



INFORMATION & COMMUNICATION

I put a lot out there...perhaps too much for some, and not enough for others. It is always a delicate balance. Please keep in mind that the 2 hours I spend with students on the average day cannot be recreated sufficiently in newsletter or email form. Baring illness or absence (pullout, random Smarter Balance or EasyCBM testing pullout, etc), I rely on the students to listen to, write down, and communicate any updates or new items.

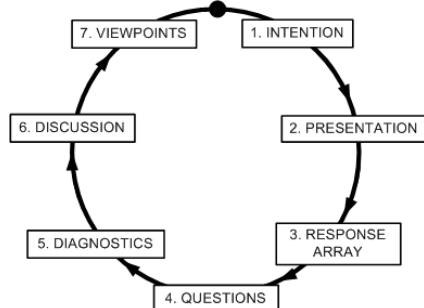
I realize that the newsletters can seem daunting. Who really wants to read that much each week—for that matter, who wants to write that much each week? The reality is that it helps me be a better teacher. It helps me explore and explain my reasoning and the process. The newsletter can help you. It can help you with time management, expectations, directions, etc. The best advice anyone ever gave me was, print the newsletter and put it in the bathroom. It will get read.

You may not agree with my methods or reasoning, and I invite you to open a dialogue with me. Please realize, that this is a dialogue. I will listen. I will reflect on your ideas. I might not, however, agree with you or change what I am doing. There are sixty-three different students in Binder Block, most with more than one set of parents. If you toss me into the mix, it means that there are a myriad of opinions and ideas on how things should be done. Loud and angry does not make one right, but silent simmering will not change things either.

Please do your best to read, review, and digest the information coming at you. Please work with me to help make things better. I look forward to working with you throughout the second semester and beyond.

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

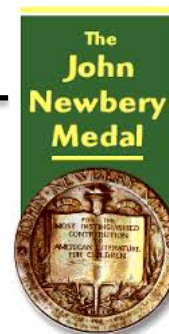
DISCUSSION GROUPS

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 #2

Thank you to the fantastic adults who volunteered their time to help facilitate discussion #1. It is not an easy task to “teach” students how to have an intelligent and meaningful discussion about a novel. Discussions seemed to go well. Thank you.

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 #2 is due Thursday (2/19) and the discussion is on Friday (2/20). 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.



WRITING VOCABULARY #10

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 the sentences and list (flashcards) for vocabulary #10 Tuesday and Thursday (2/17 and 2/19). As usual, the class will review several of the trickier sentences prior to the assignments being due at the beginning of class on Friday (2/20). The quiz is the following Thursday (2/26).

CREATE-A-BOARD-GAME

[repeated]

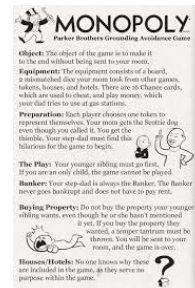
Students will research, design, and create a game board. The board game can be a card game, but the cards cannot be a standard 52 card (54 with Jokers) deck.

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 (or at least 50 cards [depending on the game] if it is a card-based game).
 - 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

FEUDAL JAPAN (7th)

Being a warrior in feudal Japan was more than just a job. It was a way of life. The collapse of aristocratic rule ushered in a new age of chaos — appropriately called the Warring States period (c. 1400-1600) — in which military might dictated who governed and who followed.

The samurai warriors, also known as *bushi*, took as their creed what later became known as the "Way of the Warrior" (*Bushidô*), a rigid value system of discipline and honor that required them to live and die in the service of their lords. If commanded, true bushi were expected to give their lives without hesitation. Any form of disgrace — cowardice, dishonor, defeat — reflected poorly on the lord and was reason enough for a bushi to commit suicide by *seppuku*, or ritual disembowelment. In return for this devotion, the lord provided protection, financial security, and social status — in short, a reason to live.

The bushi swore unwavering loyalty to their immediate masters in the chain of command. But this wasn't always easy. Frequently, switched loyalties and shifting alliances forced the bushi to decide between obeying the *daimyo* (baron) or following their more immediate lord.

The daimyô reported to the shôgun, more out of political and military necessity than out of loyalty. The shôgun became the most dominant feudal lord by subduing the other daimyô and receiving from the emperor the impressive title "Barbarian-Quelling Generalissimo." Not that the emperor wielded any sort of political power — the awesome military might of the shôgun often left the emperor little choice but to grant the title.

Japan was a land of mystery to foreign explorers such as the English and Dutch. When Europeans first arrived in Japan, shôgun took full advantage of their presence. Part of their military success came from their use of firearms, brought to Japan by the Portuguese, which allowed swift and complete dominance.

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 constitution for a post-apocalyptic world. 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. There will also be a short exam with 30 multiple choice and matching at the end of the unit.

