

Grade 11

Distance Learning Module 2: Week of: 4/6/2020-4/9/2020

American Literature Reading/Writing

Targeted Goals from Stage 1: Desired Results

Students will use the core text in a mentor capacity to experiment with and improve writing through use of tone, style, voice

Content Knowledge: Types of humor used in writing

Vocabulary: Dry humor, parody, over statement, hyperbole, understatement, Self-deprecating

Skills: Identifying elements of style and craft and using them in writing

Expectation: Students will be able to find examples of craft moves in literature and use them in their writing

Description of Task (s):	Resources and Materials:	Daily Checks (Return to Google Classroom or snapshots from a cell phone)
<p>Monday: Reading and responding</p> <p>Students should read and respond to the questions on the <u>chart</u> for each section of reading. Students also will be tapping into their own memories of life events to jot in their on-line journals.</p> <p>Today's focus: Using dialogue</p> <p>Think about a time in your life when you had an important conversation with someone. Maybe when your parents told you about</p>	<p>Using Dialogue video</p>	<p>Online journal response</p>

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<p>becoming a big brother or sister, getting hired/fired from a job, a serious or silly discussion about a video game, pet, or adventure. Try to recreate the discussion to get your point across, without trying to remember word for word what was said. This is where the “artistic license” we discussed comes into play.</p> <p>ct -6, 7</p>		
<p>Tuesday: Mimicking Alexie’s style</p> <p>Use the excerpt given and your notes about Alexie’s style from module 1. Write about a time when you disappointed someone, or about a school subject that you love or hate. Use elements of Alexie’s style in your writing.</p> <p>ct-6, 7</p>	Mini-lesson on style	Online journal response
<p>Wednesday: Using visual elements in your writing. Review the pictures for Arnold, his parents, Mary, and Mr. P. What do these pictures tell us? How do the captions help us to learn more about the characters without telling us their characteristics straight out?</p> <p>Think about a person you are close to and either draw a picture and add captions, or</p>	Mini-lesson on using visuals in writing	Online journal response

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<p>find a photo of them and add captions that tell more about who they are and what they mean to you. Take a picture of your drawing and upload to your online journal.</p> <p>ct-6, 7</p>		
<p>Thursday: Writing humor Review the resources and then see if you can locate examples in the book. Journal on what you find. Do you find the examples funny? Why /Why not?</p> <p>ct- 8</p>	<p>Irony: situational Situational (example from Godfather)</p> <ul style="list-style-type: none"> ● Hyperawareness (Jerry Seinfeld) <ul style="list-style-type: none"> ○ Overstatement or hyperbole (Soup Nazi) ● Lack of awareness <ul style="list-style-type: none"> ○ litotes, or understatement ● Double Entendre & Innuendo ● Self-deprecating - Maysoon Zayid TED Talk ● Parody (Weird Al - Word Crimes) ● Dry humor (display of a lack of emotion in contrast to absurdity of subject matter) Ron Swanson - "Bacon and Eggs" 	<p>Online Journal response</p>
<p>Friday: Good Friday – No School</p>		

Week criteria for success (attach student checklists or rubrics): Journal and Response Rubric

Supportive resources and tutorials for the week (plans for re-teaching): I will give written feedback directly to students on google documents, and offer other resources when needed.