



Warm-up: Friday, February 14th

Sort the stems to match their appropriate meanings.



Stem	Meaning
	old
	origin
	flesh
	death
	foot/child
	soul
	race/culture
	born
ped	psych
mort	carn
	ethno
	gen
	nat
	paleo

Stems List 10AB Review

Test is Tuesday, February 18th



Warm-up: Friday, February 14th

Sort the stems to match their appropriate meanings.



Stem	Meaning
	run
	quality
	hidden
	one
	fall
	holy
	head
	talk
curs	cad
crypt	capit
	loqu
	sacro
	uni
	ness

Stems List 10AB Review

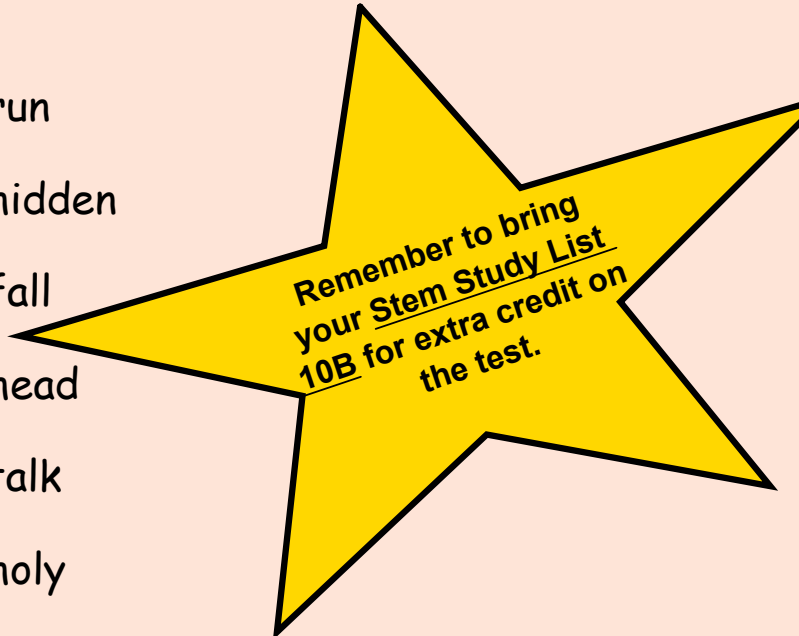
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Stems List 10AB Review - Test on Tuesday,

February 18th

1. ped	foot/child	9. curs	run
2. mort	death	10. crypt	hidden
3. psych	soul	11. cad	fall
4. carn	flesh	12. capit	head
5. ethno	race/culture	13. loqu	talk
6. gen	origin	14. sacro	holy
7. nat	born	15. uni	one
8. paleo	old	16. ness	quality



Remember to bring
your Stem Study List
10B for extra credit on
the test.

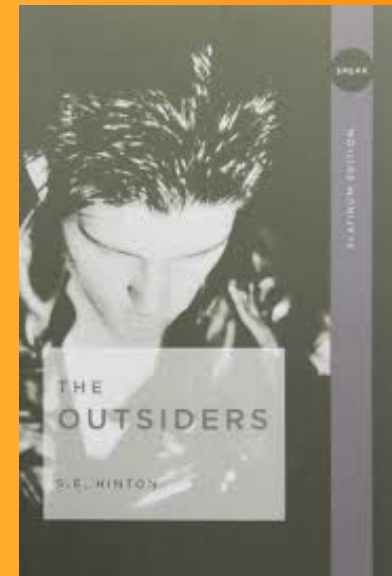
Important Dates

- **NO SCHOOL** on **Mon, Feb. 17th**
(Presidents Day)
- **Stems Test 10AB** is on **Tues, Feb. 18th**
- we will be in **Lab 606** on **Mon, Feb. 24th**
for **ELA Benchmark**
- **Level Three Grammar Quiz** is on **Tues, Feb. 25th**
- Continue reading for **Lit. Feast #3**.
Presentations begin **Tues, Mar. 17th**

Focus: Excerpt of Chapter 23 from *Gone with the Wind*; Allusion

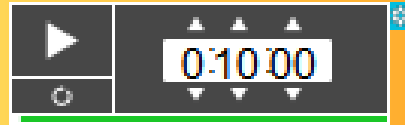
Essential Questions: How does the author of the novel develop the plot, characters, theme, point of view and setting of this novel? How does the novel *Gone with the Wind* connect to the characters and plot of *The Outsiders*? What is allusion?

Standards: 7-RL.5.1 Cite multiple examples of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 7-RL.6.1 Determine one or more themes and analyze the development; provide an objective summary. 7-RL.7.1 Interpret how a literary text relates to diverse media with an emphasis on the effect various media techniques have on ideas, themes, and topics. 7-RL.8.1 Analyze how setting shapes the characters and/or plot and how particular elements of a narrative or drama interact; determine the impact of contextual influences on setting, plot, and characters. 7-RL.9.2 Analyze the impact of the author's choice of words, word phrases, and conventions on meaning and tone. 7-RL.10.1 Use context clues to determine meanings of words and phrases. 7-RL.12.1 Analyze how complex text structures in prose, drama, and poetry contribute to development of theme, setting, or plot. 7-RL.13.3 Read and respond to grade level text to become self-directed, critical readers, and thinkers.



Excerpt from Chapter 23 of
Gone with the Wind
by Margaret Mitchell

**For those who have not finished the excerpt yet, you will have
10 mins to do so. DO NOT forget to annotate**



- **Read** the excerpt from Chapter 23 of *Gone with the Wind*
 - > *Be sure to annotate*
 - put a "?" next to any passages that are **confusing**
 - **underline** any **words you do not know**
 - mark with a ★ for any **characters** or **plot events** that can **relate to The Outsiders**
 - **write in the margin** the **connections** you can make (so you dont forget)

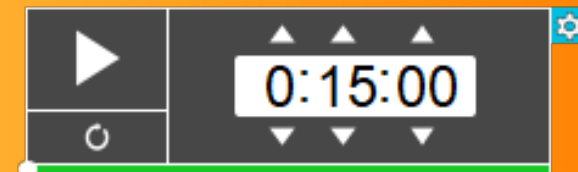
**** If you have finished, or finish the excerpt before the timer is up, get the *Gone with the Wind* handout from your team folders and begin answering the questions. ****



Excerpt from Chapter 23 of
Gone with the Wind

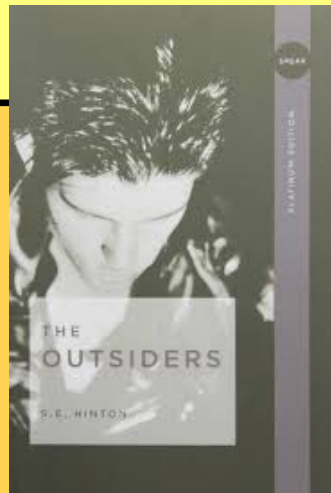
by Margaret Mitchell

- Work on the *Gone with the Wind* Discussion Handout with your groups. Each question must be answered in **complete sentences**.
- Once the timer is up, we will discuss the answers as a class.
- **Handouts will be placed inside your Outsider Group Folders at the end of the period.**



Closure:

How are the characters of *Gone with the Wind* similar to those in *The Outsiders*?
How is the plot similar?



Attachments

Question Master Worksheet The Boy in the Striped Pajamas.docx

Question Masters The Outsiders.docx