

**Step 1 →
HOMEWORK**

- **Take out:**
 - **Signed syllabus**
 - **Supplies**
 - **2 vocab cards/Running vocab. list**

**Step 2 →
Notes heading**

Write down title & date.

Multiple Narrators

A Day: 8/29/16

B Day: 8/30/16

**Step 3 →
Start the Welcome
Work**

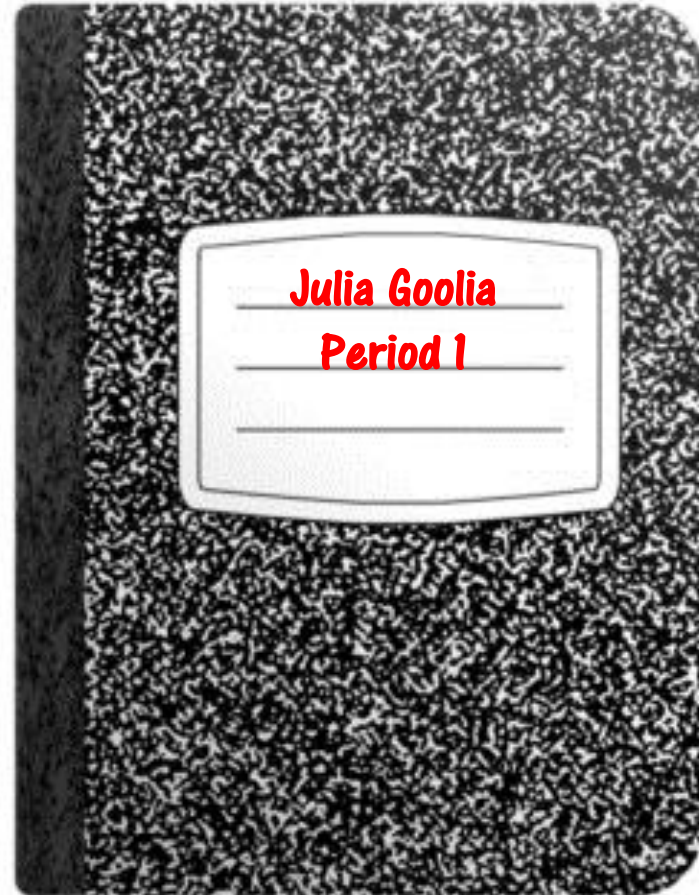
BRAINSTORM → Just THINK about this:
The Joy Luck Club has multiple narrators.
What is the **effect** of these multiple perspectives?
In other words, think about **why** the author chose to write his or her novel in this way.

You will be journaling about this. Just not yet.

Song of the day: "Brighter Than Sunshine" AQUALUNG

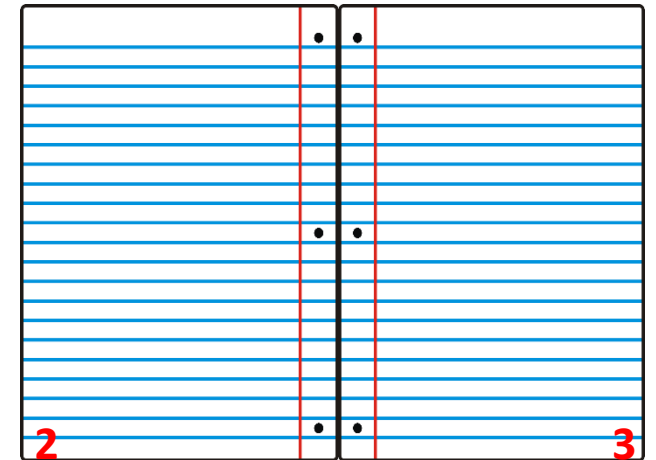
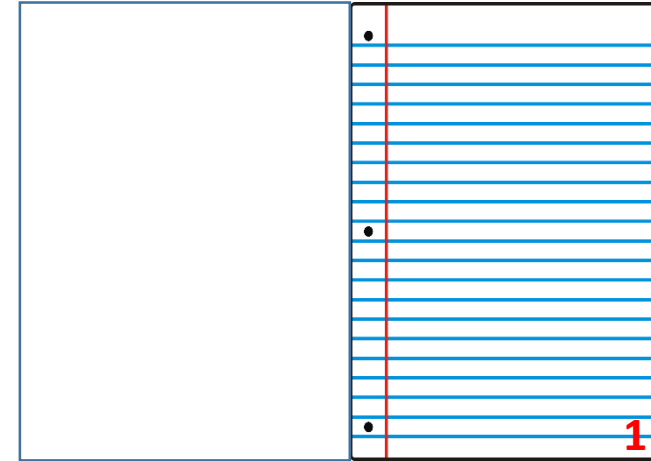
Journal → Set up!

Put your **name** and **period** on the front with permanent marker.



Step 1: Number the bottom corner of each page.

- 1st page → 1
- Back of page 1 → 2
- Do this for at least 20 pages.



- Page 1: Journal Guidelines
- Page 2-3-4: All about YOU!
- Page 5: Journal #1

● *Journal Guidelines:*

1. *Write in INK.*
2. *Write legibly.*
3. *Date EVERY entry.*
4. *Write for at least 10 minutes every lesson.*
5. *Journals are CONFIDENTIAL (with 2 exceptions).*
6. *Don't write anything incriminating.*

**A touch of "graphic artistry" is good!*

**This is
on
page 1.**

Turn to page 5.



Journal #1: Multiple Narrators 8/29/16

The Joy Luck Club has multiple narrators.

What is the **effect** of these multiple perspectives?

In other words, think about **why** the author chose to write his or her novel in this way.

Organization:

STRONGLY RECOMMEND:

- **Vocabulary/Grammar**

Consider:

- Important Documents
- Writing Portfolio
- Old Units/Old Work
- New Homework/Graded homework
- SAVE! (Junk I want for next year)

WWMWD

(What Would Ms. Wiedmeyer do?)

1. Vocabulary and Grammar
2. Important Docs
3. Current Unit
4. Old Unit
5. Homework

Literary Terms Study Guide

- You should know these terms with confidence.
- You will eventually be quizzed on them.
 - Fill out the sheet using your knowledge. Look up words you don't know.

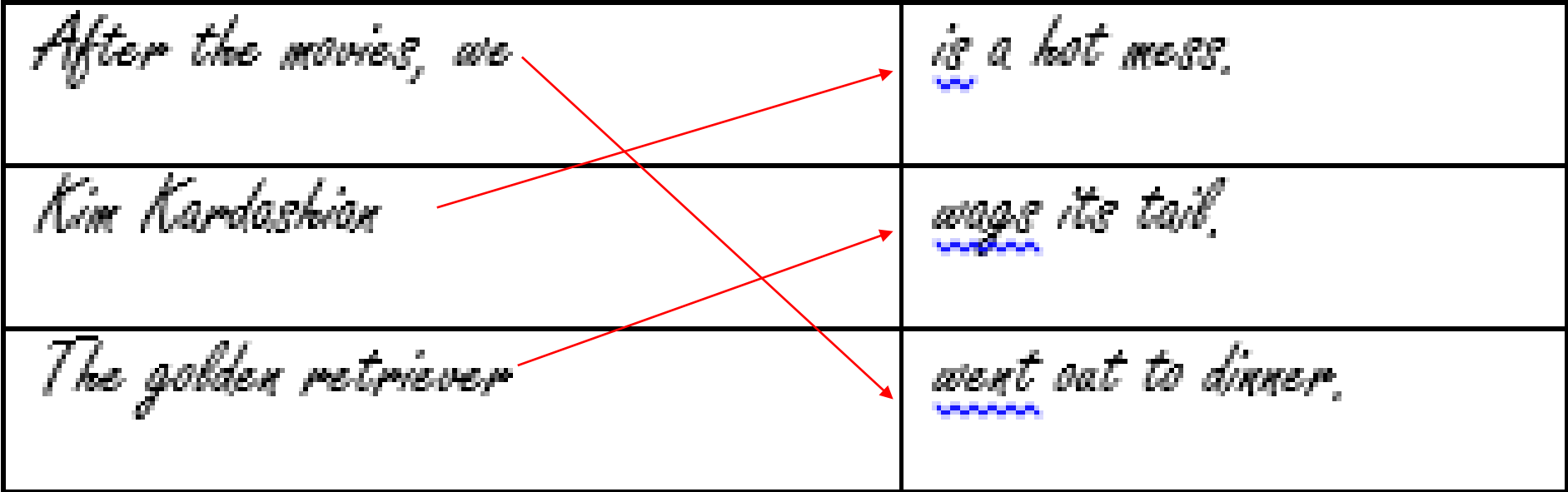
Parts of sentence

Sentences can be separated into basic parts:

- **Subject** (name) or **Topic** sentence is about
 - Contains **subject**
- **Predicate**: says something about the subject
 - Contains (and usually **verb** with) a **predicate**

DRAW A LINE: Match the SUBJECTS with their PREDICATES.

<i>After the movies, we</i>	<i><u>is</u> a hot mess.</i>
<i>Kim Kardashian</i>	<i><u>wags</u> its tail.</i>
<i>The golden retriever</i>	<i><u>went</u> out to dinner.</i>



Is it a sentence? Look for these 3 things:

1.



- Linking verbs: is am are was were be
- Action verb: A **doing** word

2.




-  Who/what is the sentence about? Who is doing the action?

3.



If it's missing one of these things, it's called a 

	HINT	EXAMPLE
<p>Step 1 → Find the verb.</p> <p>Put a box around it.</p>	<p><i>Look for a linking verb OR an action verb.</i></p>	<p>Kanye West needs guidance.</p>
<p>Step 2 → Find the subject.</p> <p>Put a circle around it.</p>	<p><i>Whom/what is doing the action? Or whom/what is the sentence about?</i></p>	<p style="text-align: center;"><i>Who needs?</i></p>  <p>Kanye West needs guidance.</p>
<p>Step 3 → Read the sentence.</p> <p>ASK: Can it stand by itself?</p>	<p><i>Try adding "I think that..." before the phrase. If it makes sense, it IS a sentence!</i></p>	<p><i>I think that</i> Kanye West needs guidance.</p> <p>YES! It's a sentence.</p>

What should you **always** cross out first? Prepositional phrases

CONSIDER PASSAGES THAT **EXEMPLIFY THE CONCEPT OF IDENTITY.**

- FIND TWO RELEVANT PASSAGES WITH YOUR TABLE GROUP.
- REPLICATE THIS CHART ON YOUR POSTER FOR BOTH PASSAGES.
- BE PREPARED TO SHARE WITH THE CLASS.

<u>Quote</u>	<u>Device</u>	<u>Thematic Statement</u>
“Be sure to cite your quote” (Shumate 3).	F: I: D: D: S: Other:	This should be the universal message that the author conveys through his or her work. If what you write here is only one word, it’s not a theme.

REFLECTION: IN YOUR WRITER'S NOTEBOOK

- **HOW DOES AMY TAN USE HER CHARACTERS IN THE JOY LUCK CLUB TO EXPLORE...**
 - **MOTHERHOOD?**
 - **CULTURE?**
 - **GRIEF?**
 - **THE IMMIGRANT EXPERIENCE?**

(CHOOSE ONE TO WRITE ABOUT)

HOMEWORK

- COMPLETE AN ENTRY ON YOUR TRACKING THEMES HANDOUT.

Thematic Topic	Quote	Literary Device (FIDDS)	Analysis
Women's role/ Femininity	<p>“Nana said, ‘Learn this now and learn it well, my daughter: Like a compass needle that points north, a man’s accusing finger always finds a woman. Always. You remember that, Mariam’” (Hosseini 7).</p>	<p>F: Simile “Like a compass” I: D: D: “Man’s <u>accusing</u> finger” S: Short sentence “Always.” Repetition</p>	<p>The author uses a simile to reveal Nana’s thoughts about a woman’s degraded place in the world. The subject of a compass pointing is compared to a man’s “accusing” finger. This compass is constantly referenced and consistently correct, just like a man in Afghan society. Hosseini’s well-suited comparison also reveals the attitude towards women, and the character of Nana represents a product of the slighted. Her syntactically short, repetitious warning of “always” leads the reader to believe that Nana, like most women in her situation, is not only wary of men, but also jaded due to her gender.</p>

HOMEWORK: A Day

- Due Wednesday, August 31
 - Parts of a Sentence worksheet
 - Literary Terms study guide (optional)
 - 1 entry on Tracking Themes worksheet

HOMEWORK: B Day

- Due Thursday, September 1
 - Parts of a Sentence worksheet
 - Literary Terms study guide (optional)
 - 1 entry on Tracking Themes worksheet