




**Friday, 1-30-15**

American Literature &  
Composition B.

# Bell Ringer: Friday, 1-30-15

None today



# Agenda: Friday, 1-30-15

**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.

**ELACC11-12RI7:** Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem

**ELACC11-12RI7:** Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem

**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.)

**ELACC11-12W8:** 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.

# Agenda: Friday, 1-30-15

- Quote analysis (“Self-Reliance” and *Walden*) due today (half credit Monday only).
- pep rally schedule today...
- Return narratives ASAP. (Check list)
- **Monday:** Discuss the role of nature in accordance to humanity. Read "Self-Reliance" by Ralph Waldo Emerson and discuss the essay (pg. 363 in textbook).
- **Tuesday:** Read the excerpt from the essay, *Walden* pp. 381-393. Begin working on quote analysis for both works.
- **Wednesday:** Begin *DPS*... Work on graphic organizers. I will allow you to use your quote chart & graphic organizer to help you with your essay.
- **Thursday:** Character chart... Continue *DPS*.
- **Friday:** Finish film. Begin essay if time permits.

# Characters in *DPS*

**Neil:** Todd's roommate; his father is very controlling; he did summer school

**Todd:** Neil's roommate; transferred to Welton; his brother was "one of school's finest"; does not like to speak in front of people

**Knox:** brown hair; looks like Charlie; his father is a friend of the Danbury's; he meets Kris and falls in love

**Charlie:** brown hair; looks like Knox; outgoing; sometimes says things without thinking

**Cameron:** short red hair; brown-noser; intense student

**Pitts:** brown hair and crew cut; reads the poem "To the Virgins, Make Much of Time"

**Meeks:** glasses and longer red hair than Cameron; considered to be a genius

**Mr. Perry:** Neil's father; tries to control Neil

**Mr. Keating:** English teacher; "seize the day"

**Kris:** blond hair; Knox calls her "Mrs. Danbury"; is dating Chet

**Chet:** very spoiled; jerk; is dating Kris

# Essay (Monday & Tuesday)

- 2-3 sheets of paper
- pencil or blue/black pen
- rough draft not required but brainstorming *strongly* encouraged!
- in-class essay only. . .
- quotation chart, book, and graphic organizer allowed
- no technology