

# No Cell Phones!

- **Bell Ringer Honors:**
- After your VQ, review these terms:
  - 1. Sentence lengths/ syntax terms
  - 2. Allusion
  - 3. Archetypes (character)
  - 4. Types of Irony
  - 5. Tone, shift

# Honors

April 28, 2016

**Learning target(s):**

**Agenda:**

- 1. VQ
- 2. Term Review
- 3. Rebecca Quiz
- 4. Finish reports from yesterday
- 5. Discussion/Notes

**Homework:**

- 1. Ch. 8-10 due tomorrow
- 2. Three Minute Reports & Self Assessments

# 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.

# Discussion Questions

- 1. Your genuine questions for clarification
- 2. Is the narrator's inferiority complex rooted in her social class, her personality/view of herself (psychological), or her gender? Which theory best explains her issues? How so?
- 3. Review the characters – what do we know about Frith and Mrs. Danvers, for example?
- 4. Does Maxim love the narrator? Think about their courtship, his proposal, the brief reference to the honeymoon, his treatment of her at Manderley. She is in doubt at times; are you? Why or why not?

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- **Bell Ringer English:** Match these words to the right meaning.

- |   |              |
|---|--------------|
| 1. Monologue revealing character's feelings or plans; only the audience can hear it | A. whither   |
| 2. Why  | B. hither    |
| 3. (come) here  | C. thither   |
| 4. (go) there   | D. doff      |
| 5. Take off, remove   | E. wherefore |
| 6. Where (to)   | F. anon      |
| 7. At once, right away  | G. soliloquy |
|   | H. exeunt    |
|   | J. sonnet    |

# CP English 11      April 28, 2016

**Learning target(s):** I can create a résumé and answer questions over *Romeo and Juliet*.

## **Agenda:**

- 1. Résumés
- 2. Finish balcony scene (6<sup>th</sup> period: Kevin is Juliet, Chris is Romeo, and Bailee is the stage directions. We stopped when the Nurse calls Juliet.
- 3. Questions over Acts 1-2

## **Homework:**

- 1. Finish questions, including the chart – see handouts
- 2. Finish résumé – see handout

# 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.**

# A little break from Shakespeare

- This is new! Read these directions carefully and do your best. Tomorrow I will answer all questions.
- 1. You're going to make a resume for me.
- 2. A résumé is a brief, simple overview of your **education, work experience, leadership experience, extracurricular activities, and awards.**
- 3. The point of a résumé is to make a good first impression on someone who is hiring or choosing people for a scholarship, elite team, or special program.



# Résumé continued

- 4. The most important thing is your name and contact information. Look at the sample. Please use your real information.
- 5. The purpose statement or objective can be generic: **to be hired** or **to be accepted into college**
- 6. Look at two things: the categories listed in number 2 (above) and the layout of the sample résumé. See how the current or most recent things are listed first in each category? See how the dates are off to the side?
- 7. Create your own résumé. If there are other categories you want to include, great. If you don't have anything for a category, leave it out. If you've attended more than one high school, include that information.
- 8. Only include experiences you've had since you started high school. (Exclude middle school and elementary school things.)
- 9. Draft due tomorrow (typed and saved is nice, but I'll take handwritten).

# Shakespeare Questions

- 1. Please answer the questions circled on the handout.
- 2. Write your answers on a separate piece of paper.
- 3. You may work with a partner – groups may have 2-3 people, maximum!
- 4. By now, you should have read all of Acts 1-2. Add this question:
- 5. Chart the many moods of Romeo – what is he like in each scene? **Actually make a chart listing each scene.** If he isn't in the scene, just write N/A (not applicable). Otherwise, give an adjective describing his behavior and support it with an example or explanation.

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- **Bell Ringer AP:**
- Turn in Review IDs.

# AP Euro

April 28, 2016

**Learning target(s):**

**Agenda:**

- 1. Practice Exam

**Homework:**

- 1. Ten Review IDs