

Created June 2018 *Please note that this is a copy and therefore has not been updated since its creation date. If you find a link issue or typo here, please check the actual course before bringing it to our attention. Thank you.*

Literature and Composition

Please review the FAQs and [contact](#) us if you find a problem.

Credits: 1

Prerequisite: Though not necessary to have it completed, [English – 8](#) directly proceeds this one in the progression. English 8 can be used as a high school course.

Recommended: 9th or 10th grade

Test Prep: Analyzing and Interpreting Literature CLEP

Course Description: Students will focus this year on analyzing literature including poetry, short stories, novels, and plays. Students will develop their understanding of literary devices and terminology to be able to express researched critiques of literature. Students will produce a number of literary analysis papers as well as other essays. Additionally, students will be engaged creatively in writing short stories and poetry. Students will use the complete writing process and submit work for peer editing. Students will also read a variety of nonfiction and will be expected to produce a newspaper, newsletter and podcast as part of their nonfiction studies. To improve in their writing, students will study spelling, vocabulary, grammar, suspense, irony, metaphor, theme, mood and foreshadowing. Students will take a final exam at the end of the course.

Reading List

novels: *The Adventures of Tom Sawyer*, Twain; *Emma*, Austen; *Watership Down*, Adams

plays: *Antigone*, Sophocles; *Much Ado About Nothing*, Shakespeare

short stories: *The Machine that Won the War*, Asimov; *The Story of an Hour*, Chopin; *The Interlopers*, Saki; *Two Kinds*, Tan; *Lamb to the Slaughter*, Dahl; *The Hunger Artist*, Kafka

nonfiction: speeches, news articles from *The New York Times*, *The Washington Times* and *World* magazine; excerpts from each of the following: *African Game Trails*, Roosevelt; *The Way to Rainy Mountain*, Momaday; *A Thousand Miles Up the Nile*, Edwards

Day 1

If a link is not working, follow the steps on the FAQ page.

Vocabulary(*)

1. (*)Print out the [first quarter](#) or use the [Excel](#) version.
2. Learn your [vocabulary](#) for the week. Click the flashcards and make sure you know the words.

Reading

1. Let's ease into the year with some poems.
2. Explain to someone what he's feeling in the beginning of the [poem](#) and what he decides by the end. What mental shift does he make?

3. What is he talking about? How do desire and hate play into this [poem](#)?

Writing

1. For review:
 - [commonly mixed up word meanings](#)
 - [punctuation chart](#) (use ctrl + to make the print bigger, at least on a PC)
1. Read through the list of [terms related to MLA format](#). You can [quiz yourself](#) on the words here.

Day 2

Vocabulary

1. Study your [vocabulary](#). Make sure you know the words.

Reading

1. Listen to former president Bill Clinton talk about his favorite poem and read it, the [Concord Hymn](#).
2. He describes the reason it was written. What lines from the poem show its purpose? (answers: just a couple examples “shot heard round the world” “votive stone”)
3. [A Psalm of Life](#), listen to the pastor speak about and read the poem.
4. He tells of a line that struck him the first time he heard it. What was the line? What does it mean to you in your life?

Writing

1. Look through the [example](#) of using MLA format.
2. Learn briefly about [citing sources](#). You need to know what you need to do, but you can always look up again how to do it when you need it.
3. If you want to bookmark this, here’s a list of writing resources including the most up-to-date [MLA format guide](#).

Day 3

Vocabulary

1. Click on [flashcards](#) and make sure you know the words.

Reading

1. What book of the Bible does this [poem](#) remind you of? (hint: one of Solomon’s)
2. This is a fun [poem](#). What literary device is used in the last line. (hint: [look from f to i](#))

Writing

1. What is [plagiarism](#)? You cite sources to avoid plagiarism.
2. Take the [quiz](#) and record your score.

Day 4

Vocabulary

1. Make sure you know the [words](#).

Reading

1. Are you a [nobody](#) too?
2. This [poem](#) is advice/inspirational pep talk for his son.
3. What’s the name of the poem and who is the author?

4. What else have you read that he's written?
5. Why are triumph and disaster "impostors?"

Writing(*)

1. Read about [evaluating online sources for credibility](#).
2. Take the [quiz](#) and record your score.
3. (*) You might want this [website evaluation](#) rubric printed out. Either way, you will refer to it as you do online research.

Day 5

Vocabulary

1. Choose the test for each set of words: [one](#), [two](#).
2. After your quiz you can review your wrong answers.
3. Record your score out of 10. (how many you got right—there are five in each set)

Writing

1. You will be reading *The Adventures of Tom Sawyer*. If you have already read it and really don't want to read it again, you can choose another. But it's okay to read it again because this time you are going to be looking at it from a literary analysis perspective.
 - Some other book choices are *The Joy Luck Club* and *Across Five Aprils*.
 - You will be reading throughout the course and later will be writing a research paper on a theme in the book you choose.
1. Learn about [literary analysis](#) and developing a thesis.
2. Before you begin your actual paper, you will need to develop a [thesis statement](#). [You will not be able to write your thesis until you have read some or your entire novel. First, read through the following website, Writing About Fiction: Developing a Thesis.](#)
3. Take the [quiz](#) and record your score.

Reading

1. If you want to download [Tom Sawyer](#), here is the link.
2. Here is an [audio](#) version if you are interested.
3. Read about [The Adventures of Tom Sawyer](#). ([alternate link](#))

Day 6(*)

Vocabulary

1. Write down the first half of the [words with their definitions](#)

Writing(*)

1. Read the [requirements and tips](#) for your research paper.
2. What do you need to be doing while you read? (hint: go back and re-read the hints on the previous link)
3. You might want to have the [grading rubric](#) for your paper printed out and on hand to look at to remind yourself of what you need to do to get the best grade.

Reading

1. Start reading your [novel](#). You will read a chapter a day.

2. Here's the [audio link](#). (This link is Chapters 1 and 2. You are only doing Chapter 1 today.)
3. Describe Tom.
4. He starts out the novel very immature. He thinks the world should revolve around him. He's very selfish. He doesn't think of others and doesn't care about what others are feeling. He's obviously not one to admire or emulate, as none of you want to be immature. He'll do some growing up before the novel is done.
5. What do these verses say about Tom? [Proverbs 12:1](#) [Proverbs 10:17](#) (answer: He's foolish and not someone you should be friends with.)

Day 7

Vocabulary

1. Write down the second half of the [words with their definitions](#) that you don't have yet and review the ones you saw before.

Writing

1. Make sure you know the words and definitions [related to MLA format](#). You can [quiz yourself](#) on the words here.

Reading

1. [Chapter 2](#)
2. Here's the [audio link](#). (This link is Chapters 1 and 2. Start where Chapter 1 ended.)

Day 8

Vocabulary/Spelling

1. Play [hangman](#).
2. Look over your words.

Writing/Grammar

1. Learn about [sentence fragments](#).
2. Find the [fragments](#). If you get one wrong, READ the explanation. Learn from your mistake and then your mistake becomes a positive thing.
3. Learn about [run on sentences](#).
4. Fix the [run on sentences](#).
5. Take the [quiz](#). Write down your answers before you click to check them. Record your score. (ANSWER CORRECTION: #9 answer is B)

Reading

1. [Chapter 3](#)
2. Here's the [audio link](#). (This is for Chapters 3 and 4. Write down where Chapter 3 ends today.)
3. Here's an example of irony. Aunt Polly thinks he did a great job but threatens him anyway. Tom tells his Aunt Polly that he completed his chores. She is so surprised by how great a job was done that she says, "Well, go 'long and play; but mind you get back some time in a week, or I'll tan you. (I want to say thanks to Rebecca Wire for reading Tom Sawyer and making comments for me to share with the students.)

Day 9(*)

Vocabulary/Spelling

1. Complete the [word search](#).
2. Look over your words.

Writing(*)

1. Read the list of [poetic terminology](#).
2. You can use the list to help you complete this [crossword puzzle](#).
3. Read [The Road Not Taken](#) by Robert Frost.
4. What is the rhyme scheme? What figurative language or [poetic devices](#) are used? What literary elements can you find? (This is more than you have just learned. Use what you know.)
5. Check the [answers](#) when you are ready.
6. (*) Here is a nice reference for [poetic devices](#).

Reading

1. [Chapter 4](#)
2. Here's the [audio link](#). (This is for Chapters 3 and 4.)

Day 10

Vocabulary

1. Take the practice [quiz](#).
2. Record your score out of 20 (two points per question). Use your definition list to check your worksheet answers.

Writing

1. Read the [poems](#). Now reread them with commentary and analysis.
 - [Band](#)
 - [Sick](#)
 - [Cool](#)
1. Do you remember what “theme” means? What would be the theme of the poems you just read? The common theme in those poems is SCHOOL.
2. Do this [quiz](#).

Reading

1. [Chapter 5](#)
2. Here's the [audio link](#). This is for Chapters 5 and 6.
3. What do you know so far about the protagonist/antagonist?
4. What main plot points have passed?

Day 11

Vocabulary

1. Learn your [words](#) for the week.

Writing

1. Read the [imitating poetic devices assignment](#).
2. Follow the directions.
3. Score your poem according to the [rubric](#).

4. Divide your score by 4 (drop off the decimals) and record that new number.

Reading

1. [Chapter 6](#)
2. Here's the [audio link](#). This is for Chapters 5 and 6.
3. This book was published in 1876. You will come across prejudice that was common then. It was normal to use the "N" word. It is never okay to call an African American a "Ni...r" as they do in this book. Then it was just the common word, but it wasn't a respectful word.
4. There is a character in the book named Injun Joe. He's a Native American. They consider him bad because he's an Injun, an Indian. In chapter 9 he even describes himself this way, "The Injun blood ain't in me for nothing," as if his blood, his ethnicity caused him to act in such a bad way. He's bought into the stereotype and is fulfilling it.
5. Are you aware of how you stereotype others? When do you do it? Are there stereotypes that you fall into just because it's expected of you?

Day 12

Vocabulary

1. Learn your [words](#) for the week.

Writing

1. Review [fragments and run ons](#).
2. Try some more [practice](#).

Reading

1. Huckleberry Finn is "cordially hated and dreaded by all the mothers of the town", but he is seen as a hero by the children. What is that an example of? (answer:irony, It's the opposite.)
2. What do you know about Huck and his dad? People see Huck as a bad kid, but remember that there is always a back story. Everybody has a story.
3. [Chapter 7](#)
4. Here's the [audio link](#). This is for Chapters 7 and 8.

Day 13

Vocabulary

1. Learn your [words](#) for the week.

Writing

1. Do you know your [poetic devices](#)? (You may not have learned all of these in this lesson, but you have seen them all if you have taken seventh and eighth EP English courses.)

Reading

1. [Chapter 8](#)
2. Here's the [audio link](#). This is for Chapters 7 and 8.
3. In this chapter we read some foreshadowing. Tom thinks about wanting to become a pirate after he fights with Becky. This is foreshadowing his later travels to Jackson's Island.

Day 14

Vocabulary

1. Learn your [words](#) for the week. Can you spell them?

Writing

1. For the next three days you will be completing the [analyzing poetry project](#).
2. You choose a poet and analyze three poems, creating a presentation about the poet and the chosen works.
3. Make sure you follow the directions. Read over the [grading rubric](#) to make sure you do what it takes to get a perfect score.
4. You may ask a parent if you have a different idea for the form of your project: a movie, a poster, etc.

Reading

1. [Chapter 9](#)
2. Here's the [audio link](#). This is for Chapters 9 and 10.
3. Here are some more notes from the book. Before Huck and Tom go to the graveyard, Tom hears a ticking clock. It is described as a "deathwatch" and it terrifies him. Then Mr. Robinson dies, so the foreshadowing was for the murder in the graveyard.
4. How does suspense build in this chapter?

Day 15

Vocabulary

1. Take your [vocabulary test](#).
2. Record your score out of ten.

Writing

1. Continue your work on your analyzing poetry project.
2. Make sure you are following all the directions and aiming for a perfect score.
3. You need to finish on Day 16.

Reading

1. [Chapter 10](#)
2. Here's the [audio link](#). This is for Chapters 9 and 10.
3. We see superstition again in this chapter. What does this [verse](#) have to say about it?

Day 16

Vocabulary

1. Write down the first half of the [words with their definitions](#)

Writing

1. Finish and present your final poetry project.
2. Use the [grading rubric](#) to score your project.
3. Record your score.

Reading

1. [Chapter 11](#)
2. Here is the [audio link](#). This is for Chapters 11 and 12.
3. Read about [symbolism](#).

Day 17

Vocabulary

1. Write down the second half of the [words with their definitions](#)

Writing

1. Look at your [literary analysis](#) assignment again.
2. You should have a topic in mind or at least have it narrowed down. Make sure you are taking notes with page references and quotes that support your topic and, if you have it planned, your thesis.

Reading

1. [Chapter 12](#)
2. Here is the [audio link](#). This is for Chapters 11 and 12.

Day 18

Vocabulary/Spelling

1. Play [hangman](#).
2. Look over your words.

Writing

1. Read about the [passive voice](#). Don't do the quiz.

Reading

1. [Chapter 13](#)
2. Here is the [audio link](#). This is for Chapters 13, 14, and 15.

Day 19

Vocabulary/Spelling

1. Complete the [wordsearch](#).
2. Look over your words.

Writing

1. Read this page on the [passive voice](#).
2. Write five sentences in the passive voice and then rewrite them without it.

Reading

1. [Chapter 14](#)
2. Here is the [audio link](#). This is for Chapters 13, 14, and 15.

Day 20

Vocabulary

1. Take the practice [quiz](#).
2. Record your score out of 20 (two points per question).

Writing

1. Try the [exercise](#). Type your answers before you check!

Reading

1. [Chapter 15](#)
2. Here is the [audio link](#). This is for Chapters 13, 14, and 15.

3. Read about [archetypes](#) in literature.

Day 21

Vocabulary

1. Read through your [words](#) for the week.

Writing

1. Read about [active voice](#) one more time.
2. Try the [activity](#) on active and passive voice.

Reading

1. [Chapter 16](#)
2. Here is the [audio link](#). This is for Chapters 16 and 17.
3. Tom and his friends try smoking. What makes this a thousand times more stupid to do today? (answer: Today we know how bad it is for you and how addicting it is.)

Day 22

Vocabulary

1. Learn your [words](#) for the week.

Writing

1. Hopefully this [short story sequence](#) depiction looks a little familiar.
2. Read the list of [writing terminology](#). Some are ones you've seen before, but there is new terminology for your short story unit.
3. At the top of the page choose flash cards or a game like Scatter to practice the terms.

Reading

1. [Chapter 17](#)
2. Here is the [audio link](#). This is for Chapters 16 and 17.

Day 23

Vocabulary

1. Learn your [words](#) for the week.

Writing*

1. *Print out and complete the first two columns of this chart on the [types of irony](#).
2. Here is more information on the [three types of irony](#).
3. Here is a page on [foreshadowing](#).
4. You are going to be reading short stories and looking for examples of these things while you read.

Reading*

1. *Print out and complete this [foreshadowing chart](#) as you read. (You won't have page numbers.)
2. You will also fill in your irony chart as you read.
3. Today's story is [The Machine that Won the War](#).
4. Find what examples you can to fill in your chart. (There are two more stories that you will read.)
5. What is the external conflict?

6. What about the story creates suspense?
7. [Chapter 18](#)
8. Here is the [audio link](#). This is for Chapters 18, 19, and 20.

Day 24

Vocabulary

1. Learn your [words](#) for the week.

Reading

1. Read this short analysis of [The Machine that Won the War](#).
2. Today you will read "[The Story of an Hour](#)."
3. Continue to fill in your irony and foreshadowing charts as you read.
4. What would you say is the theme of this story?
5. [Chapter 19](#)
6. Here is the [audio link](#). This is for Chapters 18, 19, and 20.

Writing

1. How could you add dramatic irony to the story? Rewrite part of the story to add it in.

Day 25

Vocabulary

1. Take your [vocabulary test](#).
2. Record your score out of ten.

Reading

1. Read these analyses of "The Story of an Hour."
 1. [literary critique](#)
 2. [irony, foreshadowing](#) Read through "foreshadowing."
 3. [theme](#)
1. [Chapter 20](#)
2. Here is the [audio link](#). This is for Chapters 18, 19, and 20.
3. In this chapter Tom takes Becky's punishment. What does that say about Tom? (Think about how he used to react to punishment from Aunt Polly.)
4. Has he matured at all?

Day 26

Vocabulary

1. Use the [flashcards](#) to write down the first half of the words and their definitions.

Reading

1. Read the short story, [The Interlopers](#). Read all of the introductory material. You don't have to print it out and answer all of the questions in writing, but stop to think about the answers as you go.
2. What is the external conflict?
3. What builds suspense?
4. Where is there foreshadowing and irony in the story? (add it to your charts)
5. [Chapter 21](#)

6. Here is the [audio link](#). This is for Chapters 21, 22, and 23.

Writing

1. Rewrite the ending. (One example: What would have happened if they had had cell phones?)

Day 27

Vocabulary

1. Use the flashcards to write down the second half of the [words and their definitions](#). You can also review what you have already seen. You can use iwords to check to make sure you have them all.

Reading

1. Scroll down to read other students' [comments](#) on the story.
2. Make sure your charts are filled in.
3. Give yourself 5 points for each completed chart.
4. [Chapter 22](#)
5. Here is the [audio link](#). This is for Chapters 21, 22, and 23.

Writing

1. Write short examples of each type of irony. (You don't have to write out the story, just, "The main character thinks that...but.")
2. Record 3 points for each: 1 point for identifying the type of irony and 2 points for the example. Total: 9

Day 28

Vocabulary/Spelling

1. Play [hangman](#).
2. Look over your words.

Reading

1. [Chapter 23](#)
2. Here is the [audio link](#). This is for Chapters 21, 22, and 23.
3. In Tom Sawyer, what foreshadowing, suspense and irony have you noticed?

Day 29

Vocabulary/Spelling

1. Complete the [wordsearch](#).
2. Look over your words.

Writing

1. You are going to write a compare and contrast essay about two of the short stories you read.
2. Today, read about writing a compare and contrast essay.
 - [one](#)
 - [two](#)
 - [three](#)

Reading

1. [Chapter 24](#)
2. Here is the [audio link](#). This is for Chapters 24 and 25.
3. How does suspense build in this chapter?

Day 30*

Vocabulary

1. Take the practice [quiz](#).
2. Record your score.

Writing*

1. Read the [rubric](#) that you will be used to grade your essay. (The last column is cut off. That column would be a score of 1 for “meets little/no expectations.”)
2. Review these [strategies](#) for planning the structure of your essay.
3. *Use this Venn Diagram to [compare and contrast](#) the two stories you’ve chosen.

Reading

1. [Chapter 25](#)
2. Here is the [audio link](#). This is for Chapters 24 and 25.
3. Below are some ideas for the paper you are going to write on *Tom Sawyer*. Be thinking about a topic and what examples you could use from the book.
 - Compare and contrast two characters
 - Discuss a running theme throughout the novel
 - Discuss symbolism/imagery within the novel
 - Discuss how suspense, irony, or foreshadowing play a part in the novel
 - Connections to history to the novel (from GVL)

Day 31

Vocabulary

1. Review your [lesson 1](#) and [lesson 2](#) vocabulary.

Writing

1. Create an [outline](#) for your short stories compare and contrast essay. You should have written out your thesis statement and a topic sentence for each paragraph. You should also have quotes and examples for each point.
2. Remember, you will need at least five paragraphs: an introduction which ends with your thesis, three points that fit your thesis, and a conclusion that restates your thesis and wraps up, leaving us satisfied

Reading

1. [Chapter 26](#)
2. Here is the [audio link](#).

Day 32

Vocabulary/Spelling

1. Play [hangman](#).

Writing

1. Work on writing your essay.

2. On Day 33 you will finish writing it.

Reading

1. [Chapter 27](#)
2. Here's the [audio link](#). This is for Chapters 27 and 28.

Day 33

Vocabulary/Spelling

1. Do a [word search](#).

Writing

1. Try to finish writing your first draft of your essay.

Reading

1. [Chapter 28](#)
2. Here's the [audio link](#). This is for Chapters 27 and 28.

Day 34

Vocabulary

1. Play a [game](#) with your vocabulary.

Writing

1. Read the [rubric](#) that will be used to grade your essay.
2. Read your essay out loud. Mark anything that makes you stumble or sounds off.
3. You can also try this [online proofreader](#).
4. Edit your essay according to how it will be graded. Your goal is to get a perfect score.
5. On Day 35 you need to finish your essay for grading.

Reading

1. [Chapter 29](#)
2. Here's the [audio link](#).

Day 35

Vocabulary

1. If you got 100% on all of your vocab quizzes, then you have no vocabulary assignment today. Congratulations!
2. Look over your words.
3. You can take a new [quiz](#) from the first three units on this page. Choose 1, 2, or 3 from the left side bar. Choose Test Your Vocabulary. Take a point off of 20 for any you get wrong.
4. You can replace your previous score with this score if it is improved.

Writing

1. Reread your essay and continue to edit it.
2. Score your essay using the [rubric](#). Record your score out of 25. (If you use the pdf, DON'T multiply by four.)
3. Read someone else's waiting compare and contrast essay from [peer editing](#) and offer feedback according to the directions. Email it to them, not me.

4. When you are happy, submit it for the [peer editing](#) page by emailing me at my gmail address, allinonehomeschool. Tell me your Literature and Composition Day 35 and which essay that you left feedback for. Please take your last name off of your paper and include an email address for someone to respond to.
 - Export/save as/convert your document to a PDF and send it in that format.
1. Editing other writing will help your writing. Don't skip this.
2. If you don't hear back from someone within a few weeks, then ask someone you know to do it for you. Give them the grading rubric. Ask them for SPECIFIC feedback and a score out of 25. Record the score unless you truly think it's not fair (with parental permission).
3. Fix up your essay based on the feedback. Re-score your essay ([rubric](#)) and record your score out of 100. (This time multiply.)

Reading

1. [Chapter 30](#)
2. Here's the [audio link](#).

Day 36

Vocabulary

1. Use the [flashcards](#) to write down the first half of the words and definitions.

Writing

1. Take the matching [quiz](#). Write your letter answers down and then click on the key picture to check.
2. If you didn't take English 8, you will have to guess at some, but some you should be able to figure out. It doesn't count against you if you don't know.
3. Record your score. (all extra credit points)
4. If you have not left feedback for an essay on the peer edit page, complete that today.

Reading

1. [Chapter 31](#)
2. Here's the [audio link](#). This is for Chapters 31 and 32.

Day 37

Vocabulary

1. Use the [flashcards](#) to finish writing down all the words for unit 4.

Writing

1. You are going to write a short story.
2. It doesn't have to be long Think of how short *The Story of an Hour* was.
3. Think about the diagram of a story, [parts of a story](#).
4. Include irony, foreshadowing and suspense.
5. Look over the grading [rubric](#) so you know what you are aiming for.
6. Work on writing today. You will be editing on Day 40.

Reading

1. [Chapter 32](#)
2. Here's the [audio link](#). This is for Chapters 31 and 32.

Day 38

Vocabulary/Spelling

1. Play [hangman](#).
2. Look over your words.

Writing

1. Work on writing

Reading

1. [Chapter 33](#)
2. Here's the [audio link](#). This is for Chapters 33, 34, and 35.

Day 39

Vocabulary/Spelling

1. Complete the [word search](#).
2. Look over your words.

Writing

1. Finish writing your story. (You can work on editing still.)

Reading

1. [Chapter 34](#)
2. Here's the [audio link](#). This is for Chapters 33, 34, and 35.

Day 40

Vocabulary

1. Take the practice [quiz](#).
2. Record your score out of 20 (two points per question).

Writing

1. Work on editing your piece and create a final draft.
2. Score your story using the grading [rubric](#). Multiply your score by 4. Your score will be out of 80. Record your score.
3. (I earlier had this as a peer editing assignment. If your grading sheet lists a feedback grade, just ignore it. The scoring will all work out if you follow the directions in number 2.)

Reading

1. [Chapter 35](#)
2. Here's the [audio link](#). This is for Chapters 33, 34, and 35.
3. Turn the page and read the [conclusion](#).

Day 41

Vocabulary

1. Learn your new [words](#) for the week. These are all the words for the week.

Writing

1. Read about analyzing literature and writing literary analysis.
 - [how to analyze a passage](#)
 - [how to write literary analysis](#)
 - [sample paper](#) — This is what you are expected to write for *Tom Sawyer*.

1. Read over the requirements for your [Novel Research Paper](#). (Your word processing program probably has a word count. Use that instead of 2-3 pages as the guideline. The length will depend on the font, the spacing...)
2. The grading rubric is on that same page. Read over it to understand what is expected.
3. It is due on Day 45.
4. You will not be submitting this for peer editing.

Day 42

Vocabulary

1. Go to the [flashcards](#) and make sure you know the words.

Writing

1. Work on your assignment.

Day 43

Vocabulary

1. Make sure you know your [words](#).

Writing

1. Work on your assignment.

Day 44

Vocabulary

1. Make sure you know your [words](#).

Writing

1. Work on your assignment.

Day 45

Vocabulary

1. Choose [test](#).
2. Record your score.

Writing

1. Finish your assignment.
2. Grade your assignment based on the [grading rubric](#).
3. Record your score.

STOP

This is the end of the first quarter. It's time to save some work in your portfolio. You should probably save all of your major written work: the literary analysis, the short story and the compare and contrast essay, and the poem too, if you like. At this point you can total up your scores from the first quarter (unless you are waiting on peer editing). Divide the total by the total possible and then multiply by 100 for your grade. (Just ignore decimals.) This is your first quarter grade. At the end of the year, we can add in points for completing the reading and daily assignments, but you should try for an A. Look at where you lost points and think about what you need to do to not lose them again.

Day 46(*)

Vocabulary

1. Use the [flashcards](#) to write down the first half of the words and definitions.

Writing(*)

1. Here's a [verb review](#).
2. More on [verb tenses](#)
3. Try two [exercises](#).
4. (*)Print out your next [grading sheet](#) or use the [Excel](#) version.
5. Take a [quiz](#).
6. It will tell you your percentage. Divide it by four and record your score out of 25.

Reading

1. Read the [drama terms](#).
2. Complete the [crossword puzzle](#) on drama terms.

Day 47

Vocabulary

1. Use the [flashcards](#) to write down the rest of the words and definitions.

Writing

1. Read about Aristotle's [Theory of Tragedy](#).
2. Read about Aristotle's [Six Elements of Drama](#).
3. Read about Aristotle's [The Poetics](#).

Reading

1. Read [summaries](#) of the [three plays](#) in the [trilogy](#) and read [about the trilogy](#). Alternate links: [summaries](#) [three plays](#) [trilogy](#) and [about the trilogy](#)

Day 48

Vocabulary/Spelling

1. Play [hangman](#).
2. Look over your words.

Writing

1. Read about the [elements of drama](#).

Reading

1. Read the [discussions on Antigone](#).
2. Read these [quotes](#) from the play with analysis to help you get "into" the language of the play.
3. What sums up the meaning of the play? What book of the Bible does this remind you of? (hint: Asked earlier about something else reminding of this same book.) (answer: [Ecclesiastes](#))

Day 49(*)

Vocabulary/Spelling

1. Complete the [word search](#).

2. Look over your words.

Reading(*)

1. (*)Print out this [study guide](#) for *Antigone* or type right on it. Fill it in as you reach each section.
2. Here's an [audio version](#) of the play if you are interested.
3. Start with a [summary](#) of lines 1-116. ([alternate link](#)) I want to point out that the summaries are based on a different translation of the play. The story is still the same, so they are useful, but any quotes from the play won't be exact quotes from what you are reading.
4. Read part 1 of [Antigone](#). Stop where you see the break indicated in the text.
5. Read the next [summary](#) of lines 117-178. ([alternate link](#))
6. Read part 2 of [Antigone](#).

Writing

1. You are going to be doing a ten-minute writing time each day. [Here](#) is what you will be using.
2. Choose a [topic](#). Start the [timer](#). Write. You can do this by hand or by typing (today).
3. Record your score out of five according to the rules at the [top of the page](#). If you type, 3/4 of a page = 250 words, 2/3 = 200 words, 1/2 = 150 words, 1/3 = 100 words.

Day 50

Vocabulary

1. Take the practice [quiz](#).
2. Record your score.

Reading

1. Keep your [study guide](#) available and fill in the answers as you are able.
2. Read the [summary](#) of lines 179-376. ([alternate link](#))
3. Read part 3 of [Antigone](#).
4. Read the [summary](#) of lines 377-416. ([alternate link](#))
5. Read part 4 of [Antigone](#).

Writing

1. Choose a [topic](#). Start the [timer](#). Write. You can do this by hand or by typing (today).
2. Record your score out of five according to the rules at the [top of the page](#). If you type, 3/4 of a page = 250 words, 2/3 = 200 words, 1/2 = 150 words, 1/3 = 100 words.

Day 51

Vocabulary

1. Read your [words for the week](#).
2. Write them down if that helps you learn them.

Reading

1. Keep your [study guide](#) available and fill in the answers as you are able.
2. Read the [summary](#) of lines 417-655. ([alternate link](#))
3. Read part 5 of [Antigone](#).
4. Read the [summary](#) of lines 656-700. ([alternate link](#))

5. Read part 6 of [Antigone](#).

Writing

1. Choose a [topic](#). Start the [timer](#). Write. You can do this by hand or by typing (today).
2. Record your score out of five according to the rules at the [top of the page](#). If you type, 3/4 of a page = 250 words, 2/3 = 200 words, 1/2 = 150 words, 1/3 = 100 words.

Day 52

Vocabulary

1. Learn your [words](#).

Reading

1. Keep your [study guide](#) available and fill in the answers as you are able.
2. Read the [summary](#) of lines 701-878. ([alternate link](#))
3. Read part 7 of [Antigone](#).
4. Read the [summary](#) of lines 879-894. ([alternate link](#))
5. Read part 8 of [Antigone](#).

Writing

1. Choose a [topic](#). Start the [timer](#). Write. You can do this by hand or by typing (today).
2. Record your score out of five according to the rules at the [top of the page](#). If you type, 3/4 of a page = 250 words, 2/3 = 200 words, 1/2 = 150 words, 1/3 = 100 words.

Day 53

Vocabulary

1. Learn your [words](#).

Reading

1. Keep your [study guide](#) available and fill in the answers as you are able.
2. Read the [summary](#) of lines 895-969. ([alternate link](#))
3. Read part 9 of [Antigone](#).
4. Read the [summary](#) of lines 970-1034. ([alternate link](#))
5. Read part 10 of [Antigone](#).

Writing

1. Choose a [topic](#). Start the [timer](#). Write. You can do this by hand or by typing (today).
2. Record your score out of five according to the rules at the [top of the page](#). If you type, 3/4 of a page = 250 words, 2/3 = 200 words, 1/2 = 150 words, 1/3 = 100 words.

Day 54

Vocabulary

1. Learn your [words](#).

Reading

1. Keep your [study guide](#) available and fill in the answers as you are able.
2. Read the [summary](#) of lines 1035-1089. ([alternate link](#))
3. Read part 11 of [Antigone](#).
4. Read the [summary](#) of lines 1090-1237. ([alternate link](#))
5. Read part 12 of [Antigone](#).

Writing

1. Choose a [topic](#). Start the [timer](#). Write. Today you must write by hand. You need to practice for in class written essays. They are on the SATs and will be part of many college courses.
2. Record your score out of five according to the rules at the top of the [page](#).

Day 55

Vocabulary

1. Take your [vocabulary test](#).
2. Record your score out of ten.

Reading

1. Keep your [study guide](#) available and fill in the answers as you are able.
2. Read the [summary](#) of lines 1238-1273. ([alternate link](#))
3. Read part 13 of [Antigone](#).
4. Read the [summary](#) of lines 1274 – 1470. ([alternate link](#))
5. Read part 14 of [Antigone](#).

Writing

1. Choose a [topic](#). Start the [timer](#). Write. Today you must write by hand. You need to practice for in class written essays. They are on the SATs and will be part of many college courses.
2. Record your score out of five according to the rules at the top of the page. (These points will count as extra credit.)

Day 56

Vocabulary

1. Use the [flashcards](#) to write down the first half of the words and definitions for unit 6.

Reading

1. Complete the [character match up](#).
2. Read this [sample newspaper article](#).

Writing

1. *Answer the following questions in a well-written paragraph (8-10 sentences). Teiresias tells Creon, "The only crime is pride." What does he mean by this? How can pride lead to faulty judgment? Can poor decisions be rectified? How?* from [GVL](#)
2. Record 1 point for each sentence up to 10. Subtract a point for anything missing: introductory sentence which explains the question, answers to any of the above questions.

Day 57

Vocabulary

1. Use the [flashcards](#) to write down the rest of the words and definitions from unit 6.

Reading

1. Read the [newspaper](#) for 15-20 minutes.

Writing

1. *Review what Aristotle said about tragedy and tragic heroes. Do you think there is a tragic hero in the story of Antigone? Who do you consider the tragic hero? Why? Support your claim with evidence and examples from the story. (Responses should be at least 6-9 sentences.)* from [GVL](#)
2. Record 1 point for each sentence up to 9. Subtract a point for anything missing: introductory sentence which explains the question, the answer to the question, evidence, examples.

Day 58

Vocabulary/Spelling

1. Play [hangman](#).
2. Look over your words.

Reading

1. Read the [newspaper](#) for 15-20 minutes.

Writing

1. You are going to write a [newspaper article](#). Read over the grading rubric to understand what is expected.

Day 59

Vocabulary/Spelling

1. Complete the [word search](#).
2. Look over your words.

Reading

1. Read the [newspaper](#) for 15-20 minutes.

Writing

1. Work on your newspaper article. It is due on Day 60.

Day 60

Vocabulary

1. Take the practice [quiz](#).
2. Record your score.

Reading

1. Read the [newspaper](#) for 15-20 minutes.

Writing

1. Your newspaper article is due today.
2. Use the [grading rubric](#) to score your assignment.
3. Record your score.

Day 61

Vocabulary

1. Review your [words](#).

Reading

1. Look through the flashcards for these [terms](#).

Writing

1. Read about pronouns.
 - [nominative](#)
 - [objective](#)
 - [subjective](#)
1. Here's an [easy activity](#) to try.

Day 62

Vocabulary

1. Review your [words](#).

Reading

1. Read about the [feudal system](#).
2. Read about [knights](#).
3. Read about [King Arthur](#). He should be familiar to you if you used level 7.
4. Learn about [bards](#).
5. Watch the [presentation](#) on page 3. ([Alternate](#))

Writing

1. Try this [pronoun practice](#).

Day 63

Vocabulary

1. Play a [game](#) with words from units 4-6.

Reading

1. Read [The Sword in the Stone](#). ([pdf version](#))
2. Want a break? Here's ten minutes of [Disney's version](#).

Writing

1. Here's a harder [pronoun practice](#). It's okay to give up if you read the answer at the top and learn something!

Day 64

Vocabulary

1. Play [hangman](#) or do the [word search](#).

Reading

1. The next few days we'll read excerpts from *Idylls of the King*. This should be familiar to some of you. Here are [summaries](#) if you want them. ([alternate link](#)) It's up to you if you want to read the summary and then the text to help you follow it.
2. [Dedication](#) ([pdf version](#) of them all)
3. [The Coming of Arthur](#)

Writing

1. Try this [pronoun practice](#).

Day 65

Vocabulary

1. If you got 100% on all of your vocab quizzes, then you have no vocabulary assignment today. Congratulations!
2. Look over your words.
3. You can take the [vocabulary test](#) from one of the units from unit 4-6. Find them listed in the left sidebar. Click on "Test Your Vocabulary" and take one point off of 20 for each incorrect answer.
4. You may use this score to replace your quiz score for this unit if it is improved.

Reading

1. [Guinevere](#)

Writing

1. Choose a [topic](#). Start the [timer](#). Write. You can do this by hand or by typing (today).
2. Record your score out of five according to the rules at the [top of the page](#). If you type, 3/4 of a page = 250 words, 2/3 = 200 words, 1/2 = 150 words, 1/3 = 100 words.

Day 66

Vocabulary

1. Review your [words](#).

Reading

1. [The Passing of Arthur](#)

Writing

1. Choose a [topic](#). Start the [timer](#). Write. You can do this by hand or by typing (today).
2. Record your score out of five according to the rules at the [top of the page](#). If you type, 3/4 of a page = 250 words, 2/3 = 200 words, 1/2 = 150 words, 1/3 = 100 words.

Day 67

Vocabulary

1. Review your [words](#).

Reading

1. Read the first paragraph about [Le Morte D'Arthur](#).
2. That translates from the French to the death of Arthur.
3. Here is the [summary](#). ([alternate link](#))
4. Tell someone about King Arthur from *Idylls of the King* and from this story.
5. Read [chapter 1](#).

Writing

1. Choose a [topic](#). Start the [timer](#). Write. You can do this by hand or by typing (today).
2. Record your score out of five according to the rules at the [top of the page](#). If you type, 3/4 of a page = 250 words, 2/3 = 200 words, 1/2 = 150 words, 1/3 = 100 words.

Day 68

Vocabulary

1. Play a [game](#) with words from units 1-3.

Reading

1. Read [chapters 2-6](#).

Writing

1. Choose a [topic](#). Start the [timer](#). Write. You can do this by hand or by typing (today).
2. Record your score out of five according to the rules at the [top of the page](#). If you type, 3/4 of a page = 250 words, 2/3 = 200 words, 1/2 = 150 words, 1/3 = 100 words.

Day 69

Vocabulary

1. Play [hangman](#) or do the [word search](#) for the words from units 1-3.

Reading

1. Read [chapters 7-11](#).

Writing

1. Choose a [topic](#). Start the [timer](#). Write. You can do this by hand or by typing (today).
2. Record your score out of five according to the rules at the [top of the page](#). If you type, 3/4 of a page = 250 words, 2/3 = 200 words, 1/2 = 150 words, 1/3 = 100 words.

Day 70

Vocabulary

1. Something different: Try this [vocab activity](#).

Reading

1. Read [chapters 12-16](#).

Writing

1. Choose a [topic](#). Start the [timer](#). Write. You can do this by hand or by typing (today).
2. Record your score out of five according to the rules at the [top of the page](#). If you type, 3/4 of a page = 250 words, 2/3 = 200 words, 1/2 = 150 words, 1/3 = 100 words.

Day 71

Vocabulary

1. Work on learning your [words](#) for the week.

Reading

1. Read [chapters 17-21](#).

Writing

1. Choose a [topic](#). Start the [timer](#). Write. You can do this by hand or by typing (today).
2. Record your score out of five according to the rules at the [top of the page](#). If you type, 3/4 of a page = 250 words, 2/3 = 200 words, 1/2 = 150 words, 1/3 = 100 words.

Day 72

Vocabulary

1. Work on learning your [words](#) for the week.

Reading

1. Read [chapters 22-27](#).

Writing

1. Choose a [topic](#). Start the [timer](#). Write. You can do this by hand or by typing (today).

- Record your score out of five according to the rules at the [top of the page](#). If you type, 3/4 of a page = 250 words, 2/3 = 200 words, 1/2 = 150 words, 1/3 = 100 words.

Day 73

Vocabulary

- Work on learning your [words](#) for the week.

Reading

- Read [chapters 1-5](#).

Writing

- Choose a [topic](#). Start the [timer](#). Write. You can do this by hand or by typing (today).
- Record your score out of five according to the rules at the [top of the page](#). If you type, 3/4 of a page = 250 words, 2/3 = 200 words, 1/2 = 150 words, 1/3 = 100 words.

Day 74

Vocabulary

- Work on learning your [words](#) for the week.

Reading

- Read [chapters 6-10](#).

Writing

- Choose a [topic](#). Start the [timer](#). Write. You can do this by hand or by typing (today).
- Record your score out of five according to the rules at the [top of the page](#). If you type, 3/4 of a page = 250 words, 2/3 = 200 words, 1/2 = 150 words, 1/3 = 100 words.

Day 75

Vocabulary

- Take your [vocabulary test](#).
- Record your score out of ten.

Reading

- Read [chapters 11-14](#).

Writing

- Choose a [topic](#). Start the [timer](#). Write. You can do this by hand or by typing (today).
- Record your score out of five according to the rules at the [top of the page](#). If you type, 3/4 of a page = 250 words, 2/3 = 200 words, 1/2 = 150 words, 1/3 = 100 words.

Day 76

Vocabulary

- Use the [flashcards](#) to write down the first half of the words for unit 7.

Reading

- Read [chapters 1-4](#).

Writing

- Choose a [topic](#). Start the [timer](#). Write. You can do this by hand or by typing (today).
- Record your score out of five according to the rules at the [top of the page](#). If you type, 3/4 of a page = 250 words, 2/3 = 200 words, 1/2 = 150 words, 1/3 = 100 words.

Day 77

Vocabulary

1. Use the [flashcards](#) to write down the rest of the words and definitions for unit 7.

Reading

1. Read [chapters 5-8](#).

Writing

1. Choose a [topic](#). Start the [timer](#). Write. You will do this by hand today.
2. Record your score out of five according to the rules at the top of the page.

Day 78

Vocabulary/Spelling

1. Complete the [word search](#).
2. Look over your words.

Reading

1. Read [chapters 9 to the end](#).

Writing

1. Choose a [topic](#). Start the [timer](#). Write. You will do this by hand today.
2. Record your score out of five according to the rules at the top of the page.

Day 79

Vocabulary/Spelling

1. Play [hangman](#).
2. Look over your words.

Reading

1. Identify the [characters](#).

Writing

1. Read your [writing assignment](#).
2. Here is the [rubric](#).
3. You can use these links for more info.
 1. [The End of Camelot](#)
 2. [Camelot Ends](#)
 3. [JFK in History](#)
4. [Sample](#) MLA paper
5. [MLA formatting](#)
6. Today, read through all these things and start thinking about what you are going to write. Take down some notes.

Day 80

Vocabulary

1. Take the practice [quiz](#).
2. Record your score out of 20 (two points per question).

Writing

1. Make an outline for your paper.
2. Include in your outline the examples and quotes you are going to use. (make sure you record where the quotes are from)
3. Here's a reminder of your [assignment](#).

Reading

1. Spend 15-20 minutes [reading the news](#).

Day 81

Vocabulary

1. Work on learning your [words](#) for the week.

Writing

1. Start writing.
2. Here's a reminder of your [assignment](#).
3. Here is the [rubric](#). This is what you are aiming for, a perfect score.
4. You will finish writing on Day 82.

Reading

1. Spend 15-20 minutes [reading the news](#).

Day 82

Vocabulary

1. Work on learning your [words](#) for the week.

Writing

1. Finish writing. (You can still edit.)

Reading

1. Spend 15-20 minutes [reading the news](#).

Day 83

Vocabulary

1. Work on learning your [words](#) for the week.

Writing

1. Edit your paper. You can look at the rubric during this process (and should!) to make sure you got it right.
2. Score your paper based on the [rubric](#).
3. Record your score.
4. If you don't finish today, take off 10 points for each day extra it takes you to finish. You have to get your work in on time!

Reading

1. Spend 15-20 minutes [reading the news](#).

Day 84

Vocabulary

1. Work on learning your [words](#) for the week.

Reading

1. What is [nonfiction](#)?
 - Some examples include: essays, biographies, autobiographies, speeches, memoirs, and news reporting.
 - They need to take into account their audience, who is going to be reading or listening to their nonfiction, and their purpose, what's their point in writing it.
1. You can [look through](#) and [practice nonfiction terms](#).

Writing

1. Read about [parallel form](#). What does parallel mean?
2. Read more about [parallelism](#).
3. If you think you need [more](#)...
4. Take the [quiz](#). Record your score out of 9. (Chance for an extra credit point!)

Day 85

Vocabulary

1. Take your [vocabulary test](#).
2. Record your score out of ten.

Reading

1. Read this article about [Edmund Hillary](#).

Writing

1. Read about the types and purposes of [nonfiction](#).
2. Here's more on [types of nonfiction](#).

Day 86

Vocabulary

1. Use the [flashcards](#) to write down the words and definitions for the first half of the words for unit 8.

Reading

1. Read the WWII articles.
 - [US Declares War](#)
 - [Plans for war](#)
 - [First Atomic Bomb Dropped](#)
 - [Japan Surrenders to Allies](#)

Writing

1. [Match the terms](#) to the examples. Just write down your answers. Check them by clicking on the key picture.
2. Your next assignment will be writing a biography. (Assignment from GVL, 10th Grade Literature and Composition)
 - Include 500-700 words, in paragraph form, with MLA formatting.
 - Use at least 3 sources to find information. (Remember to look for valid websites)
 - Use in-text citations. (at least 4)
 - Include a correctly formatted MLA works cited page.
 - Cover details about the author's or poet's birth/death, early influences, education, major accomplishments, and significance.

- Write in the 3rd person.

Day 87

Vocabulary

1. Use the [flashcards](#) to write down the rest of the words and definitions.

Reading

1. Read "[No News from Auschwitz](#) (pdf)." ([website](#))

Writing

1. Read about writing a [biography](#).
 - [more](#)
 - [sample bio](#)

Day 88

Vocabulary/Spelling

1. Complete the [word search](#).
2. Look over your words.

Reading

1. Read this excerpt of [Kennedy's speech](#) to Congress on going to space (a decade before we reached the moon).
2. Watch the video on the [moon landing](#). (There are fiction and nonfiction in TV and movies too.)
3. Read this [sample biography](#).

Writing

1. Here is your grading [rubric](#).
2. Remember your assignment directions.
 - Include 500-700 words, in paragraph form, with MLA formatting.
 - Use at least 3 sources to find information. (Remember to look for valid websites)
 - Use in-text citations. (at least 4)
 - Include a correctly formatted MLA works cited page.
 - Cover details about the author's or poet's birth/death, early influences, education, major accomplishments, and significance.
 - Write in the 3rd person.
1. Research your topic. Remember about choosing quality resources!

Day 89

Vocabulary/Spelling

1. Play [hangman](#).
2. Look over your words.

Review

1. [Parallelism](#) (read and click "start here")

Writing

1. Research. Look for quotes. Write down the sources!
2. Work on your outline.

3. Include your quotes and sources.
4. This assignment is due on Day 95.
5. I'm not going to tell you what to do each day. You will research, outline, write, edit and finalize. Use your directions and your rubric. Manage your time and be smart about it. Don't leave it for the last day.

Day 90

Vocabulary

1. Take the practice [quiz](#).
2. Record your score.

Writing

1. Choose a [topic](#). Start the [timer](#). Write. You will do this by hand today.
2. Record your score out of five according to the rules at the top of the page.

Reading

1. Spend ten minutes reading the [news](#).

STOP

This is the end of the second quarter. It's time to save some work in your portfolio. You should probably save all of your major written work: the article and the Camelot paper. You could also save a journal writing page or two. You might want to "print screen" a vocabulary quiz or activity to show what you are doing. At this point you can total up your scores from the second quarter. Divide the total by the total possible and then multiply by 100 for your grade. (Just ignore decimals.) This is your second quarter grade. At the end of the year, we can add in points for completing the reading and daily assignments, but you should try for an A. Look at where you lost points and think about what you need to do to not lose them again.

Day 91(*)

Vocabulary(*)

1. Print out your third quarter [grading sheet](#) or use the [Excel](#) version.
2. Review your [words](#).

Writing

1. Review using [MLA format](#). ([video](#) for setting it up in Word)
2. [MLA formatting](#) resource
3. There's nothing to record on your grading sheet today.

Day 92

Vocabulary

1. Review your [words](#).

Writing

1. Read about [citing sources](#). (Use the links on the left when you need them.)
2. Take the [quiz](#) again. Don't plagiarize!
3. You can record up to 5 points.

Reading

1. You are going to be reading *Emma* by Jane Austen.

2. Read [about](#) the novel. ([alternate link](#))
3. Remind yourself about writing a [thesis](#) or [literary analysis](#). You've seen these before.
4. Give this [quiz](#) on literary terms a try.
5. Record up to 10 points out of 5 (each question is worth 1/2 a point). (potential for extra credit)

Day 93

Vocabulary

1. Play a [game](#) with words from units 4-6.

Writing

1. Here's your [literary analysis project](#). You will not turning anything in until you finish the project. You will be doing the research, reading the novel and writing the analysis.

Reading

1. Begin reading *Emma*. Take notes. Write down quotes/examples that would help your analysis paper. Write down the page numbers!
2. Here's the [audio book](#) if you would like to listen while you read.
3. Here is the [downloadable](#) version.
4. Read [chapters 1 and 2](#).
5. Read "content issues" in your *Emma* [class discussion notes](#). While characters in such novels may reference God and attend church, it is out of a cultural norm, not a deep felt faith. Emma, like Tom Sawyer, is not a character to emulate.

Day 94

Vocabulary

1. Play [hangman](#).

Reading

1. Read [chapters 3-4](#).
2. Read about [mood](#).

Writing

1. Read on [plurals and possessives](#).
2. Then take a [quiz](#) to make sure you get it.

Day 95

Vocabulary

1. Try a [matching challenge](#).

Writing

1. Quickly read through these pages on [plurals](#) and [possessives](#) to make sure you know it.
2. Take this [quiz](#). When you are finished, you will need to compare your answers to the answer sheet linked in #4 below.
3. Record your score out of 25. (potential for extra credit)
4. If you got any wrong, find the right [answer](#).
5. Score your biography with this [rubric](#). Did you get it done? Take off ten points for every day you are late.

Reading

1. Read [chapters 5-6](#).
2. Read about Austen's use of [language](#) on page 2.

Day 96

Vocabulary

1. Use the [flashcards](#) to write down the first half of the words and definitions for unit 9.

Reading

1. Read [chapter 7](#).
2. Do this review of [elements of a story](#).

Writing

1. Read about the elements of stories. (You don't have to know all those words.)
 - o [Plot diagram](#)
 - o [Literary analysis terms](#)
1. Here's a [plot diagram](#) for *Cinderella*. (Here's an [alternative](#) with a little explanation.)
2. Solve the [crossword puzzle](#). There are no spaces between words. Five across is the fancy word for resolution.

Day 97*

Vocabulary

1. Use the [flashcards](#) to write down the rest of the words and definitions.

Reading*

1. Read [chapter 8](#).
2. "Mood" in literature deals with the emotion you feel while you are reading the story, and how the author created this feeling. What type of mood has the author created in the first chapters of your novel? *from GAVS*
3. Tell someone about the mood of *Emma* and how Austen creates that mood.
4. Read "[Two Kinds](#)" by Amy Tan.

Writing

1. *Fill in this [story elements worksheet](#) for "Two Kinds."

Day 98

Vocabulary/Spelling

1. Complete the [word search](#).
2. Look over your words.

Reading

1. Read [chapter 9](#).
2. Read a literary analysis of "[Two Kinds](#)."

Writing

1. Create a character for a short story. Describe him or her in as much detail as possible. Write not only what he looks like but what he sounds like, what he likes to do, what he says all the time, what his strengths and weaknesses are, what makes him mad, what

makes him laugh, what intrigues him, what confuses him... Include how you make this a dynamic character. How would this character change over time?

Day 99*

Vocabulary/Spelling

1. Play [hangman](#).
2. Look over your words.

Reading

1. Read [chapter 10](#).
2. Read about Austen's use of [word play](#), including satire and irony, on page 3.

Writing*

1. Read "[Lamb to the Slaughter](#)." Do you recognize the name of this author? Name a famous book he wrote. Look it up if you don't know. (I know I'm asking you to read for writing. I sometimes feel silly writing "writing" or "reading." They go together a lot. Do you want to know one of the best ways to become a better writer? Read great writing!
2. *Fill out this [study guide](#) as you read.
3. Create a setting for your short story. What's the main setting (time and big location)? Is there more than one minor location (in the house, at the piano recital...)?
4. Use as much detail as possible.

Day 100*

Vocabulary

1. Take the practice [quiz](#).
2. Record your score out of 20 (two points per question).

Reading

1. Read [chapter 11](#).
2. Read about [wisdom, morals and advice](#) in the novel.

Writing*

1. Read Franz Kafka's [The Hunger Artist](#).
2. Tell someone what you think about the person fasting in the story. What did you think about him at the beginning? What did you think about him in the end?
3. *Do your best to complete this [diagram](#) of the story. (Print 2 diagrams.)
4. Create an antagonist and conflict for your story. Know everything about it.

Day 101

Vocabulary

1. Work on learning your [words](#) for the week.

Reading

1. Read [chapter 12](#).
2. Read about the connections to current events in *Emma* found on pages 4 and 5 of the [class discussion notes](#).
3. Read a guide to [The Hunger Artist](#).

Writing

1. Fill out a [plot diagram](#) for your story.

Day 102

Vocabulary

1. Work on learning your [words](#) for the week.

Reading

1. Read [chapter 13](#).
2. Take the [quiz](#) on page 6.
3. Record your score.

Writing

1. Start writing your short story. It's due on Day 105. Write and edit. When you plan out how to manage your time, you should really be editing it on Day 104. You can read over it again on Day 105, but you should never plan on still be working on an assignment the day it's due. You want to be prepared!
2. Here's your [rubric](#).

Day 103

Vocabulary

1. Work on learning your [words](#) for the week.

Reading

1. Read [chapter 14](#).
2. Remember to be thinking about your [analysis paper](#).
 - Theme of your novel (meaning and evidence throughout the story)
 - Symbolism in the novel (instances and meanings)
 - Character analysis (motives of character, appearance, etc. and how they are all tied together and to the story)
 - Comparison/contrast between two character (protagonist/antagonist relationship)
 - Setting of your novel (how the author uses the setting to reach the reader and impact the plot)
 - Conflict in your novel (what is it, who is involved, what makes it important)
 - The history of your novel (why it is important to the story and how the author uses it)

Day 104

Vocabulary

1. Work on learning your [words](#) for the week.

Reading

1. Read [chapter 15](#).
2. Take the [short story terms](#) quiz.
3. Record your score. It will be counted out of 6 instead of 10, so getting 6 right would be a perfect score. Anything above that would be extra credit.

Day 105

Vocabulary

1. Take your [vocabulary test](#).
2. Record your score out of ten.

Reading

1. Read [chapter 16](#).

Writing

1. Score your story using your [rubric](#). Record your score.
2. Read someone else's waiting story from the [peer editing page](#) and offer feedback according to the directions. Email it to them, not me.
3. Send your piece to me to add to the [peer editing page](#) by email me at my gmail address, allinonehomeschool. Tell me your level, day number and which research paper that you left feedback for. Please take your last name off of your paper and include an email address for someone to respond to.
 - Export/save as/convert your document to a PDF and send it in that format.
1. Editing other writing will help your writing. Don't skip this.
2. If you don't get feedback in a few weeks, you can ask someone near you.
3. When you get your feedback score, divide it in half and record it.
4. Fix up your story based on the feedback. Rescore your story and record it.
5. New Assignment
 - Read over your next [writing assignment](#).
 - Here is your [rubric](#).
 - This is due on Day 110. Make sure you leave time for editing layout and adding photos!

Day 106

Vocabulary

1. Use the [flashcards](#) to write down the first half of the words and definitions for unit 10.

Reading

1. Read [chapters 17 and 18](#).

Writing

1. If you have not left feedback for an essay on the peer edit page, complete that today.

Day 107

Vocabulary

1. Use the [flashcards](#) to write down the rest of the words and definitions.

Reading

1. Read [chapter 19](#).

Day 108

Vocabulary/Spelling

1. Complete the [word search](#).
2. Look over your words.

Reading

1. Read [chapter 20](#).

Day 109

Vocabulary/Spelling

1. Play [hangman](#).
2. Look over your words.

Reading

1. Read [chapter 21](#).

Day 110

Vocabulary

1. Take the practice [quiz](#).
2. Record your score.

Reading

1. Read [chapter 22](#).

Writing

1. Score your newspaper according to the [rubric](#).
2. Record your score. Take off 10 points for every day that it is late. You have to turn your work in on time!

Day 111

Vocabulary

1. Work on learning your [words](#) for the week.

Reading

1. Read [chapter 23](#).

Writing

1. Read about [types of sentence structures](#). If you need more, here's another site, [the fab four](#).
2. Take the types of sentences [quiz](#).
3. Record your score.

Day 112*

Vocabulary

1. Work on learning your [words](#) for the week.

Reading

1. Read [chapter 24](#).
2. Read the poetry [terms](#). You can use the [flashcard activity](#) to work on learning them.
3. Scroll down and read examples of [figurative language](#) from Robert Frost's poems.
4. Read [The Swing](#). What poetic devices does he use in lines 1/3, 2/4, 5/6, and 9?
(Answers: end rhyme, slant rhyme, consonance, alliteration)

Writing*

1. Complete this worksheet on identifying [poetic devices](#).
2. Check your [answers](#).

Day 113

Vocabulary

1. Work on learning your [words](#) for the week.

Reading

1. Read [chapter 25](#).

Writing

1. Watch this [video](#) and complete all of the assignments she asked you to do. Stop the video and write the sentences before continuing.
2. Read about writing descriptively.
 - [descriptive writing](#)
 - [descriptive essay](#)
 - [model descriptive paragraphs](#)
1. Look around your room. Write the best descriptive sentence you can about something in the room where you are. Use at least one poetic devices. If you use more than one, go get a high five and/or hug.

Day 114

Vocabulary

1. Work on learning your [words](#) for the week.

Reading

1. Read the first part of [chapter 26](#). Stop toward the top of page 196.
2. Read about [understanding poetry](#).

Writing

1. Read about how to [analyze poetry](#).
2. Read these [poems](#) once to get the mood, the feeling of them. Do you recognize a theme?
3. Read them again with a pencil in hand and mark all of the figurative language you can identify.
4. Write a paragraph or poem about ten lines long describing [this scene](#). Use figurative language.

Day 115

Vocabulary

1. Take your [vocabulary test](#).
2. Record your score out of ten.

Reading

1. Finish [chapter 26](#).

Writing

1. Complete the [descriptive writing assignment](#).
2. Score your paragraph based on this [rubric](#).
3. Record your score.

Day 116

Vocabulary

1. Review your [words](#).

Reading

1. Read [chapter 27](#).

Writing

1. Complete the [poem assignment](#).
2. Score your poem based on this [rubric](#).
3. Record your score.

Day 117

Vocabulary

1. Review your [words](#).

Reading

1. Read [chapter 28](#).

Writing

1. Complete the [crossword puzzle](#). There are no spaces between words.
2. Do you remember? Take the [quiz on sentence types](#).
3. Read through your next [project](#). It is due on Day 121. Make sure you leave time for making the media part of your project. Follow the directions carefully.

Day 118

Vocabulary/Spelling

1. Play [hangman](#) or do the [word search](#).
2. Look over your words.

Reading

1. Read [chapter 29](#).
2. Read the [news](#).

Day 119

Vocabulary/Spelling

1. Play a [game](#) with words from units 7-9.
2. Look over your words.

Reading

1. Read [chapter 30](#).
2. Read the [news](#).

Day 120

Vocabulary

1. If you got 100% on all of your vocab quizzes, then you have no vocabulary assignment today. Congratulations!
2. Look over your words.

3. You can “[Test Your Vocabulary](#)” with words from one of the units 7-9. Take one point off of twenty for each answer you get wrong.
4. You can replace your previous score with this score.

Reading

1. Read [chapter 31](#).
2. Read the [news](#).

Day 121

Vocabulary

1. Use the [flashcards](#) to write down the first half of the words and definitions for unit 11.

Reading

1. Read [chapter 32](#).

Writing

1. Finish your project and score it using the [rubric](#).
2. Record your score out of 105. Take off 10 points for every day that it is late.

Day 122

Vocabulary

1. Use the [flashcards](#) to write down the rest of the words and definitions for this unit.

Reading

1. Read [chapter 33](#).
2. Read through the list of [terms](#). They aren't all new.
3. Learn about the parts of a [prepositional phrase](#).
 - [Grammar Rock Prepositions](#)
 - When you are ready, take the [prepositional phrase quiz](#).
1. Read about [Shakespeare](#).
2. Read quickly through [Shakespeare facts](#).
3. Read his [biography](#). (If you did English in the 8th level, you already read a short bio on him.)

Day 123

Vocabulary/Spelling

1. Play [hangman](#).
2. Look over your words.

Reading

1. Read [chapter 34](#).
2. Read this guide to [Shakespearean language](#).
3. Read pages 1 and 2 about [reading](#) his plays.

Writing

1. Write four lines of iambic pentameter.
2. You have to get the stress right. (**begin** , **trumpet** — the bold shows the stress)
3. Read this page about how to [read Shakespeare out loud](#).
4. Now, gather an audience and read your lines out loud.

- Record 25 points: 5 points for each line that correctly follows the format and 5 points for delivery if your audience could hear and understand you.

Day 124

Vocabulary/Spelling

- Complete the [word search](#).
- Look over your words.

Reading

- Read [chapter 35](#).
- Read this [guide](#) to the play you are going to be reading, *Much Ado About Nothing*.
- Read the first three pages: [summary, about, characters](#). ([alternate link](#))
- Read about [word play and malapropisms](#).

Writing

- Write a malapropism. Just one sentence is all it takes.

Day 125

Vocabulary

- Take the practice [quiz](#).
- Record your score out of 20 (two points per question).

Reading

- Read [chapter 36](#).
- Read [Act 1 Scene 1](#). (You have to keep turning the page.)
- If you would rather not have the modern language, here is a [site](#) and a [pdf](#). Here is an [audio](#) version, but it isn't divided by scene.
- Tell someone about the story.

Writing

- Copy a favorite line. Why do you like it?

Day 126

Vocabulary

- Use the [flashcards](#) to write down the first half of the words and definitions for unit 12.

Reading

- Read [chapter 37](#).

Day 127

Vocabulary

- Use the [flashcards](#) to write down the rest of the words and definitions for this unit.

Reading

- Read [chapter 38](#).
- Read to the [end of Act 1](#). (You have to keep turning the page.)
- If you would rather not have the modern language, here is a [site](#) and a [pdf](#). Here is an [audio](#) version, but it isn't divided by scene.
- Tell someone about the story.

Writing

1. Can you describe any of the characters? What have you learned about them?

Day 128

Vocabulary/Spelling

1. Play [hangman](#).
2. Look over your words.

Reading

1. Read [chapter 39](#).
2. Read this [analysis](#) of the scene you are going to read today. ([alternate link](#))
3. Read [Act 2 Scene 1](#).
4. Tell someone about the story.

Writing

1. Describe the characters. What have you learned about them?

Day 129

Vocabulary/Spelling

1. Complete the [word search](#).
2. Look over your words.

Reading

1. Read [chapter 40](#).
2. Read [Act 2 to the end](#) and Scene 1 from Act 3.
3. Tell someone what is happening in the story.

Writing

1. Can you find a line with word play? Copy it. [Cite it](#).

Day 130

Vocabulary

1. Take the practice [quiz](#).
2. Record your score out of 20 (two points per question).

Reading

1. Read [chapter 41](#).
2. Read [Act 3 scenes 2 and 3](#).

Writing

1. Write a diary entry for one of the characters.

Day 131

Vocabulary

1. Review your [words](#).

Reading

1. Read [chapter 42](#).
2. Finish [Act 3](#).

Writing

1. You have [10 minutes](#). Write about one of the characters. Write about the kind of person he is, the decisions he makes, what's admirable or undesirable about the character...Is this someone you would want to be friends with? Why or why not?
2. Record your score out of five according to the rules at the [top of the page](#). If you type, 3/4 of a page = 250 words, 2/3 = 200 words, 1/2 = 150 words, 1/3 = 100 words.

Day 132

Vocabulary

1. Try this [review](#).

Reading

1. Read [chapter 43](#).
2. Read [Act 4 Scene 1](#).
3. Tell someone about the story.

Writing

1. Choose a [topic \(alternate link\)](#) on *Much Ado About Nothing* (that makes sense at this point in the play). Start the [timer](#). Write. You can do this by hand or by typing (today).
2. Score it according to the rules at the [top of the page](#). If you type, 3/4 of a page = 250 words, 2/3 = 200 words, 1/2 = 150 words, 1/3 = 100 words. **Double the score and record it.**

Day 133

Vocabulary/Spelling

1. Play [hangman](#) or complete the [word search](#).
2. Look over your words.

Reading

1. Read [chapter 44](#).
2. Finish [Act 4](#).
3. Read the [class discussion notes](#).

Writing

1. Answer one of the questions raised in the class discussion notes. Answer in a complete paragraph. The first sentence should restate your question and let the reader know what you are answering. Include examples from the play.
2. Record 5 points for a complete paragraph that restates the question and answers the question.

Day 134

Vocabulary/Spelling

1. Play a [game](#) with words from units 10-12.
2. Look over your words.

Reading

1. Read [chapter 45](#).
2. Read [Act 5 Scene 1](#).
3. Tell someone what's happening.

Writing

1. Answer another question raised in the [class discussion](#).
2. Record 5 points for a complete paragraph that restates the question and answers the question.

Day 135

Vocabulary

1. If you got 100% on all of your vocab quizzes, then you have no vocabulary assignment today. Congratulations!
2. Look over your words.
3. You can "[Test Your Vocabulary](#)" from units 10, 11 or 12. Find the unit on the list in the sidebar.
4. You can replace your previous score with this score.

Reading

1. Read [chapter 46](#).
2. Finish the [play](#).

Writing

1. Try your hand at writing a summary of the play.
2. Give it to someone to read.
3. Give yourself 5 points if they knew what the plot was when they were done reading.

STOP

This is the end of the third quarter. It's time to save some work in your portfolio. You should probably save all of your major written work: the newspaper and the short story. You could also save some of your *Much Ado* responses. You might want to "print screen" a vocabulary quiz or activity to show what you are doing. At this point you can total up your scores from the third quarter. Divide the total by the total possible and then multiply by 100 for your grade. (Just ignore decimals.) This is your third quarter grade. At the end of the year, we can add in points for completing the reading and daily assignments, but you should try for an A. Look at where you lost points and think about what you need to do to not lose them again.

Day 136(*)

Vocabulary(*)

1. (*) Print out your grading sheet for the [fourth quarter](#) or use the [Excel](#) version.
2. Use the [flashcards](#) to write down the first half of the words and definitions for unit 13.

Reading

1. Read [chapter 47](#).
2. Take the quiz on [Much Ado About Nothing](#). ([alternate link](#))
3. Record your score out of 10. (potential for extra credit)

Writing

1. Choose a [topic](#) ([alternate link](#)) on *Much Ado About Nothing*. Start the [timer](#). Write. You can do this by hand or by typing (today).

- Score according to the rules at the [top of the page](#). If you type, 3/4 of a page = 250 words, 2/3 = 200 words, 1/2 = 150 words, 1/3 = 100 words. **DOUBLE the score.**

Day 137

Vocabulary

- Use the [flashcards](#) to write down the rest of the words and definitions.

Reading

- Read [chapter 48](#).

Writing

- Choose two [topics](#) on *Much Ado About Nothing*. Start the [timer](#) at 20 minutes. Write by hand unless you get specific permission to do otherwise. (Make sure you tell them I'm telling you to do it by hand! Don't be sneaky. Why? You will likely be taking the SATs which require a handwritten essay done in 25 minutes.)
- Record your score according to the rules at the [top of the page](#). If you type, 3/4 of a page = 250 words, 2/3 = 200 words, 1/2 = 150 words, 1/3 = 100 words. **DOUBLE the score for each.**

Day 138

Vocabulary/Spelling

- Play [hangman](#).
- Look over your words.

Reading

- Read [chapter 49](#).
- Read to see what your [next readings](#) are going to be about.
- Read this [biography of Aesop](#).
- Look at this list of [elements in a fable](#).
- Read a selection of [Aesop's Fables](#).
- Read this [West African folktale](#).

Writing

- Go over your [key terms](#). You can use the [flashcards](#) to help you learn them. These aren't all new words.
- Use what resources you need to make sure you know subject-verb agreement.
 - [subject-verb agreement](#)
 - [Purdue](#)
 - [Towson](#)
 - [Capital CC](#)
 - [grammar book](#)
- Know it? [Test it](#).
- Record your score out of 25 (divide your percentage by 4). If you didn't do well, you can go back to those resources and then take a new [quiz](#) to try again.

Day 139

Vocabulary/Spelling

1. Complete the [word search](#).
2. Look over your words.

Reading

1. Read [chapter 50](#).
2. Morals and themes run throughout all literature. The purpose of most fables, folktales, and fairy tales is to teach some kind of lesson. Proverbs and sayings are intended to offer wisdom. Have you found a running theme in your novel? Have you found any bits of wisdom or advice offered in the text? Is there another use, other than entertainment, that the author of your novel may have intended? ([source](#) GVL 10th Lit and Comp)
3. *Print 2 copies of this [fable chart](#).
4. Read [The Story of the Little Red Hen](#).
5. Read [The Ugly Duckling](#).
6. Fill out a fable chart for each of them.
7. Proverbs are considered wisdom literature. Here are some examples from Proverbs 20.
13 Do not love sleep or you will grow poor; stay awake and you will have food to spare.
14 "It's no good, it's no good!" says the buyer—then goes off and boasts about the purchase.
15 Gold there is, and rubies in abundance, but lips that speak knowledge are a rare jewel.
8. Read these proverbs.
 - [Irish](#)
 - [Latin](#)
 - [French](#)

Day 140

Vocabulary

1. Take the practice [quiz](#).
2. Record your score out of 20 (two points per question).

Reading

1. Read [chapter 51](#).

Writing

1. Read over your next [writing assignment](#).
2. Here is your [rubric](#).
3. Get started. It is due on Day 143. Make a list of what needs to get done and make a schedule for when you should complete each part. On Day 143 you should be rereading the rubric and making final edits.

Day 141

Vocabulary

1. Use the [flashcards](#) to write down the first half of the words and definitions for unit 14.

Reading

1. Read [chapter 52](#).

Day 142

Vocabulary

1. Use the [flashcards](#) to write down the rest of the words and definitions for this unit.

Reading

1. Read [chapter 53](#).

Day 143

Vocabulary/Spelling

1. Play [hangman](#).
2. Look over your words.

Reading

1. Finish the book. Read [chapters 54 and 55](#).
2. Take the *Emma* [quiz](#). ([alternate link](#))
3. Record your score out of 10. (potential for extra credit)

Writing

1. Finish your fable assignment.
2. Score it according to the [rubric](#).
3. Record your score.

Day 144

Vocabulary/Spelling

1. Complete the [word search](#).
2. Look over your words.

Reading

1. Scroll down to Themes and read these ideas of what some see in your new book [Watership Down](#). You should also note that the author says it's not about all these things that people say it's about. It's just a story. When I read it, I see the different forms of government and their affects on their populations.
2. Begin reading your new book, [Watership Down](#). ([Alternate link](#))
3. You will have a paper due on this book on Day 163.

Writing

1. You will be writing your next [literary analysis](#) on *Emma*.
2. Here is your [rubric](#).
3. This assignment is due on Day 150.

Day 145

Vocabulary

1. Take the practice [quiz](#).
2. Record your score out of 20 (two points per question).

Day 146

Vocabulary

1. Use the [flashcards](#) to write down the first half of the words and definitions for unit 15.

Day 147

Vocabulary

1. Use the [flashcards](#) to write down the rest of the words and definitions for unit 15.

Day 148

Vocabulary/Spelling

1. Play [hangman](#).
2. Look over your words.

Day 149

Vocabulary/Spelling

1. Complete the [word search](#).
2. Look over your words.

Day 150

Vocabulary

1. Take the practice [quiz](#).
2. Record your score out of 20 (two points per question).

Writing

1. Your paper on *Emma* is due today.
2. Score it according to the [rubric](#).
3. Record your score.
4. You will use the same [rubric](#) for your [literary analysis](#) of *Watership Down*. This time it **must be over 1000 words**.
5. That paper is due on Day 163.

Day 151

Vocabulary

1. Review your [words](#).

Day 152

Vocabulary

1. Review your [words](#).

Day 153

Vocabulary

1. Review your [words](#).

Day 154

Vocabulary

1. Review your [words](#).

Day 155

Vocabulary

1. Review your [words](#).

Day 156

Vocabulary

1. Play a [game](#) with words from units 13-15.

Day 157

Vocabulary

1. Complete the [word search](#).

Day 158

Vocabulary/Spelling

1. Play [hangman](#).
2. Look over your words.

Day 159

Vocabulary/Spelling

1. If you got 100% on all of your vocab quizzes, then you have no vocabulary assignment today. Congratulations!
2. Look over your words.
3. You can "[Test Your Vocabulary](#)" from unit 13, 14 or 15. Take one point off of 20 for any incorrect answer.
4. You can replace your previous score with this score.

Day 160

Vocabulary

1. Try a [matching challenge](#).

Writing

1. Make sure you are following all of the directions and are managing your time to finish on schedule.

Day 161

Vocabulary/Spelling

1. [Review](#)
2. Part of your final exam is a multiple choice section of 50 vocabulary questions.

Day 162

Vocabulary/Spelling

1. [Review](#) – Choose from the tabs across the top. On Day 161 you played "Scatter."

Day 163

Vocabulary/Spelling

1. [Review](#)

Writing

1. Your literary analysis on *Watership Down* is due today.
2. Here is your [rubric](#).
3. Record your score. Take off 10 points if it is not 1000+ words. Take off 10 points for every day it is late.

Day 164

Vocabulary/Spelling

1. [Review](#)

Writing

1. Learn about revising and editing. Make sure you understand the best ways to go about this process and what to look for.
 - [Where do I begin?](#)
 - [The editing and rewriting process](#)
 - [The writing center](#)
 - [how to revise](#)
 - [revising](#)
 - [12 Common Errors](#)
 - [revising and editing](#)
1. Also, make sure you know the nonfiction literary terms.
 - [literary nonfiction](#)
 - [narrative nonfiction](#)
 - [literary terms](#)

Day 165

Vocabulary

1. [Review](#)

Reading

1. You are going to be reading some nonfiction.
2. Learn some about Theodore Roosevelt.
 - [biography](#)
 - [American president](#)
1. Read [Theodore Roosevelt's](#) First Annual Address.
2. Read 10 pages of his [hunting adventures](#). Stop at the end of page 103.

Writing

1. Choose a [topic](#). Start the [timer](#). Write. You can do this by hand or by typing (today).
2. Record your score out of five according to the rules at the [top of the page](#). If you type, 3/4 of a page = 250 words, 2/3 = 200 words, 1/2 = 150 words, 1/3 = 100 words.

Day 166

Reading

1. Read about Momaday.

- [biography](#)
- [The Way to Rainy Mountain](#)
- [Rainy Mountain audio clips](#)
- On Day 167 you'll have to watch an [hour-long video on Momaday](#). You may want to watch 20 minutes of it now so tomorrow won't be so long.

Day 167

Reading

1. Watch the [Momaday video](#).

Day 168

Reading

1. Read about [Amelia Edwards](#).
 - Read the [preface](#).
 - Read chapter 1 of [A Thousand Miles Up the Nile](#).
 -

Day 169

Reading

1. Read the [news](#).

Writing

1. Choose one of the nonfiction writings from the last few days and answer the questions. (questions from [GVL](#))
 1. Did the reading leave you with unanswered questions? What are these?
 2. How did you connect to the piece? Was it personal? Was it an issue that affects your community and the world? Explain.
 3. How did this new information change your way of thinking about this subject?
 4. What words, phrases, and statements does the author use that caught your attention? Why? How did they make you feel? What did they make you think?
 5. Did the author weave opinion and fact statements into the piece? Give examples.
1. Record 2 points for each answered if the questions were answered.
2. Complete the [crossword](#). There are no spaces between words.
3. Write 500-800 words of an autobiography of a FICTIONAL CHARACTER. Be creative. It should be written in the first person from their point of view. It needs to have an intro and conclusion and have at least two stories from their life.
 1. Use the [rubric](#).
 2. [autobiography examples](#)
 3. [Writing character bios](#)
 4. [Autobiography](#)
 5. This assignment is due on Day 172.

Day 170

Reading

1. Read the [news](#).

Test Prep

1. You may want to take the [Analyzing and Interpreting Literature CLEP](#) test after this course. If you pass, and of course you will, you would get college credit. You could also label this as an honors course. Even if you aren't going to take the test, it won't hurt you to try [one practice question](#) each day. Just do the one question. We'll do the rest day by day.

Day 171

Reading

1. Read the [news](#).

Test Prep

1. [practice question](#)

Day 172

Reading

1. Read the [news](#).

Test Prep

1. [practice question](#)

Writing

1. Your character autobiography is due today.
2. Use the [rubric](#) to score it.
3. Record your score.
4. Read over your last [assignment](#).
5. You can choose any topic.
6. Here is your [rubric](#).
7. It is due on Day 179.

Day 173

Reading

1. Read the [news](#).

Test Prep

1. [practice question](#)
2. Here is a [study sheet](#) for your final.

Day 174

Reading

1. Read the [news](#).

Test Prep

1. [practice question](#)
2. Here is a [study sheet](#) for your final.

Day 175

Reading

1. Read the [news](#).

Test Prep

1. [practice question](#)
2. For your final you will be also answer some of the “[essential questions](#)” found on the first page of each unit.

Day 176

Reading

1. Read the [news](#).

Test Prep

1. [practice question](#)

Day 177

Reading

1. Read the [news](#).

Test Prep

1. [practice question](#)

Day 178

Reading

1. Read the [news](#).

Test Prep

1. [practice question](#) (Finish the page.)

Day 179

1. Score your newsletter and podcast assignment based on this [rubric](#). Score them separately. (For the podcast, instead of font, color, etc., it could be music, sounds, etc. Double the newsletter score and add to it the podcast score and record.
2. Study for your final. Review your worksheets, notes, and all of the key terms.

Day 180

Vocabulary

1. Take the [vocabulary portion](#) of your final exam. (50 points)
2. Take the [multiple choice portion](#) of your final exam. (25 points)
3. Take the [essay answer](#) portion of your final exam. (25 points)
4. Record your score.
5. Find CLEP help below.
6. It's time to figure out your final grade. Use your grading sheet. After you figure out your quarter grade. Add together all of your quarter totals and divide by the course total.
7. It's also time to finalize your portfolio for this course. Keep copies of your final and all major writing assignments.

8. Please take the polls below. Answer honestly to help others choose the best courses for themselves.