

# No Cell Phones!

- **Bell Ringer Honors:**
- Take out your review sheet.
- What questions do you have for me?

Review Stations: List your top 4 in order of need.

- Station 1: Poetry
- Station 2: Shakespeare/*Macbeth*
- Station 3: Milton/*Paradise Lost*
- Station 4: Enlightenment
- Station 5: Terms
- Station 6: Essays
- Station 7: Renaissance

# Honors

# December 15, 2015

**Learning target(s):** I can recall what we learned this semester.

## Agenda:

- 1. Review – your questions
- 2. Self-assessments: remaining 3 categories
- 3. Table of Contents
- 4. Review Stations

## Homework:

- 1. Study – your exam is Thursday
- 2. When we return in January, you'll be preparing your portfolio.

# 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.

# Gather Evidence

- Vocabulary, Grammar, Mechanics
- Formal Speaking (you've only had one real experience with that this semester)
- Composition – you'll be receiving a few more samples, but you can get started. (I have your satire, your research paper, and your unwritten exam essay to grade.)

# Review Stations

- Station 1: Poetry
- Station 2: Shakespeare/*Macbeth*
- Station 3: Milton/*Paradise Lost*
- Station 4: Enlightenment
- Station 5: Terms
- Station 6: Essays
- Station 7: Renaissance

# Station 1: Poetry

- 1. Read and discuss the sample poems. What do they mean? What do you notice (meter, rhyme scheme, poetic devices, etc.)? Consult the green review sheet.
- 2. Go through the terms on the green sheet – which pertain to poetry? Come up with some examples that fit.
- 3. What poems did we read together? It wouldn't hurt to reread them – grab a purple literature book.

# Station 2: Shakespeare & *Macbeth*

- 1. Discuss the life, times, and theatre conventions of Shakespeare.
- 2. What is the historical context of *Macbeth*? Think about the real events (circa 1050) and the time when Shakespeare wrote this (the reign of James I). Discuss political events and customs, views of women, beliefs about witches, and even audience expectations.
- 3. Discuss the structure of the play – theatre terminology, stage directions, acts vs. scenes, trap doors, the plot diagram (intro, rising action, etc.). How does Shakespeare manipulate the mood of the audience through the use of violence, comic relief, pathos, and other means?
- 4. Review characters, major plot points, psychological interpretations of Macbeth, Lady Macbeth, and even Macduff.
- 5. Consult the green review sheet – which terms apply to the play? How?



## Station 3: Milton & *Paradise Lost*

- 1. Review Milton's life and the context for this particular piece.
- 2. Review the characteristics of an epic and how those appear in this section.
- 3. What does Satan do, say, and threaten? What personality traits does he display? What is his tone?
- 4. What is the speaker's purpose for sharing this tale with the audience? What of Milton's religious beliefs can we infer from this piece?
- 5. Anything else you want to review.

# Station 4: The Enlightenment

- 1. What were the major characteristics of this period? Also discuss other names for the period and how they apply.
- 2. Who were some big-name British (not American) writers? What did they write? Which of them were really into writing satire? Who were some early novelists? Who were some early journalists?
- 3. What Classical genres did Enlightenment writers translate and/or use?
- 4. Review the characteristics of a satire. See pp. 500-501 for help.

## Station 5: Terms

- 1. I wrote the terms alphabetically. I suggest you rewrite them in meaningful categories. You might also star the more important terms (ones that apply to many things, ones that we've talked about the most) or terms you most need to review.
- 2. Don't forget the theory terms on the back.
- 3. What are some terms we've covered that didn't make the list? (Bonus questions?) How might they help you on written questions?
- 4. Define all of them.

# Station 6: Essay

- 1. What might I ask about these topics?  
Predict the questions.
- 2. How would you answer these questions?  
What evidence could you use from what we've read this year, including your summer novels?
- 3. You may work alone or as a group or some of each.

# Station 7: The Renaissance

- 1. Where did the Renaissance begin? Why? What were the hallmarks of the Renaissance?
- 2. How did the rediscovery of the Classics affect writers of the Renaissance? Refer to examples.
- 3. What types of poems did we read from this period? Who wrote them? What were the characteristics of these types of poems?
- 4. What was life like for the well-educated upper class? Consider attitudes, fashion, marriage trends, entertainment, etc.
- 5. Anything else?

# No Cell Phones!

- **Bell Ringer English:**
- Turn in your Henry/Kennedy packet.
- Take out your rhetorical notes and a blank piece of paper. This piece of paper will be turned in, so write your name, the date, and **Persuasive Writing** on it.

# CP English 11      December 15, 2015

Learning target(s):

Agenda:

- 1. Persuasive Writing Practice
- 2. JFK's Inaugural Address
- **Homework:**
- 1. Read "Ain't I a Woman" and The Gettysburg Address
- 2. Read for main ideas. If you happen to notice rhetorical techniques, great. That's not your mission, though.

# 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.**



# Persuasive Prompts

- On the next slide, I'm giving you some persuasive prompts.
- Your job is to write about them using rhetorical techniques.
- This is practice for the exam, so make a good effort.
- Have your notes out so you can refer to examples, or at least a list, of the 12 rhetorical techniques we've been studying.

# Prompts: Agree or Disagree & Explain

- Set I

- A. College athletes should be paid.

Or

- B. School spirit is important for students to have.

- Set II

- C. WHS should have a bring-your-pet-to-school day.

Or

- D. If it is ever actually scientifically possible, we should bring back extinct species (mammoth, dinosaurs, the dodo bird, whatever).

# “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? Hint: what have the British been doing? What have the colonists been doing and how has the king responded? 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?**

# Groups: 3<sup>rd</sup> Period

- Reindeer: Joey, Kayci, Kevin, Micah
- Candy Canes: Noah, Shyann, Livia
- Snowflakes: Taylor, Alicia, Griffin
- Yetis: Ronni Lynn, Jacob, Brandon, Shelbi
- Gingerbread People: Courtney, Luke, Ryan, Hayden
- Penguins: Cassie, Josh, Wade, Sierra

# Groups: 6<sup>th</sup> Period

- Reindeer: Sean, Travis, Bailee, Skylar
- Candy Canes: Mattie, Erin, Colt, Kevin
- Snowflakes: Jonathan, Tori, Micah
- Yetis: Emily, Terry, Grant, Chris
- Gingerbread People: Jimmy, Taylor, Kailee
- Penguins: Sarah, Hunt, Tayler, Noah
- Polar Bears: Bruno, Paige, Katy, Cam

# JFK's Inaugural Address

- 1. With your group, look at JFK's speech. Find examples of him addressing different groups.
- 2. For each group, what does he promise and what does he ask?
- 3. What does he say about civility, science, and peace?
- 4. What are the common enemies of man?
- 5. Go back through and find some examples of the following: antithesis, chiasmus, asyndeton, analogy, rhetorical question, parallel structure, anaphora, and Biblical allusion.
- 6. Finished? Go back through Patrick Henry's speech and find examples of antithesis, classical allusion, rhetorical question, analogy, antithesis, asyndeton, anaphora.

# Background for Truth & Lincoln

- Sojourner Truth: pre-Civil War, abolitionist movement (end slavery), feminist movement (give women equal rights)
- Abraham Lincoln: President but not the main speaker at a ceremony dedicating a cemetery at Gettysburg a few months after the Battle of Gettysburg at which 7,550 Americans died and 10,515 went missing (probably died).



## **Put the following items in your manila folder.**

- 1. Your portfolio grade sheet
- 2. Your table of contents
- 3. Your self-assessment essay
- 4. Lengthy writing assignments: Nat Geo summary, annotated bibliography, summer assignment, character analysis
- 5. Speech personal reflections

### **KEEP the following:**

- Any rhetorical notes and practice examples
- Anything else you'll need to study for the exam

# JFK's Inaugural Address

# No Cell Phones!

- **Bell Ringer AP:**

# AP Euro

**December 15, 2015**

**Learning target(s):**

**Agenda:**

- 1. Quiz

**Homework:**

- 1. Study

# Big Picture First

1. What have been the major periods and major trends?  
What is the trajectory of history in each area?

- Politics: Feudalism to \_\_\_ to \_\_\_ to \_\_\_, etc.
- Economics:
- Religion:
- Society:
- Intellectualism:
- Arts:
- Military:

2. What major events were turning points?

3. Who were major leaders? Which of them were representatives of their times and which of them shook things up and really changed things?

# Key Dates: What happened? What other dates should we add? Why?

- 1453 France & Constantinople
- 1517 Germany
- 1555 Germany
- 1588 England
- 1648 Germany
- 1649 England
- 1660 England
- 1688 England
- 1713 Spain
- 1763 England
- 1789 France
- 1799 France
- 1814-1815 France