

**Step 1 →
HOMEWORK**

Take out your 6 Word Memoir.

**Step 2 →
Notes heading**

*Write down title &
date.*

Theme and FIDDs

A Day: 8/24/15

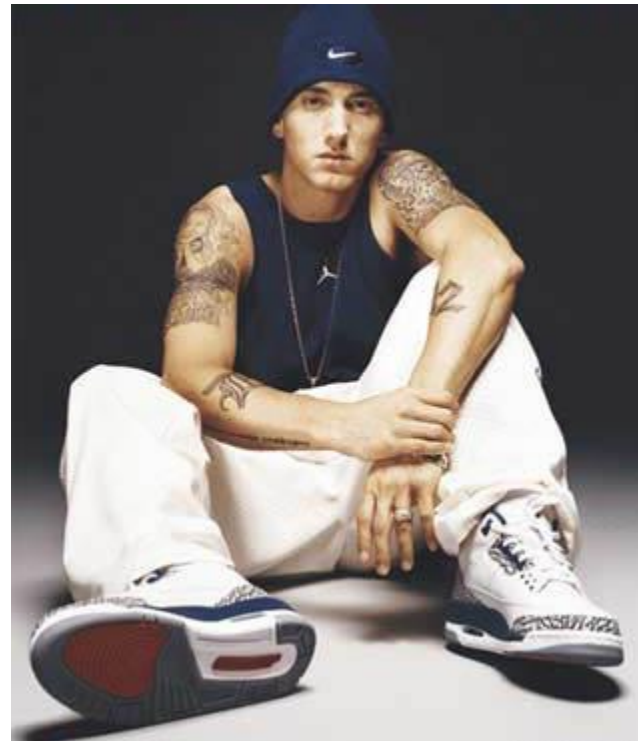
B Day: 8/25/15

**Step 3 →
Start the
Welcome Work**

- **WHAT IS ONE UNIVERSAL THEME YOU ANALYZED FROM YOUR SUMMER READING?**
- **WHAT PASSAGE DID YOU CONNECT TO THIS THEME?**
- **HOW DO THE AUTHOR'S STRATEGIES IN THE PASSAGE HELP ILLUMINATE THE THEME?**

Song of the day:

Detroit



ADROIT

- Def → Skillful or clever with hands or mind
- P.O.S. → ADJ.
- Clue → “Detroit”
- Eminem, who is from Detroit, is an adroit rapper.

Bob, you're it!



OBDURATE

- Def → Stubborn, unyielding, refusing to change one's opinion
- P.O.S. → ADJ.
- Clue → “Bob, you're it!”
- The obdurate student refused to play by the rules, even though I kept saying, “Bob, you're it!”

Challenge →

- Write one sentence about something in *The Joy Luck Club* using the word **adroit**.
- Write one sentence about something in *A The Joy Luck Club* using the word **obdurate**.

WHAT IS A THEME?

- A **THEME** IS WHAT THE AUTHOR INTENDS FOR YOU TO LEARN FROM THEIR WORK.
- IT'S AN **INSIGHT** INTO LIFE. A **UNIVERSAL MESSAGE** THAT CAN BE UNDERSTOOD ACROSS CULTURES AND TIME.
- ALSO **THE MEANING OF THE WORK AS A WHOLE**
- WHEN WRITING THEMATIC STATEMENTS, YOU SHOULD **AVOID** CLICHÉS, MORALS OR LESSONS. ALSO, IT SHOULD BE A SENTENCE, **NOT JUST ONE WORD.**

Important Handout!

WHICH OF THE FOLLOWING IS AN EFFECTIVE THEME?

- WOMEN AND FEMININITY
- JING-MEI REEVALUATES HER CONNECTION WITH HER IMMIGRANT MOTHER WHILE PROCESSING HER CHILDHOOD MEMORIES.
- FAMILIAL LOVE CONQUERS ALL.
- FAMILY DOES NOT HAVE TO BE BLOOD.
- IN ACKNOWLEDGING FAMILIAL EXPERIENCES, AN INDIVIDUAL ENHANCES HER OWN IDENTITY IN THE PROCESS.

HOW WE INTERACT WITH A TEXT

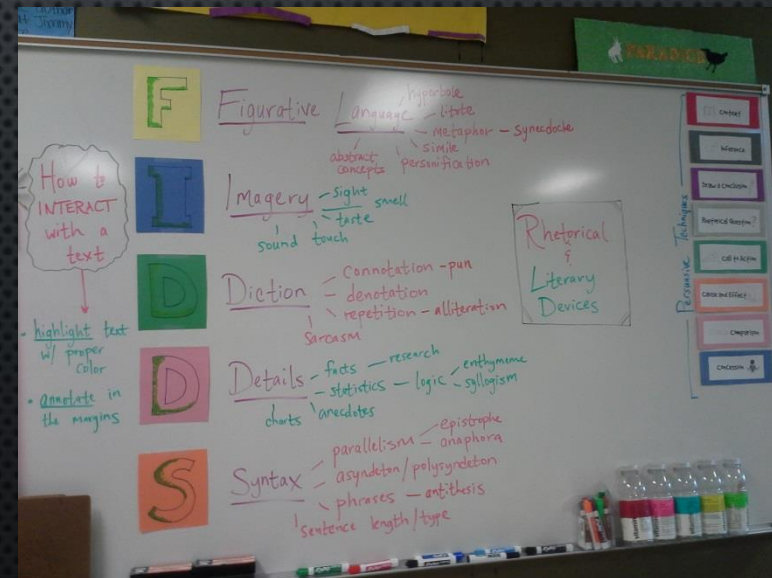
Shared Inquiry

Step 1 → Symbol marking

Step 2 → F.I.D.D.S

This method will help us find out how these elements contribute to theme, tone, purpose and meaning.

<p>*</p> <p>Use a star for significant information, devices, and strategies you notice.</p>	<p>!</p> <p>Use an exclamation point to indicate what you feel strongly about in the article.</p>	<p>?</p> <p>Use a question mark next for parts that are confusing or next to any information that you'd like to explore further.</p>
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SHARED INQUIRY: STEP ONE

AN-MEI HSU: SCAR (REFER TO PAGE 48)



Use a star for significant information, devices, and strategies you notice.



Use an exclamation point to indicate what you feel strongly about in the article.



Use a question mark next for parts that are confusing or next to any information that you'd like to explore further.

SHARED INQUIRY STEP TWO: FIDDS

- ON THE SECOND READING, WE'LL LOOK FOR SPECIFIC ELEMENTS IN THE STORY. OFTEN, WE WILL LOOK FOR LITERARY DEVICES. FOR THIS, WE USE THE FIDDS METHOD.
 - FIGURATIVE LANGUAGE (LITERARY DEVICES INCLUDING SIMILES, METAPHORS, ALLUSIONS, PERSONIFICATION)
 - IMAGERY (WORDS OR PHRASES THAT EVOKE THE SENSATIONS OF SIGHT, HEARING, TOUCH, SMELL OR TASTE)
 - DETAILS (BITS OF SPECIFIC INFORMATION, ESPECIALLY CHARACTERIZATION, SETTING AND ACTION)
 - DICTION (WORD CHOICE) REPETITION, CONNOTATION, DENOTATION; LEVELS OF DICTION (FORMAL, COLLOQUIAL, ARCHAIC, SLANG, ERUDITE, ETC.)
 - SYNTAX (THE WAY WORDS AND PHRASES ARE ARRANGED TO FORM PHRASES AND SENTENCES)

SECOND READING: BASED ON THIS PAGE, WHAT TRUTH DOES AN-MEI LEARN FROM HER MOTHER?

F	I	D	D	S
Figurative Language (simile, metaphor)	Imagery (descriptions that evoke the senses)	Details (specific information, especially characterization, setting, etc.)	Diction (word choice, connotative meaning)	Syntax (sentence structure and phrasing, e.g. repetition)

DON'T FORGET– WHAT **KIND** OF DICTION/IMAGERY?

- USE AN ADJECTIVE BEFORE THE WORD!
 - THE AUTHOR USES _____ DICTION TO...

SHARE YOUR ANNOTATION MARKS

ROUND ROBIN

SHARED INQUIRY: STEP ONE

WAVERLY JONG: *FOUR DIRECTIONS* (P. 182-184)



Use a star for significant information, devices, and strategies you notice.



Use an exclamation point to indicate what you feel strongly about in the article.



Use a question mark next for parts that are confusing or next to any information that you'd like to explore further.

SECOND PASSAGE - STEP TWO:

BASED ON THIS PASSAGE, WHAT DOES WAVERLY LEARN FROM HER INTERACTION WITH HER MOTHER?

F

Figurative
Language

(simile,
metaphor)

I

Imagery

(descriptions
that evoke the
senses)

D

Details

(specific
information,
especially
characterization,
setting, etc.)

D

Diction

(word choice,
connotative
meaning)

S

Syntax

(sentence
structure and
phrasing, e.g.
repetition)

SHARE YOUR ANNOTATION MARKS

ROUND ROBIN

DEVICE TO MEANING

- IN YOUR GROUPS, DISCUSS WHICH DEVICES SERVE AS THE BEST PROOF THAT A THEME OF THE NOVEL IS THAT IN ACKNOWLEDGING FAMILIAL EXPERIENCES, AN INDIVIDUAL ENHANCES HER OWN IDENTITY IN THE PROCESS.
- THEN, DECIDE ON ONE AND WRITE AN EXPLANATION THAT LINKS THE DEVICE TO THE THEME.

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PERIOD 4

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PERIOD 8

Class ID **13324313**

Enrollment password **wiedmeyer**

HOMEWORK: A Day

- Due Monday, August 29
 - 2 vocab words
 - Supplies/Signed Syllabus
 - Typed summer work → upload to turnitin.com

HOMEWORK: B Day

- Due Tuesday, August 30
 - 2 vocab words
 - Supplies/Signed Syllabus
 - Typed summer work → upload to turnitin.com