

No Cell Phones!

- **Bell Ringer Honors:**
- If you're not receiving my texts and want to, send this message to this number right now, then put away your phone. I'll be sending out some review questions in preparation for your exam.
- **@polzin**
- **81010**
- **Then turn in your prewriting from last night.**

Bonus red fish opportunity:

write down the definition for **malapropism**. Then write me an example using any of your vocabulary words from this year. I find that some of you use malapropisms on your quizzes which is amusing, but sad because I won't give you credit. Due Monday, Dec. 14, 2015.

Make a list

- What vocabulary words do you simply not know?
- Beneath those, list the words you really ought to review because you only kind of know them.
- Study these in small doses over the weekend. I'm not reviewing with you in class. You're honors. 😊

Honors

December 11, 2015

Learning target(s): I can understand “A Modest Proposal” as a satire. I can characterize the Enlightenment period.

Agenda:

- 1. Turn in pre-writing
- 2. Finish “A Modest Proposal” discussion
- 3. Review the Enlightenment with your group

Homework:

- 1. Add to your pre-writing
- 2. Study for your FVQ (Monday)

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.

Part II: Satire – finish this today.

- **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.

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- **Bell Ringer English:**
- Make a list of the words you simply don't know. This is your study list!

CP English 11 December 11, 2015

Learning target(s): I can define vocabulary words. I can explain “Liberty or Death.” I can understand JFK’s Inaugural Address.

Agenda:

- 1. Vocabulary & review
- 2. “Liberty or Death”
- 3. Start JFK’s Inaugural Address

Homework:

- 1. Final Vocabulary Quiz is Monday, so study, ‘k?
- 2. Your exam is in one week. Start studying now – seriously. It’s less stressful if you’re prepared.

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.**

Please number the paragraphs. ¶

- Then take out a blank piece of paper. You'll be turning this in, so write your name, the date, and "Liberty or Death" on it.
- For each question, please write thoughtful responses using complete sentences.
- If you finish early, reconsider the question. Reread the text. What can you add?
- Still finished early? Proofread what you've written.

“Liberty or Death” TWS

- Think about it. Write about it. Share it.
- ¶1. What is Henry’s point? Consider how he refers to the issue at hand and those who previously spoke.
- ¶2. What do men often do that Henry doesn’t? Why did he think it was a bad idea at that particular time to follow such a trend?
- ¶3. What evidence does Henry cite? What does it prove?
- ¶4. What does Henry want his listeners to do? How does he try to get them excited? How does he try to make them more confident?
- ¶5. What is the main idea of this paragraph/ What is the purpose of it? What’s going on with the punctuation? Why?
- ¶6. What rhetorical techniques do you notice most? Where do you see them: throughout? More in one area?

JFK's Inaugural Address

- **Context**
- Space Race, no moon landing yet
- Cold War (during JFK's years in office, there would be the Cuban Missile Crisis, the Bay of Pigs Invasion, and the building of the Berlin Wall)
- Civil Rights Movement
- Former colonies breaking free of European rule, revolutions and civil wars in third world countries as the removal of European leadership left power vacuums
- **Read with a purpose: whom is JFK addressing, what is he promising, and what is he requesting?**

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- **Bell Ringer AP:**
- Renaissance
- Discovery & Exploration
- Enlightenment
- **What were European views of non-Europeans in these periods? Be ready to explain.**

Europeans and ___

Renaissance

- Middle Easterners

Discovery and Exploration

- Africans
- Asians
- Indigenous Americans

Enlightenment

French Revolution & Napoleonic Era

New Imperialism

AP Euro

December 11, 2015

Learning target(s): I can review trends in European history. I can explain the causes and events of the early Industrial Revolution.

Agenda:

- 1. Europeans & Non-Europeans: discussion
- 2. Early Industrial Revolution: white board

Homework:

- 1. IDs
- 2. Quiz Tuesday
- 3. McKay 725-734 & Spielvogel 597-602