

Good morning,

I pray that all is well with each of you. During the next two weeks of your "home schooling" experience, you will complete various lessons through eLearning. **You will check into your classes by logging on from 9:30-11:00 and 1:00-2:30.** You and your parents/guardians may ask questions while we are on the eLearning website, which are Microsoft Teams. Reminders will also be posted on Edmodo. You will be marked absent if you fail to log in so please make sure that you are logging in to complete lessons daily. All materials can be found here and on Microsoft Teams. **Your assignments MUST BE SUBMITTED to Microsoft Teams. All Quizziz assignments must be submitted using your first and last name. Please do not use any nicknames. Failure to log in to your eLearning assignments may result in having to make up these days. Thank you.**

Day 1-2 English 1 Lesson

1. View "Ain't I a Woman" Ted Talk found under **Files section of your Microsoft Teams page.**
2. Read "Ain't I a Woman" by Sojourner Truth found under **Files section.**
3. Review Rhetorical PowerPoint Presentations in Microsoft Teams under **Files section.**
4. Complete questions highlighted in **yellow** for the English I Day 1 Lesson plan found under the **Files section.**
5. Complete rhetoric (ethos, pathos, and logos) review on Rhetoric Yay! Quizziz **057254**

Day 3-4 English I Lesson

1. View primary and secondary resources presentation found under **Files section of Microsoft Teams.**
2. Complete tutorial and practice using [Tutorial and Practice on Primary and Secondary Sources](#) by clicking on the blue hyperlink.
3. Read "16-Year Old Who Fought Segregation" article found under **Files section of Microsoft Teams.**
4. Answer application and Closure Questions highlighted in **yellow** of the student response sheet found under **Files section of Microsoft Teams.**
5. Complete Primary and Secondary review on **Quizziz 526848.**

Day 5-6 English I Lesson

- 1 .Review Characters PowerPoint and take focus notes or complete a 1-pager (Google an image of a 1-pager summary if you are not familiar with the format.)
2. Read “Priscilla and the Wimps” found in Microsoft Teams under **Files section.**
3. Complete character review questions 1-6 in the lesson plan found in Microsoft Teams under **Files section.**
4. Complete Characterization Quizziz comp check using code **559234**

Day 7-8 English I Lesson

1. Complete tutorial and practice using [Tutorial and Practice on Elements of Poetry](#) by clicking on the blue hyperlink.
2. Complete Poetry and Tone Practice handouts (2-sided worksheet) found in Microsoft Teams under **Files section.**
3. Complete Quizziz Elements of Poetry Review using code **472322**

Day 9-10 English I Lesson

1. Complete your ReadWorks assignment dated for March 25. **Students, enter class code NGXZSY for 1B, code PG37KN for 4B, code B4K7CX for 2A, and code C3LJTW for 3A. The default password is 1234.** Failure to complete the open-ended questions will result in a loss of credit.

English I
Days 1-2

Standard(s)	C.4.3 Analyze the speaker’s use of repetition, rhetorical questions and delivery style to convey the message and impact the audience.
Learning Targets/ I Can Statements	C.4.3 I can analyze the speaker’s use of repetition. C.4.3 I can analyze the speaker’s use of rhetorical questions to convey the message and impact the audience.
Essential Question(s)	When should an individual take a stand against what he/she believes to be an injustice and what are the most effective ways to do this?
Resources	<i>Rhetorical Devices – Repetition & Rhetorical Questions</i> presentation & questions <i>Ain’t I a Woman</i> performed by Nkechi at TEDx FiDiWomen (video) <i>Ain’t I a Woman</i> by Sojourner Truth (text) Graphic Organizer

Learning Activities or Experiences	<p>Connection Colleen was so shocked and embarrassed! She looked around the locker room as her team mates mercifully yelled mean and derogatory statements to the point guard who missed a wide open lay-up and caused the team to lose yet another conference game. The teams' chance at making the play-offs was dwindling away but that didn't excuse their behavior. When asked by team's forward why she didn't have any negative words for the point guard, her reply was a snide, "Will attacking her change the fact that we loss?"</p> <p>Why do you think Colleen asks a question for which she does not expect an answer?</p> <p>Review View the <i>Rhetorical Devices – Repetition & Rhetorical Questions</i> presentation and answer the guided questions in the presentation.</p> <p>Application View (and read if necessary) <i>Ain't I a Woman</i> performed by Nkechi and complete the graphic organizer. Answer the following questions for <i>Ain't I a Woman</i>.</p> <ol style="list-style-type: none">1. What was the purpose of this speech?2. What point is Sojourner Truth making with the rhetorical questions "if woman have a pint and man a quart – why can't she have her little pint full'?"3. Which of the following best summarizes Sojourner Truth's argument in "Ain't I A Woman?"<ol style="list-style-type: none">a. Women are superior to men.
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b. All women deserve the same rights as all men.

c. The black community should begin fighting for women's rights.

d. Black women deserve the same rights as white women. Cite an instance of repetition or a rhetorical question which supports your answer.

4. What is the effect of repetition in this speech? Explain your answer.

Closure

Why do speakers choose to use repetition? What is the effect?

Why do speakers choose to use rhetorical questions? What is the intended impact?

English I
Day 3-4

Standard(s)	C.1.5 Synthesize areas of agreement and disagreement including justification for personal perspective, revise conclusions based on new evidence.
Learning Targets/ I Can Statements	C.1.5 Synthesize areas of agreement and disagreement including justification for personal perspective.
Essential Question(s)	When is it necessary for an individual to question the status quo?
Resources	Primary & Secondary Source presentation <i>The 16-Year Old Who Fought Segregation</i> <i>Overturning "Separate But Equal" (found below the lesson)</i>

Learning
Activities or
Experiences

Connection

There always seems to be multiple perspective and opinions on every topic. How do you decide where you stand on a topic? What factors could make you consider a change in you view?

Review

View the *Primary and Secondary Source* presentation.

What factors made some sources you viewed seem more credible than others?

Application

Read *The 16-Year Old Who Fought Segregation* for background information.

Read *Overturing "Separate But Equal"* and respond to the following:

1. How do the two opinions differ in their focus when discussing the effects of segregation?
2. What is each opinion's stance on segregation?
3. What does the opinion in *Brown v. Board of Education* mean by "may affect their hearts and minds in a way unlikely to ever be undone"?
4. What evidence does the opinion in *Brown v. Board of Education* refer to when rejecting *Plessy v. Ferguson*?
5. Based on these excerpts and the article (the 16-Year-Old), why do you think the Court's ruling in *Brown v. Board of Education* resulted in widespread resistance, which at times was violent. Explain your answer thoroughly.

Closure

□ Accepting the status quo could mean blindly accepting the way that things have always been done. What would be different about our lives if the

Supreme Court had not listened to other perspectives such as those in the Brown case and Barbara Johns?

Overturing "Separate But Equal"

In 1892, Homer Plessy, who was part African-American, filed a lawsuit challenging the constitutionality of Louisiana's Separate Car Act, which required that railway cars be segregated in the state. In 1896, the U.S. Supreme Court ruled against Plessy and upheld the constitutionality of segregated facilities as long as they were equal. Nearly 60 years later, the Court overturned the ruling on *Plessy v. Ferguson* when it stated, in its ruling on *Brown v. Board of Education*, that "separate but equal" was "inherently unequal." Use the excerpts from the two rulings below along with the *Upfront* article to answer the questions at the bottom of this page.

Opinion of the Supreme Court *Plessy v. Ferguson*; May 18, 1896

Laws permitting, and even requiring, their separation in places where they are liable to be brought into contact do not necessarily imply the inferiority of either race to the other . . . The most common instance of this is connected with the establishment of separate schools for white and colored children, which has been held to be a valid exercise . . .

We consider the underlying fallacy of the plaintiff's argument to consist in the assumption that the enforced separation of the two races stamps the colored race with a badge of inferiority. If this be so, it is not by reason of anything found in the act, but solely because the colored race chooses to put that construction upon it. . . . The argument also assumes that social prejudices may be overcome by legislation, and that equal rights cannot be secured to the negro except by an enforced commingling of the two races. We cannot accept this proposition. If the two races are to meet upon terms of social equality, it must be the result of natural affinities, a mutual appreciation of each other's merits, and a voluntary consent of individuals.

Opinion of the Supreme Court *Brown v. Board of Education*; May 17, 1954

We come then to the question presented: Does segregation of children in public schools solely on the basis of race, even though the physical facilities and other "tangible" factors may be equal, deprive the children of the minority group of equal educational opportunities? We believe that it does.

[...]

To separate them from others of similar age and qualifications solely because of their race generates a feeling of inferiority as to their status in the community that may affect their hearts and minds in a way unlikely ever to be undone. . . . A sense of inferiority affects the motivation of a child to learn.

[...]

Whatever may have been the extent of psychological knowledge at the time of *Plessy v. Ferguson*, this finding is amply supported by modern authority. Any language in *Plessy v. Ferguson* contrary to this finding is rejected.

We conclude that, in the field of public education, the doctrine of "separate but equal" has no place. Separate educational facilities are inherently unequal.

English I
Days 5-6

Standard(s)	RL.8.1 Analyze how characters or a series of ideas or events is introduced, connected, and developed within a particular context.		
Learning Targets/ I Can Statements	RL.8.1 I can analyze how characters are introduced, connected, and developed within a particular context.		
Essential Question(s)	When is it necessary for an individual to question the status quo?		
Resources	Analyzing Character presentation <i>Priscilla & The Wimps</i> by Richard Peck		
Learning Activities or Experiences	<p>Connection Jordy stomps into her bedroom and slams her book bag down on the desk. In addition to the deep frown she is wearing, her face is flushed and her hands are shaking. She cannot believe that she had to break up yet another fight between her sweet neighbor, Kellan, and the two boys who were trying to take his new jacket and shoes. Jordy cannot believe that kids can be so cruel. She throws her body onto her bed in order to calm down and think about what action she can take to keep the younger kids on the block safe.</p> <p>What do Jordy's actions and behavior tell you about her? What can you infer about her relationship with Kellan?</p>		
	<p>Review Analyzing Character presentation</p>		
	<p>Application Read <i>Priscilla and the Wimps</i> and respond to the following questions: 1. Why do you think the story is titled Priscilla and the Wimps? Use evidence from the text to explain your answer. 2. The author introduces the reader to different characters in this story. Use the chart below to describe the personality of characters using evidence from the text.</p>		
	Characters	Personality Traits/Descriptions	How the author shows the traits (Use evidence from the text)
	Monk		

	Priscilla		
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	3. Melvin		
	<p>How does Priscilla interact with Melvin, with other students who are not Kobras, and with the Kobras? What does this tell you about Priscilla?</p> <p>Why does the narrator call Priscilla and Melvin “the odd couple”?</p> <p>How does Monk’s character change or develop over the course of the text?</p> <p>What does Priscilla achieve for all students when she defeats Monk?</p> <p>losure</p> <p>ead the Connection passage again. In order to speak about Jordy racter, you had to draw conclusions and make inferences based s r her actions and behavior. The neighbor, Kellan was also roduced into the scenario with Jordy’s connection to him. How ight the author further develop Kellan’s character? Do you think eir connection will have an impact on later events? Why or why t?</p>		

**English I
Days 7-8**

Standard(s)	RL.9.1 Determine the figurative and connotative meanings of words and phrases; analyze the cumulative impact of specific word choices on meaning and tone.
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Learning Targets/ I Can Statements	<p>RL.9.1 I can determine the figurative and connotative meanings of words and phrases.</p> <p>RL.9.1 I can analyze the cumulative impact of specific word choices on meaning and tone.</p>								
Essential Question(s)	<p>When is it necessary for an individual to question the status quo?</p>								
Resources	<p>Figurative & Connotative Meaning presentation <i>Priscilla & The Wimps</i> by Richard Peck</p>								
Learning Activities or Experiences	<p>Connection Imagine your mom was introducing you to a person who knew nothing about you. She wants to describe you in the best way possible. From each pair of words below, choose the word you would rather your mom use to describe you and explain why this word is your preference.</p> <ol style="list-style-type: none"> 1. Hard-working or a workaholic? <div style="text-align: right;">Why?</div> 2. Conceited or self-confident? <div style="text-align: right;">Why?</div> 3. Firm or stubborn? Why? 4. Flexible or indecisive? Why? <p>Review View the Figurative & Connotative Meaning presentation and respond to the questions embedded within the presentation.</p> <p>Application Read <i>Priscilla and the Wimps</i> and respond to the following questions:</p> <ol style="list-style-type: none"> 1. What is the connotation of the word wimps in the title? What do you think the author chose this word? 2. Look back at the story and choose three phrases where the author used his words to help you see, feel or understand the message. Explain how the author's words impacted your understanding of the story. <table border="1" data-bbox="375 1640 1479 1864"> <thead> <tr> <th data-bbox="375 1640 927 1751">Phrase</th> <th data-bbox="927 1640 1479 1751">How it helped you understand the story (What impact did the words have?)</th> </tr> </thead> <tbody> <tr> <td data-bbox="375 1751 927 1791">Phrase 1:</td> <td data-bbox="927 1751 1479 1791"></td> </tr> <tr> <td data-bbox="375 1791 927 1831">Phrase 2:</td> <td data-bbox="927 1791 1479 1831"></td> </tr> <tr> <td data-bbox="375 1831 927 1864">Phrase 3:</td> <td data-bbox="927 1831 1479 1864"></td> </tr> </tbody> </table>	Phrase	How it helped you understand the story (What impact did the words have?)	Phrase 1:		Phrase 2:		Phrase 3:	
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Phrase 1:									
Phrase 2:									
Phrase 3:									

3. Identify examples of hyperbole in "Priscilla and the Wimps" and list them below. What effect do the hyperboles have on the story?

4.

subtle	slithered	lacerations
fate	swaggers	wittiness
stragglers	immense	barred

It seemed like it was _____ that brought the two together. After getting caught trying to sneak in without purchasing a ticket, Chris was _____ from the movie theatre.

The boy arrived at the hospital with many _____ from the car accident.

The last of the _____ disappeared into their classroom. Full of confidence, Mark _____ into the classroom after the bell.

She showed her _____ when she presented her project to the class.

The smell was so _____ that not many people noticed it.

The basketball player could grip the ball easily with his _____ hands.

The team watched as their opponents _____ onto the playing field like snakes.

Closure

Look at the statements below. Which statement has the most positive connotation? Which statements has the most negative? Explain the impact of word choice on each statement.

1. Running every day has made Thomas *slender* and *lithe*.
2. Running every day has made Thomas *thin*.
3. Running every day has made Thomas *scrawny*.

English I
Days 9-10

Standard(s)	RL.6.1 Determine a theme of a text and analyze 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.
Learning Targets/ I Can Statements	RL.6.1 I can determine a theme of a text and analyze its development over the course of the text including how it emerges and is shaped and refined by specific details.
Essential Question(s)	When is it necessary for an individual to question the status quo?
Resources	Theme Exercise (Day 5 Application) <i>Roselily</i> by Alice Walker

<p>Learning Activities or Experiences</p>	<p>Connection Tim hated his old baseball glove. He wanted to play with a new glove, but he didn't have any money, so he decided to steal it. Tim got caught stealing the glove and his parents punished him by saying he could not play baseball all summer.</p> <p style="text-align: center;">What is the theme of this passage? What did you consider to decide on the theme?</p> <p>Review</p> <ul style="list-style-type: none"> ▪ Theme is the message about life or human nature that an author wants the reader to understand. ▪ The author will not explicitly tell readers what the theme of the story is. Readers will have to think about what the characters did wrong or right and what they can learn from the character's experience. ▪ Readers should process the events of the story and extract ideas that can be directly applied to life. ▪ Readers should not focus on small elements of the story, such as specific the characters or events. Characters, setting, conflict, events, actions, and details all combine to develop the theme. Theme is applicable as a global idea. <p>Application Complete the Theme Exercise (1-10) Read the short story <i>Roselily</i> and determine a theme of the text. Be sure to support your answer with evidence and details from the text.</p> <p>Closure After setting his alarm clock for PM instead of AM, Eric woke up late for school. In his haste, he forgot to pack a lunch or bring lunch money. Eric did not mind much at the time and figured that he could just eat some of his friend's food.</p>
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	<p>During lunchtime, Eric explained his situation to the people at his lunch table. His friends were sympathetic to his cause, but they only packed lunches for themselves, not Eric. Katie offered Eric a small bag of carrots. "Yuck! I hate carrots. Thanks anyway," Eric said as he declined Katie's offer. Chuck offered Eric his milk, to which Eric responded, "Is that skim milk? Ewww... I hate skim milk. Does anyone have any chocolate milk?" Some people at the table did have chocolate milk, but they did not want to give their milk to Eric. To break the silence, Ben offered Eric half of his egg salad sandwich, but Eric again refused quite rudely, "Egg salad is gross. Doesn't anyone have anything good for me?" But that was the last offer that Eric would receive that day.</p> <p style="text-align: center;">What is the theme of this passage? What happens or what does the author do to make you aware that this is the theme?</p>
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