**(H)ENGLISH LANGUAGE ARTS (ELA) 2022-23 February 1, 2023**

**Today’s Agenda (Day 100)**

1. Homework Check:

🡪 VIDEO COMPETITION - initial

🡪 JOURNAL #12

1. Class Activity:

🡪**ROTARY – Peace and Conflict Resolution Video 🡪 complete script/screenplay**

🡪**DAY 6: Truman Capote’s In Cold Blood – STUDENT read aloud**

🡪POSTPONED: (American Lit) Uni1 1 – Early America – Historical, Social and Cultural Forces

\*See p. 2 of doc, Parts B

HOMEWORK:

* BEGIN:In Cold Blood – Truman Capote – Part 1 [by Fri, Jan. 26]; Part 2 [by Tues, Jan. 31]; Part 3 [by Tues, Feb. 7]; Part 4 [by Fri, Feb. 10]
* STUDY: Novel Quiz (In Cold Blood) – Parts 1 & 2; Parts 3 & 4
* **TERM ESSAY #3: TBA**

IN COLD BLOOD - Vocabulary

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Abolish | Adjacent | Allegation | Allude | Altercation | Amble | Anecdote |
| Annihilating | Apprehensive | Ardent | Ascertain | Atrocious | Attribute | Austere |
| Candid | Censor | Chagrined | Coincide | Complacent | Contrive | Conventionalism |
| Correspondent | cross-examination | Curt | Debris | Desolate | Dilemma | Discern |
| Dismay | Dour | Eccentric | Economics | Elated | Eminent | Encompass |
| Erratic | Evoke | Genial | Horde | Hypocrisy | Impending | Inhibited |
| Invariably | Jaunty | Lenient | Litigation | Melancholy | Moreover | Nostalgia |
| Ostensibly | Pathology | Perceptive | Pervasive | Pious | Plausible | Pragmatic |
| Precedent | Premonition | Preside | Presumption | Prospective | Recollect | Reminisce |
| Reproached | Resignation | Reticent | Reverie | Scrutiny | Speculate | Subdue |
| Sulk | Tantalize | Testimony | Vengeance | waiver |  |  |

REMINDERS:

* NOVEL QUIZ [Capote – Parts 1 & 2] 🡪 **Thursday, Feb. 2, 2023**
* VOCABULARY QUIZ 🡪 **Thursday, Feb. 9, 2023**
* NOVEL QUIZ [Capote – Parts 3 & 4] 🡪 **Monday, Feb. 13, 2023**

**(H)ENGLISH LANGUAGE ARTS (ELA) 2022-23 AMERICAN LITERATURE**

**UNIT 1: Early America: Beginnings – 1800**

**Historical, Social and Cultural Forces**

INSTRUCTIONS: Refer to p. 10 – 11 of the American Literature textbook. Review the following questions below and respond accordingly.

~~A. Analyze Cause and Effect [p. 10]~~

~~1) Why did European exploration have an enormous effect on world history?~~

~~2) In a table format, compare and contrast the following religious beliefs: Pilgrims, Puritans, Quakers. Aside from their ideologies, indicate the lasting influence of each of these beliefs on the “American” culture.~~

B. Big Idea 1: The Sacred Earth and the Power of Storytelling [p.12]

1) What is YOUR view of the Native American belief system that held the natural world to be sacred?

2) Explain what is meant by each of the following quotes:

a) “*Sell a country! Why not sell the air, the great sea, as well as the earth? Did not the Great Spirit make them all for the use of his children?” -Tecumseh, Shawnee leader*

b) *“American literature begins with the first human perception of the American landscape expressed and*

*preserved in language.” – N. Scott Momaday*

C. I Have Killed the Deer [p. 13]

1) After reading the Taos Pueblo song, discuss how the Native American’s religious views led to conflict(s) with Europeans.

2) What are the differences between a song and a poem? How are they similar?

D. Big Idea 2: Life in the New World [p. 14]

1) With such distinct cultures, the Europeans, the Native Americans, and the enslaved Africans, consider and discuss how each of these distinct groups “subdued a wilderness”. Use elements from the text to support your inferences and assertions.

2) After reading the excerpt from “Of Plymouth Plantation” by William Bradford (p. 15), how would you describe the Puritan style of writing. What factors do you think contributed to this style?

E. Big Idea 3: The Road to Independence [p. 16]

3) Construct a word web that captures the main concepts and how they relate to one another for each of the sections: **“Natural Aristocracy”, Political Rights, Women’s Lives**.