

# Friday

## September 13, 2013 (9.13.13)

### Materials



Composition Book  
+ Pen or Pencil



Duotang

### Agenda

#### Time Estimate

#### Activity

5-7	Warm Up
3	Deadlines & Reminders
5-7	Return Grades
10-15	Grammar Time #1: <i>That vs. Which</i>
15-20	Practice Passages, Round II
20-25	Read / Discuss: <i>Shooting an Elephant</i>
Remaining	Work on Practice Composition

### Announcements

- **Workbooks have been printed** and are in the process of being bound. If you need to access the text online, the password is **hampton2013**.

# Warm Up

September 13, 2013 (9.13.13)

Volume-O-Meter: 0 (Silence)

Time: 5 Minutes

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Word Part of the Day:

*sept / hept* – seven

1. Write down the word part of the day and its definition. Now, brainstorm and write down as many words as you can that contain that word part.
2. Out of the passages you looked at yesterday—*His Last Bow*, *Grapes of Wrath*, *Pillars of the Earth*—which do you feel had the clearest tone or mood? Explain using the words/connotations you selected.

# Return / Record New Grades

## Directions (Vol: 3):

- Pass out grades
- Place papers (if applicable) in duotang.
- Fill out **sticky note** if you have a question about your grade; leave on Hampton's desk.

Grade Checkup Sheet

Name: \_\_\_\_\_

AICE Language / Quarter \_\_\_\_

**Directions:** Fill in your current grade along with all assignments returned. Then, fill in the work that was incomplete (0%) and the work that you wish to make up or show Hampton for a better grade.

Checkup #1		
Current Class Grade: _____		
<u>Work that was graded (50% or higher):</u>	<u>Grade:</u>	<u>Work I did not do (0%):</u>
• _____	_____	• _____
• _____	_____	• _____
• _____	_____	• _____
• _____	_____	
• _____	_____	<u>Work To Make Up (50% or higher) or Show Hampton (Blank):</u>
• _____	_____	• _____
• _____	_____	• _____
• _____	_____	• _____

Checkup #2

# Transition



Notes

# Grammar Time #1

1. **She prefers to watch moves that make her cry. OR**
2. **She prefers to watch movies which make her cry.**

Leave the space for that/which blank; if you can still understand the sentence, use **which**. If you can't, use **that**.

Nobody likes a dog \_\_\_ bites → that

Bob's dog \_\_\_ had one ear, won the show. → which

Additionally, a comma is most always paired with *which*

# Grammar Time #1

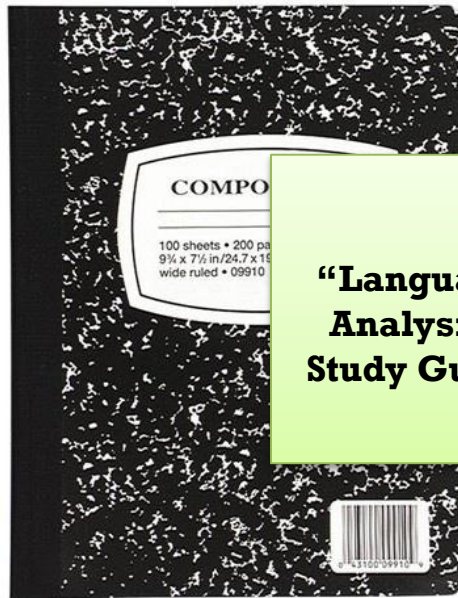
Commas, **which** cut out the fat,  
Go with **which**, never with **that**.

# Grammar Time #1

## A S S I G N M E N T

1. No one likes a dog \_\_\_\_\_ bites people.
2. He bought all the books \_\_\_\_\_ are required for the course.
3. She wanted to buy a scarf \_\_\_\_\_ would complement her blue eyes.
4. The answers \_\_\_\_\_ you can find in the back of the book, are sometimes incorrect.
5. That is a problem \_\_\_\_\_ can't be solved without a calculator.
6. *Walden Pond* \_\_\_\_\_ was written in the mid-1800s, remains a popular book among romantic and individualistic Americans.
7. The game \_\_\_\_\_ intrigues Gretchen the most is dominoes

# Transition



**“Language  
Analysis”  
Study Guide**



**Study Guide**



The BIG Question:

**How can an author's words manipulate the emotions of a text?**

Key Text(s):

Concept 1:

**Formalist Criticism**

- 1. What is literary criticism?**
- 2. How is formalism different from other criticisms?**

Concept 2:

**Denotation & Connotation**

- 3. How does denotation differ from connotation?**
- 4. How can a word mean more than just its definition?**
- 5. How do certain words influence the tone or mood of the passage?**

Vocabulary

**Literary criticism, formalism**

Vocabulary

**Denotation, connotation, "hot words," tone, mood**

Concept 3:  
**Descriptive & Figurative  
Language**

Concept 4:  
**Rhetorical Devices**

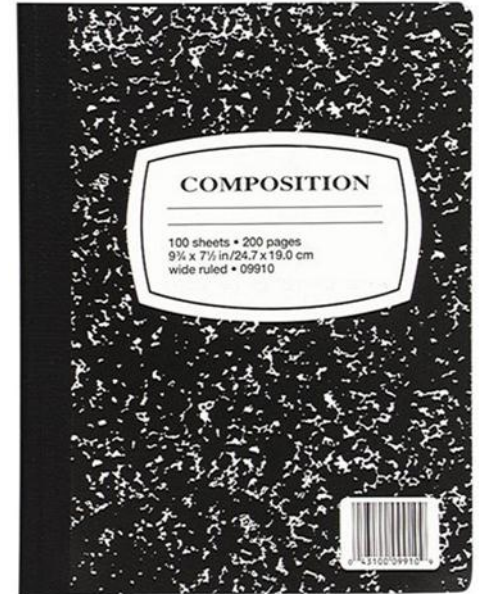
Vocabulary

Vocabulary

# Let's Practice

## Directions (Vol: 3):

- Hampton will show and read a passage aloud
- In Comp. Notebook your team will select 3-5 words (or phrases) and explain their possible connotations:
  - Left: Word
  - Right: Connotations
- BONUS: Take a guess how certain words affect tone or mood.**



## Passage #4 (from *The Bluest Eye*)

A  
S  
S  
I  
G  
N  
M  
E  
N  
T

“Their conversation is like a gently wicked dance: sound meets sound, curtsies, shimmies, and retires. Another sound enters but is upstaged by still another: the two circle each other and stop. Sometimes their words move in lofty spirals; other times they take strident leaps, and all of it is punctuated with warm-pulsed laughter—like the throb of a heart made of jelly.”

## Passage #5 (from *Queen Marie*)

A  
S  
S  
I  
G  
N  
M  
E  
N  
T

I look back and see visions of my country as for twenty-three years I have known it, peaceful, blooming, full of abundance, its vast plain an ocean of waving corn amongst which diligent peasants move to and fro gathering in the harvest, the land's dearest pride.

I see its humble villages hidden amongst fruit trees, I see the autumn splendor of its forests, I see the grand solitude of its mountain summits, I see its noble convents, corners of hidden beauty, treasures of ancient art, I hear the sound of the shepherd's horn, the sweet complaint of his song.

## Passage #6 (from *Fishing for Salmon*)

### A S S I G N M E N T

My father lived only for these moments, for entering wilderness. This was mystery to him, the world come alive. We didn't speak. It would have been sacrilege to speak. We moved carefully through the water, and he nodded when it was time for me to cast. Salmon roe cured and tied up in red netting, and a particular drift, a bouncing along the bottom. Cast high, let the bait bounce down along the deepest part of the river, hold it back, keep tension as it slipped below us, and on one of these casts into the void a tremendous pull on my line. I yanked back on the pole as I had been taught, set the hook, and then felt fear. The line sang out at an unbelievable pace, the rod bent over in a full bow, and I was being pulled away into the deeper water.

# Let's Read: *Shooting an Elephant*

## A S S I G N M E N T

### Directions (Vol: 3):

- Big Circle Formation
  - Bring notebook, pen
- Read aloud
  - Write down words that seem interesting
- Discuss choices

