| ◄ [August](http://www.wincalendar.com/August-Calendar/August-2017-Calendar.html) | **~ September 2021 ~** | | | | | [October](http://www.wincalendar.com/October-Calendar/October-2017-Calendar.html) ► |
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| **Sun** | **Mon** | **Tue** | **Wed** | **Thu** | **Fri** | **Sat** |
|  | 30  Summer school | 31 | 1Hand out syllabus  Expectations, rules, seating chart, book reports (quarter 2 only), hand out textbooks. Read (Earth on Turtles back and When Grizzlies Walked upright) pages 22-25 for Thursday | 2  Discuss the Origin stories. Do we have our own? Other known ones? Read (Navajo Legend and the Iroquois Constitution) pages 26-29 for Friday | **3**  What makes those two different from the first two? Read The Bill of Rights in class. Compare the constitutions. **Read the Native Trickster Tales packet for Tuesday** | **4** |
| **5** | **6**  **No school: Labor day** | **7**  Discuss the native trickster tales. Research some other ones that you may know. Ie (the Tortoise and the hare) Read and bring one to class tomorrow. | **8**  Debrief on theTrickster tales. Introduce Anne Bradstreet. Hand out poetry packet. Begin reading “Prologue” in class and finish for Thursday | **9**  Discuss the poem. What is going on, what literary devices does Anne use? Read “Four Ages” and “Father..” for Friday | **10**  Discuss the two poems. How are they similar and different from her first one? Literary devices used? Read both Whitley poems for Monday | **11** |
| **12** | **13**  Discuss the two poems. How is Whitley different from Bradstreet? Is she similar? | **14**  Inclass essay: The Beginning | **15**  Introduce Romanticism  Read “Thanatopsis” on page 259 for Thursday | **16**  Discuss the poem. What aspects of it tells you it should fall into the Romanticism Era? Read “Song of Myself” and “ I hear America Singing” for Friday (pages 408-413) | **17**  Discuss the poems. What is structurally different about these compared to the poems in the beginning (Bradstreet and Whitley) Hand out short story packet. Read When I heard and World Below for Monday | **18** |
| **19** | **20**  Discuss the stories. How are the characters portrayed and developed? Literary devices and word choice. Read and annotate The Golden Torch for Tuesday | **21**  Discuss the short story. What is the theme and how does the author get there? Read and annotate Dr. Heidegger’s Experiment for Wednesday | **22**  Discuss the short story. How does it compare to the other Romantic short stories. Are we seeing a pattern? Read and annotate The Ambitious Guest for Thursday | **23**  Discuss the short story. What literary devices are used here and how are they effective? Read and annotate My Lost Youth for Friday | **24**  Discuss the short story. What is the writing style and structure of this story? Word choice. Read Rip Van Winkle and do the Take home quiz for Tuesday | **25** |
| **26** | **27**  **No school: Teacher inservice** | **28**  Discuss the short story. What is the authors’ purpose in writing this story? What is he trying to tell us about American History? Read and annotate The Man of the Crowd for Wednesday | **29**  Written Conversations  **Read The Pit and the Pendulum for Thursday** | **30**  Compare two of the short stories ( different authors). What do you notice? Introduce *The Crucible*. Choose characters, **Read the intro pages 1089-1092 for Friday (end when speaking begins)** | **1**  Discuss the intro of this play. Read aloud. Get through page 1105 for Monday | 2 |

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| **Sun** | **Mon** | **Tue** | **Wed** | **Thu** | **Fri** | **Sat** |
| 3 | 4  **Parent Teacher conferences**  Discuss in class the reading. How does this play start. Characters. Read aloud in class | 5  Discuss in class the reading and continue. **Read to finish ACT 1 for Wednesday** | 6  **ACT 1 quiz**  Read aloud remainder of the class | 7  Discuss in class the reading. What is the main conflict in this play. How is this play romanticism? Read Aloud. **Read through page 1123 for Friday** | **8**  Discuss in class the reading. Read aloud. **Finish ACT 2 (page 1135) for Monday** | **9** |
| **10** | **11**  Discuss in class the reading. What questions do you have? What literary devices are being used? Read Aloud. **Read through 1140 for Tuesday** | **12**  Discuss in class the reading. Read aloud. **Read though the end of ACT 3 for Wednesday** | **13**  **ACT 3 quiz**  Read aloud the remainder of the class. **Read though page 1159 for Thursday** | **14**  Discuss in class the reading. How is the play progressing? Character development. Read aloud. **Finish the play for Friday** | **15**  Review the play. | **16** |
| **17** | **18**  *The Crucible Exam* | **19**  Introduce Realism. Hand out Realism packet. Read and annotate Owl Creek Bridge for Wednesday | **20**  Discuss the short story. How does this author portray a real event? Theme? Authors purpose? **Read The Celebrated Frog of Cadaverous County for Thursday** | 21  Discuss the short story. How is Twain different from Bierce? **Read Taming the Bicycle for Friday** | **22**  Discuss the two different Twain short stories. How are they similar? Different? Purpose? **Read Story of and hour and The Yellow Wallpaper for Tuesday** | **23** |
| **24** | **25**  **No school:**  **teacher in-service** | **26**  Discuss the two short story. What type of life do they depict? What argument are they trying to bring to light? Are they effective? **Read The Open Boat for Wednesday** | **27**  Quiz on the short story. Discuss the literary devices that are used and how they enhance the story. **Read The Guilty Party for Thursday** | **28**  Discuss the short story. How is the story developed? **Plot diagram and Read After 12 years for Friday** | **29**  Discuss the final short story. What is American Realism? How is it different from Romanticism? Why do you think there was a shift? | **30** |

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| **Sun** | **Mon** | **Tue** | **Wed** | **Thu** | **Fri** | **Sat** |
| 31 | 1  Realism In-class essay | 2  Introduce Modernism. Hand out *The Great Gatsby* Read Chapters 1—2 for Wednesday | 3  **End of Quarter 1**  **D**iscuss how the story begins. Characters, Diction, Style. **Read chapters 3-4 for Friday** | 4  Nick: is he a good person? What is the conflict of this novel so far? What about Daisy? Tom? Introduce Map Activity. | **5**  Workday on Map Read chapters 5-6 for Monday | **6** |
| **7** | **8**  **Maps due** Discuss the reading. What is the authors purpose? Can we believe what our narrator is telling us? Who is the bad guy? **Read chapter 7 for Tuesday** | **9**  Discuss the reading. Who is to blame? **Finish the story for Thursday** | **10**  **ASFAB TESTING: JUNIORS ONLY** | **11**  Discuss the ending of the novella. What was the point? Were you surprised? Discuss the title of the story. Was Gatsby Great? | **12**  ***The Great Gatsby* Exam**  **Read “The Turtle” for Monday (page 688)** | **13** |
| **14** | **15**  Discuss the reading. What is the point of this short story? Hand out short story and poetry packet **Read “The Evening Sun” for Tuesday** | **16**  Discuss the reading. How does this fit into modernism? **Read “I Too” and “Harlem” for Wednesday** | **17**  Discuss the two poems. What is the point Hughes is trying to make. Imagery and Symbolism. **Read “The Weary Blues” and “Mother to Sun” and “One Way ticket” for Thursday** | **18**  Discuss the poems. Look at the diction that Hughes uses. Is it effective? **Read “The Snows of Kilimanjaro” for Friday** | **19**  Discuss the short story. Character development. Theme. Other literary devices. **Read “Hills like White Elephants” for Monday, November 29** | **20** |
| **21** | **22 No School: Teachers Inservice** | **23**  **No School:**  **Thanksgiving Break** | 24  **No School:**  **Thanksgiving Break** | **25 No School:**  **Thanksgiving Break** | **26 No School:**  **Thanksgiving Break** | **27** |
| **28** | **29**  **Quiz**  Discuss the reading. **Assign Modernism One Pager Due Thursday**  Worktime | **30**  Worktime | **27**  Worktime | **28**  **One pager due at the beginning of class**  Introduce Post Modernism Part A | **29** | 30 |