Mrs. Burgess English 10 Essentials   March 17 - April 3

Group 3

TEACHER PLANS

Students are expected to work 10 out of the 14 days of remote learning.
***There are 3 different student groups with different readings. Contact Mrs. Burgess if you have any questions about which group you are in, what you should be reading and/or completing, or anything else related to class. Her email address is
bburgess@fairborn.k12.oh.us

Day 1
Activity: Gettysburg Address
Target: *I can make 5 annotations for Logos, Pathos, and Ethos.*
I can answer to complete a SOAPS Tone graphic organizer.
I can answer text dependent questions with 80% accuracy.
Standards*: Ri.9-10.1: Cite strong and thorough text evidence to support analysis of what text states explicitly as well as inferences drawn. Ri.9-10.3: analyze how the author unfolds an analysis or series of ideas or events*

Day 2
Activity: VARIOUS PASSAGES, See Student plans.
Target: *I can answer vocabulary in context questions with 80% accuracy.*
Standards: *RiL.9-10.1: Cite strong and thorough text evidence to support analysis of what text states explicitly as well as inferences drawn, Ri.9-10.4: Determine the meaning of words and phrases in the text, including figurative, connotative, and analyze the impact on the meaning, mood, and tone*

Day 3
Activity: Ain't I a Woman
Target*: I can make 5 annotations for Logos, Pathos, and Ethos.*
I can answer to complete a SOAPS Tone graphic organizer.
I can answer text dependent questions with 80% accuracy.
Standards*: Ri.9-10.1: Cite strong and thorough text evidence to support analysis of what text states explicitly as well as inferences drawn. Ri.9-10.3: analyze how the author unfolds an analysis or series of ideas or events*

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Day 4
Activity:VARIOUS PASSAGES, See Student plans.
Target: I can answer theme questions with 80% accuracy.
Standards: RL.9-10.10 read and comprehend lit., including stories, dramas, and poems, Ri.9-10.1: Cite strong and thorough text evidence to support analysis of what text states explicitly as well as inferences drawn. Ri.9-10.2: Analyze informational text development

Day 5
Activity: The Man in the Arena
Target: I can make 5 annotations for Logos, Pathos, and Ethos.
I can answer to complete a SOAPS Tone graphic organizer.
I can answer text dependent questions with 80% accuracy.
Standards: Ri.9-10.1: Cite strong and thorough text evidence to support analysis of what text states explicitly as well as inferences drawn. Ri.9-10.3: analyze how the author unfolds an analysis or series of ideas or events

Day 6
Activity:VARIOUS PASSAGES, See Student plans.
Target: I can answer inference questions with 80% accuracy.
Standards: Ri.9-10.1: Cite strong and thorough text evidence to support analysis of what text states explicitly as well as inferences drawn.

Day 7
Activity: Elie Wiesel
Target: I can make 5 annotations for Logos, Pathos, and Ethos.
I can answer to complete a SOAPS Tone graphic organizer
I can answer text dependent questions with 80% accuracy.
Standards: Ri 9-10.1: Cite strong and thorough text evidence to support analysis of what text states explicitly as well as inferences drawn. Ri.9-10.3: analyze how the author unfolds an analysis or series of ideas or events

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<u>**Day 8**</u>
Activity:<u>VARIOUS PASSAGES, See Student plans.</u>
Target: I can answer figurative language questions with 80% accuracy
Standards: Ri.9-10.4: determine the meaning of words and phrases as they are used in text, including figurative, connotative, and technical; analyze the impact on meaning and tone.

<u>**Day 9**</u>
Activity:<u>Obama and the School Children</u>
Target: I can make 5 annotations for Logos, Pathos, and Ethos.
I can answer to complete a SOAPS Tone graphic organizer.
I can answer text dependent questions with 80% accuracy.
Standards: Ri.9-10.1: Cite strong and thorough text evidence to support analysis of what text states explicitly as well as inferences drawn. Ri.9-10.3: analyze how the author unfolds an analysis or series of ideas or events

<u>**Day 10**</u>
Activity:<u>VARIOUS PASSAGES, See Student plans.</u>
Target: I can answer explicit questions with 80% accuracy
Standards: Ri.9-10.1: Cite strong and thorough text evidence to support analysis of what text states explicitly as well as inferences drawn.

Name: _____

***Day 1
Gettysburg Address
Target: I can make 5 annotations for Logos, Pathos, and Ethos.
I can answer to complete a SOAPS Tone graphic organizer.

Day 2
Into the Flames
Target: I can answer vocabulary in context questions with 80% accuracy.

Day 3
Ain't I a Woman
Target: I can make 5 annotations for Logos, Pathos, and Ethos.
I can answer to complete a SOAPS Tone graphic organizer.

Day 4
Wise Choice
Target: I can answer theme questions with 80% accuracy.

Day 5
The Man in the Arena
Target: I can make 5 annotations for Logos, Pathos, and Ethos.
I can answer to complete a SOAPS Tone graphic organizer.

Day 6
In Memory of Doctor King
Target: I can answer inference questions with 80% accuracy.

Day 7
Elie Wiesel
Target: I can make 5 annotations for Logos, Pathos, and Ethos.
I can answer to complete a SOAPS Tone graphic organizer.

Day 8
A New Home
Target: I can answer figurative language questions with 80% accuracy

Day 9
Obama and the School Children
Target: I can make 5 annotations for Logos, Pathos, and Ethos.
I can answer to complete a SOAPS Tone graphic organizer.

Day 10
Mohawk Monkey
Target: I can answer explicit questions with 80% accuracy

**Directions:

Make 5 annotations to the passage as you. After reading complete the SOAPS Tone chart.

The annotations must be about:
-Logos--examples of logic
-Pathos-- examples of emotional appeal
-Ethos--examples of trust and credibility

Name : _____   Date: _____

SOAPS Tone

Speech Title :_____

	What to look for in the text	Textual Evidence
Speaker–	-The voice that is speaking -What do you know about the speaker	
Occasion	-Time/Place/Setting -What is the situation	
Audience	-To whom is this piece directed -What inferences can be made	
Purpose	-What is the purpose of this piece -What is the message about -What is the central idea(s)	
Subject	-What topic is presented -Is there more than one -What inferences can be made	
Tone	-Author's attitude toward the subject -A feeling word -What types of diction (word choice)	