No school Monday MLK Day

Tuesday/Wednesday

Steno: “Reaper” Play “Don’t Fear the Reaper” by Blue Oyster Cult. Please respond in your steno to the song and the picture.

1. In English, from the 15th century onwards, Death came to be shown as a skeletal figure carrying a large scythe and clothed in a black cloak with a hood, while the title of “the Grim Reaper” is first attested from 1847.

2. Death (personification) - Wikipedia, the free encyclopedia
   en.wikipedia.org/wiki/Death_(personification)

"The Appointment in Samarra"
   (as retold by W. Somerset Maugham [1933])

   The speaker is Death

   There was a merchant in Bagdad who sent his servant to market to buy provisions and in a little while the servant came back, white and trembling, and said, Master, just now when I was in the marketplace I was jostled by a woman in the crowd and when I turned I saw it was Death that jostled me. She looked at me and made a threatening gesture, now, lend me your horse, and I will ride away from this city and avoid my fate. I will go to Samarra and there Death will not find me. The merchant lent him his horse, and the servant mounted it, and he dug his spurs in its flanks and as fast as the horse could gallop he went. Then the merchant went down to the marketplace and he saw me standing in the crowd and he came to me and said, Why did you make a threatening gesture to my servant when you saw him this morning? That was not a threatening gesture, I said, it was only a start of surprise. I was astonished to see him in Bagdad, for I had an appointment with him tonight in Samarra.

   • Go through a seminar on this poem – (COLLECTED)
• Response: What is the poem saying?
• Make a connection to F 451
  ▪ discuss and explain how this is like meeting Clarisse for Guy Montag
  ▪ She causes him to wake up
  ▪ Like the boys wanted the school to do in “Muddy River High”
• Make a connection to your life
  ▪ What you could do to wake up and see
  ▪ What have you done to make yourself wake up and see

• Mind Maps – work in class 30 min DUE – share with another and have them sign the bottom.
• Check notes while working on Mind Maps
• Homework:
  o Read each night – 8.2 pages (ha ha ) – Rules of Notice/think aloud style

Thursday

These are activities that students have done before. The first one takes multiple readings and evaluation, and they can do that in their groups at their desks. The second one has a handout

• Handout: Poem, “Burning a Book” Go through a seminar on this poem – (COLLECT please)
  o Please have students respond on the back of the poem with these three topics:
    ▪ Response:
      • What is the poem saying?
      • Make a connection to F 451
      • Make a connection to your life
  • Hand out: Draw a scene (must include a quote with pg #) and create a Found Poem (must give page numbers and quotes on a separate page) - for TUESDAY – must focus on Part II
  • Read or work on scene/poem

Friday

Steno: What characteristics does someone have that stands up and says something? What characteristics does someone have that stands down?

• T chart using sticky notes
• Ted Talk
  o http://www.ted.com/talks/eli_pariser_beware_online_filter_bubbles#t-73070
  o Crossnotes – using one of the “Most Effective Notetaking” styles from the article (6 min video)
• Why is it a problem to have a “filter bubble?”
• Write a mini-essay at the bottom of your notes:
  1. What is his point?
  2. What data proves it?
  3. What is another piece of data to support his point?
  4. What do is your response to this? What do you think?
• Discuss his point, and limiting knowledge – and turn to the way this filter limits each students’ ability to find information on any topic.
• Expectations for upcoming argument essay:
• Part I: The essential question of our class study is, “How do we say something?” Part of this assignment is deciding a topic that is arguable in which you want to say something about. Each student must narrow down a specific topic to research. Students should be creative in choosing their topics. They should decide on issues and events that interest them and that they desire to know more about. They should be efficient in this choice utilizing discussions and themes we have covered in this year with informational texts and/or literature texts.