

No Cell Phones!

- **Bell Ringer Honors:**
- 1. What does *corp* mean?
- 2. Who was a major writer of the Enlightenment period in England?
- 3. What questions do you have about your paper?

Quiz Team!

- Meet in Miss Barton's room after school or see her if you are interested.

Honors

November 30, 2015

Learning target(s): I can define vocabulary words. I can compose a research paper. I can extract important information from a nonfiction text.

Agenda:

- 1. Vocabulary Lesson 23
- 2. Questions about paper
- 3. ACT Reading
- 4. Introduce the Enlightenment

Homework:

- 1. Page 149
- 2. Paper due Wednesday – email me ahead of time if you are unable to print.

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.

ACT Reading

- 1. Read to answer the questions, not to remember or analyze.
- 2. Main ideas, supporting details, inferring author's position/attitude, understanding how a word is being used, judging what's more important
- 3. Be efficient.

Enlightenment

1. What are the major features of this period?
 - Attitudes, preferences, beliefs, styles
 - Genres (new and revived)
 - Major writers
2. How is it both a continuation of previous periods and a distinctly different period?
3. What is the historical context for this period, especially in England, France, and the colonies/young USA?

Read pp. 466-484 and take notes that address the above questions.

No Cell Phones!

Bell Ringer English:

- 1. How is a semicolon different from a comma? Explain when to use one versus the other.
- 2. What is your cognomen? (See p. 153)

CP English 11 November 30, 2015

Learning target(s): I can define and use vocabulary words, semicolons, and rhetorical devices.

Agenda:

- 1. Vocabulary Lesson 24
- 2. Semicolon introduction
- 3. Grammar, Mechanics, Vocabulary Self-Assessment
- 4. Rhetoric introduction

Homework:

- 1. Page 155
- 2. Late work

Quiz Team!

- Meet in Miss Barton's room after school or see her if you are interested.
- **THIRD PERIOD! CAN THE MAN! Whooo!**

Tally

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Semicolons

- 1. Review independent and dependent clauses
- 2. Review commas and FANBOYS conjunctions
- 3. Introduce semicolon
- 4. Introduce conjunctive adverbs (after the next slide)

Comma or Semicolon?

1. I am almost out of tissues ___ I need to buy more.
2. You are here ___ and you are staying here until you complete this assignment!
3. She worked four hours ___ so she earned \$60.
4. He met his idol ___ it was the best moment of his life.
5. If I told you there was a snake in the room ___ what would you do?
6. Macy's is hiring seasonal help ___ are you interested?
7. Because they forgot to feed the dog ___ it ate their rabbit.
8. Nothing lasts forever ___ except for love.
9. *The Nutcracker* is a ballet about Christmas ___ the main characters are Clara and the Nutcracker Prince.
10. My favorite color is red ___ most of my clothes are red.

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Conjunctive Adverbs

- I really crave pizza; **however**, I am trying to eat only healthy things.
- **accordingly** additionally **also** anyway
- besides **certainly** comparatively **consequently**
- **conversely** elsewhere **equally** finally
- further **furthermore** hence **henceforth**
- **however** in addition **in comparison** in contrast
- incidentally **indeed** instead **likewise**
- **meanwhile** moreover **nevertheless**
- next **nonetheless** now **otherwise**
- **rather** similarly **still** subsequently
- then **thereafter** therefore **thus** undoubtedly

Add commas and semicolons.

- The class voted to use pen and not pencil henceforth we shall only ever use ink. (I wish.)
- He was tired of all the early mornings and late nights so he quit his job.
- If everyone agrees we will make this our last sentence however if anyone wants more practice I have more sentences on the next slide.

Add commas and semicolons.

- The class voted to use pen and not pencil; henceforth, we shall only ever use ink. (I wish.)
- He was tired of all the early mornings and late nights, so he quit his job.
- If everyone agrees, we will make this our last sentence; however, if anyone wants more practice, I have more sentences on the next slide.

More sentences for practice.

- When the captain asked for volunteers no one stepped forward therefore the captain just chose six people to row.
- Elliot missed the bus so he had to walk to work.
- We have plenty of chocolate yet we keep buying more.
- Some people don't like kittens or puppies what is wrong with them?

More sentences for practice.

- When the captain asked for volunteers, no one stepped forward; therefore, the captain just chose six people to row.
- Elliot missed the bus, so he had to walk to work.
- We have plenty of chocolate, yet we keep buying more.
- Some people don't like kittens or puppies; what is wrong with them?

Rhetoric

- Definition
- Purpose
- Anaphora
- Chiasmus (X)

Anaphora, Example 1

- We shall go on to the end, we shall fight in France, we shall fight on the seas and oceans, we shall fight with growing confidence and growing strength in the air, we shall defend our Island, whatever the cost may be, we shall fight on the beaches, we shall fight on the landing grounds, we shall fight in the fields and in the streets, we shall fight in the hills; we shall never surrender, and even if, which I do not for a moment believe, this Island or a large part of it were subjugated and starving, then our Empire beyond the seas, armed and guarded by the British Fleet, would carry on the struggle, until, in God's good time, the New World, with all its power and might, steps forth to the rescue and the liberation of the old."

Anaphora, Example 2

- **I got** rhythm,
- **I got** music,
- **I got** my man
- Who could ask for anything more?
- **I've got** daisies in green pastures
- **I've got** my man
- Who could ask for anything more?

Anaphora: Your turn!

- Write a poem or a paragraph using anaphora.
- Your sample should be unified and make sense as a coherent piece.
- Choose one of the following as your starter phrase:
 - I remember
 - I saw
 - You never

Epiphora

- The opposite of anaphora, [epiphora](#), in which the repeated word or phrase appears at the end of successive lines, was used by Abraham Lincoln in his Gettysburg Address: 'It is ... for us to be here dedicated to the great task remaining before us ... that government of the people, by the people, for the people, shall not perish from the earth.'
- Study.com

Chiasmus: balance & a twist

- Never let a fool kiss you,
- or a kiss fool you. See the X?

“Bad men live that they may eat and drink, whereas good men eat and drink that they may live.” – Socrates (5th Century B.C.)

You can take the girl out of the country, but not the country out of the girl.

Are you working hard or hardly working?

Chiasmus: Your turn!

- Think about role reversals: parents and children, teachers and students, rich and poor, living and dead, happy and sad, good and bad. When does one become the other?
- Think about expectation versus reality: when or why aren't things as they seem? (Paradoxes)
- Think about advice: don't do this, do this other thing that is the opposite.

No Cell Phones!

- **Bell Ringer AP:**
- Re-read “Opposition from Within” and “Opposition from Abroad” on pp. 576-577 of Spielvogel.
- Was war with Austria & Prussia inevitable? Whose fault was this war: Louis XVI’s? The French people’s? The Austrian emperor’s? Be ready to explain.

AP Euro

November 30, 2015

Learning target(s): I can explain how and why France went to war and the revolution became radical. I can identify key players in the revolution and war.

Agenda:

- 1. The Flight to Varennes
- 2. The Radical Phase
- 3. People

Homework:

- 1. IDs due tomorrow
- 2. Quiz Wednesday

War!

- What events led to the war?
- The war was against whom?
- How did it go? Why?
- Other notable facts?

Things get radical

- Girondins vs. the Mountain
- Sans-culottes
- National Convention vs. the Vendee
- See map on p. 578
- Committee of Public Safety
- Reign of Terror: make a pie chart showing the victims of the Terror. See pp. 580-581 for numbers.

Key People in the French Revolution

- 1. Make a list.
- 2. Categorize them. What are the categories?
- 3. What is notable about each of these people?