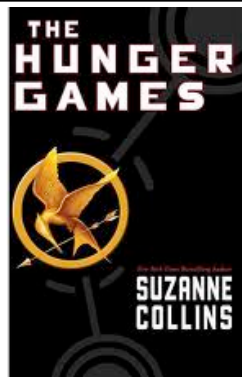


HUNGRY?

We have put together the greatest Friday before Spring Break ever...

On Friday, March 23, the da Vinci will be taking an all-school field trip to the local theater (across from the Lloyd Center and near the Max) for the movie Hunger Games. It is the opening day of the movie and we have arranged for a special screening.



Cost is \$7 and the movie is PG-13. Permission slips and further details will be sent home as soon as all the details are worked out. There will be an alternative for those who cannot or do not wish to attend the movie.

After the movie, and a bit of an extended lunch period, we will have a talent show...and then dismiss to Spring Break. It will go down in history as the best Friday ever.



READING DISCUSSION #2

The first discussion is done, and the second is just around the corner. We reviewed the good, the bad, and the incomplete with regards to the first discussion.

Students have twenty minutes each day to read their discussion novel. Additionally, students should use whatever time at home necessary to fulfill the number of pages or chapters required for each discussion. Each student has a bookmark listing the dates of each discussion and the assigned pages. The bookmarks are also available via the "Reading" page of my web page.

Several groups have chosen to deviate from the blue booklet and are completing separate assignments for their discussions. It is a little difficult to fully and effectively communicate the withers and dithers of a group completing an alternative. I will do my best.

The assignment for discussion #2 is due next Thursday (2/23) and the discussion is on Friday (2/24).

Of note...due to the Hunger Games field trip we will be rescheduling the fourth discussion from Friday, March 23 to Thursday, March 22. Furthermore, the assignment for discussion #4 will be due Wednesday, March 21.



RIME OF THE ANCIENT MARINER

We begin our exploration of Coleridge's "Rime." I will introduce the poem, its author, and connections to recent songs, television shows, and movies.

Students will read and answer questions on "Part I" on Tuesday (2/14—yes, the romantic day). We will be reading and discussing a graphic novel version of the "Rime" on Wednesday (2/15). We will discuss the themes and topics of "Part I" and view the prints Gustave Doré made to accompany the reading. I will be posting each segment as we read and discuss it. Additionally, we will be using the help of Iron Maiden and others to help understand this classic piece of literature.



WRITING VOCABULARY #9

I forgot to mention last week that we were beginning a new vocabulary list. Mayhaps you will take it upon yourself to forgive me...or did you even notice?

The first week of vocabulary is the same; words and work at the beginning of the week and the assignment is due at the end of the week. The assignments, however, have been slightly shortened to allow time and mental space for the grammar. Regular vocabulary students submit only cartoons or sentences utilizing any five of the current list's vocabulary words (examine vocabulary guidelines from first semester to refresh your memory). W3 students on lists #1-20 need only submit the list and sentences, while those on lists #21+ still have to submit the list and ideas.

As part of our second semester vocabulary, we begin to incorporate grammar—the dreaded leviathan that it is.

PERSUASIVE WRITING

[a repeat from last week]

We will be working together this week to generate a list of controversial and current issues. Students will find a partner and choose a topic. Each partner will choose an opposing viewpoint on the subject to research and present.

You can help by assisting in the generation of debatable topics, helping with research, and aiding in the development of the paper and debate. Remember to allow the students to explore their thoughts and feelings on the issues. We want conscientious students who can work through an issue



Our first product will be a paper utilizing the five-paragraph form. The second product students will complete will be a debate. There will be a format we will follow, but it is an entertaining process. There will not be “Springer” moments, but it will not exactly put the students to sleep.

HISTORY CURRENT EVENT #9

[a repeat from last week]

The new format for current events is a cross between Jon Stewart’s “Daily Show”, Saturday Night Live’s news segment, and The Anchorman. Students still need to prepare a current event the day before they present, but the presentation style is group instead of individual.

As far as student preparation goes...it is similar to first semester. Students need to read a significant news item and summarize it. The summary can be a paragraph, bulleted list, or use the “who, when, where, & what” current event form. The “who, when, & where” can/should be copied from the article, but the “what” still needs to be paraphrased. Students still need to be able to locate the current event on the map and I still need a copy of the article. Students can staple the article to their current event summary or email me the article.

On the assigned day, students who have an article prepared will meet and practice in the hallway during reading time. Students need to be comfortable with the information in the news item otherwise the practice time is of little use. I do check the articles to assist and advise them. Students who are not prepared will present the next day.

The main purpose is still to present current events, but the style, format, and “other” elements are up to the daily show group. The daily show group practices the order of the presentations, transitions, and their theme song.

In years past, several groups have really gotten into the presentations. We have had mock commercials, “gossip” corners, grooming advice, counselor moments, etc. Many students embrace the format while others yearn for the comfort and anonymity of just submitting the article. Regardless, it is a change that is needed to break up the format of current events.

ANCIENT GREECE

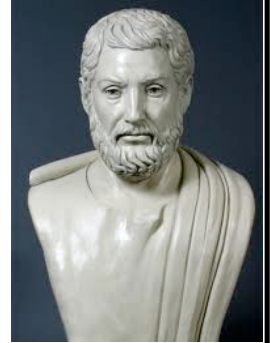
Students will be taking two quizzes on the text. The quizzes will coincide with the current event quizzes—two birds, one stone. The first quiz is next Friday (2/17) will include chapters 25-27 and the second quiz on Friday, March 2 will include chapters 28-31.



Friday’s quiz will include a map portion with the major geographical features of the region. This week we will concentrate on the emergence of democracy in the region and the ascension of Athens and Sparta.

In 510 BCE a man named invented a new type of government, the democracy. Cleisthenes, like other aristocrats, wanted to get more power. But tyrants had gotten unpopular in Athens. Cleisthenes decided to give even more power to poor people. He organized a new way of making political decisions. Every Athenian man would have one vote, and they would all meet and vote on what to do. The big meeting was called the Assembly.

But all the men couldn’t meet every day; they had to work. So there was also a smaller council of 500 men, who were chosen by a lottery, and changed every year. Seems like Cleisthenes and the other aristocrats would be out of power? But he arranged the voting so that his family, the Alcmaeonids, would have more votes than anyone else.



In 490 and 480 BCE the Persians attacked Greece. In the first wave, the men in Athens marched out to meet the Persians at Marathon and the Persians were defeated. During the second wave, most of the cities in Greece banded together and formed a league to fight the Persians. They lost their first battle, at Thermopylae, but they won after that, at Salamis and again at Plataea. Again the Persians went home defeated.

The Athenians convinced the other Greek cities that they needed to keep the strong Greek navy together in case the Persians came back again. Eventually the Athenians told the other cities, “Don’t bother sending ships and men for the navy anymore; that is too hard. Just send money to Athens, and we will build ships and defend you against the Persians.” But the Persians did not come back.

After a while, some of the cities tried to back out of the deal, but the Athenians used their navy to force the others to keep sending money. The Athenians spent some of the money on their own city. Also, no Athenians had to pay taxes anymore. They used the money from the other cities to build great temples like the Parthenon.



The other cities in Greece were angry. They asked the Spartans to help stop the Athenians. Some cities took sides with Athens, others with Sparta. There was a big war, from 431 BCE to 404 BCE. This is called the Peloponnesian War. But finally, with the help of the Persians, the Spartans won and the Athenians lost. By this time, all of Greece had pretty much been wrecked, and the Classical period was over.

♣