

No Cell Phones!

- **Bell Ringer Honors:**
- Write your name and your TOP PRIORITY.
- 1. Machiavelli
- 2. Terms
- 3. Characters
- 4. Plot, setting, and historical context
- 5. Other? Please specify.
- I imagine most people want to go over more than one thing. What is your TOP PRIORITY, though?
-

Honors

October 8, 2015

Learning target(s): I can use vocabulary words and hyphens. I can explain terms and concepts from *Macbeth*.

Agenda:

- 1. Share vocabulary
- 2. VQ
- 3. Review & discuss Machiavelli

Homework:

- 1. Test tomorrow
- 2. That's all! 😊

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.

Review Sheet

- Characters: Macbeth, Lady Macbeth, Duncan, Banquo, Macduff, Malcolm, Lady Macduff & son, Porter, Young Siward (Others are nice to know by name, but are less distinct, am I right?)
- Plot, Setting (mid-eleventh century), foreshadowing
- Historical background (James I, Gunpowder Plot, Witchcraft Craze)
- Motifs! How do these relate to the theme?
- Tragedy, tragic flaw, tragic hero, hubris, fate vs. free will, final speaker
- Manifestation of guilt, desire, fear
- Literary elements: allusions, meter, rhyme, similes, metaphors, pathetic fallacy, foils, apostrophe, dramatic irony, symbol
- Theatre elements: aside, soliloquy, stage directions embedded in dialogue, trap doors, lack of scenery or set design, etc.
- Connection to Machiavelli's *The Prince*
- Shakespearian language: whence, hence, thence, whither, hither, thither, wherefore, thou, hautboy

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- **Bell Ringer English:**

Which sentence correctly uses a comma?

- No one knows the answer, so just tell us.
- My brother-in-law, Mark, lives in New Hampshire.
- On Wednesdays, we wear pink.

CP English 11 October 8, 2015

Learning target(s): I can use vocabulary words correctly and identify when commas have been used correctly. I can read for main ideas and supporting evidence. I can infer the author's attitude.

Agenda:

- 1. VQ
- 2. Read with a purpose
- 3. 10% summary

Homework:

- 1. Finish 10% summary
- 2. Bring an article of your own choice – see yesterday's slideshow for requirements.

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.**

Read with a purpose: what is the author's point, is it valid, and is it well supported?

- 1. What is the purpose of this article?
- 2. What is the author's argument?
- 3. How does the author support this argument? Look for different examples.
- 4. What do you think is the author's strongest argument? Why?
- 5. What is another example the author could add that would support his point?
- 6. What is an argument you could make against this author's position? Explain.

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- **Bell Ringer AP:**
- Explain how the Dutch government worked. How was it strikingly different from other European governments of its day?

AP Euro

October 8, 2015

Learning target(s): I can explain the rise, height, and fall of the Dutch as a powerful country.

Agenda:

- 1. Brief review: be done by 10:40, please
- 2. Quiz
- 3. Review Game

Homework:

- 1. Eastern European IDs
- 2. Spielvogel pp. 451-460
- 3. McKay 565-576