**NWCTA/ Curriculum Engine:  Daily Lesson Plans**
**Teacher: Schilleci**
Subject: E12 Honors                       Periods: 1,4,6,7                           Lesson Dates: 012.01/02.2021
UNIT: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| Common Core Curriculum Standards: See attached. |
| Essential Question: |
| Learning Activities: White NoiseGeneral understanding: \*like static \*is absent of any individual, singularly identifiable sound. \*No one sound in the multiplicity of sounds can be distinguished from another.DeLillo’s understanding: \*we live in a world, metaphorically speaking, of such ceaseless white noise—with its endless products and substances and packaged sounds \*the incessant waves and endless radiation of the marketing world—that it becomes impossible to sort out anything, including one’s own identity \*so overwhelmed in this white noise of the modern world that the individual essentially loses him/herself, is consumed entirely, and is therefore virtually dead \*White Noise then represents death—the death of self, the death of all things individualRevisit Ch. 1Respond to each element of the question. Be prepared for discussion. Submit your final response to CANVAS. This will be due at the end of the period. This is in reference to the first chapter we read in class 02.01/02 (chapter can be found on the class website by clicking on the little book next to this date)* 2nd paragraph: What does DeLillo mean when her says, “The parents…[see] images of themselves in every direction” (3)? How does that line tie into the theme that individuals join groups to both create and affirm their own identity? What is this group? And what about those “conscientious suntans”? How does this one detail define this group more specifically? Lastly, if the station wagons then are the SUV’s of today then what can we ultimately conclude about his group who are “spiritually akin, a people, a nation”? Being so self-defined, could we market to them very specifically and, knowing that everyone else in the group owned he same product (station wagons, for instance), would they purchase it virtually without thinking?

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| Materials:  Evaluation: |
| Knowledge | x | Comprehension | x | Application | x | Synthesis | x | Evaluation | x |
| Homework:**READ CHAPTERS 2-5. IT IS 5 PAGES LONG** |

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