

Monday

September 10, 2012 (9.10.12)

1. Materials



Composition Book
+ Pen or Pencil



Student Planner

2. Agenda

Minutes

Activity

5-10	Warm Up / Share Reading Log #6
1	Homework
3	Language Analysis, Concept 2
5	Notes: Words to Passages
15-20	Practice: Formalist Passages

3. Special Announcements

- This week officially begins competitions for **“Team of the Week.”** Winners will be sitting in the **lap of luxury** next week. Best of luck!

Warm Up

September 10, 2012 (9.10.12)

Volume-O: 0 (No Talking)

Time: 5 Minutes

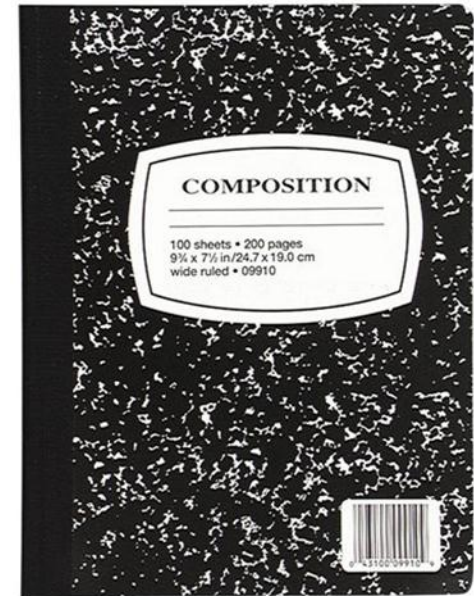
Word of the Day: *accolade* – high praise or distinction

1. Write down the **Word of the Day** along with its definition. Now write a sentence and draw / sketch a picture of that word that shows its definition.
2. Looking back on the words we practice for formalist criticism (grandmother, devilish, German), which do you feel has the most connotative meaning? Why does this word have more connotative meaning than the others?

Share: Reading Log #6

Directions (Vol: 3):

- Share **Reading Log #6** (Summer reading and formalist criticism)



Transition



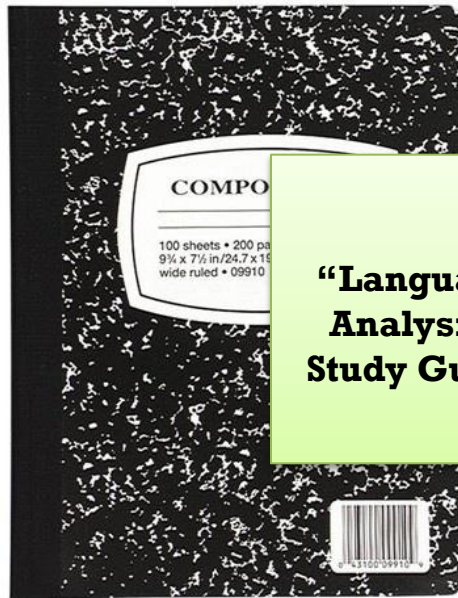
Student
Planner

Homework

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Date Given	Assignment	Due Date
Monday 9.10	<ul style="list-style-type: none">▪ Complete Weekly Reflection #3<ul style="list-style-type: none">▪ Questions are now posted; you can preview them on Schoology.▪ Make post Friday, Saturday, or Sunday	Sunday 9.16 By 11:59 pm

Transition



**“Language
Analysis”
Study Guide**



**Study Guide
(SLM)**

The BIG Question:

How does an author use words to manipulate the emotions of a text?

Key Text(s):

Past Language Exams

Concept 1:

**Introduction to Literary Criticism
& Formalist Criticism**

- 1. What is literary criticism?**
- 2. What is formalism and how is it used?**

Concept 2:

Denotation and Connotation

- 3. What are the differences between denotation and connotation?**
- 4. How can a word mean more than its definition?**

Vocabulary

Literary criticism, formalist (new) criticism, close reading

Vocabulary

Denotation, connotation, nouns, verbs, adjectives, adverbs

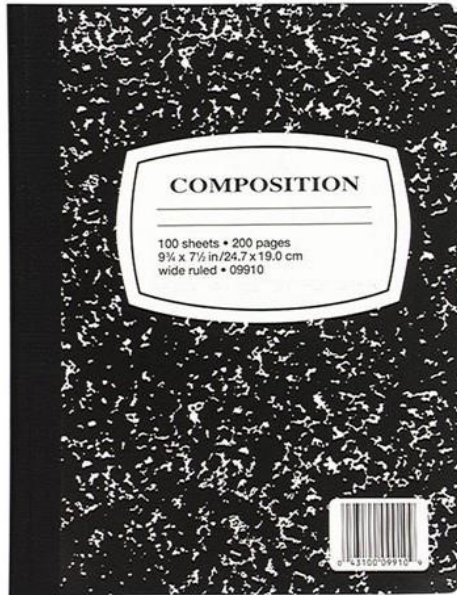
**Concept 3:
Descriptive & Figurative
Language**

**Concept 4:
Rhetorical Devices**

Vocabulary

Vocabulary

Transition

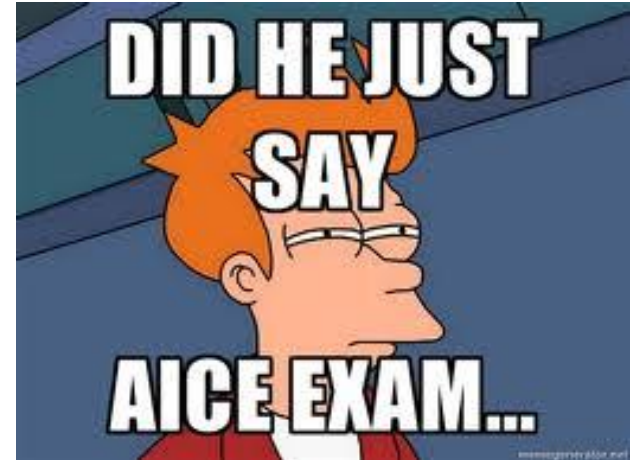


Notes

<p>2-Column Notes</p>	<ul style="list-style-type: none">▪ Easier way to organize notes<ul style="list-style-type: none">▪ Left side = Titles / Headings▪ Right side = Notes▪ Helps quizzes go faster▪ Required this week; optional for rest of year
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From Words to Passages

- AICE exam is not just words
- 1 ½ to 2 page passage
- You must:
 1. Read
 2. Select words with *deep* connotations
 3. Write a composition that explains those connotations



Developing “Spider Sense”

- Spiderman has “spider sense” when danger is near.
- You must develop “word sense” when a word strikes you as being deeply connotative
- Words and connotations will vary from person to person!



Graphic Organizer

- In notebook (on one page):

Word:	Connotative Meanings:

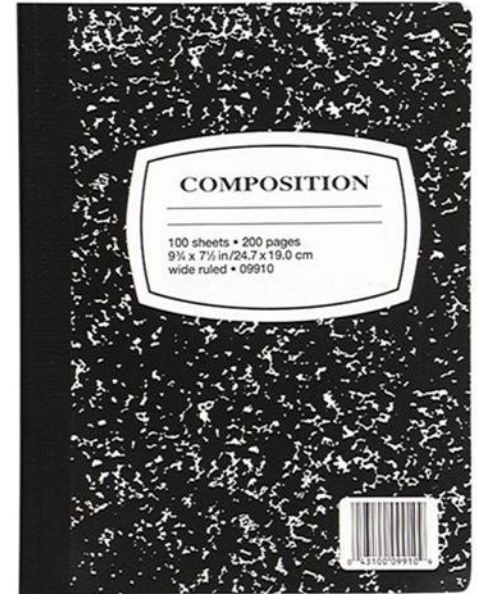
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Let's Practice

A S S I G N M E N T

Directions (Vol: 3):

- Hampton will a passage
- Hampton will read aloud
- In Comp. Notebook you will select 3-5 words
- Explain their possible connotations



Passage #1 (from *The Pillars of Earth*)

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The small boys came early to the hanging.

It was still dark when the first three or four of them sidled out of the hovels, quiet as cats in their felt boots. A thin layer of snow covered the little town like a new coat of paint, and theirs were the first footprints to blemish its perfect surface. They picked their way through the huddled wooden huts and along the streets of frozen mud to the silent marketplace, where the gallows stood waiting.

The boys despised everything their elders valued. They scorned beauty and mocked goodness. They would hoot with laughter at the sight of a cripple, and if they saw a wounded animal they would stone it to death. They boasted of injuries and wore their scars with pride...they would run miles to see bloodshed; and they never missed a hanging.

Passage #2 (from *His Last Bow*)

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It was nine o'clock at night upon the second of August--the most terrible August in the history of the world. One might have thought already that God's curse hung heavy over a degenerate world, for there was an awesome hush and a feeling of vague expectancy in the sultry and stagnant air. The sun had long set, but one blood-red gash like an open wound lay low in the distant west. Above, the stars were shining brightly, and below, the lights of the shipping glimmered in the bay.

The two famous Germans...looked down upon the broad sweep of the beach at the foot of the great chalk cliff in which Von Bork, like some wandering eagle, had perched himself four years before. They stood with their heads close together, talking in low, confidential tones. From below the two glowing ends of their cigars might have been the smoldering eyes of some malignant fiend looking down in the darkness.

Passage #3 (from *The Grapes of Wrath*)

A S S I G N M E N T

To the red country and part of the gray country of Oklahoma, the last rains came gently, and they did not cut the scarred earth. The plows crossed and re-crossed the rivulet marks. The last rains lifted the corn quickly and scattered weed colonies and grass along the sides of the roads so that the gray country and the dark red country began to disappear under a green cover. In the last part of May the sky grew pale and the clouds that had hung in high puffs for so long in the spring were dissipated. The sun flared down on the growing corn day after day until a line of brown spread along the edge of each green bayonet. The clouds appeared, and went away, and in a while they did not try any more. The weeds grew darker green to protect themselves, and they did not spread any more. The surface of the earth crusted, a thin hard crust, and as the sky became pale, so the earth became pale, pink in the red country and white in the gray country.