

## Bellwork



**10 minutes to finish your paragraphs on banned books—*(if not done, you take a formative grade hit)***

**IT WAS HOMEWORK**

**If you are already done,  
10 minutes to silently read your book.**

**Working silently. No noise.**

September 21-22, 2015

SWBAT: Understand elements of a peer edit to apply to own writing



## UPCOMING- EVEN DAY

### THIS WEEK

9/21

*Essay work*  
*Reading Workshop*

9/23

*Essay work-Intro*  
*E2: A3K LL 2<sup>nd</sup> ½*  
*E6: A3K LL 1<sup>st</sup> ½*

9/25

*Draft 1-peer edit*

### NEXT WEEK

9/29

*E2: LL **Submit essay***  
*E6: LL **Submit essay***

10/1

*E2: LL **A3K/Myers***  
*Briggs*  
*E6: LL **A3K/Myers***  
*Briggs*

*New Unit starts*  
*Oct 5*

September 21-22, 2015

SWBAT: Understand elements of a peer edit to apply to own writing



## ***UPCOMING- ODD DAY***

### **THIS WEEK**

**9/22**

***Essay work***

**9/24**

***Essay work***

***LL 2<sup>nd</sup> ½ Achieve 3K***

### **NEXT WEEK**

**9/28**

***DRAFT 1—peer edit***

**9/30**

***LL Submit essay***

**10/2 (SUB)**

***LL A3K/Myers Briggs***

Put this in your  
Agenda

September 21-22, 2015

**SWBAT: Understand elements of a peer edit to apply to own writing**

**Bellwork (10 minutes)**  
*Get situated*

**Agenda (5 minutes)**

**Skill (45 minutes)**  
**Peer editing-essay**

**Workshop (30 minutes)**  
**Revise**  
**Read**

**Peace/Out (5 minutes)**

In my younger and more vulnerable years my father gave me some advice that I've been turning over in my mind ever since. "Whenever you feel like criticizing any one," he told me, "just remember that all the people in this world haven't had the advantages that you've had." He didn't say any more, but we've always been unusually communicative in a reserved way, and I understood that he meant a

**OBJECTIONABLE**

at least the terms in which they express them, are usually plagiaristic and marred by obvious suppressions. Reserving judgments is a matter of infinite hope. I am still a little afraid of missing something if I forget that, as my father snobbishly suggested, and I snobbishly repeat, a sense of the fundamental decencies is parcelled out unequally at birth. And, after boasting this way of my tolerance, I come to the admis-

**PROVOCATIVE**

were related to one of those intricate machines that register earthquakes ten thousand miles away. This responsiveness had nothing to do with that flabby impressionability which is dignified under the name of the "creative temperament."— it was an extraordinary gift for hope, a romantic readiness such as I have never found in any other person and which it is not likely I shall ever find again. No. Gatsby

**OFFENSIVE**

and started the whiteside hardware business that my father carries on to-day. I never saw this great-uncle, but I'm supposed to look like him — with special reference to the rather hard-boiled painting that hangs in father's office. I graduated from New Haven in 1915, just a quarter of a century after my father, and a little later I participated in that delayed Teutonic migration known as the Great War. I enjoyed the

**UNSUITABLE**

had just left a country of wide lawns and friendly trees, so when a young man at the office suggested that we take a house together in a commuting town, it sounded like a great idea. He found the house, a weather-beaten cardboard bungalow at eighty a month, but at the last minute the firm ordered him to Washington, and I went out to the country alone. I had a dog — at least I had him for a few days until he

**UNACCEPTABLE**

growing on the trees just as things grew in his movies, I had that intimate conviction that life was beginning over again in the summer. There was so much to read, for one thing, and so much fine health to be pulled down out of the young breath-giving air. I bought a dozen volumes on banking and credit and investment securities, and they stood on my shelf in red and gold like new money from the mint,

**DANGEROUS**

extends itself due east of New York — and where there are, among other natural curiosities, two unusual formations of land. Twenty miles from the city a pair of enormous eggs, identical in contour and separated only by a courtesy bay, jut out into the most domesticated body of salt water in the Western hemisphere, the great wet barnyard of Long Island Sound. They are not perfect ovals — like the egg in the Columbus story, they are both crushed flat at the contact end — but their physical resemblance must be a source of perpetual confusion to the gulls that fly overhead. To the wingless a more arresting phenomenon is their dissimilarity in every particular except shape and size. I

**Topic: Censorship /Banned Books**  
**Project: Argumentative essay**

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SWBAT: Understand  
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minutes)

Revise

Read

Peace/Out (5  
minutes)

**Convince me**  
***One paragraph***

***When one considers why banning  
books is a good/bad practice, a  
particular idea stands out: **what  
was it?*****

*do you have any actual evidence from  
anywhere—because if you do not, I  
do not care...you are not proving  
anything— I would find research*


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Prove you thought it out

The counterargument

*One paragraph*



*“Some may argue...banning is good/bad because— it’s the opposite of what you just wrote...what was the best argument you saw? Write it. **All this might be true, BUT** do you have “proof” that makes your argument better? Remind me.*

Language I could see... “however” / “this argument is ineffective”

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SWBAT: Understand elements of a peer edit to apply to own writing

## Show me your real opinion

Your opinion

*One paragraph*

“Through the research, this author came to realize...”

Were you surprised to find your initial opinion changed between day one and today? Did your opinion never change? Could you see where some censorship is a good idea? Write about it—be thoughtful.



**September 21-22, 2015**

**SWBAT: Understand  
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## **Write On**

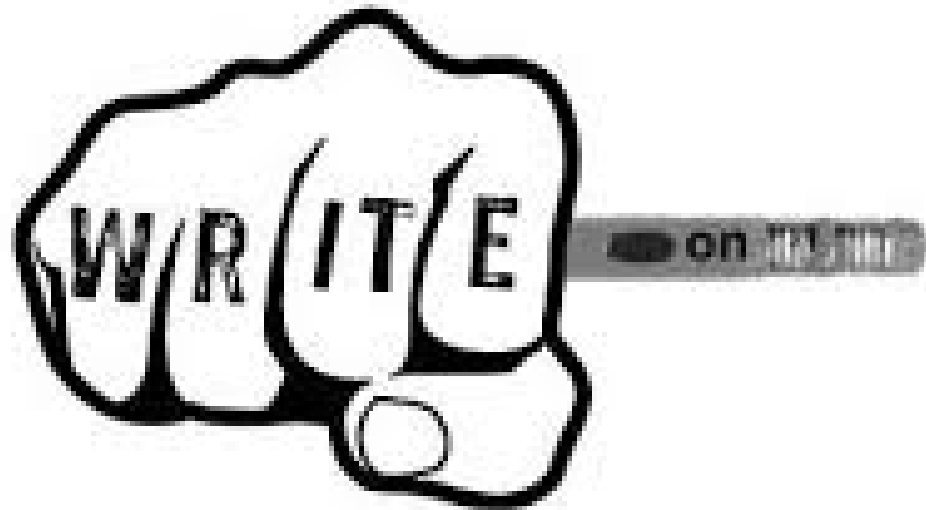
**Bellwork (10 minutes)**  
*Get situated*

**Agenda (5 minutes)**

**Skill (45 minutes)**  
**Peer editing-essay**

**Workshop (30 minutes)**  
**Revise**  
**Read**

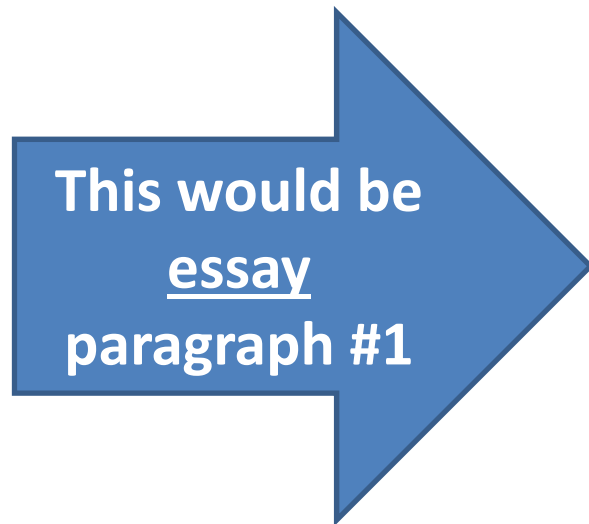
**Peace/Out (5 minutes)**





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## Introduction

**Hook**

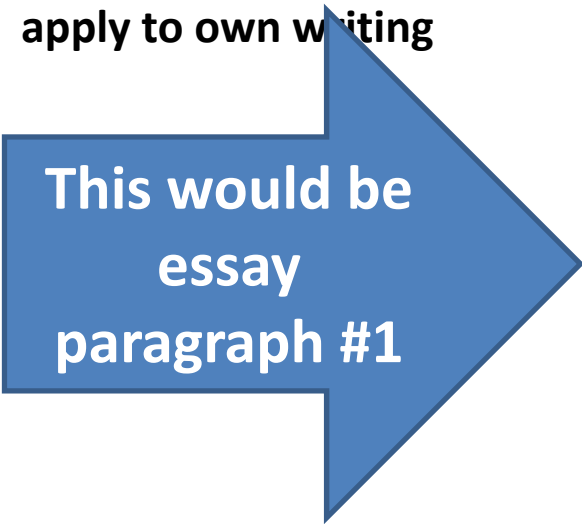
**Big idea**

**Narrow focus**

**Thesis statement**

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This would be  
essay  
paragraph #1

**Hook**

**Big idea**

**Narrow focus**

**Thesis**

## Introduction

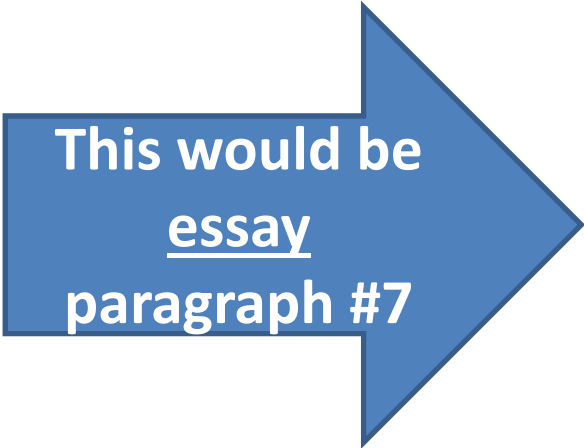
Hook/Big idea/narrow/thesis

No rhetorical question

Movie ratings, parental locks, school filters all have a common element—someone has decided the “appropriateness” of content. Censorship is... (put in the definition). The act of banning or challenging a book is one element of censorship ~~that affects~~ affecting students around the world. The argument over whether a book should be banned is a contentious one, with arguments from both sides. While this student (agrees/disagrees) with the idea of banning, when applied to the novel (name), a ban (is/is not) appropriate.

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This would be  
essay  
paragraph #7

Conclude

Thesis statement  
Novel mention  
Defense of opinion

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This would be  
essay  
paragraph #7

Please note—this  
is a circular  
argument—you  
reversed the  
intro.

## Conclusion

In the end, as it applies to (what was your novel?), a ban is/is not a good practice. While the author does/does not agree with the concept of banning, he/she can understand why (what was your novel?) might/might not be deemed sensitive. Censorship exists as a means to “protect” an individual, but (can you come up with something that would bring the reader back to the intro? -- quote, response to the statement? Something?)

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**SWBAT: Understand elements of a peer edit to apply to own writing**

## RELATIONSHIPS



1. READ

2. I WILL BE ASKING SPECIFIC  
QUESTIONS ABOUT YOUR BOOK

You will also be telling me if the book should be banned/challenged and why based on the reading

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SWBAT: Understand elements of a peer edit to apply to own writing

Bellwork (10 minutes)

*Get situated*

Agenda (5 minutes)

Skill (45 minutes)

Peer editing-essay

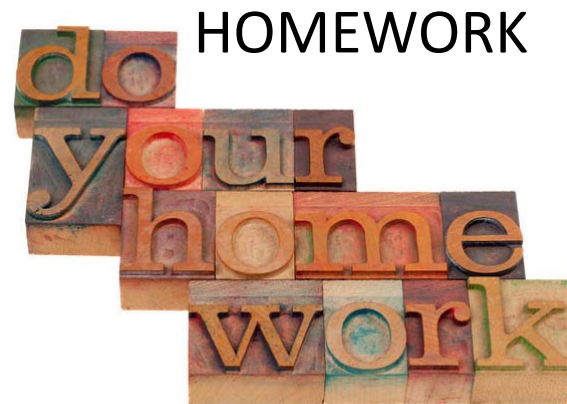
Workshop (30 minutes)

Revise

Read

Peace/Out (5 minutes)

*RELATIONSHIPS*



1. **Revise** your 3 paragraphs as needed
  - *Censorship is good/bad--RESEARCH*
  - *Counterargument--ADDITIONAL RESEARCH?*
  - *Actual opinion about banning books*
2. **Create Intro/Conclusion**
3. **READ BOOK**—you will be writing about it in next class

**I AM TUTORING TUESDAY/THURSDAY AFTER SCHOOL**

September 21-22, 2015

## RELATIONSHIPS

SWBAT: Understand elements of a peer edit to apply to own writing

Write on a piece of scratch paper  
MLA HEADING

Bellwork (10 minutes)

*Get situated*

Agenda (5 minutes)

Skill (45 minutes)

Peer editing-essay

Workshop (30 minutes)

Revise

Read

Peace/Out (5 minutes)

*Using second person exclamatory, please give me an example of why censorship is good for the public.*

What type of sentence is that?

