

CP English 11

April 28, 2015

Learning target(s):

Agenda:

- 1. Spelling Practice
- 2. *Romeo and Juliet*

Homework:

- 1. Finish reading Act 1
- 2. Practice spelling words

Spelling

- 3 are wrong. Identify them and fix them.
- Conscious
- Counsilor
- Cupboard
- Handkerchief
- Lackadaisical
- Marshmellow
- Restaurant
- Rhythm
- Seperate
- Soliloquy

Spelling

- 3 were wrong. They have been corrected below.
- Conscious
- Counselor
- Cupboard
- Handkerchief
- Lackadaisical
- Marshmallow
- Restaurant
- Rhythm
- Separate
- Soliloquy

With a Clock Buddy

- Go through the plot so far. Make sure you cover the following. **Take notes as needed. I feel a quiz coming soon.**
- Prologue: Spoilers
- Scene 1: Benvolio vs. Tybalt, Prince's judgment, Benvolio & Romeo's conversation
- Scene 2: What Count Paris wants and how Lord Capulet responds; the servant's difficult mission; Benvolio's plan to help Romeo
- Scene 3: Purpose of Lady Capulet's conversation with Juliet, Nurse's attitude toward Juliet
- Scene 4: Romeo's concerns about going to the party; Mercutio's speech – what scene does he describe and what is his point? How does the mood of this speech shift? It starts out ____ but becomes _____. What's the point of that?

Take a closer look.

- Nurse's speech
- Lady Capulet's extended metaphor
- Mercutio's Queen Mab speech
- Start Act 1, Scene 5

Honors

April 28, 2015

Learning target(s):

Agenda:

- 1. 2nd: False Memories
- 7th: argument, tone
- 2. Work time

Homework:

- 1. Chapters VI-VIII due tomorrow
- 2. Three Minute Reports
- 3. FVQ Friday

2nd Period

- **Premise:** In the novel, Winston struggles with his memory and notices others don't seem to remember enough to contradict announcements about chocolate rations. How believable is this?
- **Activity:**
 - 1. Read the article about false memories.
 - 2. Type 1 Writing: Pull from the article, prior knowledge (psychology class?), and personal experience. What evidence is there in real life that memories can be altered, forgotten, or even false? If you know why, tell me why memories are not always accurate/reliable.

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 28, 2015

Learning target(s):

Agenda:

- 1. Practice Exam
- 2. Paperwork - forms

Homework:

- 1. Ten Review IDs
- 2. Study

CP English 10

April 28, 2015

Learning target(s):

Agenda:

- 1. Vocabulary practice
- 2. Presentations

Homework:

- 1. Lessons 16-20 Vocabulary Test Thursday
- 2. Get *The Great Gatsby* by Monday: **I don't have copies for you to borrow. Be prepared.**