speech to the Virginia Convention" (pg. 263 in textbook).

- Read & discuss

- Speech: <http://www.history.org/almanack/life/politics/giveme.cfm>

- Audio of speech:

- <https://www.youtube.com/watch?v=L5sS8-bIm4A>

- Analyze the persuasive appeals in the "Speech to the Virginia Convention", and make sure to use parenthetical documentation.

- Don't neglect the questions at the bottom! **DUE:**

- Hint hint: You need to become very familiar with identifying these appeals/devices and explaining their impact!*