Monday, November 6
Agenda

• Reading quiz
• Why do we tell stories? Why do we tell dystopias?
• What is release? What are donations?
  • Analyzing diction

DO: Demonstrate understanding of significant passages in *Never Let Me Go*.
Identify diction choices and evaluate authorial intent.

HW: Read through ch. 13 for Monday
Part 1: Reading quiz

• Open book
• 20 minutes
• Be specific and clear!

YOU CAN DO IT
I BELIEVE IN YOU
Why do we tell stories?

- Examples
- Case studies
- Practice
- Catharsis
Why dystopias?

• Ask questions about our world and our limits
• Always about a modern day issue
• *How* should we live?
What makes the kids different?

In Part 1, Miss Lucy explicitly reveals to the kids what their futures entail, and has explained what donations are.

• In your partners, discuss:
  • What are donations?
  • When will they happen?
  • What does completing mean?
  • What do you think of this system? It seems to be well-established, and well accepted; should it be?
Refresh your memory

• While students are stuck in the pavilion due to rain, and Peter and Gordon discuss their dreams of becoming actors in the future and traveling to America. Miss Lucy however interrupts this conversation and addresses all the students.

• Go to page 81 and reread Miss Lucy’s talk to the students regarding donations and their futures. While reading, pay attention to:
  • “You’ve been told and not told” - why is this a recurring statement?
  • What information do we now know about the students? Their circumstances?
  • What questions does this now raise for you?
What are donations?

In partners, discuss the following?

• When will the kids start donating?
• How long have they known about this?
• Why do you think they need it spelled out for them? (remember, they are 15 years old- less than one year from leaving Hailsham)
Donations Recap

• Page 81- Miss Lucy’s intervention
• Page 87-88: Donations are like unzipping your skin
  • Consider: Are there any literary devices being used? How is this influencing your understanding of their lives?
Tuesday, November 7
In the article by Daniel Kreps, Meek Mill reportedly was sentenced to state prison after a violation for his probation. I agree with the sentencing of this case. In the article it was stated that “Meek Mill received a sentence of two to four years in prison after the rapper violated his probation with a pair of arrest earlier in the year.” The rapper has been getting into a lot of trouble earlier in the year. I feel as if you’re only given so many chances, and he’s been giving a lot of chances. With his charges earlier in the year some were dropped and some cause him to have probation. It’s not like Meek only had 1 or 2 violations, he’s had several of them. The rapper knew what he was at risk at with violating his probation. So if the rapper didn’t care then he should be punished with the sentencing that he got.
Agenda

• IQ
• Diction - donations and completing
• Compare with *The Giver*
• Examine implications of clone life

DO: Analyze literary devices to determine meaning. Examine philosophical implications of clone life.
HW: Read through ch. 13 for Monday
Missing fish bowls & current event IQs

• If you were absent and did not give your fish bowl presentation, you need to set up a time with me to make this up (or it will go into the gradebook as a NHI).
• Stay up to date on your current event IQ!
Diction review

- **Denotation** - dictionary definition
- **Connotation** - what the word conveys/means.
  - Example: Jonas raced through the streets vs. Jonas ran through the streets.
- Words reflect **intensity and feeling**, but they can also add **distance**.
  - Example: The prodigal son vs. the dead beat son.
What is release?
Jonas’s father shares his experience with Gabe, the newborn, who isn’t thriving:

“He’s a sweet little male with a lovely disposition. But he isn’t growing as fast as he should, and he doesn’t sleep soundly. We have him in the extra care section for supplementary nurturings, but the committees beginning to talk about releasing him.”

“Oh, no,” Mother murmured sympathetically. “I know how sad that must make you feel.”

Jonas and Lily both nodded sympathetically as well. Release of newchildren was always sad, because they hadn’t had a chance to enjoy life within the community yet. And they hadn’t done anything wrong.

There were only two occasions of release which were not punishment. Release of the elderly, which was a time of celebration for a life well and fully lived; and release of a newchild, which was always brought a sense of what-could-we-have-done. This was especially troubling for the Nurturers, like Father, who felt they had failed somehow. But it happened very rarely.
• Go to page 29 and reread Tommy and Kathy’s conversation.
• Compare with Miss Lucy’s reveal (81)
• What is the effect of calling it a donation?
Concerning details

• Using your study guides, notes, etc., what is the most troubling/concerning element from the novel?
• Find that section in the book, and write a short explanation
  • Identifying context (what part of the book does this deal with?)
  • Explain significance (why is it troubling?)
• Remember to be specific; we will share this with squads later.
• Context: Kathy has lost her Judy Bridgewater tape, and Ruth (surprisingly) works really hard to find it, in order to make it up to Kathy, since Kathy had defending Ruth’s pencil case to the other girls. Kathy is fondly remembering when Ruth gives her a replacement tape, and how she still has the replacement tape today.

• She notes, “I still have it now. I don’t play it much because the music has nothing to do with anything. It’s an object, like a brooch or a ring, and especially now Ruth has gone, it’s become one of my most precious possessions” (Ishiguro 76).
• She notes, “I still have it now. I don’t play it much because the music has nothing to do with anything. It’s an object, like a brooch or a ring, and especially now Ruth has gone, it’s become one of my most precious possessions” (Ishiguro 76).

• Significance: Kathy very casually mentions Ruth has died, and uses the euphemism of “gone” to detail it. This diction choice reflects Kathy’s emotional distance from Ruth’s death, but also further demonstrates that Kathy’s memories are really important to her. It changes the context of the book, as we now realize Kathy is rethinking her life in response to Ruth’s death.
Concerning details

• In partners, share your passages and explain why you find it concerning.

• Then, determine:
  • Do all of your pieces of evidence share a common theme?
  • How acceptable (to the characters) is this behavior/concept/act?
  • Is Ishiguro trying to send a message? If so, what is it?
What are they? How should they be treated?

• Does the fact that the students are clones mean they should be treated differently?
• Why or why not?
Should they be bothered?

• Donating vital organs until “completing” sounds like a significant conflict, but none of the students fight this.

• Miss Lucy though is concerned about the “terrible accidents” sometimes: what does she mean by this? Why would these “accidents” happen?
“People” as property

• The TV show *Orphan Black* follows the Leda clones as they become self-aware, and attempt to gain individual freedom.

• Context: Cosima has her DNA, and is attempting to decode her genome in order to find a cure for her illness.

• In this clip, Cosima, a scientist, discovers with her partner Delphine that the Leda clones are property of the Dyad Corp.

• How does this impact Cosima? What message is this sending, and does it compare to *Never Let Me Go*?
Wednesday, November 8
Bell work - Why does it matter that Madame is afraid of the kids?

• Refer back to page 35, when the kids put their theory that Madame is afraid of them to the test.
• Why is this important? What does it reveal about their world?
• How does knowing they are clones change the way you read this interaction?
Agenda

• Bell work: the implications of Madame’s fear
• 20 minutes to read/theme journal
• What does it mean to be human?

DO: Demonstrate understanding of significant passages in *Never Let Me Go*.
Identify characterization and conflict choices and evaluate authorial intent.
HW: Read through ch. 13 for Monday
• **Theme**: How accurate can memory be?

• **Quotation**: “In those days, I don’t think what the boys did amongst themselves went much deeper than that. For Ruth, for the others, it was that detached, and the chances are that’s how it was for me too” (Ishiguro 8).

• **Significance**: Kathy is blatantly reflecting that she does not have a confident assurance in her own memory. She recalls how Tommy was as a child, but she acknowledges that perhaps she is mistaken. As an adult, Kathy understands that her recollections of her youth might have changed, and are not photorealistic accounts of what really happened, but are in fact subjective, and may have changed in the intervening years. This acceptance of probability demonstrates that it is hard to fully understand the past with one’s current understanding.
Reading/theme journal time

Work quietly on:
• Reading
• Study guide
• Theme journal
• We started to look at the implications of clone life, and how different characters have responded to their origins.

• We are interested in determining and examining what it means to be human.

• Does the fact that the students are clones mean they should be treated differently? Why or why not?
Focus on their health: what details are we given about their physiology? Why is this important?

• Look through chapter 2: what details about the kids’ health are we given? How is this portrayed? What is valued from the kids?

• Look through chapter 6:
  • what brings about the cigarette conversation? How honest is Miss Lucy with the kids? Why do you think this is different than her page 81 revelation?
  • Does it matter that the students can’t have children? Why or why not?

• Look through chapter 8: what are the students told about sex? How is this different because of their status as future donors?
Health as a side note

• These details about their health and physiology are side notes for Kathy, or less important details.

• What is the effect of this shift in focus? For Kathy, what seems to be the most important element in her life?
We're the 3 best friends that anybody could have.
The Houston Astros were the better team in this year's world series and it showed when they defeated the Las Angeles Dodgers in seven games. The Astros have a history of being the worst team in the entire MLB, they have lost more than one hundred games multiple times and fans knew that all the losing would eventually pay off. Many predicted 2017 to be "their year", while others thought otherwise. The Astros were clearly the better team shown by their superior offense. "George Springer began game 7 with a double and hit a two-run homer in his next at-bat to stake the Astros to a 5-0 lead in the second inning" (Witz). George Springer himself gave his team enough runs to win the game, so the offense provided by him and his teammates was exactly the spark they needed to win their first championship. The defense by the Astros was also contributed to help secure their World Series win. Because of the stellar offense and good defense, the Houston Astros were able to show they were the better team in 2017.
Agenda

• IQ
• Analyzing friendship

DO: Demonstrate understanding of significant passages in *Never Let Me Go*.
Identify characterization and conflict choices and evaluate authorial intent.
HW: Read through ch. 13 for Monday
What is true friendship?

A best friend isn't a person, Danny. It's a tier.
Why would we get you into trouble?

We're your friends.

I know it's wrong to skip class, but Janis said we were friends.

And I was in no position to pass up friends.
Mean Girls

As we watch the clip, consider:
• What type of friends are they?
• What type of friend activities do they do?
• How typical is this behavior?
  • Does that then mean it’s okay?
So what is friendship?

Based on your own experience, what is the minimum requirement to be considered:

• A friend
• A best friend
• A bad friend
Are Kathy, Tommy and Ruth Friends?
What types of friends are they right now?
Debate Friday: Is Ruth a good friend?

On Friday we will be having partner debates on the topic of whether or not Ruth is a good friend. In order to prepare for the debate you will need 2 pieces of evidence selected from the first 111 pages that will support your interpretation of Ruth.
Specific incidents

• Playing horses - Chapter 4
• The Secret Guard - Chapter 5
• The pencil case incident - Chapter 5
• The tape replacement - Chapter 6
• Unzipping and trusting Kathy - Chapter 7
• Getting back with Tommy - Chapter 9
Agenda

• Is Ruth a good or bad friend?
  • Writing practice

DO: Argue a position using evidence.
Identify characterization and conflict choices and evaluate authorial intent.
HW: Read through ch. 13 for Monday
Benchmark 3 - last day for revisions

• If you would still like to retake Benchmark 3, today is your last day.
• I am available after school to discuss revisions, and you will be able to complete them after school today.
Reading quiz - retakes

• In order to retake the reading quiz, you must complete the quiz makeup study guide questions. This is your ticket to retake.

• I will also be encouraging retakes for some of you.

• You will have until next Friday to retake the quiz.
Recap

• Yesterday we looked at determining the components of friendships, and focused particularly on Ruth’s friendships.
• Today, you will use your prep from yesterday to debate whether or not Ruth is a good friend in order to practice your explanation skills.
Debate procedure

• You will alternate through your group to debate
• You will speak for 2 minutes
• Use your prep to help you!
• All quotes are fair game for use (add to theme journal!)
Debate:
Is Ruth a good friend?
Debate: Is Ruth a good friend?

• Remember to cite your evidence and explain your reasons why your position is valid.
Theme: What is true friendship/toxic friendships

- Based on your reading, theme journal, and debate, you will need to select one quotation to use in a theme analysis on friendship.
- How to select focus, you will need to decide on the following:
  - Which characters will you focus on?
  - What seems to be the message Ishiguro (the author) is relating?
  - What evidence will support this?
What significance is

• An explanation of WHY and HOW this is important.
• Often requires literary devices (characterization and conflict)
• Connects to theme - what is the message this is sending
What significance is NOT

• Summary - that is context
How to approach significance

Ask yourself:
• What message is this sending? (Theme)
• What literary device is being used?
• How is the character being characterized specifically?
• What is the conflict? What are the implications of that conflict?
• Is this a major revelation? If so, what will the fall out be?
Thematic analysis (one paragraph)

• Identify the thematic message regarding friendship conveyed in Kazuo Ishiguro’s *Never Let Me Go*. Then, choose one literary device and argue how the device assists Ishiguro in conveying his overall message to the reader. *Your written response must include one direct quotation from the novel.*

• Step 1: Identify literary device/evidence.
• Step 2: Write claim (Kazuo Ishiguro in *Never Let Me Go* uses [literary device] to convey [a message regarding friendship].)
• Step 3: Write analysis (remember to ICE your quotation!)
  • Explain device + explain theme
1-2 sentences

Where in the book is this happening?
  - Avoid chapter numbers, and describe plot points

Who is talking to who?

Then, include a blended sentence and cite your evidence (including page number - (Ishiguro #))
E- Explain evidence

• 2-3 sentences MINIMUM
• What is the literary device? How is it being used? What is being revealed?
• How does this then prove the theme?
• Don’t say “this shows that”; be specific!!