

# Blood Drive!

- Permission Slip due Wednesday – see Miss Barton.

# Want easy extra credit?

- See the musical!
- *Xanadu*
- Thursday-Saturday, 7:00
- 1. Get your ticket stub or program signed by a WHS faculty member (like Mr. Hamen).
- 2. Write a list of up to 6 super specific observations about the musical. Refer to people by name (real or character); be descriptive. Be SPECIFIC.

# Want to be a Writing Center tutor next year?

- Applications are due THIS FRIDAY.
- Yes, I have your folders from last year. 😊

# CP English 11      April 13, 2015

**Learning target(s):** I can be a good listener and presenter. I can define new words.

## **Agenda:**

- 1. Presentations x3
- 2. Lesson 13
- 3. Derivatives, pp. 85-86
- 4. ACT practice?

## **Homework:**

- 1. Presentations/Reflections
- 2. Page 83
- 3. Obtain a copy of *Romeo and Juliet*

# Honors

# April 13, 2015

**Learning target(s):** I can comprehend passages in a timed situation. I can define, describe, and understand imagism and the Modernist movement.

## Agenda:

- 1. ACT prep: 8:45 (Reading) (let them discuss answers with a partner before you grade together) Turn it in.
- 2. “To an Athlete Dying Young,” p. 865 – note structure, meaning, Classical allusions, tone
- 3. Structure of Victorian poetry
- 4. Start Imagism/ Modernism

## Homework:

- 1. Post sentences to Moodle
- 2. VQ Wednesday
- 3. Poetry – finish reading the imagist poems & be observant.

# “To an Athlete Dying Young”

- 1. What happens?
- 2. What is the tone? How do you know?
- 3. What is the theme?
- 4. Describe the structure of the poem.

# Poetic Structure

- Pick any Victorian poem you read for class.
- Scan three-four lines. What is the pattern?
- Identify the rhyme scheme.
- Describe the structure (stanzas? Sections? Length? Consistency?)

# Ezra Pound

- Started the movement, early 20<sup>th</sup> century, c. 1912
- Rejected 19<sup>th</sup> century model (long, sentimental, formal poetry)
- Short movement, but influenced following generations



# From “A Brief Guide to Imagism”

- Pound’s definition of the image was “that which presents an intellectual and emotional complex in an instant of time.” Pound defined the tenets of imagist poetry as:
  - I. Direct treatment of the “thing,” whether subjective or objective.
    - II. To use absolutely no word that does not contribute to the presentation.
    - III. As regarding rhythm: to compose in sequence of the musical phrase, not in sequence of the metronome.

# Haiku

- Japanese
- Inspired Pound's imagism
- Structure:
- 3 unrhymed lines
- 17 syllables (in U.S., 5-7-5)
- Content:
- Typically about nature
- Appeal to emotion, spiritual awareness and /  
or discovery

# Imagism Characteristics

- Minimal, concrete images as focus; visual
- No clichés
- Everyday language
- Suggested ideas & emotions
- Free-verse
- Short

# Poetry Review

- Apostrophe
- Dramatic Monologue
- Enjambment
- Imagism
- Ode
- Sestina
- Sonnet
- Stanza

# Imagism Homework

- Be observant – what is striking about the diction, structure, and poetic devices?
- Annotate and be ready for a discussion.

# AP Euro

April 13, 2015

**Learning target(s):**

**Agenda:**

- 1. Quiz
- 2. Western Leaders

**Homework:**

- 1. IDs
- 2. Review IDs
- 3. Bring Study Books tomorrow

# Want to be a Writing Center tutor next year?

- Applications are due THIS FRIDAY.
- **Donate blood on Thursday! Turn in permission slips by Wednesday.**

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# CP English 10

April 13, 2015

**Learning target(s):**

**Agenda:**

- 1. Vocabulary Lesson 19

**Homework:**

- 1. Page 123

# Lesson 19

- 1. Read through the definitions.
- 2. As we go, write your own sentence using the word (no copying from the book).
- 3. Turn these in after proofreading them.