

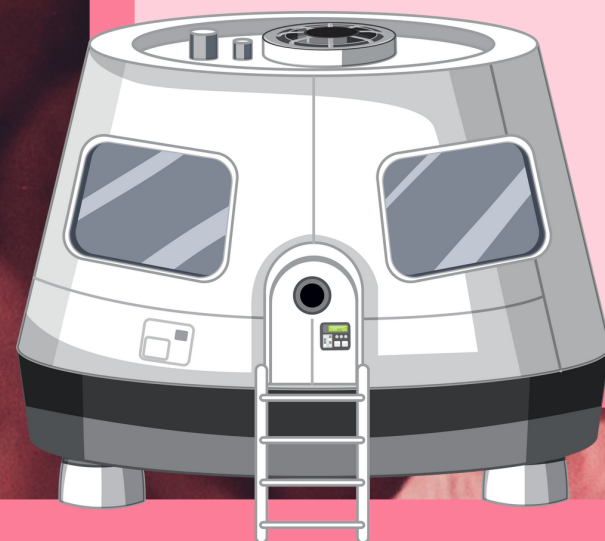


## Agenda

- Bell Work
- Essays- 40 min
- Group Vocab Activity
- Background Research Activity
- Exit Ticket



**Attendance Question**  
Would you rather live on a cruise ship for 9 months, or live in a space station for 9 months?



## Due Dates

- Bell Work- Due 2/9
- Research Question - Due EOC



## Materials

Paper for Bell Work  
Pencil

## Objectives

- Determine the meaning of multiple unknown words using a print reference source.
- Conduct a short research project to answer questions by synthesizing multiple sources on the subject.

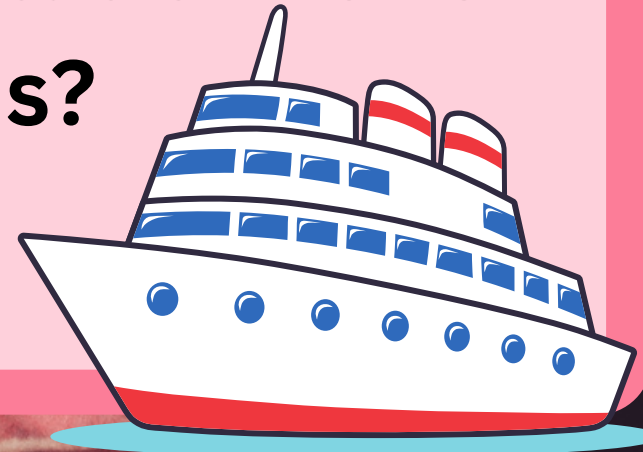
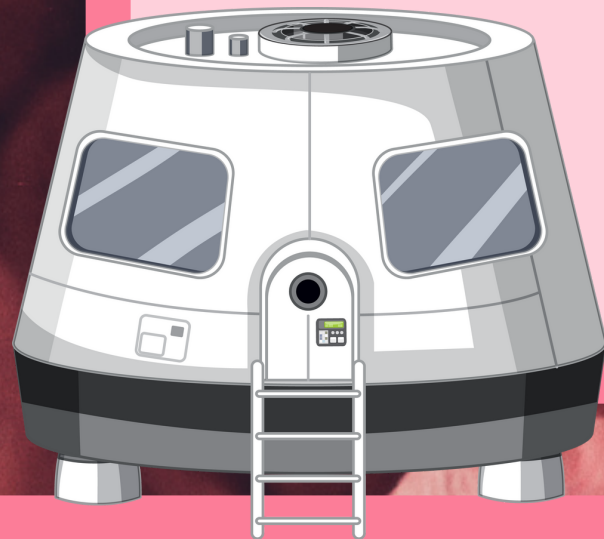


## **Agenda**

- Bell Work
- Group Vocab Activity
- Background Research Activity
- Background Review
- Exit Ticket



**Attendance Question**  
Would you rather live on a cruise ship for 9 months, or live in a space station for 9 months?



## **Due Dates**

- Bell Work- Due 2/9
- Research Question - Due EOC



## **Materials**

Paper for Bell Work  
Pencil

## **Objectives**

- Determine the meaning of multiple unknown words using a print reference source.
- Conduct a short research project to answer questions by synthesizing multiple sources on the subject.

**9-10.RL.CS.5 Analyze how an author's choices concerning text structure, plot structure, and/or time manipulation create effects such as mystery, tension, or surprise.**

**9-10.RL.CS.6 Analyze how point of view and/or author purpose shapes the content and style of diverse texts.**



# Bell Work



1. How do readers get a sense of time while reading a text?
2. How do readers tell if time is moving fast or slow?
3. How do you know when you are reading a flashback?



1. ¿Cómo consiguen los lectores una noción del tiempo mientras leen un texto?
2. ¿Cómo saben los lectores si el tiempo avanza rápido o lento?
3. ¿Cómo sabes cuando estás leyendo un flashback?



- **Get into a group of 2-3.**
- **While in your groups, sort through the vocabulary words given to you by the teacher.**
- **Group the words together based on word meanings and connotations. Use a dictionary to look up any words you do not know the meaning of.**

**Then, on a piece of paper with all group member's names on it, answer the following questions:**

- 1. Do you predict the short story will be a historical fiction story or a scientific fiction story? Which words support your answer?**
- 2. Do you predict the short story will include more adventure or romance? Which words support your answer?**
- 3. Do you predict the tone of the short story will be solemn or humorous? Which words support your answer?**







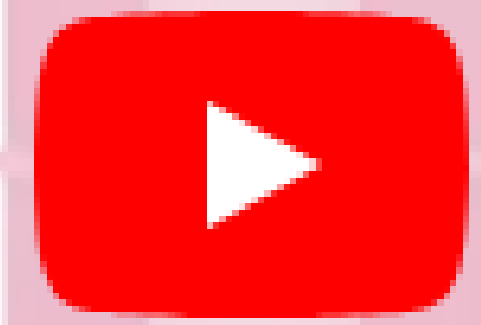
30 Min Countdown Flip Clock Timer / Simple Beeps 🌸🔔



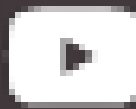
Share

COUNTDOWN

30 00  
MIN.



with SIMPLE BEEPS

Watch on  YouTube



**Robinsonh@bedfordk12tn.net**

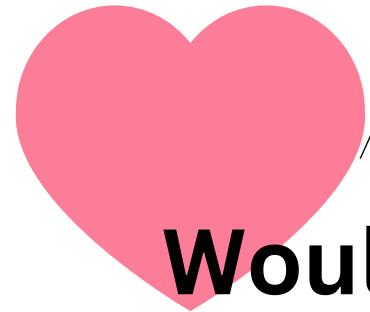


# 2/6/24



## Agenda

- Bell Work
- Background Research Activity Continued
- Read “An Occurrence at Owl Creek Bridge”
- Exit Ticket



## Attendance Question

Would you rather go sky diving or scuba diving?



## Due Dates

- Bell Work- Due 2/9
- Research Question - DUE TODAY



## Objectives

- Analyze the impact of time manipulation and plot structure on creating mystery or surprise.
- Analyze a text for how a character develops through out the text.
- Determine how author’s purpose impacts a text.

## Materials

Bell Work  
Pencil  
Laptops



# **Bell Work**

**Based on Yesterday's activities, write 2-3 sentences on what do you predict the next story will be about? Be specific!**

**Con base en las actividades de ayer, escribe 2 o 3 oraciones sobre ¿de qué crees que se tratará la próxima historia? ¡Se específico!**



# Robinsonh@bedfordk12tn.net



# As We Read Pg. 66



- Highlight and label any changes in time flow.
- Highlight any characterization you notice.



- Resalte y etiquete cualquier cambio en el flujo del tiempo.
- Resalte cualquier caracterización que observe.



# In Groups of Two

- **Complete the questions 1-4, the appreciating author's craft section, and the checking your understanding section.**

- **Complete the questions 1-4, the appreciating author's craft section, and the checking your understanding section.**





# Exit Ticket

**What do you think is the intended effect of starting the story “en media res”?**

**¿Cuál crees que es el efecto buscado al comenzar la historia en media res?**



# 2/6/24



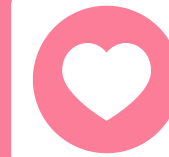
## Agenda

- Bell Work
- Notes
- Review
- Background info + Part One
- Part 1 TDQs
- Exit Ticket



## Attendance Question

Are fresh roses over rated or much appreciated?



## Due Dates

- Bell Work- Due 2/9



## Materials

Bell Work  
Pencil  
Textbook  
Notes

## Objectives

- Analyze the impact of time manipulation and plot structure on creating mystery or surprise.
- Analyze a text for how a character develops through out the text.
- Determine how author's purpose impacts a text.



# Bell Work

**Write the five sentences below out on your paper. Then Circle the verb, underline the subject, add an adverb and an adjective.**

**Escribe las cinco oraciones siguientes en tu papel. Luego encierra en un círculo el verbo, subraya el sujeto, añade un adverbio y un adjetivo.**

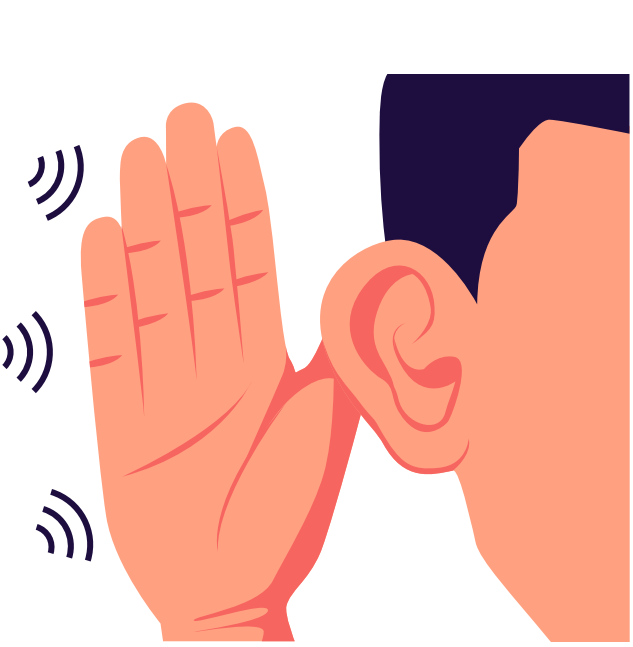
- 1. My grandma was concerned she was not receiving advice.**
- 2. Ms. Hester decided to buy the dresser.**
- 3. Jeffery did not understand the assignment.**
- 4. The spider wove a web.**
- 5. My mom enjoys shopping.**



# Sensory Details

**Sensory details are used in writing to describe how things are experienced through the five senses.**

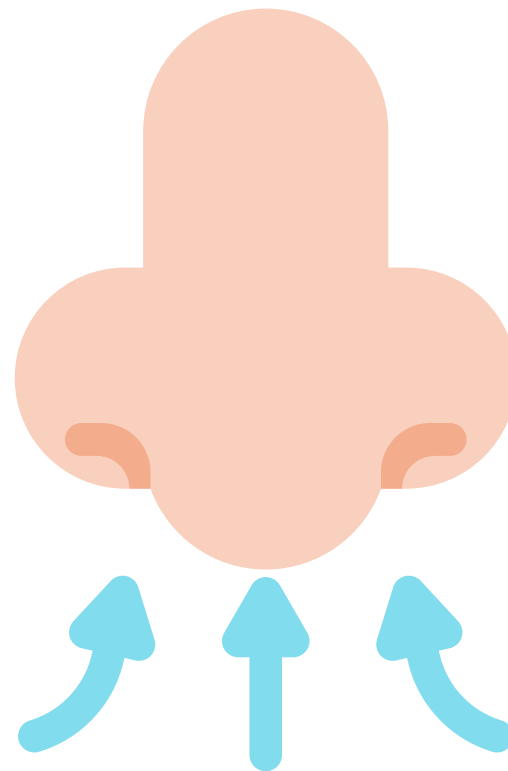
**Los detalles sensoriales se utilizan por escrito para describir cómo se experimentan las cosas a través de los cinco sentidos.**



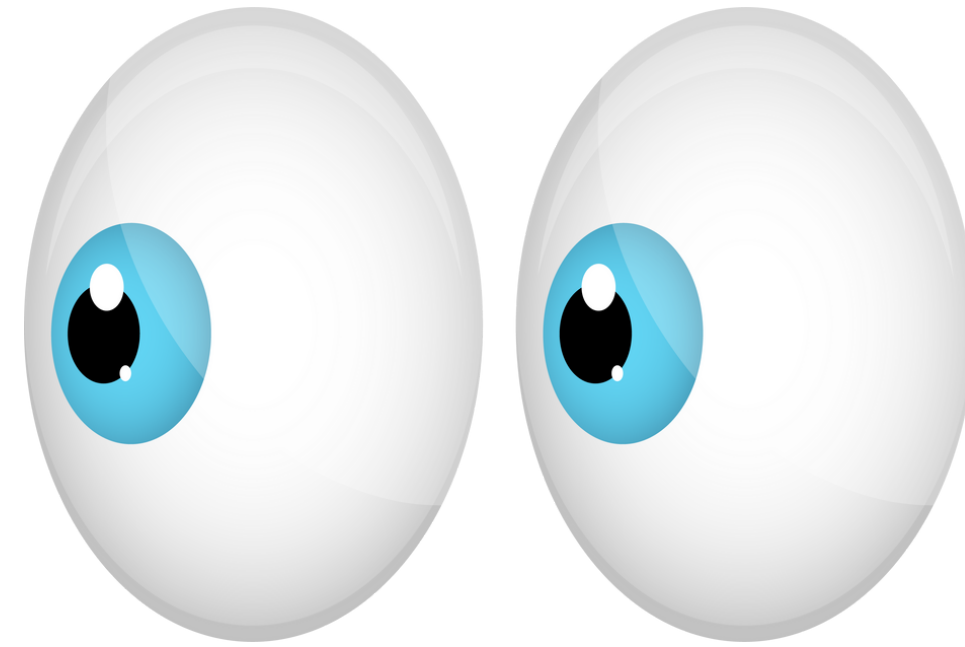
**Sound**



**Touch**



**Smell**



**Look**



**Taste**

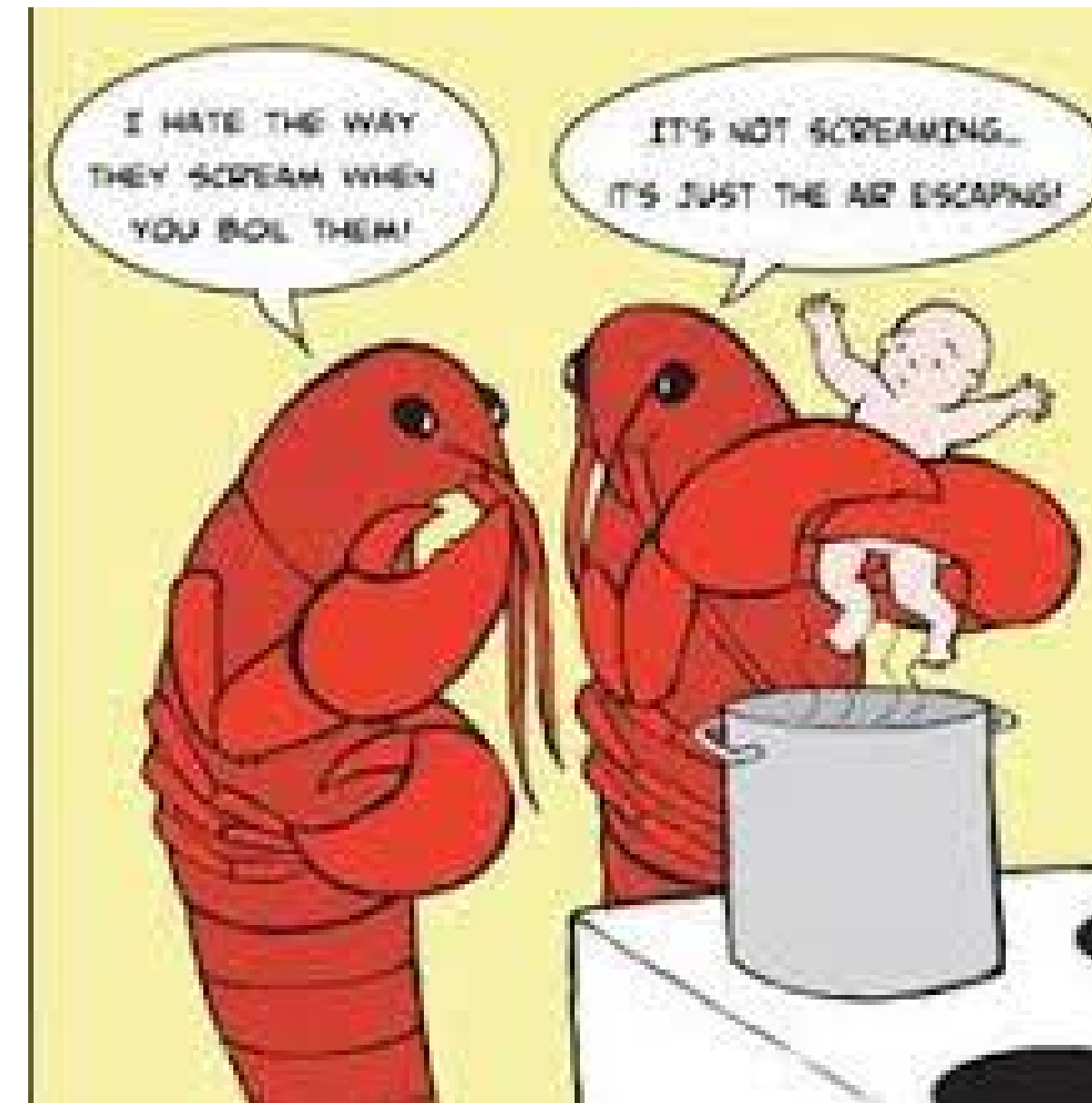


# Satire

**The use of humor, irony, exaggeration, or ridicule to expose and criticize people's stupidity.**

**El uso del humor, la ironía, la exageración o el ridículo para exponer y criticar la estupidez de las personas.**

**The goal of satire is to provoke an emotion in the audience, which will cause the audience to want to change.**  
**El objetivo de la sátira es provocar una emoción en la audiencia, lo que hará que la audiencia quiera cambiar.**





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## Standardized Testing

  
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# Ambrose Bierce



**Did not believe, like most people did,  
that war brought glory and prestige. He  
saw war as bringing only misery and  
death.**

**No creía, como la mayoría de la gente,  
que la guerra traía gloria y prestigio.  
Consideraba que la guerra sólo traía  
miseria y muerte.**



# In Groups of Two

- Complete the questions 1-4, the appreciating author's craft section, and the checking your understanding section.

- Complete the questions 1-4, the appreciating author's craft section, and the checking your understanding section.





# As We Read Pg. 66



- **Highlight any characterization you notice.**
- **Label and note what you think he is like based on his thoughts, actions, and words.**



- **Resalte y etiquete cualquier cambio en el flujo del tiempo.**
- **Resalte cualquier caracterización que observe.**



# **Exit Ticket**

**Why would Ambrose Bierce write a story about the earning glories in war if he hated war?**

**¿Por qué Ambrose Bierce escribiría una historia sobre las glorias de la guerra si la odiaba?**



# 2/8/24



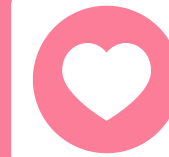
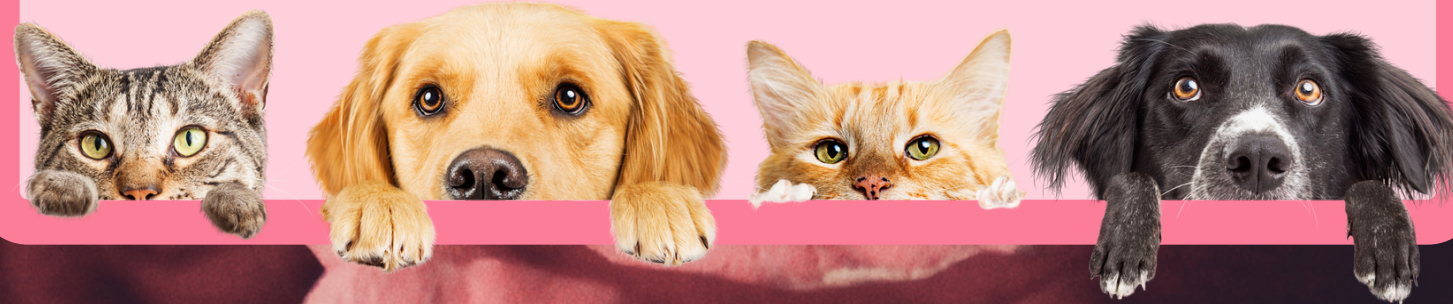
## Agenda

- Bell Work
- Read Pt. 2 of “An Occurrence at Owl Creek Bridge”
- 1.13 TDQs
- *Potentially start 1.14*
- Exit Ticket



## Attendance Question

How many pets  
are too many  
pets?



## Due Dates

- Bell Work- Due 2/9



## Objectives

- Analyze the impact of time manipulation and plot structure on creating mystery or surprise.
- Analyze a text for how a character develops through out the text.
- Determine how author’s purpose impacts a text.

## Materials

Bell Work  
Pencil  
Textbook



# Bell Work

Go back to paragraph 1 and 5 of “An Occurrence at Owl Creek Bridge”. Reread the paragraphs and notice how everything is described. Afterwards, write 3 sentences about the differences in sensory language used in each paragraph. Then a sentence answering: Are they the same, or different. WHY?

Regrese a los párrafos 1 y 5 de “Un suceso en el puente Owl Creek”. Vuelva a leer los párrafos y observe cómo se describe todo. Luego, escribe 3 oraciones sobre las diferencias en el lenguaje sensorial utilizado en cada párrafo. Son iguales o diferentes. ¿POR QUÉ?



# As We Read Pg. 72



- **Highlight any characterization you notice.**
- **Label and note what you think he is like based on his thoughts, actions, and words.**

- **Resalte y etiquete cualquier cambio en el flujo del tiempo.**
- **Resalte cualquier caracterización que observe.**





# In Groups of Two

- **Complete the questions 1-3 and (+) the appreciating author's craft section.**

- **Complete las preguntas 1 a 3, la sección de apreciación de la artesanía del autor y la sección de verificación de su comprensión.**
- 





# **Exit Ticket**

**Why would Ambrose Bierce write a story about the earning glories in war if he hated war?**

**¿Por qué Ambrose Bierce escribiría una historia sobre las glorias de la guerra si la odiaba?**



# 2/8/24



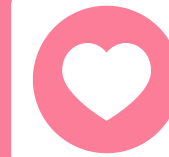
## Agenda

- Bell Work
- Read Pt. 3
- Sensory Detail Analysis
- 1.14 TDQs
- Think-Pair-Share
- Exit Ticket



## Attendance Question

If you could be any Disney character (princess, star wars, avenger ect.) who would you be?



## Due Dates

- Bell Work- **DUE TODAY**



## Materials

Bell Work  
Pencil  
Textbook

## Objectives

- Analyze the impact of time manipulation and plot structure on creating mystery or surprise.
- Analyze a text for how a character develops through out the text.
- Determine how author's purpose impacts a text.



Which **two** sentences from "An Occurrence at Owl Creek Bridge" Part 2 suggest that Farquhar wants to do more for the war effort? (RL.KID.3)

Answer Choices

- a** • Peyton Farquhar was a well-to-do planter, of an old and highly respected Alabama family.
- b** • That opportunity, he felt, would come, as it comes to all in wartime. Meanwhile he did what he could.
- c** • One evening while Farquhar and his wife were sitting on a rustic bench near the entrance to his grounds, a gray-clad soldier rode up to the gate and asked for a drink of water.
- d** • "The commandant has issued an order, which is posted everywhere, declaring that any civilian caught interfering with the railroad, its bridges, tunnels, or trains will be summarily hanged."
- e** • "Suppose a man—a civilian and student of hanging—should elude the picket post and perhaps get the better of the sentinel," said Farquhar, smiling, "what could he accomplish?"

Which choice **best** describes the effect of the flashback in "An Occurrence at Owl Creek Bridge"? (RL.CS.5)

Answer Choices

- a** • The flashback explains why Peyton Farquhar is hanged and builds tension and suspense in the story.
- b** • The flashback lets the reader know that Peyton Farquhar will escape from the bridge and return to his family.
- c** • The flashback serves to disorient the readers and resolve Peyton Farquhar's fate sooner.
- d** • The flashback explains what Peyton Farquhar's family is doing at home without him to continue to help the war effort.

Bierce uses 3<sup>rd</sup> Person Omniscient POV in Part 2 of the short story in all of the following ways except... (RL.CS.6)

- a** • To reveal the motivations of all the characters
- b** • To reveal the reason of Farquhar's execution
- c** • To reveal the events through Farquhar's innermost thoughts
- d** • To reveal more information about the characters in the scene





# As We Read Pg. 76



- **Highlight or underline any sensory details you notice and label what sense it is.**
- **Draw a star next to any part of the text that contains elements of mystery, tension, and/or surprise**



- **Resalta o subraya cualquier detalle sensorial que notes.**
- **Etiquete el detalle como sonido, vista, ruido, tacto o sabor en la sección "mis notas".**



# Individually



## Working from the Text

1. Revisit the sensory descriptions you underlined while reading Part 3 of this story and copy examples of what Farquhar feels, sees, and hears into the following chart.

Farquhar feels ...	Farquhar sees ...	Farquhar hears ...



## Appreciating the Author's Craft

Complete the following outline by identifying from whose perspective each part of "An Occurrence at Owl Creek Bridge" is told. Include notes on whether and how perspective shifts within each part of the story.

"An Occurrence at Owl Creek Bridge"	Notes on Perspective
Part 1	
Part 2	



# Pair-Share



# Exit Ticket



Use sensory language to write a 5 sentence paragraph that establishes this location as a setting in a story.

Utilice lenguaje sensorial para escribir un párrafo de 5 oraciones que establezca este lugar como escenario de una historia.