

# English 10A **Reading Workshop**

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Ms. Billett

December 4, 2023



# Agenda

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- Today's going to be a *different kind* of workshop.
- We're going to focus on **using resources** *and* **taking notes.**

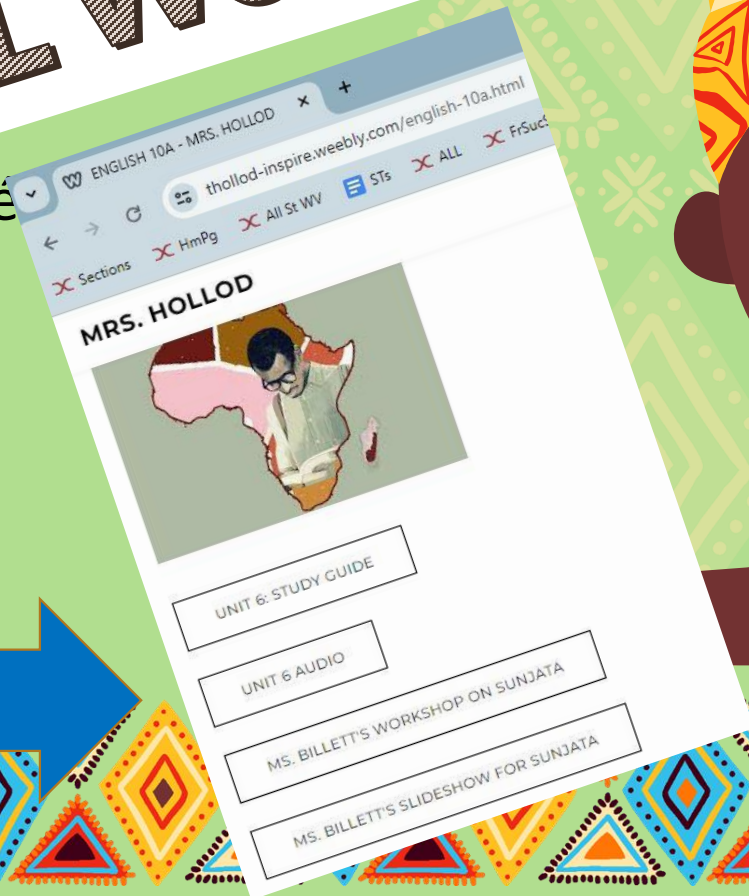


# *Sunjata*

as told by Djanka Tassej Condé  
(epic poem)

English 10A LL Workshop  
with Ms. Billett

## Last week's LL Workshop





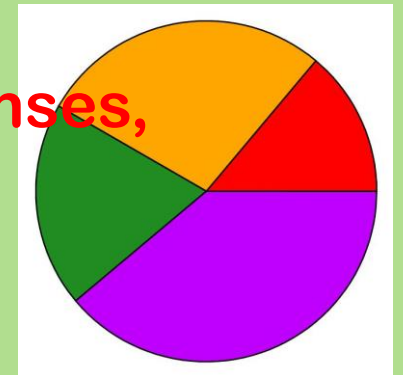


For *complete* notes, you should take notes for these topics in each English lesson:

- **Texts**
- **Literary Elements & Poetic Devices**
- **Vocabulary**
- **Grammar**
- stories, articles, poems, books, plays
- Narrative elements, setting, meter, simile, tone, hyperbole, etc.
- Abate, portend, annul, eminent
- Irregular verb, verb tenses, clauses



Of these 4, which one is the MOST important?



# Taking notes on the texts (stories, articles, and poems) is **the most important** topic for taking notes in English!

UNIT 6 Africa > LESSON 3 Black Girl Part 1 [Back to Intro Page](#)

Getting Started Instruction **Activity** Review

### Reading

1. Now **read the first part of "Black Girl"** on pp. 283–291 in *Reading the World*. Read with the Literary Lens purpose in mind:  
Setting: "Setting refers to the time and place of the narrative. Watch for details of the two settings, Africa and France."  
2. In your journal, compare and contrast Diouana's feelings about



The slide features a light green background with several decorative leaf graphics. In the top left and top right corners, there are clusters of five elongated, pointed leaves on a central stem. In the bottom left and bottom right corners, there are smaller clusters of two leaves. In the center-left and center-right areas, there are larger, more complex leaf shapes with multiple lobes and internal vein-like lines.

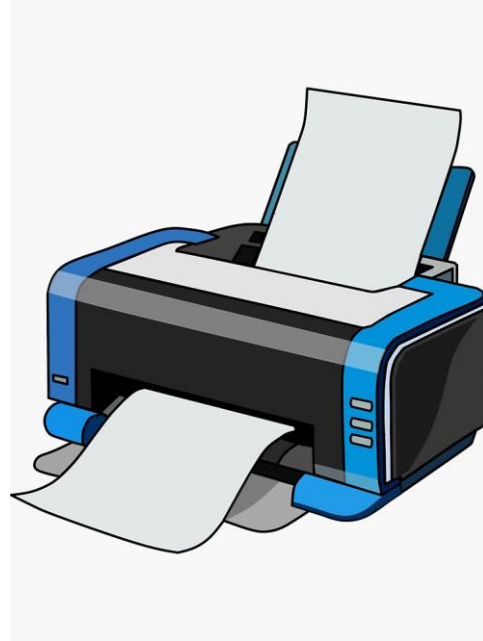
**For this workshop, we are going to focus on taking notes on the stories and poems in English.**

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**This applies to any and every English course! The skills you learn now will be applied over the next 3 years of high school at any school.**

A lot of students tell me they do not know *how* to take notes, so they give up. Help is here!





**CHOOSE THE METHOD THAT  
WORKS BEST *FOR YOU.***

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# 4 main topics for note-taking of stories & poems

Setting	Characters	Plot	Theme (Message)

Time <i>and</i> Place	<ul style="list-style-type: none"><li>• Protagonist</li><li>• Antagonist</li><li>• Other important characters</li></ul>	What happens <ul style="list-style-type: none"><li>• X</li><li>• X</li><li>• X Climax/Change in story</li><li>• X</li><li>• X Resolution</li></ul>	What <i>message</i> does the <u>reader</u> learn and/or what life lesson does the main character learn?
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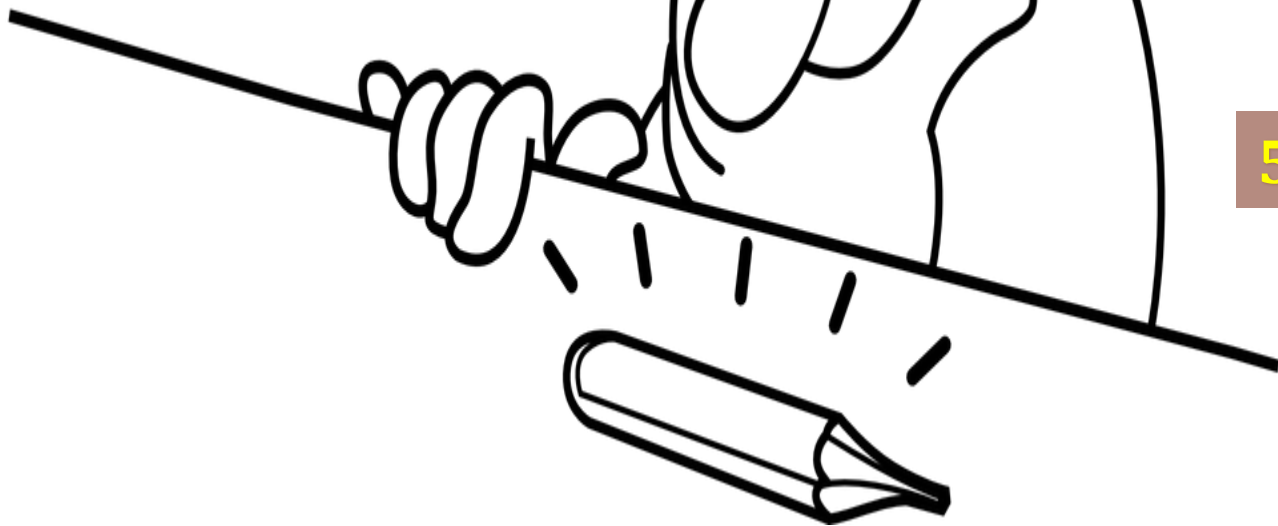
For English 10 with its focus on international literature:

- #5 Add notes about the background (country, region, culture)
- Also: Keep an eye on the **unit's focus.**
  - Unit 6 = poetry

➤ Add to your notes  
as you read!

Stop at the **end of  
each page** to give your  
mind time to reflect

and keep yourself  
focused.



1.

Unit X Lesson X Title: “ ” by X (author's name)

Background:

Setting:

- When:
- Where:

2.

Characters: (add details)

- (protagonist)
- (antagonist)
- 
- 
- 

3.

Plot (main events) – about 1 per page

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4.

Theme(s) - what is the message of the story/poem? (What "life lesson" do readers learn?)

- 

Connections to unit focus

- 
- 
- 

5.

English 10 Notes on Texts (stories, poems, etc.)

**R** Add your notes *as you read!* Stop at the end of each page to give your mind time to reflect and keep yourself focused.

**Unit X Lesson X Title: “ ” by X** (author’s name)

**Background:**

**Setting:**

- **When:**
- **Where:**

**Characters:** (add details)

- (protagonist)
- (antagonist)
- .
- .
- .
- .



• **Title and author**

1. **Background** (country, culture)
2. **Setting**
3. **Characters** – add notes about them so you know who is who when you take the test.

**Plot (main events) – about 1 per page**

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**Theme(s) - what is the message** of the story/poem? (What “life lesson”

- 

**Connections to unit focus**

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- 
- 

**4. Plot – main events that happen.** At first, make it your goal to write down 1 thing that happens per page.

**5. Theme (s) – what’s the message of the story?**

- **Connections to unit focus**
  - **Example: *Sunjata* is an epic poem that tells a story (narrative)**





# 4 main topics for note-taking of stories

Setting	Characters	Plot	Theme (Message)

**A.** Keep adding notes for all 4 topics as you continue reading.

**B.** After you finish reading, look back at your notes to see if you have any “holes” that need filling.



# Resources for comprehension and vocabulary


The stories and poems in  
English 10 can be challenging  
to understand and analyze.



# Resource #1

- Ms. Hollod's
- intro page
- for each lesson!

Course Outline      Course Tools      English 10 A



**Hello! I'm your teacher for this course.**

Please read the information below before starting this lesson.

Contact me by [WebMail](#) if you have any questions as you complete this lesson.

[Reading for Black Girl](#)

[Audio for Black Girl](#)

> Start Lesson

# Resource #2

• Use the info provided in each lesson.

• For “Black Girl,” setting is clearly important!

The screenshot shows a lesson interface for 'UNIT 6 Africa' and 'LESSON 3 Black Girl Part 1'. It includes a 'Back to Intro Page' button and a navigation bar with 'Getting Started', 'Instruction', 'Activity', 'Review', and 'Assess' tabs. The 'Activity' tab is selected. The main content is under the heading 'Reading' and contains two numbered instructions. The first instruction is circled in purple and includes a definition of 'Setting' with 'time' and 'place' highlighted in yellow, and a note to watch for 'two settings, Africa and France.' The second instruction asks for a journal comparison of Diouana's feelings about her home in Dakar versus life in France.

UNIT 6 Africa > LESSON 3 Black Girl Part 1 [Back to Intro Page](#)

Getting Started Instruction **Activity** Review Assess

### Reading

1. Now read the first part of “Black Girl” on pp. 283–291 in *Reading the World*. Read with the Literary Lens purpose in mind:  
Setting: “Setting refers to the **time** and **place** of the narrative.  
Watch for details of the **two settings, Africa and France.**”
2. In your journal, compare and contrast Diouana’s feelings about her home in Dakar with her feelings about what life would be like in France.

“Madame Pouchet thought **back to Africa** and her elegant villa on the road to Hann.”

# Resource #2

• Use the info provided in each lesson.

• For “Black Girl,” setting is clearly important!



The screenshot shows a lesson interface for 'UNIT 6 Africa' and 'LESSON 3 Black Girl Part 1'. A 'Back to Intro Page' button is visible. The 'Activity' tab is selected. Under the 'Reading' section, two instructions are listed. The first instruction is circled in purple and includes a definition of 'Setting' and a note to watch for details of the two settings, Africa and France. The second instruction asks for a journal comparison of Diouana's feelings about her home in Dakar versus life in France.

UNIT 6 Africa > LESSON 3 Black Girl Part 1 [Back to Intro Page](#)

Getting Started Instruction **Activity** Review Assess

**Reading**

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“Madame Pouchet thought **back to Africa** and her elegant villa on the road to Hann.”



## Resource #3

- Use the “Read and Think Critically” questions found at the end of each story / poem.

**Read and Think Critically**  
Compare and Contrast, Cite, Infer

-  **1. SETTING** The story takes place in two settings, one in Africa and one in France. Compare and contrast Diouana's life in the two settings.
2. Identify examples of **irony** in this story, taking into account dialogue, setting, and the names of things and places.
3. The **theme** of a work can sometimes be expressed in a short statement or saying. Consider the main message of “Black Girl.” Then write a short theme statement.
-  **4. USE EVIDENCE** The mother is mystified by Diouana's suicide. What would you tell the mother to explain the reasons Diouana was driven to such a drastic action? Cite evidence from the story in your explanation.

298 Africa

Go to the last page.

This next resource  
could change your  
life!

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And it has been there  
all along.



UNIT 6  
AfricaLESSON 4  
Black Girl Part 2

Back to Intro Page

Mark as Complete

Getting Started

Instruction

Activity

Review

Assessment

4 of 5

Complete the following review activities.



1. Complete the Editing activity on the bottom of p. 217 in *Writing with Power*.
2. Click on the link below to check your answers to the Read and Think Critically questions.  
[Read and Think Critically Answers](#)
3. Click on the link below to check your answers to the Practice Your Skills activities on pp. 695 and 696 in



• Many lessons provide a “Read and Think Critically”  
answers in a handout on the slide after the story/poem.

# Resource #4

Use the “Read and Think Critically”  
**handout** for a  
summary,  
vocabulary, and in-  
depth ideas.

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## Black Girl by Sembene Ousmane, pages 283–298

Short Story

### Responding and Writing

A young Senegalese maid accepts her employers’ offer to return with them to France. An old sailor warns her not to go, because young Africans “confuse living in France with being a servant in France.” However, Diouana pursues her dream. In France, she becomes increasingly withdrawn and resentful as she finds herself overworked and isolated by prejudice. When Madame Pouchet accuses her of lying, Diouana commits suicide.

### Vocabulary

**coroner** official who investigates deaths not due to natural causes

**incendiary** rebellious; inflammatory

**indefatigable** untiring; inexhaustible

**inebriety** drunkenness; intoxication

**invincible** unconquerable; unbeatable

**liaison** affair; intrigue

**lucid** clear; unambiguous

**oppressive** overwhelming; harsh

**sordid** dirty; wretched

**tumultuous** uproarious; wild

3. The theme of a work can sometimes be expressed in a short statement or saying. Consider the main message of “Black Girl.” Then write a short theme statement. *Answers will vary. Students might point out the isolating effects of prejudice, the Pouchets’ unawareness of how they are taking advantage of Diouana, or the extremes to which the “black girl” would go to reclaim her individuality. They might cite details from the story that illustrate how Ousmane provides a “voice for the voiceless.”*

4. **Use Evidence** The mother is mystified by Diouana’s suicide. What would you tell the mother to explain the reasons Diouana was driven to such a drastic action? Cite evidence from the story in your explanation. *Answers will vary. Students might note several suggestions that*

### Read and Think Critically



# Resource #4

1. You might want to read the **summary** even before starting the text, and
2. Write down the vocabulary words in your notes before you read the story/poem.

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**Black Girl** by Sembene Ousmane, pages 283–298 Short Story

**1. Responding and Writing**  
A young Senegalese maid accepts her employers' offer to return with them to France. An old sailor warns her not to go, because young Africans "confuse living in France with being a servant in France." However, Diouana pursues her dream. In France, she becomes increasingly withdrawn and resentful as she finds herself overworked and isolated by prejudice. When Madame Pouchet accuses

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**2. Vocabulary**

**coroner** official who investigates deaths not due to natural causes  
**incendiary** rebellious; inflammatory  
**indefatigable** untiring; inexhaustible  
**inebriety** drunkenness; intoxication  
**invincible** unconquerable; unbeatable  
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**Read and Think Critically**

3. The theme of a work can sometimes be expressed in a short statement or saying. Consider the main message of "Black Girl." Then write a short theme statement. *Answers will vary. Students might point out the isolating effects of prejudice, the Pouchets' unawareness of how they are taking advantage of Diouana, or the extremes to which the "black girl" would go to reclaim her individuality. They might cite details from the story that illustrate how Ousmane provides a "voice for the voiceless."*
4. **Use Evidence** The mother is mystified by Diouana's suicide. What would you tell the mother to explain the reasons Diouana was driven to such a drastic action? Cite evidence from the story in your explanation. *Answers will vary. Students might note several suggestions that*



# Resource #5

• **Ms. Hollod's  
Thursday**

**LiveLessons**

- 12 Noon Mntn /
- 11:00 am Pacific

• **If you miss one,  
watch the recording.**

The screenshot shows a Nearpod presentation slide. At the top left, there is a 'nearpod' logo and a 'Menu' button. At the top right, the code 'CODE: 9RPY7' is displayed. The main content of the slide is on a red background and includes the title 'Unit 5 Essays' and a bulleted list of requirements: 'Responses need to be at least 6 complete sentences', 'Grammar and punctuation do count towards a full credit response', and 'Specific examples from the literature we read in English 10 must be included.' Below the list, a text box contains the message: 'To everyone for the unit 5 test. Those went out through webmail. Did anyone not receive them?'. At the bottom of the slide, there is a video player interface showing a play button, a progress bar at '00:08:57 / 00:37:35', a volume icon, and controls for 'Speed', 'CC', and a full-screen icon.

The screenshot shows a library bookshelf with several navigation links overlaid. The links are: 'MRS. HOLLOD', 'HOME', 'ENGLISH 10A', 'SPEECH & DEBATE', 'ENGLISH 10E', and 'LIVE LESSONS'. The 'LIVE LESSONS' link is circled in red with an arrow pointing to it. At the bottom of the image, the text 'LIVE LESSON LINKS' is displayed in large white letters, and below that, a reminder reads: 'REMINDER: PASSCODE IS Inspire2023!'. The page number '24' is visible in the bottom right corner.

🌀 Take notes each story and poem! ❤️

- Stop at the **end of each page** to give your mind time to reflect
- and keep yourself focused.

Unit X Lesson X Title: “ ” by X (author's name)

Background:

Setting:

- When:
- Where:

Characters: (add details)

- (protagonist)
- (antagonist)
- -
- -
- -
- -

Plot (main events) – *about 1 per page*

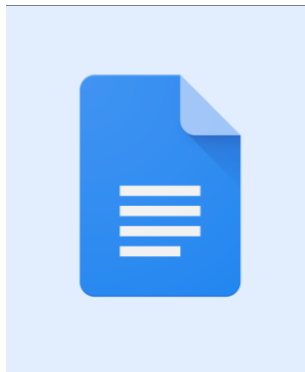
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Theme(s) - what is the message of the story/poem? (What "life lesson" do readers learn?)

- 

Connections to unit focus

- -
- -
- -



Sent by Ms. Billett

## Dec. 3 WebMail includes

- Lessons 3 -4 - Black Girl – “Read and Think HANDOUT” from lesson 4
- the notes format document (Word and [Google docs](#) link)



Next week, we'll dive  
into one of the stories  
or poems in Unit 6.

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Thanks for coming!