

No Cell Phones!

- **Bell Ringer Honors:**

**Chart your VQ
progress this quarter.
See the white board
for an example.**

Honors

October 13, 2015

Learning target(s): I can analyze my progress. I can define words and explain semicolon and hyphen rules. I can

Agenda:

- 1. Chart VQ progress
- 2. Review words, punctuation
- 3. Sonnets

Homework:

- 1. FVQ tomorrow
- 2. Review sonnet characteristics

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.

Usage Mistakes

- Right: I redressed my mistake when I re-explained how to use the vocabulary words.
- Wrong: I redressed the students in class about vocabulary usage.
- Right: I imputed the loss to our lack of unity.
- Wrong: I imputed Joey for the loss.
- Wrong: I imputed our success to our hours of practice. (Impute = attribute blame or fault)

Vocabulary Review

- With your clock buddy, pick 1-2 words from each lesson **you** need to review.
- Make a written list – your list may differ from your partner's. Make your list meaningful to you.
- Quiz each other over definitions, synonyms, antonyms, usage, connotations, and etymology/roots and prefixes.
- Stumped? Ask Carly or me for help.

Italian Sonnets

- Structure
- Content
- Conceit
- Francesco Petrarch

Notes for Kami & John

- Sonnets are always 14 lines long.
- Sonnets always use iambic pentameter.
- Sonnets always have a rhyme scheme.
- Sonnets usually have a turn (around line 8 or 13).
- Sonnets are lyric poems – see other slides.

Notes for Kami & John (2)

- Italian Sonnets:
- Octet – ABBA ABBA
- TURN/Shift/Volta
- Sestet – some combo of Cs, Ds, and maybe Es

- Content: usually love (unrequited love, adoration, immortalizing one's love, celebrating love)
- A conceit is an extended metaphor, usually lasting the entire poem.
- Conceits – see half-page handout

Notes for Kami & John (3)

- Francesco Petrarch- see handout
- Courtly love/ Platonic love – love that is never acted upon/ love from a distance/ love that is idealized
- Petrarch “loved” Laura; she was his muse. He wrote his sonnets “to” or about her.
- Laura was married to a nobleman in Florence. Petrarch never spoke to her and only saw her from a distance. While still young, she died of the Black Death.
- Other poets had similar “muses.” Dante had Beatrice, for example.

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- **Bell Ringer English:**

Chart your VQ progress this quarter. See the white board for an example.

CP English 11 October 13, 2015

Learning target(s): I can assess and explain my progress. I can define words and use commas correctly. I can cite nonfiction. I can list different reasons to read nonfiction.

Agenda:

- 1. Vocabulary: chart & review
- 2. Comma review
- 3. 10% summary of your own article
- 4. Deconstruct your article
- 5. Review and brainstorm purposes for reading nonfiction

Homework:

- 1. FVQ tomorrow
- 2. Study your vocabulary. Seriously.
- 3. Review comma rules.

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.**

Where should you add commas? Why?

- Carly our visitor graduated last May.
- Carly would you please wave to the class?
- My favorite former student Carly is now at BGSU.
- All students who need help can ask Carly for help right?
- Carly a pitcher at BGSU is also a very bright student.
- On Fridays we wear jeans.
- On Fridays in July we wear whatever we want.

Where should you add commas? Why?

- Carly, our visitor, graduated last May.
- Carly, would you please wave to the class?
- My favorite former student Carly is now at BGSU.
- All students who need help can ask Carly for help, right?
- Carly, a pitcher at BGSU, is also a very bright student.
- On Fridays we wear jeans.
- On Fridays in July, we wear whatever we want.

Review Together

- Construe: interpret (NOT explain or invent)
- I construed her silence as disapproval. Carly, on the other hand, construed her silence as consent, so she went ahead and ate the apple.
- Conundrum: a puzzle, a confusing problem
- I was faced with a conundrum when I locked my keys in my car.
- Perspicacity: ability to perceive things
- Her perspicacity makes her a good judge of character. No one can fool her!

Vocabulary Game Rules

- 1. Give clues: synonyms, use in a sentence (without saying the word), antonyms, examples, part of speech
- 2. Forbidden: rhymes with, starts with, sounds like
- 3. Forbidden: clues that don't have anything to do with the meaning
- 4. Forbidden: saying the word
- 5. Forbidden: showing the word to anyone
- 6. You and a partner will stand in front of the class; neither of you may go up there again.

Deconstruct Your Article

- **You are making an informal outline of your article for me.**
- 1. How does the article begin? Does the author present a problem? Raise a question? Define something? Share a story? Something else?
- 2. What seems to be the main idea or main argument of your article?
- 3. How is the body arranged? Does the author give an example, explain it, give another example, explain it, etc.? Does the author share a story then comment on the story at length? Does the author raise a question, answer it, raise another question, answer it, etc.? I can't provide every type of organization, so you have to be observant and think about this. This section should be detailed and the longest part of your outline.
- 4. How does the author wrap things up? Does he or she draw any conclusions? Pose any final questions? Urge the reader to do something? Again, there are myriad possibilities – what do you notice in your article?

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- **Bell Ringer AP:**
- Why did Poland have a weak monarchy after the Jagiello dynasty died out in 1572?
- How does Sejm come into play?

AP Euro

October 13, 2015

Learning target(s): I can explain how various smaller countries fared in the 1500s-1600s.

Agenda:

- 1. Poland's height and demise, and a preview
- 2. Denmark
- 3. Sweden
- 4. Ottoman Empire
- 5. Austria: this is the big one

Homework:

- 1. Quiz tomorrow
- 2. Write a poem explaining how the Habsburgs gained (and kept) power and land from 1521-1713