

Wednesday, September 11, 2019

The Daily Record

Junior English • Mr. Burke

NEWS & NOTES

- ❑ **BDays:**
 - ❑ **Needs:** Computer? Earphones? Other?
 - ❑ **Reminders:** Tomorrow there will be an emergency **drill/practice** at CSM
 - ❑ **For those interested in physics, the universe, science in general** and how the idea of time and space in *Kindred* might connect with these subjects, check out these two items on your own time:
 - ❑ [Sean Carroll Thinks We Live in Multiple Worlds](#)
 - ❑ [Michio Kaku Explains String Theory](#)
 - ❑ [Brian Greene TED Talk on String Theory](#)
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WHAT WE'RE LEARNING TODAY--AND WHY

What the **Reporter's Questions** are and how/when/why to use them.

Reading to notice details that may not be at first obvious.

Tools to use for writing an essay (about a book as you read it)

- ❑ **Annotating to Write/Navigate:** jotting in margins ideas about and connections to words related to Dana and others playing "roles"
- ❑ **Sticky Notes** for specific places or ideas I think I can use in my essay
- ❑ **Color-coded highlighting** for specific words (e.g., "help" "trouble")
- ❑ [Using search function on a digital text](#) for keywords: *role, roles, play*

- ❑ **Sketching out/outlining/”chunking”** the moves I want to make

As the story progresses, Dana encounters a series of dilemmas, each one of which becomes more morally fraught than the last one.

To intervene in the fight

To “help” Alice recover so Rufus can be with her....

ACT 1: NOTEBOOK: Comparing Kevin and Rufus?

- ❑ **ON YOUR OWN:** Re-read pages 108-109 in *Kindred* and identify 2-3 ways that Kevin and Rufus are **similar**, with examples to support your thinking. (You are welcome to find examples from anywhere in the book...)
- ❑ **PAIRS:** Compare your ideas with your partner; add **one** idea or example from your partner that you did not think about and include it in your notes.
- ❑ **AS A CLASS:** Let’s use this focus line to guide our discussion:

Though they are from entirely different historical eras, Kevin and Rufus share certain traits common to

_____.

ACT 2: NOTEBOOK: Rufus, Alice, Dana, and Issac

- ❑ **IN PAIRS:** Re-read/skim pages 117-126, then, working with a partner, jot down the facts of the situation using the **reporter's questions**:
 - ❑ Who
 - ❑ What
 - ❑ Where
 - ❑ When
 - ❑ Why
 - ❑ How
 - ❑ So?
 - ❑ **AS A GROUP OF FOUR:** Describe Dana's role or relationship as it relates to the others and the situation. How does her role become more "morally complicated" in this situation? What motivates Dana's actions here?
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ACT 3: "Fight" Chapter Paragraph

- ❑ Your next *Kindred* paragraph is due on Friday in class, though it should not be uploaded as we will do some work with it using ideas from a book we will begin using (*They Say/I Say: The Moves that Matter in Academic Writing*).
 - ❑ The key idea to keep in mind as you draft that is its focus and how that focus relates to the previous paragraph(s) in some substantive way.
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FEEDBACK: What We Learned and How We Know?

- ❑ What are the **Reporter's Questions**?
 - ❑ What does it mean to "**read to notice**" key details
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HOMEWORK

- ❑ **Due THIS Friday:** Your next *Kindred* paragraph is due on Friday in class as a Google Doc, though it should not be uploaded, as we will do some work with it using ideas from a book we will begin using (*They Say/I Say: The Moves that Matter in Academic Writing*).
 - ❑ The key idea to keep in mind as you draft that is its focus and how that focus relates to the previous paragraph(s) in some substantive way.
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WHAT WAS ON THE BOARD