

No Cell Phones!

- **Bell Ringer Honors:**
- 1. Your questions first
- 2. ~12 minutes in each group, so be efficient.
- 3. Listen to the directions and follow them.

Honors

December 16, 2015

Learning target(s): I can review what we've learned this semester.

Agenda:

- 1. Review – your questions
- 2. Review stations

Homework:

- 1. Study. Your exam is Thursday (tomorrow).
- 2. Be ready to type up your portfolio when we return from break.

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?

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- **Bell Ringer English:**
- Write the MLA Works Cited entry for this source.
- Format: print
- Title of Article: Being Different Is OK
- Title of Magazine: Teens Today
- Author: Josephine Schmoe
- Page numbers of article: 87-99
- Publication Date: December 2015

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- The correct MLA Works Cited entry for this source is as follows.

Schmoe, Josephine. "Being Different Is OK."
Teens Today Dec. 2015: 87-99. Print.

Your entry should be double spaced. Your entry may all be on one line because the lines on your paper are longer. All but the first line should be indented. How'd you do?

CP English 11 December 16, 2015

Learning target(s): I can explain the historical context and main ideas of several speeches. I can identify and label rhetorical techniques in different speeches.

Agenda:

- 1. JFK's speech
- 2. Sojourner Truth and Lincoln
- 3. Review

Homework:

- 1. Study – your exam is Friday.
- 2. Seriously. Study. We're doing other things in class.

Groups: 3rd 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: 6th 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.
7. Time leftover? Start discussing main ideas and rhetorical techniques in the 2 short speeches (Truth and Lincoln).

Truth & Lincoln

- 1. Re-read together – identify main ideas.
- 2. Go back through and mark rhetorical techniques.
- 3. Time leftover? Consult your review sheet and identify what you need to study.

AP Euro

December 16, 2015

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Agenda:

- 1. Review

Homework:

- 1. Study