



1/2 WAY HOME

The second quarter, and the first semester, culminates this Thursday (1/29). Friday, January 30 is a planning and grading day for teachers.

The third quarter and second semester begin next Monday (2/2). Everyone gets a fresh start and, hopefully, bad habits will atrophy in favor of beneficial and salubrious ones.



ASHLAND UPDATES

[repeated]

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

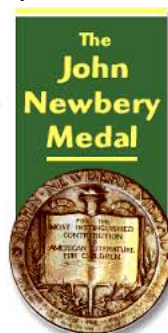


READING

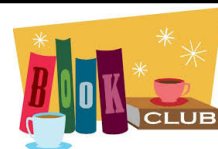
DISCUSSION GROUPS

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

Instead of completing a reading response #6 for Vonnegut and O Henry, students are completing a shortened response for "2BR02B". After reading the short story and watching an adapted short film based on Kurt Vonnegut's "2BR02B", students responded to the following: List 3 similarities and 3 differences between the short story and the short film adaptation--be clear in what the differences are. Then, explain which version (short story or film) was your favorite and why?



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.).

The quiz is **Wednesday** (1/28) and not the usual Thursday.

CREATE-A-BOARD-GAME

Students will research, design, and create a game board. The board game can be a card game, but the cards cannot be a standard 52 card (54 with Jokers) deck.



1. Design and make a board game.
 - a. Use cardboard, tag board, construction paper, legal sized file folders, augment an

older board game, etc.

- b. Decorate the board and box with art that relates to the game.
 - c. There should be a START and FINISH box connected by at least a 50-space path.
 - d. Create playing pieces that relate to the game (a minimum of 4).
2. Make up and write the rules for the game.
 3. Playtest the game in various draft forms. Adjust (correct) parts of your game as needed.
 4. Exchange and play the games of other students.
 5. Complete an evaluation form for each game played.

Students will research board games and submitted a premise of their idea for their board game projects over the next several weeks. We will have time after that to draft rulebooks. However, students should be prepared to work on rulebook rough drafts and all other aspects of the project at home if they don't use their class time wisely.

Here are a couple of due dates to keep in mind:

- Premise for game: Wednesday, February 11
- Rough draft of rules due: Wednesday, February 25
- Playtest draft game board: Monday-Thursday, March 17-20
- Playtest second draft of game board: Monday-Thursday, April 6-9
- Final project due: Wednesday, April 15



HISTORY

IMPERIAL CHINA (7th)

Imperial China is divided into two periods beginning with early imperial China that spans the Qin Dynasty (221–207 BC) through the Tang Dynasty (AD 618–907) and later imperial China from the Song Dynasty (AD 960–1279) through the Qing Dynasty (AD 1644–1911).

The rise and fall of many dynasties and occasional periods of disunity mark imperial Chinese history, but overall the age was remarkably stable and marked by a sophisticated governing system that included the concept of a meritocracy. Each dynasty had its own distinct characteristics and in many eras encounters with foreign cultural and political influences through territorial expansion and waves of immigration also brought new stimulus to China. China was a highly literate society that greatly valued poetry and brush-written calligraphy, which along with painting, were called the Three



Perfections, reflecting the esteemed position of the arts in Chinese life.

Imperial China produced many technological advancements that have enriched the world, including paper, gun powder, and porcelain. Confucianism, Daoism and Buddhism were the dominant teachings or religions in Imperial China and most individuals combined all three in their daily lives.

Students will be taking weekly short quizzes over the chapters as we progress through the unit. The first one is this Thursday (1/29). It is a combination of current event #8 and chapter 16.



CONSTITUTION (8th)

The *Constitution of the United States* is the supreme law of the United States of America. The Constitution originally consisted of seven Articles. The first three Articles embody the doctrine of the separation of powers, whereby the federal government is divided into three branches: the legislature, consisting of the bicameral Congress; the executive, consisting of the President; and the judiciary, consisting of the Supreme Court and other federal courts. The fourth and sixth Articles frame the doctrine of federalism, describing the relationship between State and State, and between the several States and the federal government. The fifth Article provides the procedure for amending the Constitution. The seventh Article provides the procedure for ratifying the Constitution.

The Constitution was adopted on September 17, 1787, by the Constitutional Convention in Philadelphia, Pennsylvania, and ratified by conventions in eleven States. It went into effect on March 4, 1789.

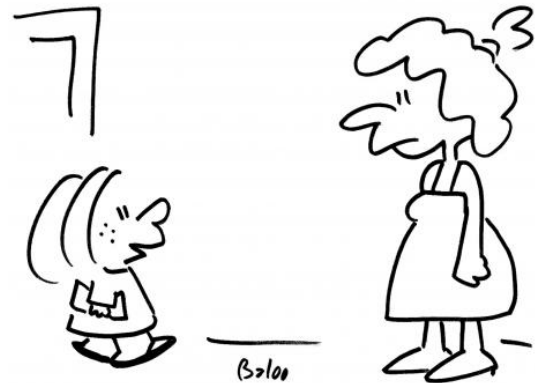
Since the Constitution was adopted, it has been amended twenty-seven times. The first ten amendments (along with two others that were not ratified at the time) were proposed by Congress on September 25, 1789, and were ratified by the necessary three-fourths of the States on December 15, 1791. These first ten amendments are known as the Bill of Rights.

The Constitution is interpreted, supplemented, and implemented by a large body of constitutional law. The Constitution of the United States was the first constitution of its kind, and has influenced the constitutions of other nations. It was not, however, the first "law of the land." The Articles of Confederation and Perpetual Union was the first constitution of the United States of America. It was drafted by the Continental Congress in mid-1776 to late 1777, and formal ratification by all 13 states was completed in early 1781. The chief problem with the new government under the Articles of Confederation was, in the words of George Washington, "no



money."

As part of the Constitution unit, students will be reading and discussing chapters 8-10. As a cumulative project, students will create a continent and constitution. Students will get a handout delineating the expectations and due dates as we progress through the chapters. Information is accessible via the Google calendar. The project is due February 18 at the beginning of class.



"We learned in school today that the Constitution is politically incorrect."



Where the framers of the Constitution bought their frames.