

High School English

Instructions to the Students: The following activities are designed to provide practice for students while schools are closed during the aftermath of Hurricane Sandy. You will have opportunities to strengthen your academic and literary vocabulary and enhance your critical reading and writing skills by working through the three days of activities and links included in this booklet. Some of the sample activities are taken directly from previous Regents exams. The first set of activities are for students who have not yet taken the ELA Regents (grades 9-11). The second set of activities is for students who have already taken the ELA Regents Exam (grades 11-12)

Grades 9-11 (For Students who have not yet taken the ELA Regents)

Day One:

1. Go to the following link: <http://www.nysedregents.org/ComprehensiveEnglish/>
2. Review part 4 of the sample exams and practice answering the critical lens essay question using literary texts you have read in class.
3. Review the sample level 5 and 6 essays in the scoring guide and answer key. How do they compare to your essay?
4. Using the Scoring rubric, identify one of the following areas for improvement: meaning, development, or organization.
5. Choose another practice essay from part 4, focusing on the area from the rubric that you want to improve, and practice writing another essay.

Guidance for writing Critical Lens Essays:

Essay must include references to TWO works

- A) Begin by restating the critical lens quotation: According to...
- B) Next, restate the critical lens quotation in your own words: This means that...
- C) State whether you agree or disagree with the critical lens: The critical lens is valid/invalid because...
- D) Next, write your TAG and thesis (make sure you reflect the meaning of the critical lens): This is supported in the novel...

E) BODY PARAGRAPH # 1:

Topic sentence should reflect critical lens:

Supporting details/situations (minimum of 3 examples – use more for maximum grade)

NOTE: Use references to literary elements such as plot, characterization, setting, etc.

* Clincher: Therefore – In essence – Thus – In effect

E) BODY PARAGRAPH # 2: Topic sentence should reflect critical lens and a transition:
(Transition: connecting ideas that clearly and smoothly point out a logical order of your ideas)

Supporting details/situations (minimum of 3 examples – use more for maximum grade)

NOTE: Use references to literary elements such as plot, characterization, setting, etc.

* Clincher: Therefore – In essence – Thus – In effect

CONCLUSION: The conclusion should include the following:

- 1) Restate your position in regard to the critical lens:
- 2) Summarize your main points:
- 3) Effectively close the essay with a clincher that refers to the authors, works, and main ideas

Day 2: Academic Vocabulary Words for the Wise

The words listed below are commonly used in the directions for exams and assignments and often times they are hard to understand. Your task is to find the definitions of the words and write them in terms that you can understand. Look at the example for the word “analyze” and complete the rest of the words. After you complete the definitions, practicing using these words in by including them in practice responses to the short response questions in past Regents exams.

Analyze - *What are the details?* Write obvious and hidden meanings of the text and explain how each part helps or fits into the larger text.

- Argue
- Compare
- Contrast
- Define
- Demonstrate
- Describe
- Discuss
- Explain
- Identify

Interpret
List
Outline
Plot
Summarize

Day 3: Literary Elements: Tone and Mood

Objective: Understanding how to identify mood and tone in literary works

Focus: Regents review, literary response and SAT prep, critical reading

What is tone and mood?

Tone: is the attitude of the speaker toward the reader or listener and toward a subject.

Mood: the mood about a piece of writing is also connected to tone; however it refers to the general feeling created by the piece of writing.

Below is a list of words describing tone and mood. It is an additional tier of vocabulary to challenge you as you read literary passages. This list will help you develop a more diverse vocabulary about tone and mood.

Tone vocabulary

Aloof- detached, distant

Apologetic- sorry, admitting fault

Assertive- strong statement

Cautious- hesitant

Confrontational-argumentative

Cynical- seeing the worst in people, taking a negative outlook on things or subject

Defensive- protective of viewpoint

Emphatic- stressing one's viewpoint Empathetic- having feelings for others Inquisitive- asking questions

Nostalgic- remembering or yearning for the past Sardonic- sarcastic

Scathing – harsh, judgmental, normally negative Scholarly- intellectual

Skeptical- doubtful

Tentative- hesitant

Understated- mildly suggested

Mood Vocabulary

Amusement- humor

Bemusement- puzzlement

Detachment-lack of concern

Disdain- scorn

Indignation- anger

Irony- incongruity

Mockery- insincere imitation

Objective- factual

Optimism- positive
Pessimism- negative
Smugness- self-satisfaction

Activity: go to the Regents website and read the Informational and literary passages. You can read the passages and practice your new tone and mood vocabulary, by identifying the tone and mood in each of the passages.

Grade 11-12 (for students who have taken the ELA Regents)

Day One-Three:

Analyze advertising methods and practice rhetorical approaches in persuasive writing.

Project: Creating an advertisement campaign using rhetorical appeals

Preparation: Review of the four rhetorical appeals: Logos, Pathos, Ethos and Mythos

Brief explanation:

Rhetoric (n) - the art of speaking or writing effectively. (Webster's Definition)

According to Aristotle, rhetoric is "the ability, in each particular case, to see the available means of persuasion." He described three main forms of rhetoric: Ethos, Logos, and Pathos.

Ethos: Ethos is appeal based on the character of the speaker. An ethos-driven document relies on the reputation of the author.

Logos: Logos is appeal based on logic or reason. Documents distributed by companies or corporations are logos-driven. Scholarly documents are also often logos-driven.

Pathos: Pathos is appeal based on emotion. Advertisements tend to be pathos-driven.

You could also consider a fourth element sometimes added to the Rhetorical Triangle:

Mythos: Mythos is an appeal to tradition.

Is the author trying to convince you that "that's just the way we do it"? That violating tradition with new thinking or any departure in behavior is just not appropriate. Is that an effective strategy?

Rhetorical appeals can be achieved through writing and:

Visual Information Structure; this includes how the text looks on the screen. This is achieved through the appearance of such things as the titles and the headings.

Color; this includes the color of the text, the background, and the graphics. The contrast of the colors of each of these items is also important.

Graphic Images; this includes the other information in the document aside from the text. This is achieved through such things as icons, buttons, and photos.

Advertising Assignment

Your task: Company A (identified by you) has hired you as a marketing consultant. You are to review existing brands and advertising techniques in the product field and create a new marketing campaign. Here are some examples of product fields but you can come up with your own.

- Entertainment: movies, TV shows or video games
- Automotive: cars, trucks etc...
- Food and Beverage: package foods, restaurants and grocery
- weight-loss and exercise products and programs
- Beauty Products: hair, skin etc...
- Political Candidates
- Credit Cards, Banking and Financial Services
- Pharmaceuticals: medicines etc.

Part One: Report and analysis of product field

You can select to market an existing product or create an entirely new company. After you determine the product you will be marketing, perform a brief survey of the current array of choices the consumer has in that field. You will need to identify the basic differences among the brands.

Part Two: Review the advertising campaigns

Perform a detailed analysis of three brands' advertising methods and campaigns. In your analysis, comment on how both verbal and visual techniques use the four rhetorical appeals. (See above for definition and explanation.)

Look at the demographic profile of the audience being targeted (race, age, gender, urban/suburban, geographic region etc.)

Discuss the tone each company takes towards its audience and its competitors. You may also want to ask friends and relatives who fall under the targeted demographic how they view the brand.

Part Three: Design a new campaign

As you complete analyzing your company's competitors, and market and design a comprehensive advertising campaign for you company's product. You should keep the following in mind:

- What type of media will be used. Also consider venues. 7
- Think of the advertisement details, i.e., visual and verbal details create two examples.
- Write down the rhetorical appeals you have used in the advertising and how that will appeal to your targeted demographic and improve sales.