

# CP English 11      April 20, 2015

**Learning target(s):** I can spell. I can assess my progress. I can explain the background for Romeo and Juliet. I can understand Scene I.

## **Agenda:**

- 1. Spelling words
- 2. Portfolio Preview
- 3. Shakespearian Background/Introduction

## **Homework:**

- 1. Read the Prologue & Act I, Scene 1
- 2. Conflicts in *R&J*

# Spelling Words

- Allowed
- Aloud
- Breath
- Breathe
- Cauliflower
- Eligible
- Hygiene
- Leprechaun

**Spelling Quiz  
on Thursday!**

# Type 1: Skip Lines

- Answer any of the following.
  - Write until time is called.
1. Do older generations pass down prejudices, grudges, or other attitudes? Does your generation adopt those feelings or reject them?
  2. True or false: teenagers are more likely than adults to act rashly or react too strongly or otherwise show poor judgment.
  3. True or false: love at first sight is a real thing.
  4. True or false: some things in life are destined to be. There's no fighting fate!

# Homework

- Read Act I, the prologue, Scene 1.
- I triple-dog dare you to try the Shakespearian side. Here are a few websites to use for help.
- <https://www.youtube.com/watch?v=IZYFpEk814Q>
- <https://www.youtube.com/watch?v=ess3aNat1v0>

# Honors

April 20, 2015

**Learning target(s):**

**Agenda:**

- 1. Portfolio preview (15 minutes)
- 2. *1984* introduction
- 3. Reading time
- **Homework:**
- 1. Post words (Week 10) – one word should be monosyllabic
- 2. Chapters 1-2 (be on the lookout for irony)
- 3. Three-Minute Report

# Type 1 Writing

- Skip lines. Answer any of the questions. Write until time is called.
1. Can one person make a difference?
  2. What do you think of this quotation: “whoever controls the past, controls the present”? What does it mean? Is it true?
  3. Do the government, the media, Hollywood, etc. shape our reality? Do they control our lives? To what extent?
  4. How can language affect our lives? Consider things like political correctness (administrative professional vs. secretary, stewardess vs. flight attendant), slang, explicit lyrics in songs, euphemisms (pass away vs. die vs. kick the bucket vs. awakened to eternal life, etc.). Does a limited vocabulary limit one’s thinking?

# AP Euro

April 20, 2015

**Learning target(s):**

**Agenda:**

- 1. Twenty Questions over packet
- 2. Review: reverse timeline

**Homework:**

- 1. Americanization packet quiz tomorrow
- 2. Ten Review IDs

# Reverse Timeline

- Pick a PERSIA topic.
- Start in the 1990s and list as many things in reverse order as you can. Don't worry about dates right now, but try to keep some sense of chronology.
- Now go back and double check general dates: 1945-1990s, 1900-1945, 1848-1900, 1789-1848, 1713-1798, 1660-1713, 1603-1660, 1517-1603, 1347-1517. Write in these periods on your timeline.
- The above dates are chosen for political reasons. Do you know what each date signifies?



# CP English 10

April 20, 2015

**Learning target(s):**

**Agenda:**

- 1. Vocabulary Lesson 20
- 2. Psychology
- 3. “The Yellow Wallpaper”

**Homework:**

- 1. Pages 129 & Derivatives, pp. 131-132
- 2. “Yellow Wallpaper” project

## Lesson 20, pp. 127-128

### 1. Make a T-chart.

- On one side, list the words indicating like or love. +
- On the other, list the words indicating dislike or hatred. –

### 2. Answer the questions on page 128.

# Rorschach Test

- Herman Rorschach
- Projection
- Thought Process/ Thought disorder
- Pareidolia: imagining a pattern or seeing something as significant when there is no pattern or the item is meaningless
- <https://www.youtube.com/watch?v=XiQjamFBHMI>

# Group Assignment

- You will present over your topic. Your slideshow should have main topics (an outline), but save the explanations for the spoken part.
- Each group member must speak.
- Submit a quotation page with at least 6 direct quotations (not necessarily dialogue) that you will use in your presentation.

# Organization/Structure

- Have an introduction that identifies your main topic and what you are arguing about it (thesis statement).
- Have a body that organizes the information into 3-4 distinct, logical sections.
- Have a conclusion in which you tie the information of your body together and relate it to the overall theme of the story.

# Requirements

1. Every group member must talk a roughly equal amount of time.
2. The whole presentation should be 4-7 minutes long.
3. Keep the text on your slides limited and easy to read.
4. Have quality content – back up every point with specific examples (provide me with a quotation sheet).
5. Have an organized, rehearsed presentation.
6. Use good speaking skills (see below).
7. Provide me with a self-reflection the next day. Discuss the work you contributed – how did you help the group? Discuss your part of the presentation. Did it go smoothly? Did you speak loudly, clearly, and slowly? Did you use eye contact, good body language, and enthusiasm? If you had to do this again, what would you do differently? Why?

# “The Lottery” Analysis

- <https://www.youtube.com/watch?v=F3EKm5Noam4>
- This is a sample of a presentation over a short story.

# General Topic

Give examples of your topic.

How does your topic affect the story?

Conflict/tension/suspense/mood

Characterization

Theme/purpose of the story



# Topics

- Use of foreshadowing
- Gothic mood, setting, events
- Protagonist's increasing paranoia (may involve a little research)
- Evidence of post-partum depression (may involve a little research)
- The role of hysteria in the story (research Weir Mitchell, beliefs about hysteria in the 1890s)
- Feminist issues (patriarchy, women's desire for voice, equality, opportunity, freedom)
- Evidence of projection
- Symbols, motifs (recurring ideas), and theme
- Use of imagery
- Characterization of John (what adjectives best describe his personality and the role he plays in the story?)
- How does Gillman and/or the narrator use word choice to prejudice the reader about certain characters? How does the word choice foreshadow certain developments or suggest mental illness? Consider 3-4 effects of word choice and provide lots of specific examples.