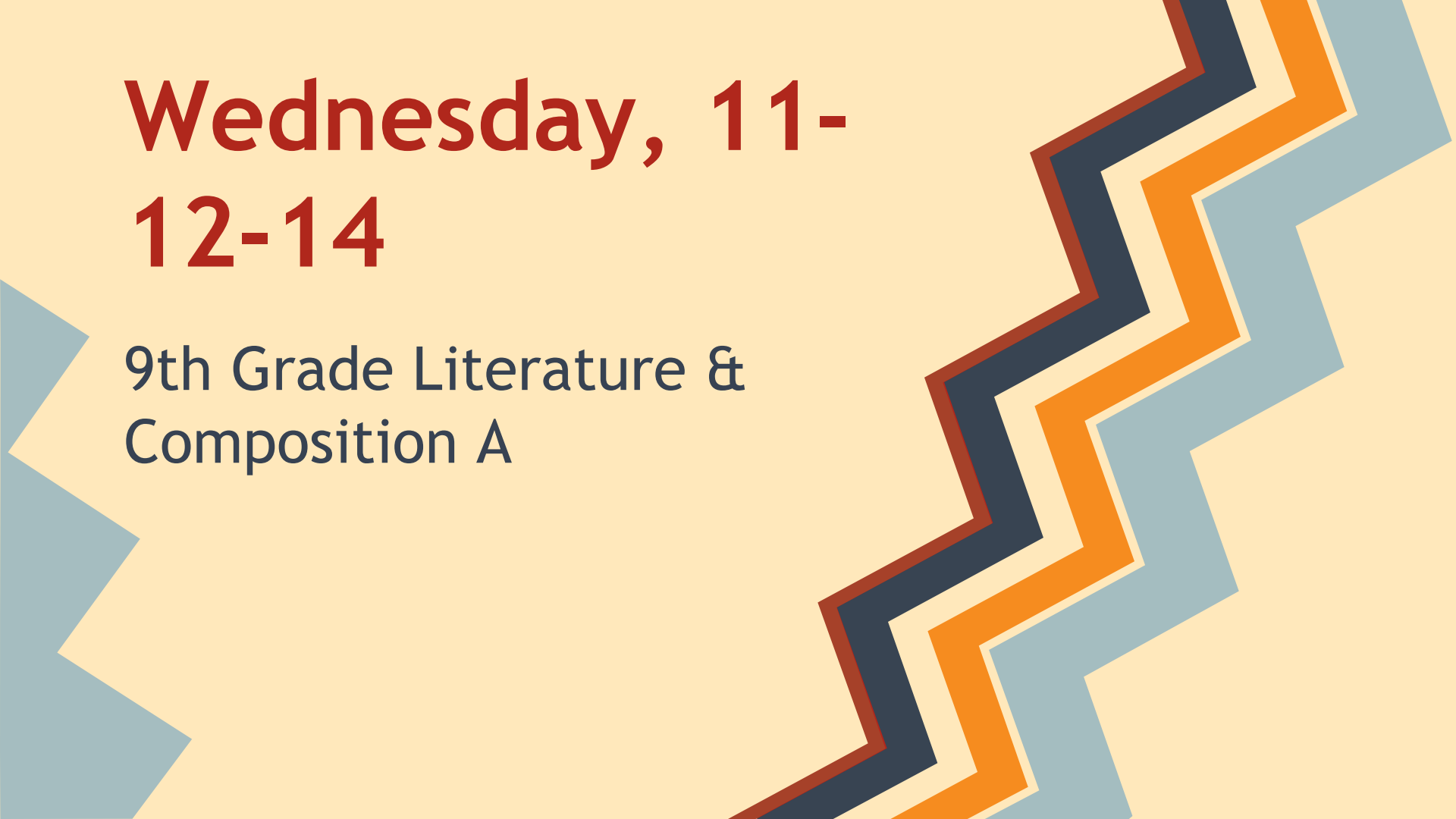


Wednesday, 11- 12-14

9th Grade Literature &
Composition A



Bell Ringer, Wednesday, 11-12-14

None today :)



Upcoming Dates:

Friday, 11/21

Rough drafts due *if you would like feedback.*

Monday, 12/1

Rough drafts are due *if you do not want feedback.*

*10 point deduction per day they're late/edited

Tuesday, 12/2 & Wednesday, 12/3

Fishbowl discussion

Monday, 12/5

Fahrenheit 451 test today

Wednesday, 12/10

Final drafts due by the end of class

*10 point deduction per day they're late/edited

Thursday, 12/11

Vocabulary test: Lists 1-10 today

Agenda:

ELACC-11-12SL3: Evaluate text (characters, words, emphasis etc.)

ELACC9-10RL1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

ELACC9-10RL2: Determine a theme or central idea of text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

ELACC9-10RL3: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

EQ('s): What would the world be like without books? What are some of the important themes in the text? What commentary is Bradbury saying about society?

- ❖ 7th: Turn in theme analyses for half credit today only.
- ❖ **BRING NOVELS TO CLASS DAILY.**
- ❖ Pop Quiz: *Fahrenheit 451* Part One
- ❖ Continue reading & discussing *Fahrenheit 451*.
- ❖ Continue working on “Study Guide Questions for *Fahrenheit 451*” (green packets).
- ❖ Continue working on documented sentence outlines. . . These should be completed by
- ❖ Media center morning/lunch passes?

Theme Analysis:

first + last name, Date (11-11-14) , & Period

In 2-3 paragraphs (6-9 sentences each), discuss what Bradbury is saying about interpersonal relationships and how technology affects these relationships. Use textual evidence! (Hint: This derives from last night's reading pp. 28-48).

When finished, turn it into the tray. Resume independent reading. ***Fahrenheit 451*** pp. 48-68 Stop at: end of Part One

Homework:

- Keep up with reading schedule. Expect pop quiz(zes) soon!
- TODAY/TONIGHT: Begin Part Two: The Sieve and the Sand: pp. 71-91 Stop at: “See how safe I play it, how contemptible I am?”



- Continue working on documented sentence outlines.
- Continue researching scholarly secondary sources (Galenet, Galileo, and print sources only)

Fahrenheit 451: Quiz 1

- First & last name
- Date: 11-12-14
- Period

Tomorrow/Friday:

- What is the difference between “tone” and “mood”
- Figurative language & the *effects* of it
- Indirect vs. direct characterization