

2 Week of FEBRUARY 9th - FEBRUARY 13th, 2015

Monday, February 9

- Students will be able to make a connection between the French Revolution and its impact on literature.
- Students read the handout "Romanticism and Revolution" provided by Miss Skirtich. They annotated and highlighted pertinent information. Students then shared what they thought was important with classmates, making sure that they noticed important information.
- Student then watched two videos regarding the French Revolution and its impact on culture, literature, and art. The first video stemmed from Khan Academy and its evaluation on Delacroix's *Liberty Leading the People*. Students then watched an Educational Portal video on Charles Dickens's novel *A Tale of Two Cities*. As students watched the videos, they completed a worksheet to fill in necessary information.
- To wrap up the class, the students completed Journal #22 **for the end of class** so that Miss Skirtich could include those journals in the grade book. *Prompt: In your journal, reflect on the following quote: "The most important event in English history happened in France." In what ways did the French Revolution impact literature and art? In what areas of contemporary society do we still see remnants of the French Revolution impact our society? Use specific examples from the reading and video clip. One page long.*
- **homework:** Students should complete Journal #22 for Tuesday 02-10-15

Tuesday, February 10

- Students will be able to make a connection between the French Revolution and literature to create their own flash fiction.
- Students watched a brief French Revolution video as a refresher to yesterday's lesson introducing the French Revolution and its impact on culture, including literature of the times. After the video, Miss Skirtich reviewed a few of the key player from the French Revolution whose literature was thereafter affected.
- Miss Skirtich then inquired the students about their knowledge base about flash fiction, which is a shorter type of story telling that allows a reader to have a holistic sense of a story within a frame of 50-1000 words. Usually, these stories end with twist or cliff-hanging endings, leaving the reader with questions after he/she finishes the story.

- Students read two samples of flash fiction supplied by Miss Skirtich and then were displayed five different paintings from the era of the French Revolution and prompted to create their own pieces of flash fiction about the paintings. Fiction means creativity and innovation, so any ideas and background stories to the painting are free game.
- Make sure that your story is school appropriate at all times! Print out a hard copy with Miss Skirtich's MLA heading for class tomorrow.

HOMEWORK: Finish your flash fiction story based on your French Revolution painting found on the slideshow on Miss Skirtich's website. Make sure that your story is school appropriate at all times! Print out a hard copy with Miss Skirtich's MLA heading for class tomorrow.

WEDNESDAY, FEBRUARY 11

- Students will be able to share their knowledge of the French Revolution and its impact on literature by reading their flash fiction compositions with the other students.
- Students will quickly engage in the French Revolution information that we have been learning for the past two days. They will then break up into five groups based on the piece of art from the French Revolution that they were assigned from yesterday's class.
- After splitting up into pods, the students will take a cursory glance at the painting and read other students' flash fictions and compliment them on their writing. As the students take a "gallery walk" around the room, they will compliment the writing of the other students, highlighting things that they liked in their writing.
- Students will then watch an introductory video about Dante's *The Inferno* that we will begin to study tomorrow in class. The students will take notes as they watch the video created by an English teacher and write down one question that they have about Dante and his work *The Inferno* that they have after watching the brief video.

HOMEWORK: Reflecting on the video, write one question that you have about Dante and *The Inferno* in your notebook. Make sure to bring your notebook to class tomorrow!

THURSDAY, FEBRUARY 12

- Students will be able to contextualize Dante's *Inferno* by understanding its historical context.

- Today, students watched the first 10 minutes of the video on the background information about Dante's *Inferno* as told by a high school English teacher who has over seven years of teaching Dante and his many epic poems.
- Students submitted their question from homework about the video from yesterday via Nearpod for a 5 point homework check. Miss Skirtich shared some of the questions that were asked and informed students that their questions would be answered as they read *Inferno*.
- Then, students received their own copy of *Inferno* as Miss Skirtich took and updated inventory of the books that she has for class. Miss Skirtich also handed out packets that would assist the students as they read *Inferno* and sift through the various characters, vocabulary, and cantos of the epic poem.
- Students then took notes as Miss Skirtich presented her Powerpoint of important notes on Dante's *Inferno* and its historical context.

HOMEWORK: NONE 😊

FRIDAY, FEBRUARY 13- two hour delay

- Students will be able to contextualize Dante's *Inferno* by understanding its historical context.
- Miss Skirtich briefly went over the background notes from yesterday about Dante's *Inferno* and the historical context in which the epic poem was written.
- Students then continued to take notes on the background information as Miss Skirtich handed out guided reading questions and supplemental resources for student aid as they read *Inferno*.

HOMEWORK: STUDENTS SHOULD BE PREPARED FOR A QUIZ ON THE BACKGROUND INFORMATION ON TUESDAY...