

# No Cell Phones!

- **Bell Ringer Honors:**
- What does unrequited love mean?
- List some modern songs that deal with this topic.

# Honors

# October 20, 2015

**Learning target(s):** I can recognize and use different types of meter. I can understand and analyze Renaissance poems. I can define and recognize unrequited love. I can analyze a poem for tone.

## Agenda:

- 1. Review types of meter
- 2. Tone
- 3. Unrequited love poems

## Homework:

- 1. Finish end-of-class writing assignment
- 2. Bring all **red bats** tomorrow

# 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.

Finish the line keeping the same meter.

1. When I saw who it was and I knew

Where \_\_\_\_\_

2. Rafting down the old Missouri

River, \_\_\_\_\_

3. Harrison Ford and his wife were in Denver, and

Nobody knew that \_\_\_\_\_

What meter is going on in each of the above examples?

Finish the line keeping the same meter.

1. When I **saw** who it **was** and I **knew**

Where \_\_\_\_\_ anapestic

2. **Rafting down** the **old Missouri**

**River**, \_\_\_\_\_ trochaic

3. **Harrison Ford** and his **wife** were in **Denver**, and

**Nobody knew** that \_\_\_\_\_

What meter is going on in each of the above examples?

# Tone

- **Definition**
- **Clues:**
- Diction
- Syntax
- Poetic devices/ connotations

# Unrequited Love

- Definition
- Lyric Poetry (review)
- Tone – definition and clues
- 1. What do the poets have to say?
- 2. What is the speaker's tone in each poem? How do you know?
- 3. What meter is the poet using in "My Lute, Awake"?  
Not every line is perfect – what is the overall meter?
- Augment: increase      "course of kind": laws of nature  
    constant: faithful      congealed: frozen, thickened

# When the meter isn't perfect

- “Romeo, Romeo, wherefore art thou Romeo?”
- “Coral is far more red than her lips' red.”
- Did Shakespeare mess up?



# Tone: Short Writing

- Pick one poem from today. Tell me what the speaker's tone is. Then prove it with evidence.
- Start with your claim (In Philip Sidney's Sonnet 30, the speaker's tone is \_\_\_\_.)
- Provide evidence. Tell me about diction, punctuation, similes, metaphors, allusions, etc. (In line 3, Sidney uses the word “\_” which has a very cynical connotation, suggesting that the speaker is \_\_\_\_\_. In line 8, the poet makes a comparison between X and Y, bringing to mind \_\_\_\_\_, which is a more positive idea....)
- Use literary present tense

Finish the line keeping the same meter.

1. Like the leaves of the forest when summer is  
green,

Like the clouds \_\_\_\_\_ (713)

2. Should you ask me, whence these stories?

Whence these legends \_\_\_\_\_

3.

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## Bell Ringer English:

Write this down.

- Final draft
- Rubric
- Conference Sheet
- Previous Drafts
- This is the order in which I want your paper.

# CP English 11      October 20, 2015

**Learning target(s):** I can revise and edit a character analysis. I can select & comprehend a nonfiction article. I can monitor my own understanding.

## **Agenda:**

- 1. Finish Paper
- 2. Turn it in with earlier drafts, conference sheet, and rubric
- 3. Select a *National Geographic* article for your next project – you'll be summarizing it and using it as material for your next project, possibly a speech, so choose wisely. It needs to be at least 4 pages long.

## **Homework:**

- 1. Whatever you owe me!
- 2. Tomorrow is the LAST DAY (of the quarter)

# Nonfiction Piece

- 1. It needs to be at least 4 pages long (not including pictures).
- 2. Pick something interesting.
- 3. Purpose: read to understand and remember main ideas, supporting evidence, and details.
- 4. Strategies: slow down or re-read if you need to. Consult pictures and captions.

# Tally

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- **Bell Ringer AP:**
- List all the absolute monarchs you can, especially in France, Russia, Brandenburg-Prussia, and Austria.

# AP Euro

# October 20, 2015

**Learning target(s):**

**Agenda:**

- 1. Who were the absolute rulers and what did they have in common?
- 2. Tell me about countries that did not go absolute, why not, and what was the result.
- 3. More review

**Homework:**

- 1. Test tomorrow over politics in the 1600s and early 1700s
- 2. Please study. Come in ready to ace it!