

Unit Schedule—Mark Twain

Daily Schedule (Objective, Agenda, HW Assignments)	
Day 1	<p>Obj: Analyze the life of Mark Twain through biographical research and discussion.</p> <p>Starter: Search for ONE important/poignant/funny/thought-provoking quote from Mark Twain. Write it on the board.</p> <p>What do these quotes show about his character? Humor? Can we judge a man from what he says?</p> <p>Watch and complete viewing guide: A&E Biography Mark Twain Biography.</p> <p>Discuss Twain during commercial breaks: How do experiences shape writing?</p> <p>HW: Read “Advice for Youth” and create journal entry Complete Unit 3 Activity 1-2 (Vocab) and Unit 3 Grammar Activity</p>
Day 2	<p>Obj: Identify Satire and actively use it.</p> <p>Starter: SAT QOTD and Vocab Practice Question</p> <p>Write your discussion question about “Advice for Youth on the board.</p> <p>Define “Satire” in your journal. What is one example of satire?</p> <p>While completing starter: Check HW (Journal and Vocab/Grammar)</p> <p>Discuss starter activities/questions and Review Activities</p> <p>Complete Unit Three Activity Five and Review.</p> <p>Explain and Begin working on: Advice for Freshmen Mini-Project</p> <p>HW: Finish Advice for Freshmen Mini-Project and Study for Quiz</p>
Day 3	<p>Obj: Analyze use of satire and dialect.</p> <p>Starter: You have 5 minutes to study for Unit 3 Quiz.</p> <p>**Unit 3 Vocab/Grammar Quiz**</p> <p>Once Completed: Finish “Advice for Freshmen” and submit.</p> <p>Advice for Freshmen Presentations</p> <p>HW: Define Dialect and find an example of dialect in our own lives.</p>
Day 4	<p>Obj: Analyze and utilize dialect.</p> <p>Starter: Take a look at your example. What quality does dialect add to text?</p> <p>Discuss</p> <p>Read as a class: “True Story Word for Word, As I heard it.” What does dialect add to the text?</p> <p>Create: A paragraph using dialect on your own. Read it to class, does the dialect hold up?</p> <p>HW: Read “Notice,” “Explanatory,” Chapters 1-5; and journal. Complete Unit 4 Activities 1-4 and Grammar Activity</p>
Day 5	<p>Obj: Analyze and Identify process of Twain’s writing in creating <i>Huckleberry Finn</i>.</p> <p>Starter: Write your discussion questions on the board. While completing, I will check your homework.</p> <p>Review Unit 4 Activities Vocab/Grammar</p> <p>List of Characters and what we know about them. What qualities do they show?</p> <p>Discussion on Student Prompts</p> <p>Reading Quiz: Introduction and Chapter 1-5/Review and Score</p> <p>Silent Reading: Chapter 6-7, If time: Discuss Questions</p> <p>HW: Read Ch. 8-11/Journal and Study for Quiz</p>

Daily Schedule (Objective, Agenda, HW Assignments)	
Day 6	<p>Obj: Identify and analyze the use of Jim and language in <i>Huckleberry Finn</i></p> <p>Starter: Complete Unit 4 Activity 5/6 to help you study for today's quiz.</p> <p>Review Activities 5/6.</p> <p>**Quiz: Unit 4 Vocab/Grammar and Chapters 1-11**</p> <p>Once Complete: Make sure you are read up to Ch. 11 with two journals completed.</p> <p>In Groups: You will each get 1 discussion question to research and respond to using one quote and analysis.</p> <p>Breakout, Present, and Debrief</p> <p>HW: Read Ch. 12-17/Journal</p>
Day 7	<p>Obj: Utilize class discussion to discuss issues of satire, racism, etc.</p> <p>Starter: Complete Unit 5 Vocabulary Activities 1-2 and Grammar Activity.</p> <p>If you have not yet completed reading, please do so now and journal.</p> <p>Ch. 12-17 Reading Check—pen and paper—Review and Discuss</p> <p>In groups of 5: What is the fugitive slave act? Who is Mrs. Loftus? What is Huck's predicament? Does he make the right decision? Why?</p> <p>Report back and Discuss</p> <p>Mini-Lesson: The theory of Mark Twain's writing "break."</p> <p>HW: Read Ch. 18-22/journal</p> <p>Complete Unit 5 Vocabulary Activity 3-4</p>
Day 8	<p>Obj: Utilize class discussion/research to discuss issues of satire, racism, etc.</p> <p>Starter: Complete Unit 5 vocabulary Activity 5. I will check Vocab Unit 1-4.</p> <p>Review all vocabulary activities.</p> <p>Traditional Pen/Paper Journal Free-Write/Discussion</p> <p>HW: Read Ch. 23-27/journal</p> <p>Study for Unit 5 Vocabulary/Grammar Quiz</p> <p>Introduction/Thesis Due on 11:59 pm of Day 9.</p>
Day 9	<p>**Unit 5 Vocabulary/Grammar Quiz**</p> <p>Once Complete: Time to read/complete introduction or thesis.</p> <p>Reading Check—Ch. 23-27</p> <p>Google Classroom Discussion Prompts and Responses.</p> <p>Discussion: Questions on the paper?</p> <p>HW: Read Ch. 28-32/journal</p>
Day 10	<p>Starter: SAT Prep</p> <p>HW: Read Ch. 33-37/journal</p>
Day 11	<p>Time to read the book: While you are reading, I will call each of you individually. I will have your intro/thesis on my computer. You MUST bring a plan for your writing including evidence and a brief explanation of analysis (note form). You must have this plan for your paper in an organized and easy to access form. (20 pt. quiz grade)</p> <p>Once Finished: Discuss the ending of the book/review for the test.</p> <p>HW: Finish the book</p>
Day 12	<p><i>The Adventures of Huckleberry Finn</i> Test—100 point with extra credit</p> <p>REMEMBER: Completed Study Guides get 5 bonus points!</p> <p>HW: Rough Draft of <i>Huckleberry Finn</i> Paper/Symposium due on turnitin.com at start of Day 13 class.</p>
Day 13	<p>In Class: Demo and complete thoroughly 3 peer marks, due at 11:59 TOMORROW.</p>

Daily Schedule (Objective, Agenda, HW Assignments)	
Day 14	Work Day —Time with technology to prepare for paper/symposium. Time to work with group, individually, and/or with me for assistance to ensure proper final products. Symposium Members: Order draft. Paper Due at 11:59 pm TOMORROW
Day 15	Symposium Presentations will occur on a 3x/class basis while we begin next unit.