“Typhoid Fever” by Frank McCourt

Elements of Literature Fourth Course
Pg. 366 - 371

1. The Do Now
   1. Developing a Thesis Statement
   2. Thinking about Research

2. Word(s) of the Day
   1. Memoir
   2. Dialogue
   3. Quotations

3. Making Connections
   1. WebQuest
   2. Chromebooks

4. Round-Table Discussion

5. Comparative Essay Summative Assignment
   1. Guidelines, Rubric, Expectations

6. Excerpt from Another Memoir, Persepolis

7. Homework
   1. Please read “The Bass, the River, and Shelia Mant” by W.D. Withered
      1. Pg. 36 - 40
Today, we have a story that is filled with a lot of the stuff we’ve been talking about in class. One of the big discussions we’ve been having is concerned with making connections to other subject areas. It’s cool to make connections within the subject area of Language Arts. “By the Waters of Babylon” is similar to “The Bet” because it deals with the theme of loneliness. But when we’re able to talk about history and science within the same class, that’s even cooler.

As one may guess, when reading a memoir, which is similar to an autobiography, there’s at least going to be a historical connection. But with Frank McCourt’s “Typhoid Fever”, we also have a cultural and medical connection. Historically, the story is set during World War II. Culturally, the story takes place in Ireland. Medically, the story is about a young, stick boy, kept in a church-converted hospital.

So with that said, let’s discuss how we might formulate a research project. Let’s figure out a good thesis for an essay based on our reading for today. What we need to talk about is not only theme and connections, but scope and presentation. We need to figure out how we can incorporate “Typhoid Fever” by Frank McCourt into a discussion that stems outside our classroom, outside Long Branch, and so on, and so forth.

To get us started, let’s look at a map of Ireland, and locate County Kerry.

(http://www.kenefick.com/images/MapIrelandCounties490.jpg)
Word(s) of the Day
*Elements of Literature* Fourth Course
Pg. 366 - 371

1. **Memoir**
   1. Genre of Literary Nonfiction
   2. Collection of One’s Memories
   3. Collection of Moments and Events
   4. Both Private and Public
   5. Autobiography
   6. Point of View
   7. Credibility
   8. “Faction”
   1. Blending of fact with fiction

2. **Dialogue** (pg. 109)
   1. Conversation between two or more characters
   2. Dramas are made up of dialogue.
   3. Also featured in novels and stories
   4. Sometimes in poems and nonfiction

3. **Quotations**
   1. Please go to the football game tonight she said.
   2. “Please go to the football game tonight,” she said.
   3. Where do you want to go tonight? he said.
   4. “Where do you want to go tonight?” he said.
   5. Watch out for that tree! Jane shouted.

This is incorrect: “Please go to the football game tonight.” she said.
This is correct: “Please go to the football game tonight,” she said.
Making Connections
Elements of Literature Fourth Course
Pg. 366 - 371

Historical Connection:

1. “I have stitches on the back of my right hand and my two where they put in the soldier’s blood.”
   
   (http://imwm.ie/history/world-war-2/interesting-facts-part-2/)

2. “Besides, she says, he’s back at work at Rank’s Flour Mills and please God this job will last a while with the war on and the English desperate for flour.”

   (http://www.iwm.org.uk/collections/search?query=flour+mill+world+war+&items_per_page=10)

3. “… little children with their mouths all green from trying to eat the grass in the fields beyond, God bless us and ace us and guard us from future famines.”

Cultural Connection:

1. “She’s a very stern nurse from the County Kerry and she frightens me.”

   (http://www.tripadvisor.com/Tourism-g186610-County_Kerry-Vacations.html)

Scientific/ Medical Connection:

1. “They don’t know. They think I have a disease from foreign parts because my father used to be in Africa.”

   (http://urbanrim.org.uk/diseases.htm)
   (http://www.pbs.org/wgbh/nova/typhoid/letter.html)

2. “Diphtheria is never allowed to talk to typhoid and visa versa. I warned ye. And she calls out, Seamus, take this one. Take the by.”

   (http://www.historyofvaccines.org/content/timelines/diphtheria)
Comparative Essay Summative Assignment

Elements of Literature Fourth Course
To be Completed and Due on Thursday (10/08) and Friday (10/09) of Next Week

1. Basic Guidelines

   1. Times New Roman
   2. Size 12 font
   3. Double Spaced Body Paragraph
   4. Single Spaced Proper MLA Heading
   5. One full paragraph
   6. To be completed in class next week

2. Purpose & Goal

   1. The analytical purpose of the comparative essay summative assignment is:
      1. To create a strong thesis that compares two or more short stories by primarily focusing on themes and central ideas
      2. To present and organize our writing with style, voice, creativity, and confidence

   2. The grammatical purpose of the comparative essay summative assignment is:
      1. To improve our writing skills by developing an error-free paragraph
      2. To improve our understanding and use of the paragraph and how it may contribute to our understanding and use of prose

3. Grading

   1. Grading will be based on a rubric. Please thoroughly read the rubric before writing your essay. Rubric will be distributed in class.
   2. Summative Score. Please be prepared as best you can. Please attend SAP if need be.

4. Late Work

   1. Essay will be completed and due in class at the end of next week.
   2. Essay will be completed on Google Drive.
   3. Essay will be shared with rooneylbhs@gmail.com.
AND THEN SOME DAYS LATER....

THE MINISTRY OF EDUCATION HAS DECREED THAT UNIVERSITY WILL CLOSE AT THE END OF THE MONTH.

OH NO!

THE EDUCATIONAL SYSTEM, AND WHAT IS WRITTEN IN SCHOOL BOOKS, AT ALL LEVELS, ARE DECEASED. EVERYTHING NEEDS TO BE REVISED TO ENSURE THAT OUR CHILDREN ARE NOT LED ASTRAY FROM THE TRUE PATH OF ISLAM.

OF COURSE.

THAT'S WHY WE'RE CLOSING ALL THE UNIVERSITIES FOR A WHOLE. BETTER TO HAVE NO STUDENTS AT ALL THAN TO EDUCATE FUTURE IMPERIALISTS.

YEaH! SOON THEY'RE ACTUALLY GOING TO FORC SE US TO WEAR THE VEIL AND YOU WILL HAVE TO TORSE YOUR CAR FOR A CAMEL. GOD, WHAT A BACKWARD POLICY!

THUS, THE UNIVERSITIES WERE CLOSED FOR TWO YEARS.

A CAMEL?

NO MORE UNIVERSITY, AND I WANTED TO STUDY CHEMISTRY. I WANTED TO BE LIKE MARIE CURIE.

I WANTED TO BE AN EDUCATED, LIBERATED WOMAN. AND IF THE PURSUIT OF KNOWLEDGE MEANT GETTING CANCER, SO BE IT.

MARRY! AT THE AGE THAT MARIE CURIE FIRST WENT TO FRANCE TO STUDY, I'LL PROBABLY HAVE TEN CHILDREN...

Copyright Marjane Satrapi 2002

(http://iranian.com/Books/2002/November/Satrapi/
Homework
Elements of Literature Fourth Course
Pg. 366 - 371

1. Please read “The Bass, the River, and Shelia Mant” by W.D. Withered

- Pg. 36 - 40

2. Begin Comparative Essay Summative Assignment Notes

- Although the essay must be written in class, you may prepare notes and ideas in preparation.

- The essay prompt is: Choose two or more stories we have read. Compare and contrast the stories’ various themes and/ or central ideas. Remember to create a strong, thoughtful thesis. Remember it is only a paragraph. Aim for quality sentences filled with quality ideas. Each word should be used economically and purposefully.