

No Cell Phones!

- **Bell Ringer Honors:**
- After your VQ, consult your goals on participation and listening. Find evidence that shows you met or made progress toward these goals. Tonight you are to write a paragraph assessing your effort and achievements in these areas. See the grade sheet for required and suggested evidence.

Honors

December 10, 2015

Learning target(s): I can understand “A Modest Proposal” and use vocabulary words correctly.

Agenda:

- 1. VQ
- 2. Paper sorting: 7 minutes maximum!
- 3. “A Modest Proposal” discussion

Homework:

- 1. Listening/Participation self-assessment paragraph
- 2. Finish the reading self-assessment paragraph from Tuesday
- 3. Pre-writing: if you were going to write a satirical essay addressing one of today’s big problems, what would it be? Jot down some legitimate points and brainstorm how you could discuss them satirically.

Tally

- If you are keeping a daily record of anything (participation, being prepared, listening, not falling asleep, etc.), remember to make a note of today's successes.

Groups: Period 1

- Reindeer: Emily, Chloe, Gavin, David
- Gingerbread people: Reagan, Mariah, Chaston, Alexa
- Elves: Michael, Mikayla, Hannah, Kaitlyn K.
- Dreidels: Kyle M., Ashley, Sam, Lyndsay
- Yetis: Ben, Alexis B., Kyle B., Kerstyn, Jonathan, Abby
- Snowflakes: Brianna, Ian, Katie Z., Jacob

Groups: Period 2

- Reindeer: Max, Lydia, Alexa
- Gingerbread people: Ryan, Noah, Allison
- Candy Canes: Patrick, Riley, Lexi
- Dreidels: Megan, Morgan, Brian, Jonathen
- Yetis: Zane, Connor, Michaela, Trenton, Rhianna, Savannah

Part I: Main ideas – Please finish this today!

- **Only stop to write things down at the end of each major section, maybe every 2 pages or so.**
- Discuss the essay paragraph by paragraph. What is the main idea of each?
- How does the speaker support his suggestions and his claims? Look for **logical** and **emotional** appeals.
- How does the speaker make himself sound reasonable, informed, and unbiased? (This is known as an **ethical** appeal.)

Part II: Satire

- **Discuss first. Then write down several examples at once.**
- The speaker and the author have very different views. Swift's views are in italics.
- Find examples of hyperbole, understatement, verbal irony, situational irony, and things said for shock value.
- Also find some veiled insults – the speaker may not be attacking anyone, but Swift is. Whom? Why? How?
- Swift's speaker is so thorough and sincere that people at first didn't realize this piece was a satire. Do you think that was the point? Was that a dangerous or counterproductive move? Explain.

Homework

- 1. Self-assessment paragraphs: A. Listening/ Participation and B. Reading
- 2. Prewriting: plan out a satirical essay over a current issue (local, national, international). Please avoid personal attacks against students or staff. I also challenge you to **think creatively** – pick a topic that is meaningful but perhaps not the most obvious (abortion).

No Cell Phones!

- **Bell Ringer English:**
- Whoever has a portfolio for me, bring it to me.
- Otherwise, prepare ye for the VQ!

CP English 11 December 10, 2015

Learning target(s): I can use vocabulary words and semicolons correctly. I can recognize rhetorical techniques in a variety of writing. I can identify main ideas and attitudes in an eighteenth-century speech.

Agenda:

- 1. Portfolios
- 2. VQ
- 3. Review Rhetorical Terms
- 4. Start “Liberty or Death”

Homework:

- 1. Finish reading “Liberty or Death”
- 2. Annotate main ideas and attitude on the left.
- 3. Annotate rhetorical techniques on the right.

Tally

- **If you are keeping a daily record of anything (participation, being prepared, listening, not falling asleep, etc.), remember to make a note of today's successes.**

Rhetorical Review: Which device or devices are in use?

1. “You’re just another picture to burn,” from “Picture to Burn” by Tswizzle
2. “Give every man thy ear, but few thy [voice](#).” from *Hamlet* by W. Shakespeare
3. “Some are born great, some achieve greatness, and some have greatness thrust upon them.” *Twelfth Night*, Shakespeare
4. “If you prick us, do we not bleed? If you tickle us, do we not laugh? If you poison us, do we not die? And if you wrong us, shall we not revenge?” *Merchant of Venice*, Shakespeare

Rhetorical Review: Which device or devices are in use?

1. “You’re just another picture to burn,” from “Picture to Burn” by Tswizzle **Analogy**
2. “Give every man thy ear, but few thy voice.” from *Hamlet* by W. Shakespeare **Antithesis, Parallelism**
3. “Some are born great, some achieve greatness, and some have greatness thrust upon them.” *Twelfth Night*, Shakespeare **Triad, Anaphora**
4. “If you prick us, do we not bleed? If you tickle us, do we not laugh? If you poison us, do we not die? And if you wrong us, shall we not revenge?” *Merchant of Venice*, Shakespeare **Rhetorical Questions, Anaphora, Parallel Structure**

A little more practice

5. "I will buy with you, sell with you, talk with you, walk with you, and so following, but I will not eat with you, drink with you, nor pray with you." *Merchant of Venice*, Shakespeare

6. "When I close my eyes, I see you again and again. Your eyes, your face. The way you walk. And your style. Your wit. And your nose, Charlie...I went inside and I thought what it was about Chris that attracted me. It wasn't the way he looked. Well, that's not true - at first it was the way he looked. But it was how he made me feel. He made me feel romantic, intelligent, feminine. But it wasn't him doing that to me. It was *you*. All these other men, Charlie, they've got flat, featureless faces. No character! No fire! No nose! Charlie - you have a big nose. You have a *beautiful*, great big, flesh-and-bone nose! I *love* your nose! I *love* your nose, Charlie. I love *you*, Charlie. Well?" *Roxanne*, Steve Martin

7. "Indeed, some are last who will be first, and some are first who will be last" (Luke 13:30).

A little more practice

5. "I will buy with you, sell with you, talk with you, walk with you, and so following, but I will not eat with you, drink with you, nor pray with you." *Merchant of Venice*, Shakespeare **Antithesis, epiphora, parallel structure, triad (2nd part)**

6. "When I close my eyes, I see you again and again. Your eyes, your face. The way you walk. And your style. Your wit. And your nose, Charlie...I went inside and I thought what it was about Chris that attracted me. It wasn't the way he looked. Well, that's not true - at first it was the way he looked. But it was how he made me feel. He made me feel romantic, intelligent, feminine. But it wasn't him doing that to me. It was *you*. All these other men, Charlie, they've got flat, featureless faces. No character! No fire! No nose! Charlie - you have a big nose. You have a *beautiful*, great big, flesh-and-bone nose! I love your nose! I love your nose, Charlie. I love *you*, Charlie. Well?"
Roxanne, Steve Martin **asyndeton, polysyndeton, triad, anaphora, epiphora, rhetorical question, antithesis**

7. "Indeed, some are last who will be first, and some are first who will be last" (Luke 13:30). **Chiasmus, parallel structure, antithesis, anaphora**

And the rest.

- 8. “They say money's the root of all evil but I can't tell
You know what I mean, pesos, francs, yens, cowrie shells,
dollar bills
Or is it the mindstate that's ill?” “Thieves in the Night,” Black Star
- 9. “My Venus in blue jeans
Is ev'rything I hoped she'd be
A teenage goddess from above
And she belongs to me ” “Venus in Bluejeans,” Jimmy Clanton
- 10. “See I never thought that I could walk through fire
I never thought that I could take the burn
I never had the strength to take it higher
Until I reached the point of no return.” “Never Say Never,” Justin Bieber


And the rest.

- 8. “They say money's the root of all evil but I can't tell
You know what I mean, pesos, francs, yens, cowrie shells,
dollar bills
Or is it the mindstate that's ill?” “Thieves in the Night,” Black
Star **Biblical allusion, rhetorical question, asyndeton**
- 9. “My Venus in blue jeans
Is ev'rything I hoped she'd be
A teenage goddess from above
And she belongs to me ” “Venus in Bluejeans,” Jimmy Clanton
Classical allusion
- 10. “See I never thought that I could walk through fire
I never thought that I could take the burn
I never had the strength to take it higher
Until I reached the point of no return.” “Never Say Never,”
Justin Bieber **Anaphora, analogy, triad**

“Liberty or Death”

- We’re going to read this together until class ends.
- On the left, annotate main ideas and attitudes.
- On the right, annotate rhetorical techniques.
- This may require multiple readings, and that’s ok.
- There will be several questions over this piece on your exam, so stay with me! 😊
- Finish reading and annotating for homework.

No Cell Phones!

- **Bell Ringer AP:**
 - Let's share our posters!
- 

AP Euro

December 10, 2015

Learning target(s): I can explain the aftermath of the Napoleonic Wars. I can explain the interaction between Europeans and non-Europeans over the generations.

Agenda:

- 1. Quiz
- 2. How did Europeans interact with non-Europeans? Review

Homework:

- 1. McKay, pp. 725-734
- 2. Spielvogel, pp. 597-602
- 3. Actually read these, please. We'll do IDs later.

Europeans and ___

Renaissance

- Middle Easterners

Discovery and Exploration

- Africans
- Asians
- Indigenous Americans

Enlightenment

French Revolution & Napoleonic Era

New Imperialism