ENGLISH 12

March 3 & 4, 2015
Agenda - 3/3/2015

• Collect Love Letters Reading Guide for 3-33
• Advancing Vocabulary – Unit 2: Chapter 8
• Close Reading – Laurel’s identity (voice)
  • Pg. 11-14
  • Read/Annotate (Annotation Bookmarks)
• Yearbook Activity
  • Exit Ticket
• Homework: Begin Advancing Vocab Packet for Chapter 8 (Ten Words in Context, Matching Words with Definitions, and Sentence Check 1).
Daily Objectives

1. Students will understand new vocabulary words by identifying their roots and synonyms. *(12.3 a, 12.3 e)*

2. Students will examine how a writer uses literary devices to develop theme in the literary form of the novel, specifically:
   a. Students will be able to analyze a writer’s use of VOICE to develop characters throughout the novel. *(12.4 b)*
   b. Students will also be able to analyze the writer’s use of voice to develop culturally-relevant themes. *(12.4 d, 12.4 e)*

3. Students will incorporate new vocabulary words into a written literary character analysis. *(12.3 e, 12.4 d, 12.4 e)*
Unit Objective:
Who are the Voices of Modern Culture?

• By the end of this unit, students will be able to develop and apply their definition of CULTURE. Culture is often difficult to define, but it influences everything from who you are as an individual to how you relate to other people at home and around the world. Just what is culture, and how does it contribute to the way you see the world? In this unit, you will explore these questions by investigating factors that affect your personal and cultural identities. You will learn about the concept of voice, or how you express identity in written, spoken, or artistic forms. By engaging with different types of fiction and nonfiction texts, you will discover how writers and speakers use voice to express cultural ideas and personal identities.

• Essential Questions
  • 1. How can cultural experiences shape, impact, or influence our perception of the world?
  • 2. How does one's voice function in and beyond the context of writing?
Unit Two: Chapter 8

- attrition
- circumvent
- cohesive
- grievous
- inundate

- oblivious
- reticent
- robust
- sanction
- vociferous

12.3 The student will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts.

12.3 a) Use structural analysis of roots, affixes, synonyms, antonyms, and cognates to understand complex words. e) Expand general and specialized vocabulary through speaking, reading, and writing.
TEN WORDS IN CONTEXT

Choose the meaning closest to that of the **boldfaced** word.

1. **attrition**  
   (ə-trĭshˈən) — noun

- Sports teams are constantly looking for new talent to replace players lost through attrition—those who retire, quit because of injuries, and so on.
- Colleges try not to have a high rate of attrition. They want students to stay until graduation, rather than drop out early.

*Attrition* means

A. an increase in numbers.  
B. a natural loss of individuals.  
C. ill health.

late Middle English; from late Latin attritio(n-), from atterere ‘to rub.’
TEN WORDS IN CONTEXT

Choose the meaning closest to that of the **boldfaced** word.

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(ə-trĭshˈən)  
– noun

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- Colleges try not to have a high rate of **attrition**. They want students to stay until graduation, rather than drop out early.

**Attrition** means

A. an increase in numbers.

B. a natural loss of individuals.

C. ill health.

Retiring and quitting because of injuries are two examples of a **natural loss of individuals** from sports teams. In the second item, the words *drop out early* suggest that **attrition** means “a natural loss of individuals.”

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12.3 a) Use structural analysis of roots, affixes, synonyms, antonyms, and cognates to understand complex words. e) Expand general and specialized vocabulary through speaking, reading, and writing.
Choose the meaning closest to that of the **boldfaced** word.

2 **circumvent**  
\( (sūr'kəm-věnt') \) – **verb**

- If we take this roundabout route, we can **circumvent** the rush-hour traffic and get home early.
- I had to swerve to the right to **circumvent** a huge pothole.

*Circumvent* means

A. to avoid.
B. to meet head-on.
C. to make smaller.

late Middle English: from Latin circumvent- ‘skirted around,’ from the verb circumvenire, from circum ‘around’ + venire ‘come.’
Choose the meaning closest to that of the **boldfaced** word.

2. **circumvent** (sūr'kəm-vĕnt′) – verb

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*Circumvent* means

A. to avoid.
B. to meet head-on.
C. to make smaller.

Taking a roundabout route would be a way to avoid the rush-hour traffic. Swerving would be a way to avoid hitting a pothole.
Choose the meaning closest to that of the **boldfaced** word.

| 3 cohesive (kō-hēˈsiv) | – adjective |

- For a **cohesive** pie dough, one that doesn’t fall apart, be sure to add enough liquid.
- A family needs to be **cohesive**—to stay together even when stresses and strains threaten to tear it apart.

*Cohesive* means

A. connected.
B. popular.
C. large.

From Latin *cohaesus*, past participle of *cohaerēre*, **to cling together**;
TEN WORDS IN CONTEXT

Choose the meaning closest to that of the boldfaced word.

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Cohesive means
A. connected.
B. popular.
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A pie dough that doesn’t fall apart is one that is connected or sticks together. In the second item, the words stay together suggest that cohesive means “connected.”
The death of a beloved pet is a **grievous** loss for a child.

The assassination of a great leader, such as Mahatma Gandhi or Martin Luther King, Jr., often does **grievous** harm to a society.

**Grievous** means

A. preventable.
B. unavoidable.
C. terrible.

Anglo-Norman *grevous*, from *grever*, to harm, aggrieve, from Latin *gravāre*, to burden; see grieve
Choose the meaning closest to that of the boldfaced word.

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- The assassination of a great leader, such as Mahatma Gandhi or Martin Luther King, Jr., often does grievous harm to a society.

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A. preventable.
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The death of a beloved pet is a terrible loss. The assassination of a great leader can do terrible harm to a society.
Choose the meaning closest to that of the **boldfaced** word.

**5 inundate** (ĭn'ŭn-dāt’) – verb

- During the heavy rains, the river overflowed and **inundated** the fields, destroying all the crops.
- After his brief announcement at the beginning of the press conference, the President was **inundated** with questions from reporters.

_Inundate_ means

A. to flood.
B. to strengthen.
C. to go around.

“**I’m so inundated with paperwork that I can’t even find my desk!**”

Latin _inundāre, inundāt_ : **to surge**
TEN WORDS IN CONTEXT

Choose the meaning closest to that of the **boldfaced** word.

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**Inundate** means

A. to flood.
B. to strengthen.
C. to go around.

If the river overflowed, it would **flood** the surrounding fields. Reporters at a press conference tend to **flood** the President with questions.

“I’m so **inundated** with paperwork that I can’t even find my desk!”
TEN WORDS IN CONTEXT

Choose the meaning closest to that of the **boldfaced** word.

6 oblivious

- The driver continued into the intersection, apparently **oblivious** to the fact that the light had turned red.
- It’s easy to spot two people in love. They are the ones who, **oblivious** to everyone else present, see only each other.

**Oblivious** means

A. angry about.
B. not noticing.
C. overwhelmed by.

mid-15c., from Latin *oblíviosus* "**forgetful, that easily forgets; producing forgetfulness,**" Meaning "**unaware, unconscious (of something)"** is from 1862, formerly regarded as erroneous, this is now the general meaning and the word has lost its original sense of "no longer aware or mindful."
TEN WORDS IN CONTEXT

Choose the meaning closest to that of the boldfaced word.

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• It’s easy to spot two people in love. They are the ones who, oblivious to everyone else present, see only each other.

Oblivious means
A. angry about.
B. not noticing.
C. overwhelmed by.

Since the drive went through the red light, he seems not to have noticed the light. If the two people see only each other, they are not noticing the other people around them.
Choose the meaning closest to that of the boldfaced word.

7 reticent (rēt′ĭ-sənt) – adjective

- Lamar is very reticent about his first marriage; he never talks about his former wife or what led to their divorce.
- It’s odd that many people who love to gossip about someone else are so reticent about their own lives.

Reticent means
A. dishonest.
B. quiet.
C. unaware.

from Latin reticēre ‘to keep silent’
TEN WORDS IN CONTEXT

Choose the meaning closest to that of the boldfaced word.

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Reticent means
A. dishonest.
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The words *never talks about* suggest that Lamar is *quiet* about his first marriage. In the second item, gossiping about others is contrasted with being *quiet* about their own lives.
Choose the meaning closest to that of the **boldfaced** word.

### 8 robust (rō-bŭst') – adjective

- Once an energetic, **robust** man, Mr. Rand has been considerably weakened by illness.
- A number of weightlifters who were previously **robust** have ruined their health and vigor by taking steroids.

**Robust** means

A. very noisy.
B. sickly.
C. strong and well.

1540s, from Middle French *robuste* and directly from Latin *robustus* "**strong and hardy,**" literally "**as strong as oak,**" originally "**oaken,**" from *robur, robus* "**hard timber, strength,**" also "**a special kind of oak,**" named for its reddish heartwood, from Latin *ruber* "**red**"
TEN WORDS IN CONTEXT

Choose the meaning closest to that of the **boldfaced** word.

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**robust** means

A. very noisy.
B. sickly.
C. strong and well.

In contrast with being weakened by illness, Mr. Rand used to be energetic, **strong, and well**. If the weightlifters have ruined their health and vigor, they must have previously been **strong and well**.
TEN WORDS IN CONTEXT

Choose the meaning closest to that of the boldfaced word.

9 sanction (săngkˈshmən) – verb

- By greeting the dictator with extreme courtesy and fanfare, the ambassador seemed to **sanction** his policies.
- Many people whose children attend religious schools would like the government to **sanction** the use of public funds to help pay for their education.

*Sanction* means

A. to grant approval of.  
B. to criticize severely.  
C. to remember.

early 15c., "confirmation or enactment of a law," from Latin *sanctionem* "act of decreeing or ordaining"
Choose the meaning closest to that of the **boldfaced** word.

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- By greeting the dictator with extreme courtesy and fanfare, the ambassador seemed to **sanction** his policies.
- Many people whose children attend religious schools would like the government to **sanction** the use of public funds to help pay for their education.

*Sanction* means

A. to grant approval of.
B. to criticize severely.
C. to remember.

Since the ambassador was so extreme in his greeting, he seemed as if he was granting approval of the dictator’s policies. Parents of children in religious schools would like the government to grant approval of the use of public funds to support those schools.
Choose the meaning closest to that of the boldfaced word.

10 **vociferous** (vō-sĭf′ər-əs) — *adjective*

- When male loons sense that their territory is being invaded, they give *vociferous* cries of challenge.
- The principal became angry and *vociferous*, shouting at students who tried to sneak out of the fire drill.

**Vociferous** means

A. distant.
B. mild.
C. loud.

1610s, from Latin *vociferari* "to shout, yell," from *vox* "voice" + root of ferre "to carry"
Choose the meaning closest to that of the **boldfaced** word.

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**Vociferous** means

A. distant.
B. mild.
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In order to protect his territory, the male loon challenges an intruder with **loud** cries. If the principal shouted at the students, he became **loud**.
What is Voice?

- It’s what gives writing personality, flavor, and style— a sound all its own.
- It is when the personality, thoughts, and feelings of the writer show through the words we read.

“Voice is the imprint of the person on the piece... As writers compose, they leave their fingerprints all over their work.”

-Donald Graves and Virginia Stuart
Love Letters to the Dead: Close Reading

• Understanding Voice - Laurel’s Identity (Pg. 11-14)
  • As you read this section, what do you notice about Laurel and potentially about Ava Dellaira, based on what you know about her background.
    • How would you describe Laurel’s identity based on this section?
    • What potential message is Dellaira trying to send to you, the reader?
Love Letters to the Dead: Yearbook Activity: Part 1 – The Snap Judgment

• In our previous unit, **COMMUNITY**, we talked about Cafeteria Tribes where people of like kinds stick together. Often, those who go on to do great things, don’t fit into societies molds (think about our conversation around Kurt Cobain). Today, you’re going to make a snap judgment about one of the main characters in *Love Letters to the Dead* based on the information you have been given from Laurel at the beginning of the novel. As you read, the **VOICE** in the novel will potentially shift your thinking about that character, so we will do this activity twice to see how your perception of these characters changes as the novel continues.
Love Letters to the Dead:

Yearbook Activity: Part 1 – The Snap Judgment

• Imagine what one of the characters from Love Letters to the Dead was like his/her Senior year. Cut out a person from a magazine to represent your chosen character (Laurel; Natalie; Hannah; Sky; or Laurel’s mom, dad, or Aunt Amy) and mount your picture on the page. Under the picture, place the following information which you will create: nickname of character; activities, clubs, sports they were in and what years; class mock award such as “class clown”; quotation that shows something about the person and what is important to him or her; favorites such as colors and foods; a book that has had a great impact on him or her; voted “most-likely-to” what?; plans after high school.

Essential Question: How can cultural experiences shape, impact, or influence our perception of the world?

12.4 The student will read, comprehend, and analyze the development of British literature and literature of other cultures. d) Relate literary works and authors to major themes and issues of their eras. e) Analyze the social and cultural function of literature.
Exit Ticket

• Write three complete sentences using your new vocabulary words to describe your chosen character (from the Yearbook Activity).

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12.4 The student will read, comprehend, and analyze the development of British literature and literature of other cultures. b) Recognize major literary forms and their elements. d) Relate literary works and authors to major themes and issues of their eras. e) Analyze the social and cultural function of literature.