

No Cell Phones!

- **Bell Ringer Honors:**
- You may use your copy of Milton's essay and any handwritten notes you made.
- Why did Milton oppose censorship? Explain one of his reasons or examples in your own words.

Honors

November 24, 2015

Learning target(s): I can explain Milton's major points. I can use transitive and intransitive verbs.

Agenda:

- 1. Collins Writing over Milton's essay
- 2. Discussion of Milton's major points
- 3. Transitive and Intransitive verb review?

Homework:

- 1. Paper due Wednesday after we return
- 2. Whatever else you owe me
- 3. Happy Thanksgiving!

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.

Context for Milton's Essay

- King
- Civil War
- Parliament: Censorship?!
- Paragraph 1

Milton's Thesis Statement

- Paragraph 2
- First____
- The inventors of it to be those whom ye will be loth to own
- Next____
- What is to be thought in general of reading, whatever sort the books be; and that this order avails nothing to the suppressing of scandalous, seditious, and libelous books, which were mainly intended to be suppressed
- Last____
- That it will be primely to the discouragement of all learning, and the stop of truth, not only by disexercising and blunting our abilities in what we know already, but by hindering and cropping the discovery that might be yet further made both in religious and civil wisdom.

Milton's Main Points

- 1. Concession: There are bad books as there are bad people
- BUT killing a book is perhaps worse than killing a man.
- Besides, killing a book won't necessarily stop the ideas anyway (just like a revolution won't necessarily bring back a truth).
- 2. The knowledge of good and evil are intertwined. Without knowing about evil, there is no virtue in choosing what is good.
- 3. Censoring books isn't enough to censor behavior anyway. Think of the impossible task of censoring all the things that can convey immoral thoughts or dangerous ideas.

Pick one of Milton's 3 points.

- Write about it using some more recent examples. Refer to specific people, events, published pieces (novels, songs, movies, etc.). Give me a paragraph that either furthers his point or refutes it.
- Draw a horizontal line under this paragraph.
- Then write the following:
- Milton wrote this essay because _____. His main arguments are ____, ____, and _____. One specific example that I [understood/liked/agreed with/found compelling] is _____. This example means that _____.

Transitive or Intransitive?

- Hahaha – these can be used both ways. Pick 2 of the verbs below. Write 2 sentences for each verb, one using it as a transitive and the other as an intransitive verb.

- **Hurt** **Drive** **Burn**
- **Sing** **Chew** **Twist**
- **Live** **Write** **Run**

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- **Bell Ringer English:**
- Take out your goals, your first presentation grade sheet, and your informational speech materials. Set them aside.

CP English 11 November 24, 2015

Learning target(s): I can assess my own learning. I can define and use vocabulary words (time permitting).

Agenda:

- 1. Grade ACT Readings
- 2. Listening assessment
- 3. Speaking assessment
- 4. Vocabulary?

Homework:

- 1. Happy Thanksgiving!
- 2. Work ahead? Page 155

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.**

Assemble the following.

- 1. All listening notes from both presentations – yeah, that’s a lot of papers.
- 2. Class notes – don’t rip them out. Just find them.
- 3. College day sheet (it’s bright yellow)
- 4. Tally sheets – these are calendars. If you didn’t mark any tallies, disregard.

Listening Assessment

- 1. Look at your listening and participation goals. Have you met these? What in your assembled papers proves this?
- 2. Write a paragraph. Start by telling me what your goals were. Then tell me how you know if you met them, referring to specific assignments. Also tell me what you need to do or continue to do next semester to meet this goal.
- **Sample:** My two goals for listening/participation were ___ and ___. I definitely made progress on ___ and for evidence I have ___, ___, and ___. All three of these show I _____. For example, in the notes from [date], I _____, which proves I _____. Also, the assignment on [date] shows I _____. For my second goal, I said I would _____ which I clearly did on [assignment]. I wrote down on [date] that _____. This is evidence that I _____. Next semester, I need to keep _____. I also need to do a better job of _____ - this semester I didn't _____, but I obviously need to so that I can _____. Overall, I think I have done a ___ job as a listener in class and a ___ job participating.

Speaking Assessment

- 1. Look at your speaking goals and your two presentations. Did you meet your goals? Did you make improvements? What are your strengths? What do you still need to work on?
- 2. Write a paragraph answering the above questions. Refer to specific examples. Discuss both goals and both presentations, including feedback you received and/or what you noted in your own reflections.
- **Sample:** This semester, I set two speaking goals: ____ and _____. In my first presentation, I attempted to _____, but I didn't quite master it. I wrote in my first reflection that "_____." For my second presentation, I made a point to prepare better by _____, and on my grade sheet Mrs. Polzinetti said that I _____. I also felt that I _____. In my reflection, I also noted that I met my 2nd goal because _____. In future presentations, I need to work on _____. I can do this by _____.

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- **Bell Ringer AP:**
- Take out your 2 lists and prepare to write oodles.
- The Phrygian cap – a Roman symbol of liberty. Isn't it attractive?

AP Euro

November 24, 2015

Learning target(s): I can summarize Sieyes' point. I can identify major changes made during the NA period and explain their significance. I can identify various foreign reactions and explain their significance.

Agenda:

- 1. "What is the Third Estate"
- 2. Changes to French society & disunity
- 3. Foreign Reactions

Homework:

- 1. IDs
- 2. Quiz Tuesday

NA/CA Changes

- Citoyen/Citoyenne
- Abolition of Feudal Rights
- Declaration of the Rights of Man & Citizen- changes in government (women? How much power to give king? Emigres, Count d'Artois)
- Jacobins – political clubs, some with prominent women (later excluded, of course)
- 83 Departments, local elections, voters would be males 25+ old who could afford a direct tax (active citizens)
- Abolition of guilds, outlawing of strikes: free trade
- New culture: liberty trees, Marianne, Festival of the Federation (July 14, 1790 – why?), clothing, etc.
- Civil Constitution of the Clergy (1790) & Refractory Clergy
- New Regime: October 1791

Foreign Reactions

- **Writers**
- Mary Wollstonecraft
- *Vindication of the Rights of Man (and Woman, later)*
- Edmund Burke vs. William Pitt
- *Reflections on the Revolution in France*
- Thomas Paine
- *Rights of Man*
- **Prussia & Austria**
- Declaration of Pillnitz
- Poland
- Leopold II, Francis II
- **Girondins**