Do Now

1) One similarity is in both art forms they show what white people truly want to see a black person act or look like. Also in both art forms they oppress what the black person truly wants. For example in the movie Bomboozled the main characters Savion Glover and Tommy Davidson put their true selves down to uplift the needs of the racist producers and their need of money. And in the book Passing Clare Kendry puts her true personality down to uplift what she wants and how people know her to be.

2) A difference between the book Passing & and the movie Bomboozled is that in the passing the people knew what being able to pass meant and what they were getting themselves into. Compared to in the movie Bomboozled the two main characters in the movie they were not very aware of what they were being asked to do. Another difference is in the book Clare used the ability of being able to "pass" until her death. Compared to in the movie the main characters stopped what they were doing in the end.
II.) Lesson Plan II: (Assessment Grade for 3rd Advisory)

Please answer the following questions: (20 points each)

1.) What is the theme of Nella Larsen’s novel Passing?
Answer: The main theme of Nella Larsen’s passing is the act of racial passing. Because the main characters all go through ideologically questioning about wanting to pass as a white woman.

2.) What is the central conflict of Nella Larsen’s novel, Passing? (example: Man vs Nature)
Answer: race vs role in society

3.) True or False (circle one): The characters of Nella Larsen’s novel, Passing, are presented through both direct and indirect characterization.

4.) Please write a short summary of the plot of the novel Passing from beginning to end:

The book passing shows the relationship between childhood friends, one proud of her race and one that hides it and is passed as white. Irene and Clare talk for hours and practically grow up together and one day Clare goes on separate ways and two years later Irene receives a letter from Irene, Irene sees the new life she lives and she is not happy with it. Clare is using her light skin tone to live better in society.
5.) Multiple Choice (please circle your answer to the following question):

Which elements of style are used in Nella Larsen’s novel Passing?

a.) Metaphor  
b.) Simile  
c.) Symbolism  
d.) Irony  
e.) Diction  
f.) All of the above  
g.) None of the above
RUBRIC for Daily Work Product:

Warm-up/"Do Now" and Exit Questions

English I

1.) Rationale: The purpose of the daily work product in English I is to practice at least some writing each and every day of the school year. Writing a little each day is like practicing an instrument (voice or orchestral instrument), drawing in a sketchbook, practicing dance movements, speech and vocalization and movement in theater, or any other practice in the arts; the more you practice, the better you become at whatever the task. What follows are the basic criteria (rubric) by which students will be graded on their Daily Work Product for the entire the school year.

1.) Write in complete sentences/ paragraphs (40 points): No sentence fragments, one word answers, run-on sentences, or incomplete or incoherent thoughts.

2.) No first person (I, me, my, we): Unless the question asks you a specific personal question, all answers should be in third person only (name, he, she, it, etc.) (20 points).

3.) All answers are to be written in black or blue ink: Pencil or any other colored ink will be marked down by 20% (20 points).

4.) Answer all Questions: “I don’t know” is not an answer. To receive credit for the exercise, you must attempt to answer the question or respond to the prompt.

5.) Answer the prompt (20 points): Going off topic or answering a question that was not asked may cost the student up to 20% (or more) off of the grade. No rambling.

6.) Those that arrive late (more than 5 minutes after 8:30 a.m.) will not be allowed to complete the Daily Work Product without an excuse from Ms. Hollis, Mr. Walker, Ms. Snyder, or the attendance office. Most tasks are at least 10 minutes. I will not allow extended time for lateness. The grade will be 0 (zero) for tasks not completed. Get here on time.

7.) Students with excused absences will only be graded for the Daily Work Products for which they were present.
Do Now/Warmup:
Instructions: Please write your response/answer in the space provided. If you need more space, write on the back or staple a piece of paper.

"A conversation is a dialogue, not a monologue. That's why there are so few good conversations: due to sociability, two intelligent talkers seldom meet." - Truman Capote
RUBRIC for Daily Work Product:

Warm-up/"Do Now" and Exit Questions

English I

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Do Now/Warmup:
Instructions: Please write your response/answer in the space provided. If you need more space, write on the back or staple a piece of paper.

Is it ever okay for an artist to compromise their identity or integrity in order to further or establish a career?

No, it's not okay because they are compromising their identity and ideas. And they are losing themselves.

Exit Ticket: Please write your answer/response in the space provided. Write on the back or attach separate sheet of paper if needed.
In-Class Assignment #1: Nella Larsen’s Novel Passing

English I:
2/10/2020

I.) Artists and authors, like Nella Larsen and Countee Cullen, used art to examine “the role of culture in the shaping of identity and questioned the dialogic between an African past and a European-influenced present for African-Americans.” Based upon what you know about Countee Cullen from his poem “Yet Do I Marvel” and the epigraph that Larsen uses from Cullen’s poem “Heritage” that appears at the beginning of the novel (it is on the unnumbered page before Part One: The Encounter) please answer the following questions IN COMPLETE SENTENCES:

1.) Why do you think Nella Larsen chose these lines from Cullen’s poem? (15 points)

2.) Why does Cullen ask the question, “What is Africa to me?” (15 points)

3.) Does the epigraph provide a clue as to what the novel’s theme might be? If so, what might it be? (15 points)

4.) How is the epigraph related to Cullen’s poem, “Yet Do I Marvel”? (20 points)

5.) What might the phenomena of “passing” say about the state of African American identity in the early 20th century (and beyond)? (25 points)

1 See “Epigraph, Note 1” in Passing by Nella Larsen on page 115.
Part 2: My Digital Life Is Like ...
Directions: Consider your reflection in Part I to complete one of the two statements in a way that captures and conveys the role of digital media in your life.

My media life is like a drug, because I'm addicted.
My media life is as dry as a __________, because __________.

Part 3: Personal Challenge
Directions: Based on your reflections in Part 1 and 2, create a personal challenge or experiment that you will try for one week to address one or more of the downsides you experience with digital media.

1. My personal challenge is ...
   Use technology less than I do.

2. What are the potential barriers to following through on this one-week personal challenge?
   - Not having self...

3. What are some ways you can hold yourself accountable to completing your challenge?
# My Digital Life

**Part 1: Digital Media Inventory**

Directions: Interview your partner and take notes in the table below.

<table>
<thead>
<tr>
<th>My Identity</th>
<th>Benefits &amp; Positives</th>
<th>Downsides &amp; Negatives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expressing yourself in what you post and share</td>
<td>What do you post and share online? When does sharing through social media make you feel good? When does it make you feel bad?</td>
<td>Makes me seem competed. Comparing myself to others</td>
</tr>
<tr>
<td>My Close Relationships</td>
<td>Whom do you connect with through social media? When does connecting with friends and family make you feel good? When does it make you feel bad?</td>
<td></td>
</tr>
<tr>
<td>Connecting with close others like family and friends</td>
<td>I connect with family and friends (\text{Always}^\text{Never})</td>
<td></td>
</tr>
<tr>
<td>My Follows/Browsing</td>
<td>Browsing others’ posts or profiles: When does this kind of browsing make you feel good? When does it make you feel bad?</td>
<td></td>
</tr>
<tr>
<td>Scrolling through others’ posts, like celebrities and people you know but aren’t close to</td>
<td>It makes me feel good when I’m looking for something. Bad when I’m in a bad state of mind.</td>
<td></td>
</tr>
<tr>
<td>My Interests</td>
<td>Which of your interests do you explore online? When does exploring these interests make you feel good? When does it make you feel bad?</td>
<td></td>
</tr>
<tr>
<td>Exploring to learn about things that interest you, like cooking, sports, politics, mental health, news, travel, design …</td>
<td>Beauty, life hacks, hair, dance. When I am feeling bad about myself.</td>
<td></td>
</tr>
<tr>
<td>My Habits</td>
<td>What are your habits for using social media and your devices? How do things like the time of day you go online or the amount of time you spend online make you feel good? When do these habits make you feel bad?</td>
<td></td>
</tr>
<tr>
<td>Using your apps and devices</td>
<td>Usually I go online at night. Using it too much.</td>
<td></td>
</tr>
</tbody>
</table>

---

**MEDIA BALANCE & WELL-BEING**

We find balance in our digital lives.
ENGLISH I:
DAILY WORK PRODUCT

NAME: ___________________________ Period: _______

Do Now/Warmup:
Instructions: Please copy the Do Now/Warmup question or statement and then write your response/answer in the space provided. If you need more space, write on the back or staple a piece of paper.

Is any narrative completely reliable? If so why? If not, why not?

No, because all narratives are told at a different standpoint/POV. Also, because narratives are told by memory and a person's mind is not a reliable

Exit Ticket: Copy Exit Ticket question/statement and write your answer/response in the space provided. Write on the back or attach separate sheet of paper if needed.
### Presentation Notes

**Presenter:**

**Topic:**
(What is the story about?)

The comparison between her and her brother and how it resulted badly. They were both so close that they couldn't be apart for long.

**Key Message:**
(summarize the key message or theme of the presentation)

To follow your gut and your common sense. That she struggles with anxiety and stress but pushes through it.

**Exposition:**
Is there a clear beginning to the story?

She grew up in a Rivley household and now they handle her coming home to see someone's blood that's not her own.

**Development:**
Is there an inciting incident?

Yes, when her brother began to mess with her.

**Climax:**
Is there a “high point” or “turning point” in the story?

The table shattering and her breakdown when and after it happened.

**Resolution:**
How is the story resolved? Is there a catastrophe?

Her and her brother picking up the glass and telling her parents. No there is no catastrophe.

**Denouement:**
Does the story have a clear ending? Is the ending satisfying?

No, it leaves it open.

**Questions:**
ENGLISH I:
DAILY WORK PRODUCT
Date: ______

NAME: ___________________ Period: ______

Do Now/Warmup:
Instructions: Please write your response/answer in the space provided. If you need more space, write on the back or staple a piece of paper.

In what ways does the narrative of your own life inform your artwork & artistic process?

A narrative of my own life can inform my process by helping me tap into a different character and feeling for every scene.

Exit Ticket: Please write your answer/response in the space provided. Write on the back or attach separate sheet of paper if needed.

How does the personal narrative of James Baldwin's life affect Baldwin's art in his novel, If Beale Street Could Talk?

James Baldwin's life quite straightforward and with him being a gay and a black male, it was hard and also living in the neighborhood he lived in. His art If Beale Street Could Talk was a very straightforward and no excuses story it represents what he went through in life.
1. What did President Cooper mean about "the Cartesian process" being tied to tortured personal nurturing?

2. Why does Deve-Chagappe believe that it is important to share his own personal nurturing history with current education students who struggle and hardships with the help of working my hard it can.
Do Now/Warmup:
Instructions: Please write your response/answer in the space provided. If you need more space, write on the back or staple a piece of paper.

Can controlling the narrative of a controversial issue or event change how people view that issue or event? If so why not?

Yes because controlling the narrative you take away what is really happening deep inside the issue.

Exit Ticket: Please write your answer/response in the space provided. Write on the back or attach separate sheet of paper if needed.
Dramatic Structure
Aristotle’s Poetics, Freytag’s Pyramid, and the structure of plot in dramatic story narrative

Dramatic Structure

The overall structure of a dramatic story can be broadly broken into two halves: The story’s “rising action” and its “falling action.” Between these two “halves” is the climax of the story (the high-point of the drama). For most dramatic stories, narratives generally develop along the following story arc based upon the observations of Gustav Freytag (1894) and Aristotle’s Poetics:

(Rising Action: Exposition and Development)

I.) **Exposition:** The beginning or opening of a story or narrative (play, novel, film, etc.) that is a part of the “rising action” of the drama that provides the setting, introduces the characters, and sets the situation of the story. May be preceded by a prologue, but generally sets up the circumstances and context that introduce the opening action of the plot that dramatizes the central problem (conflict) the story is designed to resolve or examine.

II.) **Development:** A part of the rising action of a story that dramatizes the key incident(s) (including what is known as an “inciting incident”) that moves the story forward toward its climax, or high point. The development builds upon what is stated in the exposition by narrowing towards the central events of the story.

(The Mid-Point: The Climax)
The part of the story that “unties” the knot of the story’s plot to reveal important information

III.) **Climax:** The high-point of the drama that represents a “turning point” in the story, where character is revealed or situations are clarified. Contrary to what some commentators and critics have indicated, the climax of a story is not necessarily the portion of the story with the greatest physical action between characters, but can be emotional, intellectual, or spiritual in nature and is the summit of the action dramatizing the central problem to be resolved at the heart of the story, turning the story in the direction towards its resolution.

(Falling Action (Resolution): Catastrophe, Peripeteia, Denouement)

IV.) **Catastrophe:** A part of the resolution of a drama (particularly in classic Greek tragedy) when a disaster (usually resulting in loss of life) threatens the main character, side, or situation that is in the position of the protagonist of a story. Frequently, the situation appears to be hopeless (and usually is, in a tragedy), but is sometimes overcome or survived by the protagonist, revealing a greater truth or meaning to the story.

V.) **Peripeteia and Denouement:** Parts of the resolution of the story that involve reversal of fortune (Peripeteia) and a complete resolution to the story’s plot that provides an “ending” (Denouement) to the story that ties up the loose ends created by the action of the story’s plot.
Do Now/Warmup:
Instructions: Please copy the Do Now/Warmup question or statement and then write your response/answer in the space provided. If you need more space, write on the back or staple a piece of paper.

In the pages that I read a big part was when Clem told Alonzo that she was pregnant with his baby. She reminisces on the time in their.

Exit Ticket: Copy Exit Ticket question/statement and write your answer/response in the space provided. Write on the back or attach separate sheet of paper if needed.