

Remote Learning Packet

Please submit scans of written work in Google Classroom at the end of the week.

May 4-8, 2020

Course:

Teacher(s): Mrs. Hunt (natalie.hunt@greatheartsirving.org)

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Weekly Plan:

Monday, May 4

Thoroughly prepare for tomorrow's seminar on *The Old Man and the Sea*

Tuesday, May 5

Mandatory Zoom Seminar. See Google Stream or Parent email for link.

Read and annotate *The Tempest* Act I

Write 1 to 3 reading questions per Act

Wednesday, May 6

Read and annotate *The Tempest* Act II and Act III

Brief teacher video on Google Classroom

Write 1 to 3 reading questions per Act

Thursday, May 7

Read and annotate *The Tempest* Act IV and Act V

Write 1 to 3 reading questions per Act

Friday, May 8

Attend office hours

Catch-up or review the week's work

Submit completed packet

Monday, May 4

1. Thoroughly prepare for tomorrow's seminar on *The Old Man and the Sea*.
 - a. Thorough preparation involves reviewing the book, gathering citations to read aloud, and answering the following questions. It may be helpful to read the question aloud and practice speaking your answer. You may expect cold calling for our seminars and given this virtual setting, your participation is imperative to a great conversation!
2. What are the conflicts in the story? What is the key conflict?
 - a. Is the struggle with the fish clearly a conflict?
 - b. pg. 55: The old man tells the bird "I am with a friend." How is this true of the relationship between him and the fish?
3. Pg. 59: Why must the old man kill the fish? (Refer to promise on pg. 54).
4. Is the old man an exemplar of any virtue?
5. Why is he defending the dead fish from the sharks, if the whole point was to kill the fish?
6. Pg. 75: "I must kill him. I am glad we do not have to try to kill the stars."
 - a. What creates the necessity to do one and not to have to do the other?
 - b. What should we make of the old man's claims of unworthiness?
7. What makes everything so wrong on pg. 110 and why?
8. Note the unique relationship between Santiago and Manolin. How do they treat each other? How does loyalty impact their communion? How has their relationship changed?
9. Analyze the tension between guilt and responsibility in the novel.
10. Did the old man succeed in the end?
11. What role does luck play in the story? Is the old man lucky or unlucky?
12. What is the significance of the old man's recurring dream of the lions?

Tuesday, May 5

1. Come to today's mandatory Zoom seminar prepared to discuss *The Old Man and the Sea*.
2. Read and annotate Act I of *The Tempest*. Please write out all the questions you have as you are reading. We will be gathering these questions together on a handout at the end of this remote packet. Try to write 1 to 3 questions per Act.

As you read, you should be writing down questions that occur to you about each scene. There is a wide variety of questions you might ask, but aim towards questions that could prompt further discussion and analysis of the play (for example, "How does Prospero treat Ariel?" prompts further discussion, while "What does the word 'mirth' mean?" does not). Your questions will be collected as you submit them, and we will return to them after we finish reading through the text of the play. Cite your questions by writing down questions with Act.Scene.Line instead of page numbers. Example: **2.1.13-16** for Act 2, Scene 1, lines 13 to 16. If your question is more general for a particular scene, then simply write the Act and Scene Example: **2.1** for Act 2, Scene 1.

Wednesday, May 6

1. Read and annotate Act II and Act III of *The Tempest*. Please write out all the questions you have as you are reading. We will be gathering these questions together. Try to write 1 to 3 questions per Act.
2. Log onto Google Classroom to watch a brief video from your Humane Letters teachers!

Thursday, May 7

1. Read and annotate Act IV and Act V of *The Tempest*. Please write out all the questions you have as you are reading. We will be gathering these questions together. Try to write 1 to 3 questions per Act.

Friday, May 8

1. Please attend office hours to ask your thoughtful questions.
2. Upload your Student Questions handout to the Packet 6 assignment heading.

Student Questions on *The Tempest* by William Shakespeare:

As you read, you should be writing down questions that occur to you about the scene. There is a wide variety of questions you might ask, but aim towards questions that could prompt further discussion and analysis of the play (for example, "How does Prospero treat Ariel?" prompts further discussion, while "What does the word 'mirth' mean?" does not). Your questions will be collected as you submit them, and we will return to them after we finish reading through the text of the play. Cite your questions by writing down questions with Act.Scene.Line instead of page numbers. Example: **2.1.13-16** for Act 2, Scene 1, lines 13 to 16. If your question is more general for a particular scene, then simply write the Act and Scene Example: **2.1** for Act 2, Scene 1.

Reading Questions Act I:

1. _____

2. _____

3. _____

Reading Questions Act II:

- 4. _____

- 5. _____

- 6. _____

Reading Questions Act II:

- 7. _____

- 8. _____

- 9. _____

Reading Questions Act IV:

- 10. _____

- 11. _____

- 12. _____

Reading Questions Act V:

- 13. _____

- 14. _____

- 15. _____

General Questions and thoughts on *The Tempest*:

- 16. _____

- 17. _____

- 18. _____

