

10/21 – Page 32-33 – Great Debaters Notes 4

<u>Questions</u>	<u>Quotes/Notes</u>
<p>What's anarchy? Anarchy is when there is a total lack of control or government. Lynched? <b>Horrible torture and mutilation including cutting off body parts, burning alive, hanging, or other public killing of someone without a trial in order to create terror and make others give up and accept slavery/oppression.</b> Moral? <b>Moral=ethical=right, good, just, fair</b>  <b>Immoral=unethical=wrong, evil, unjust, unfair</b> <b>Erode – wear out or wear down.</b>  Civil disobedience? Who is Gandhi? What is the Civil Rights Movement? What is a legislator? What is the freedom ride through Alabama?</p>	<p>“non-violence is the mask civil disobedience wears...” “Civil disobedience is a moral weapon in the fight for justice?” ...”moral victory...” “An unjust law is no law at all!” “General _____ lesson, or Gandhi’s victory?”</p>

## Pg 34 -10/28 – Analyzing a Writing Prompt

### WRITING TASK:

You belong to a science club that is very concerned about **the potential connection between human activity and global warming**. The club decides to address this concern by urging students to **take steps to conserve energy in their daily lives**.

Write a **persuasive essay for your school paper** in which you convince readers of the **importance of taking action to decrease energy usage**. Convince your readers through the use of specific reasons and examples.

This checklist will help you write your essay.

- 1 - Read and understand the task completely and carefully.
- 2 - State your position and support it with specific details, reasons, anecdotes, and examples.
- 3 - Think of your audience and address their concerns.
- 4 - Use words that are appropriate for your audience.
- 5 - Use descriptive words to make your ideas clear.
- 6 - Make sure your essay has an introduction, body, and conclusion.**
- 7 - Use a variety of sentence types.
- 8 - Review for errors in spelling, grammar, and punctuation.

**Pg 34 -10/28 – Analyzing a Writing Prompt**

**Solution/Claim/Thesis – Students of Sylmar, we must take action and save energy to help stop global warming.**

**Audience –** students, parents, staff, people who read the Sylmar HS paper.

**Problem/Reason –** ...because there is a potential connection between human activity and global warming.

<b>Intro–main idea/thesis/claim, hook or grabber sentence – makes the reader interested, pulls them in, makes them want to read more, state the problem</b>	
<b>Body -</b>	
<b>Conclusion</b>	

## Page 35 – Global Warming Intro

Write an introductory paragraph using the images you saw in the movie to hook your reader into being interested in global warming (the problem). Then give them your thesis/claim (tell them how to solve the problem).

We are in **tremendous danger**. Global warming is **killing people** all over the world. Floods, tornadoes and hurricanes **destroy cities** and towns. Climate change is causing droughts that lead to **starvation**. Imagine **people wasting away, skin and bone**, **flies landing on a child's face**. **Horrible, scorching** fires are burning up our forests. Even **violent, bloody wars** are fought due to this **serious problem**. You may not think that as a student at Sylmar High School that there is anything you can do to help solve this **terrible problem**, but you can. **We can all take steps to conserve energy in our daily life to help reduce the problems that cause global warming.**

Notice how the introductory paragraph conveys a **frightened** tone.

## 11/3 – Pg41 – Global Warming Intro Rewrite

On page 41, REWRITE your GLOBAL WARMING INTRODUCTORY PARAGRAPH and make sure you choose words (diction) with strong connotation to convey a clear tone. Highlight or underline the words.

Global warming is killing us! Floods, hurricanes and tornadoes tear through cities, ripping up the homes of innocent people. Drought brings starvation to millions. Fires are destroying our forests. This is a serious problem being caused by human activity. However, there is something that we students of Sylmar can do to help solve this problem. **We must conserve energy in our daily lives.**

## Happy Halloween!

### Pg 36 -10/29 – Analyzing a Writing Prompt

You belong to a school leadership group that is very concerned about **bullying and the harmful effects it has on young people.** The leadership group decides to address this concern by **urging students to join the student alliance for tolerance and safety from bullies.**

Write a persuasive essay for your school paper in which you convince readers of the **importance of joining the student alliance for tolerance and safety.** Convince your readers through the use of specific reasons and examples.

Thesis – **Students should join the student alliance for tolerance and safety from bullies.**

Reason – **...because bullying has harmful effects on young people.**

Write an emotional **anecdote** for an introduction paragraph, then the claim.

People kill themselves from being bullied. Tyler Clementi was a sweet, innocent teenager. He thought he was finally free, in his college dorm room, to finally get some privacy and have some sex. Little did he know that his evil roommate would video his encounter with another man and broadcast it online. He felt very depressed and humiliated. So, he jumped off the bridge. That's why bullying can be so harmful and why we need to join the student alliance for tolerance and safety.

Tyler Clementi thought he was finally free. Out of his parents home and living in the dorm, he'd finally be able to have some sex without being bothered. Little did he know that his hater of a roommate was going to video his encounter with another man and broadcast it for everyone to see. His heart was broken. He was crushed, devastated. This one simple act convinced him that people are so cruel and hateful that there is no point in living, so he jumped of the George Washington bridge. Tragic. **Bullying is a serious problem, not only there, but here at our school. And kids who are bullied are seriously harmed, and many even kill themselves.** **That is why we students must join together in the alliance for tolerance and safety.**

## Nov 1 – Page 38 – Creating Tone with Connotation

### Academic Vocabulary

**Tone** is a writer's attitude (emotion) towards his or her subject. A writer can communicate tone through **diction** (choice of words), by choosing words with a strong positive or negative **connotation** (emotional association).

A **rational** (reasonable) tone is often considered to be the most credible. However, it can also be considered boring and fail to hook a reader or listener's attention. Therefore, it is recommended that a writer or speaker find a balance between a **reasonable** (rational) tone and a consistent emotional tone.

Tone is often described using several emotion words.

**Examples:** The writer of "Music To Whose Ears" shows a happy and fun tone towards listening to loud music in cars, a reasonable tone when arguing against the proposed law, and an irritated tone towards his neighbor's lawnmower.

Sojourner truth uses an insulting and belittling tone towards the white men who oppose women's and Negroes' rights, and a respectful tone towards women and Negroes. She also expresses a tone of grief towards her lost children.

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11/2 – pg40 – Understanding Connotation and Tone

**Form into groups of 4. Read the text “It’s a Car, Not a Nightclub”.**

Create a CONNOTATION ANALYSIS CHART and identify words that have a positive or negative connotation (emotional load). Analyze the emotion it reveals about a specific subject.

Write a short paragraph that explains the overall tone of the essay.

<u>Emotionally Loaded Words/ Words with Connotation</u>	<u>Analysis of emotion revealed about a specific subject</u>
“Children” “racket”	Truth refers to the audience as “children” and arguments she has heard as “racket”, <b>rude, insulting</b> attitude towards the <u>white men who oppose rights for women and Negroes.</u>
“cried out in my mother’s grief”	Truth reveals powerful <b>grief (great sadness)</b> over the <b>loss of her children.</b>
...MORE...	...MORE...

Sojourner Truth uses an insulting and belittling tone towards the white men who oppose women’s and Negroes’ rights, and a respectful tone towards women and Negroes. She also expresses a tone of grief towards her lost children.

11/2 – pg40 – Understanding Connotation and Tone

<u>Emotionally Loaded Words/ Words with Connotation</u>	<u>Analysis of <i>emotion</i> revealed about a <i>specific subject</i></u>
“their tiny little brains”	The author refers to the police officers as stupid, showing an <b>angry and insulting</b> tone (attitude/emotion) towards the <b>officers.</b>
“should shut up”	Telling <b>the police officers</b> to shut up shows <b>angry and insulting</b> emotion.
“weak and misguided”	Shows an <b>annoyed</b> attitude about <b>Holt.</b>
“one-ton moving death machine” “poor judgment” “raging hormones” “smashed to bloody pulps” “crumbled like a coke can”	The author has a <b>fearful and shocked or horrified</b> attitude towards <b>cars being driven and crashed by teenagers.</b>

Sow R Puss has a very **negative, angry and insulting** attitude towards **Holt and the police officers that oppose the law against loud music.** He is **afraid** of **teenage drivers who may cause terrible accidents.**

## Page 35 – Global Warming Intro

Write an introductory paragraph that contains an anecdote describing the images you saw in the movie to hook your reader into being interested in global warming (the problem). Then give them your thesis/claim (tell them how to solve the problem).

We are in **tremendous danger**. Global warming is **killing people** all over the world. Floods, tornadoes and hurricanes **destroy cities** and towns. Climate change is causing droughts that lead to **starvation**. Imagine **people wasting away, skin and bone**, **flies landing on a child's face**. **Horrible, scorching** fires are burning up our forests. Even **violent, bloody wars** are fought due to this **serious problem**. You may not think that as a student at Sylmar High School that there is anything you can do to help solve this **terrible problem**, but you can. **We can all take steps to conserve energy in our daily life to help reduce the problems that cause global warming.**

Notice how the introductory paragraph conveys a **frightened** tone about climate change from global warming.

## 11/3 – Pg41 – Global Warming Intro Rewrite

On page 41, REWRITE your GLOBAL WARMING INTRODUCTORY PARAGRAPH and make sure you choose words (diction) with strong connotation to convey a clear tone. **Highlight or underline the words.**

## 11/4 – Pg42 – Global Warming Questions

Together with your partners, write down at least 3 questions that you have **about global warming, climate change, or conserving energy.** Learning the answers to these questions will allow you to write a more credible and detailed essay.

### Period 7 Group Share

Why is there global warming happening?

What is happening to the atmosphere that causes global warming?

What is the ice-caps melting?

When did global warming begin?

How do gases affect climate change?

If we reduce the causes of global warming, will it go away?

Can humans survive global warming if it worsens?

Can we use something besides coal/oil for our energy needs?

If machines and electricity affect global warming, shouldn't we not use it at all?

What is global warming?

What pollutants cause global warming?

How can we conserve more energy?

### Period 5 Group Share

1. How much time do we have to improve global warming before it is irreversible?
2. How can we conserve energy?
3. When did global warming start being a problem?
4. Where is global warming taking the most action?
5. At the rate that we are burning fossil fuels, how long will it be until major climate change?
6. Why do we have to conserve energy when people like NASA and other big companies use most of the energy so they can see outside of the world?
7. What will help end global warming the fastest?
8. What type of factories produce greenhouse gases?

**11/4 – Pg43 – The 11<sup>th</sup> Hour Notes**

**Watch the movie “The 11<sup>th</sup> Hour”. Take notes on important quotes that will help you write your essay about CONSERVING ENERGY TO HELP STOP GLOBAL WARMING.**

**Write questions or words you do not understand or would like to know more about.**

<b><u>Questions</u></b>	<b><u>Quotes/Notes</u></b>

**Read pages 1148 – 1152 and 1159 (5.4) Problem/Solution**

**11/8 – pg44or45 – Outline of a Persuasive Problem/Solution Essay**

Introduction Paragraph	Hook your readers' attention and make them emotionally feel for your issue. One great way is with an anecdote. State clearly what the problem is. State clearly what your solution is (your claim/thesis).
Body Paragraph 1	Describe and explain the problem and why it needs to be solved. Explain the <b>causes</b> and <b>effects</b> . Present evidence to prove it is a problem.
Body Paragraph 2	Describe and explain your <b>solution</b> . Be specific. Provide evidence to prove it will help solve the problem.
Body Paragraph 3	Consider that someone may disagree with you and think of what counter-claim they might offer. Prove that this counter-claim is not valid and that your solution is.
Conclusion	Make people excited about solving the problem. Call them to action. Summarize your argument briefly. Repeat or rephrase your thesis.

**Pg 45 or 46 – 11/9 – Global Warming Research Notes**

- 1 - What causes global warming?
- 2 – What are the effects of global warming?
- 3 – How can we decrease energy usage?

**COPY NOTES BELOW FROM THE WEBSITES**

**Pg 46 and/or 47 – 11/10 – Global Warming Body Paragraphs 1 & 2**

**Using your notes on the previous pages, follow the **outline** and write the first two body paragraphs of your persuasive essay on global warming.**