



ASHLAND UPDATES

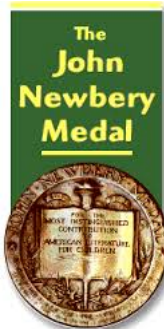
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We are confirmed for **April 28-30th**. We will attend "Much Ado About Nothing," "Guys and Dolls," and "Secret Love in Peach Blossom Land."

I still need, however, many of the **permission slips** and down payments of **\$30** to secure spots. Please submit the necessary paperwork and payments if you have not. Copies of the permission forms are available via my website (<http://733257565503770808.weebly.com/>).

Fees will cover:

- Transportation to and from Ashland via coach bus (includes bus drivers' room and board)
- Room and Board at the Southern Oregon College Campus (all meals provided except during travel)
- Tickets to three plays: *Much Ado about Nothing*, *Guys and Dolls*, and *Secret Love in Peach Blossom Land*
- One workshop produced by the Oregon Shakespeare Festival (with the actors!)
- Two workshops at Southern Oregon University
- Snacks & other travel goodies



READING

DISCUSSION GROUPS

The second semester will focus on reading and discussing novels within small groups. There is a critical distinction between good literature and what makes a good discussion novel. Not all literature creates dynamic conversations. Conversations and differing opinions are, however, essential to a good discussion. The book might be a "page turner," but if it does not prompt conversation then it is a dud as a discussion choice.

The choice of a novel is often a contentious and touchy issue. I do not wish to step on any toes or push a student into reading a subject matter they are not ready for or comfortable with. I emailed the list of novels and groups to families last Thursday (1/16). Please let me know if you have concerns or desires to switch novels as soon as possible. Your help, respect, and diligence are appreciated.

Students prepare for participation in a discussion by completing an assignment. Each discussion focuses on a certain number of pages or chapters as delineated in the "bookmarks" for each discussion group.

Before participating in the discussions, students will

complete a job and submit the assignment for the job the day before the discussion. Novel discussions will be held at the end of every other week. The meeting schedule is: 2/6, 2/20, 3/6, and 3/20 for the 3rd quarter. During the 4th quarter the meetings will be 4/17, 5/1, 5/15, and 5/29.



3rd QUARTER JOBS:

- **Riddler**—asks thought provoking questions & leads the discussion
- **Summarizer**—summarizes the assigned section of reading and presents a plot line
- **Story Elements II**—keeps track of 2 major characters and how they change through the assigned reading
- **Illustrator**—provides a cover and teaser for the assigned section of reading
- **Illustrator II**—creates 3 drawings with captions for the assigned section of reading
- **Story Elements**—draws and describes the effects of the setting on the assigned section of reading
- **Literary Luminary**—provides examples of 4 quotes with different literary techniques from the assigned section of reading

Please read and follow directions for the response and reflection sections. If there are any questions, students will have two weeks to clarify assignment expectations. Each assignment and each discussion are worth 25 points.

DISCUSSION #1

Students have twenty minutes each day to read their discussion novel.

Additionally, students should use whatever time at home necessary to fulfill the number of pages or chapters required for each discussion. Each student has a bookmark listing the dates of each discussion and the assigned pages. The bookmarks are also available via the "Reading" page of my web page.

The assignment sheets for the discussions are also available via the "Reading" page of my web page. You will have to access the bookmarks (or ask the student) to determine what assignment the student must complete. Students are given the new assignment sheet two weeks(ish) ahead of time. I recommend using the assignment sheet as a second bookmark and completing the assignment as the novel is read. Directions are on each sheet, but the "post discussion" part is completed after the discussion.

The assignment for discussion #1 is due Thursday (2/5) and the discussion is on Friday (2/6). The assignment is due



a day before the discussion so that I have time to evaluate and provide feedback on the assignment. It is something that I have learned over the years and it has generated better discussions.

SHORT STORIES

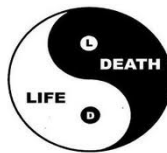
"2BR02B" is a science fiction short story by Kurt Vonnegut. It was originally published in the digest magazine Worlds of If Science Fiction, in January, 1962, and collected in Vonnegut's Bagombo Snuff Box (1999). The title is pronounced "2 B R naught 2 B", referencing the famous phrase "to be, or not to be" from William Shakespeare's *Hamlet*, Prince of Denmark. In this story, the title refers to the telephone number one dials to schedule an assisted suicide with the Federal Bureau of Termination. Vonnegut's 1965 novel God Bless You, Mr. Rosewater describes a story by this name, attributing it to his recurring character Kilgore Trout, although the plot summary given is closer in nature to the eponymous tale from the short-story collection Welcome to the Monkey House.

The setting is a society in which aging has been cured, individuals have an indefinite lifespan, and population control is used to limit the population of the United States to forty million. This is maintained through a combination of infanticide and government-assisted suicide—in short, in order for someone to be born, someone must first volunteer to die. As a result, births are few and far between, and deaths occur primarily by accident.

The scene is a waiting room at the Chicago Lying-In Hospital, where Edward K. Wehling, Jr. is faced with the situation that his wife is about to give birth to triplets, but he has found only one person - his maternal grandfather - who will volunteer to die. A painter on a stepladder is redecorating the room with a mural depicting famous doctors and nurses - in particular, Dr. Benjamin Hitz, the hospital's Chief Obstetrician. Leora Duncan, from the Service Division of the Federal Bureau of Termination, arrives to pose for the mural. The mural is a picture of a garden that's well taken care of. It is a metaphor for the United States at that time. Later, Dr. Hitz enters the scene, conversing with everyone but the painter of the mural.

It becomes apparent to all that Wehling is in a state of despair, wanting not to send his grandfather and two of his children to death. Dr. Hitz questions Wehling's belief in the system, and tries to make Wehling feel better by explaining how the surviving child will "live on a happy, roomy, clean, rich planet."

How will the conflict resolve?



WRITING VOCABULARY #8

Students should be reviewing the lists for **five minutes each**

day. Repeated exposure to the words or stems will help in the long-term retention of the meaning and lead to greater success. Students should also be organizing the stems into antonyms, synonyms, and similar groupings (body parts, numbers, etc.).

Students will work on list #8 Tuesday and Wednesday (1/20-21). The assignment (list, sentences, and analogies) are due Friday (1/23). The quiz is next **Wednesday** (1/28) and not the usual Thursday.

THIS I BELIEVE

Students are invited to contribute to this project by writing and submitting their own statement of personal belief.

I understand how challenging this is—it requires such intimacy that no one else can do it for them. To guide you through this process, I offer these suggestions:

Tell a story: Be specific. Take your belief out of the ether and ground it in the events of your life. Consider moments when belief was formed or tested or changed. Think of your own experience, work, and family, and tell of the things you know that no one else does. Your story need not be heart-warming or gut-wrenching—it can even be funny—but it should be real. Make sure your story ties to the essence of your daily life philosophy and the shaping of your beliefs.

Be brief: Your statement should be between 350 and 500 words. That's about three minutes when read aloud at your natural pace.

Name your belief: If you can't name it in a sentence or two, your essay might not be about belief. Also, rather than writing a list, consider focusing on one core belief, because three minutes is a very short time.

Be positive: Please avoid preaching or editorializing. Tell us what you do believe, not what you don't believe. Avoid speaking in the editorial "we." Make your essay about you; speak in the first person.

Be personal: Write in words and phrases that are comfortable for you to speak. We recommend you read your essay aloud to yourself several times, and each time edit it and simplify it until you find the words, tone, and story that truly echo your belief and the way you speak.

Students will work on choosing a topic and creating an introduction during the week. We will be listening to several examples in class to help guide and direct the students. Please ask them about their topic.

This is a much shorter, sweeter, and simpler written piece than the historical fiction narrative. It is, however, no less of a demand on the students. I am asking them



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A map of Africa titled "Africa's Kingdoms and Empires" showing various ancient and medieval states. The map includes labels for major regions and empires: Carthage, Roman Empire, Kush, Aksum, Egypt, Meroë, Nubia, Ghana, Mali, Songhai, Senegal, Gambia, Guinea, Sierra Leone, Liberia, Ivory Coast, Ghana, Nigeria, Chad, Sudan, Ethiopia, Somalia, Kenya, Tanzania, Mozambique, Swaziland, Lesotho, Botswana, Namibia, South Africa, and Zimbabwe. The map also shows the Atlantic Ocean, Indian Ocean, and the Mediterranean Sea. A scale bar is located in the bottom right corner.

This detail from the Voynich manuscript features two central figures. On the left, a figure with a beard and a green tunic is mounted on a dark horse. On the right, a figure with a crown and a yellow tunic is seated, holding a red fruit. The background is filled with a complex network of lines connecting various small diagrams, including what appear to be mechanical devices or architectural structures. The text is written in the characteristic Voynich script, with some words appearing in larger, bold letters.

AMERICAN REVOLUTION (8th)

We conclude our journey in the American Revolution. This week we will be reading -"Tyranny is Tyranny" (Zinn chapter 4: 52-66). As we progress through the chapters students will be creating a mobile with significant people, ideas, events, etc. pertaining to the American Revolution. Essentially, students need to select, visually represent, and summarize in writing 3 key battles, 3 essential people (or groups of people), 3 important events, and 3 vital ideas or effects. The project is due Monday, January 26.

Before and during the French and Indian War, from about 1650 to 1763, Britain essentially left its American colonies to run themselves in an age of salutary neglect. Given relative freedom to do as they pleased, the North American settlers turned to unique forms of government to match their developing new identity as Americans. They established representative legislatures and democratic town meetings. They also enjoyed such rights as local judiciaries and trials by jury in which defendants were assumed innocent until proven guilty. American shipping, although theoretically regulated by the Navigation Act, functioned apart from the mighty British fleet for more than a hundred years. Finally, the promise of an expansive, untamed continent gave all settlers a sense of freedom and the ability to start fresh in the New World.

After the French and Indian War, the age of salutary neglect was finished. Britain, wanting to replenish its drained treasury, placed a larger tax burden on America and tightened regulations in the colonies. Over the years, Americans were forbidden to circulate local printed currencies, ordered to house British troops, made to comply with restrictive shipping policies, and forced to pay unpopular taxes. Furthermore, many of those failing to comply with the new rules found themselves facing a British judge without jury. Americans were shocked and offended by what they regarded as violations of their liberties. Over time, this shock turned to indignation, which ultimately grew into desire for rebellion. In a mere twelve years—between the end of the French and Indian War in 1763 and the outbreak of the Revolutionary War in 1775—the colonists moved from offering nightly toasts to King George III's health to demonstrations of outright hostility toward the British Crown.

The American Revolution had profound consequences, not only for the American colonists but for the rest of the world as well. Never before had a body of colonists so boldly declared their monarch and government incapable of governing a free people. The Thomas Jefferson–penned Declaration of Independence was as unique as it was reasonable, presenting a strong, concise case for American rebellion against a tyrannical government. Since then, his declaration has been a model for many groups and peoples fighting their own uphill battles.

Essentially, students need to select, visually represent, and summarize in writing 3 key battles, 3 essential people (or groups of people), 3 important events, and 3 vital ideas or effects. The project is due next Thursday (1/23).



ARE THOSE
COLONISTS NUTS?
TAXATION WITHOUT
REPRESENTATION
IS PART OF OUR
**CULTURAL
HERITAGE!**

