

CP English 11

April 22, 2015

Learning target(s):

Agenda:

- 1. Turn in hw over Scene 1
- 2. Spelling practice
- 3. Theatre background
- 4. Viewing
- 5. Discuss Prologue, Prince's speech

Homework:

- 1. Viewing response?
- 2. Spelling quiz tomorrow

Spelling Practice

- **3 are spelled correctly. Fix the rest.**
- 1. colliflour
- 2. allowed
- 3. alloud
- 4. breath
- 5. breathe
- 6. hygeine
- 7. eligable
- 8. leprachon

Spelling Practice

- **All are spelled correctly. Check your answers.**
- 1. cauliflower
- 2. allowed
- 3. aloud
- 4. breath
- 5. breathe
- 6. hygiene
- 7. eligible
- 8. leprechaun

Viewing Response: finish for HW

- Shakespeare gives very few stage directions. Back in his day, the stage was left mostly bare – there was no lighting except daylight. Costuming was elaborate.
- Describe the action, the set, and the costuming you see in this stage production (2014). How does seeing it performed affect your understanding of the characters, conflict, and language?

Honors

April 22, 2015

Learning target(s): I can understand *1984*. I can analyze a passage for tone. I can define and use argument.

Agenda:

- 1. Discussion continued
- 2. Tone analysis & argument
- 3. Resume introduction?

Homework:

- 1. Post sentences & bring word list tomorrow
- 2. Poetry project
- 3. III-V due Friday
- 4. Resumes & work time tomorrow

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?

Discussion

- 1. The questions from yesterday – how do you see those pertaining to the book so far?
- 2. Clarify anything in the reading.
- 3. What is ironic so far? Is this book a satire, or just full of ironies? Is it funny? If not, what is the tone?
- 4. What details about setting or Winston haven't been covered yet?

Tone Analysis, 2nd period

- Look for the overriding attitude – does it shift anywhere?
- **Diction** – words with strong connotations
- **Syntax** – sentence length, type, punctuation
- Choice 1: Chapter 1, pp. 6-7 “The thing that he was about to do” + next 2 paragraphs (end with “meaningless”).
- Choice 2: Chapter 2, pp. 22-23 “There was a trampling of boots” to “chanted the little girl, still capering around.”

Tone Analysis, 7th period

- Look for the overriding attitude – does it shift anywhere?
- **Diction** – words with strong connotations
- **Syntax** – sentence length, type, punctuation
- Choice 1: Chapter 1, pp. 9-10 “The thing that he was about to do” + next 2 paragraphs (end with “meaningless”).
- Choice 2: Chapter 2, pp. 22-23 “There was a trampling of boots” to “chanted the little girl, still capering around.”

Argument

- Basically a thesis statement
- Argue an interpretation
- The tone of this passage is (adjective) .
- Winston is (adjective), (adjective), and (adjective).
- Support your argument with evidence from the text.

Record your observations.

- The tone starts out as.... The first sentence.... The second sentence.... Etc.
- N.B.
- Diction – go beyond “positive” or “negative” connotation. What ideas or images do certain words connote? What do you associate with some of the key words?
- Syntax:
- Telegraphic sentences: 1-4 words (when used in succession, they create a choppy feel. When one is used after a series of longer sentence, it draws attention to itself)
- Sentence length, complexity, variety, and punctuation can suggest the speaker’s state of mind (calm or agitated) or manipulate the reader’s pace to force the reader to notice things or to hurry along during an exciting sequence. What is Orwell doing in this passage?

AP Euro

April 22, 2015

Learning target(s): I can explain the disintegration of Yugoslavia. I can explain recent history.

Agenda:

- 1. Yugoslavia
- 2. Kagan 20 Questions
- 3. Review dates

Homework:

- 1. Ten Review IDs
- 2. Quiz Friday, 1046-1053

Write these dates on the board.
Write what happened in that year.

- 1814-1815
 - 1588
 - 1517
 - 1914
 - 1873
 - 1649
 - 1939
- 1756-1763
 - 1799-1815
 - 1643-1715
 - 1618-1648
 - 1519-1556

CP English 10

April 22, 2015

Learning target(s):

Agenda:

- 1. Turn in sentences
- 2. Discuss project
- 3. I want a Works Cited

Homework:

- 1. VQ Friday
- 2. Project with Works Cited