

Thursday

September 15, 2011 (9.15.11)

1. Materials



Composition Book
+ Pen or Pencil



HAMPTON Binder



Highlighter



Planner

2. Agenda

| <u>Minutes</u> | <u>Activity</u> |
|----------------|--|
| 5-7 | Warm Up |
| 2 | Homework |
| 1 | <i>Language Use & Style</i> SLM, Concept 3 |
| 5 | Notes: Tips & Danger Points |
| 10-15 | Practice Composition Grading |
| Remaining | Read / Practice: <i>Shopping for Stories</i> |

3. Special Announcements

- All classes are pretty close on the scoreboard and we're about **a month away** from the **SWYW Challenge Winner** being declared!

Warm Up

September 15, 2011 (9.15.11)

Volume-O-Meter: 0 (No Talking)

Time: 5 Minutes

Please make sure to have LL #5 out for HAMPTON

1. Let's review! In a sentence for each, tell me about:
 - a) Descriptive Language
 - b) Figurative Language
 - c) Metaphor vs. Simile
 - d) Personification
 - e) Tone vs. Mood

Transition



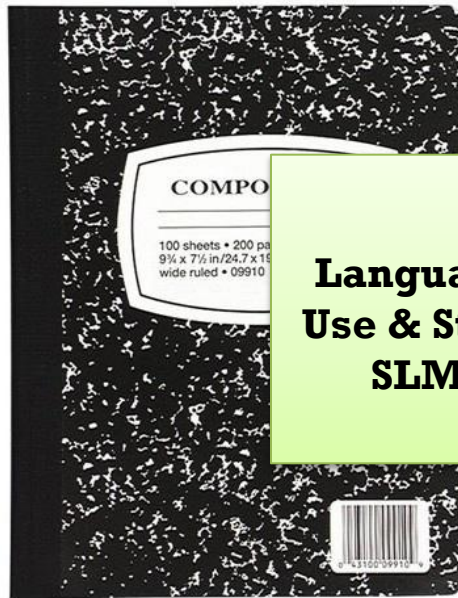
Student
Planner

Homework

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| Date Given | Assignment | Rubric | Due Date |
|-------------------|---|---------------|-----------------|
| Thursday 9.15 | LL #6 <ul style="list-style-type: none">• Finish full length composition (13-15 “comments”) on <i>Shopping for Stories</i> | BASIC | Friday 9.16 |
| Thursday 9.15 | <ul style="list-style-type: none">• Prepare for Quiz tomorrow<ul style="list-style-type: none">• Organize Notebook• Review SLM questions | BASIC | Friday 9.16 |
| Tuesday 9.6 | <ul style="list-style-type: none">• Buy a copy of <i>The Grapes of Wrath</i> (any REAL edition by Steinbeck). | N/A | Friday 9.23 |

Transition



**Language
Use & Style
SLM**



SLM

Unit Essential Question:
Can words have secrets?

Key Text(s):
Fictional stories, journal entries, speeches

Concept 1:
Formalist Criticism

- 1. What is formalist criticism?**
- 2. How do formalists differ from RR critics?**

Concept 2:
Connotation & Denotation

- 3. What are the differences between connotative and denotative meanings?**
- 4. Can words have emotion?**

Vocabulary
Reader response (RR), formalist (new) criticisms, intentional fallacy, close reading

Vocabulary
Connotation, denotation, Z-line (ads)

Concept 3:
Descriptive & Figurative Language

- 5. **What is descriptive language and how does it work?**
- 6. **What is figurative language and how does it work?**
- 7. **How does language affect tone and mood?**

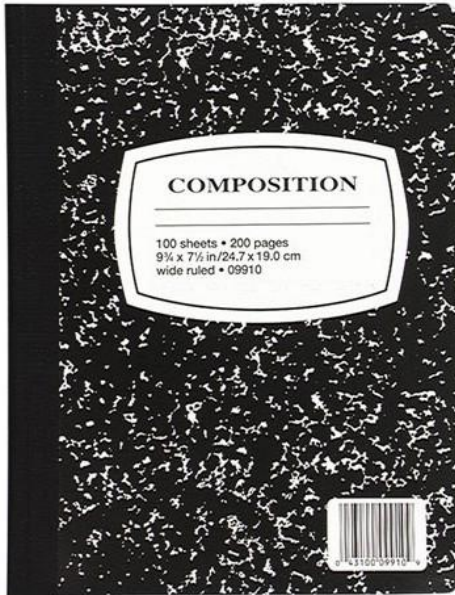
Vocabulary

Diction, Adjectives, adverbs, nouns, verbs, imagery, metaphor, simile, tone, mood, personification

Concept 4:
Rhetorical Devices (Speeches)

Vocabulary

Transition



Notes

Tips for “Better” Compositions

1. Use “bigger” words:
 - Evokes, suggests, implies, connotes, alludes to, intimates, represents, hints at

2. Find patterns in connotations:
 1. “Shoved” = hasty, quick
 2. “Rhythmically” = to keep time
 3. “Ticking of a clock” = time

3. Ask yourself: *“How do these words affect tone and/or mood?”*

Danger Points

Never:

1. Summarize the passage
2. Have more than a one (1) sentence introduction
3. Tell how “descriptive” something is over and over again.

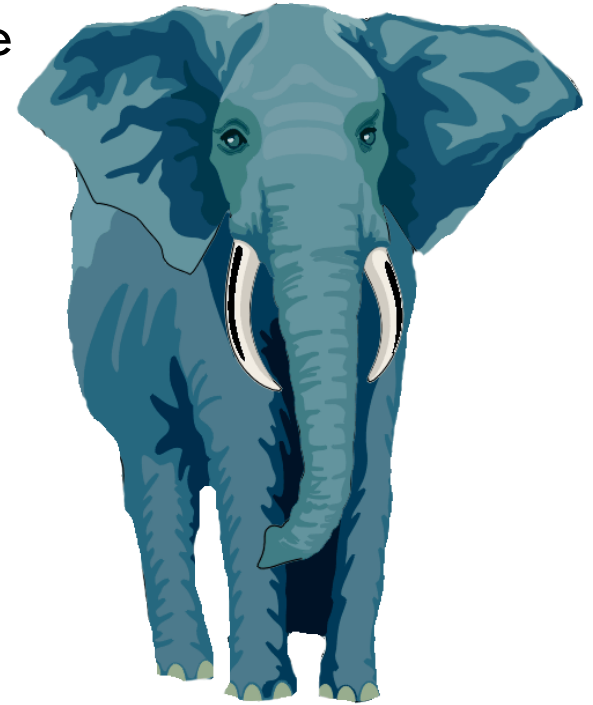


Example from *Shooting an Elephant*

A S S I G N M E N T

Directions (Volume-O: 2):

- You and shoulder partner read example composition on next slide
- Assign “marks” when you think the writer has “commented” on language.



Example from *Shooting an Elephant*

A S S I G N M E N T

- The passage uses direct language that allows the reader to see into the poor man's head. As the writer described the elephant he talks about its "grandmotherly air" and talking about how it had not hurt anyone yet. The author shows his remorse for killing one calm beast by mentioning the poor owner/keeper and the devastation that will be felt by the animal's death. The crowd around the elephant is overwhelmed with joy, the "devilish roar of glee that went up." Even the narrator can and does realize the sad nature at what has been done, but the crowd is shown as bloodthirsty and appears happy that the poor, calm, quiet beast is now dead. As the story progresses, the diction changes from hopefulness that one owner will show up, to unwanted dedication to remove a threat, to complete remorse for killing the quiet elephant.

Example from *Shooting an Elephant*

A S S I G N M E N T

- The style that the writer of the passage uses is one of a descriptive nature. He manipulates words that phrases to help convey a meaning for the reason behind the demise of the elephant and for shooting it to begin with. For instance, when the writer says, “I dare say—he sagged flabbily to his knees. This mouth slobbered,” he is using the sentence to help describe the elephant, and at the same time his choice of diction both puts emphasis and personalizes the statement—[the] author’s voice. The writer then concludes the whole passage with something short and vague, “In the end I could not stand it any longer and went away.” This statement sums up the complete style of the passage, as the statement sticks to the point. Yet as the same time, it diverts from being descriptive, as the author could have easily described his walking away. Overall, the style that the author uses to describe the elephant’s demise, and the act of shooting it, is through simple diction, that is both descriptive and conveys and understanding of the character’s harsh choices.

Practice: *Shopping for Stories*

A S S I G N M E N T

Directions:

- Turn to Unit 1, pgs. 14-15
- Hampton will read story aloud
 - Highlight words that interest you or seem to carry emotional weight:
 - Descriptive
 - Figurative Language
- After reading, work with **face partner** for help on composition

