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| Date | Essential Questions/Elements of Instruction/Standards | Content/Daily Schedule/Course work |  |
| MONDAY,  11/10/14 | How do I negotiate an effective compromise between two different positions in an argumentative essay?  **RL10: Text Complexity/RI9 Major Works of nonfiction in American History**  **W1: Write arguments to support claims** | * **Pass out and assign readings from Unbroken** * **Give vocabulary/quiz on Friday** * **Read and discuss argumentation in Martin Luther King Jr.**   **HW: Read To Build a Fire pg. 596-610 in book or online at the address for tomorrow (bring “The Story of an Hour,” “Desiree’s Baby,” and “Occurrence at Owl Creek Bridge” with you to class tomorrow)**  [**http://www.jacklondons.net/buildafire.html**](http://www.jacklondons.net/buildafire.html) |  |
| TUESDAY  11/11/14 | How does the psychological impact of a story affecting the meaning of what occurs?  What makes a clear theme  **RL6: Point of View** | **Theme activity**   * **Read Desiree’s Baby** * **Go over elements of a theme** * **Group activity on theme/naturalism and realism and point of view** |  |
| WEDNESDAY/  11/12/14 | **How do I write an effective conclusion to a rogerian argumentative essay?**  **W1: Write arguments to support claims** | * **Pass back essays** * **Go over methods of effective conclusions** * **Students are to work on drafting and presenting their arguments**   **HW: speeches next week (Monday through Thursday)/vocabulary quiz on Friday** |  |
| THURSDAY  11/13/14 | How do authors use language and rhetorical devices to create meaning in works of nonfiction?  **RI4-RI6: Craft and Structure** | * **Practice Multiple Choice in Groups** * **Part one for extra credit**   **HW: speeches next week; vocabulary quiz tomorrow** |  |
| FRIDAY  11/14/14 | What makes a person an effective survivor?  SL 4-6: Adapting speech to purposes | * **Vocabulary Quiz** * **Work on Group Projects**   **HW: Speeches begin on Monday** |  |