**(H)ENGLISH LANGUAGE ARTS (ELA) 2022-23 November 16, 2022**

**Today’s Agenda (Day 55)**

1. Homework Check:

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1. Class Activity:

🡪QUIZ: **Wolfe [end of chapter 6]**

\*Go to [www.socrative.com](http://www.socrative.com) 🡪 enter room “**MSBELA12**” 🡪 enter ID #

\*Go to [www.socrative.com](http://www.socrative.com) 🡪 enter room “**MSBELAH**” 🡪 enter ID #

🡪 **BEGIN: American Literature – Unit 1: Early America Beginnings - 1800**

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HOMEWORK:

* READ:The Bell Jar – Sylvia Plath [for semester 2]
* STUDY: A Room of One’s Own Vocabulary Quiz
* **TERM ESSAY #3: TBA**

Vocabulary – A Room of One’s Own

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Abject | Accord | Adulation | Allot | Allude | Anecdote | Antipathy |
| Arbitrary | Audacious | Barrister | Bestow | Betrothed | Brevity | Capricious |
| Caustic | Censure | Chide | Complacent | Conscientious | Cultivate | cursory |
| Deference | Deplore | Depravity | Despot | Distort | Dubious | Economics |
| Edify | Emancipated | Endow | Enmity | Epic | Erratic | Exhort |
| Faction | Formidable | Futile | Gesticulate | Homage | Humane | Idiosyncrasy |
| Impede | Impediment | Impoverish | Indelible | Innumerable | Magnate | Melancholy |
| Mitigate | Moreover | Notorious | Notwithstanding | Obscure | Obsolete | Othello |
| Patriarch | Perish | Permeated | Pernicious | Precede | Presumption | Prodigious |
| Profound | Propitious | Refuge | Reprehensible | Rhetoric | Scorn | Scrupulous |
| Squalid | Strife | Suffrage | Trivial | Whimsical |  |  |

REMINDERS:

* QUIZ: **Wolfe [end of chapter 6]** 🡪 **Nov. 16**
* QUIZ: **Wolfe Vocabulary 🡪 Nov. 21**

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

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

**Review of the Timeline**

INSTRUCTIONS: Refer to p. 5 – 11 of the American Literature textbook. Review the following questions below and respond accordingly.

A. Timeline 1500 – 1800

1) What was the history of the English monarchy between 1642 and 1660?

2) What conclusions can you draw about the development of American literature in the colonial period? Which works may have been created as responses to the political and social issues of the era?

B. By the Numbers

1) Examine the religion graph. Which religious group had the most churches? Which groups are Protestant?

2) Look at the items under the heading “Slavery” on p. 8 of the TB. Represent them visually via an appropriate graph. Under the graph, write a paragraph explaining conclusions you may have drew from viewing the graphed information.

C. Being There

1) Refer to p. 9 of the TB. What animals were introduced into the Americas from Europe? What animal was taken from the Americas to Europe?

2) How do American Revolutionary War casualties compare with those of the British?

3) Where were most of colonial America’s large cities located?

D. Historical, Social, and Cultural Forces

1) Refer to p. 10 – 11 of the TB. Why did European exploration have an enormous effect on world history?

2) After reading the section titled “European Contact”, provide synonyms for “contact”. What does the phrase “cultural contact” mean to you? What were some results of the cultural contact described in the passage? What are some of the costs and benefits of cultural contact?

3) After reading the section titled “Religious Belief”, describe who were the Puritans. What motivated the Puritans? What did they want to establish?

**(H)ENGLISH LANGUAGE ARTS (ELA) 2022-23 NOVEL ACTIVITY**

**A Room of One’s Own – Virginia Woolfe**

**Objective:** Relationships are examined in Chapter 5, both those in fiction and those between real men and women. The objective of this lesson is to understand what the narrator is saying about men and women in relation to each other.

1) Discussion: How does the narrator explain relationships between women and men? Discuss the imagery of Woolf's description of the man entering a woman's room. What is the "complex force of feminism," and what does it have to do with men? What about characters in fiction? Do female writers understand relationships better? Record your group’s responses.  
  
2) Activity: The narrator remarks that female writers have begun to point out the "peculiarities" of men, just as men have been doing to women all along. Looking back at the silly titles of books written by men in earlier chapters, have students make up similar titles for books written by women about men.  
  
3) Activity: The narrator attempts to examine what men and women get out of relationships with each other. In your groups of two or three, come up with two things that the narrator alludes to that women or men get out of relationships (e.g., companionship, the chance to see someone "creating in a different medium" intellectually).  
  
4) Homework: The narrator is careful to avoid praise of her own sex so that she can remain objective. Turn the tables on yourself and list five compliments to the opposite sex.