

Want to be in the running for the giant chocolate bunny?

- Put your name on the list.
- I'll do a drawing tomorrow during ET/EH.

CP English 11 April 8, 2015

Learning target(s): I can properly use and punctuate conjunctive adverbs. I can use vocabulary words. I can be a good listener. I can prepare a quality presentation.

Agenda:

- 1. Grammar
- 2. Vocabulary: Derivatives, pp. 71-72
- 3. YouTube
- 4. Work time

Homework:

- 1. Moodle due tomorrow night
- 2. Presentations start Friday
- 3. VQ Friday

Other Conjunctive Adverbs

- Consequently
 - Furthermore
 - Moreover
 - Nevertheless
 - Therefore
 - Thus
 - **Directions:** Use one of these in your own sentence **now**; use it to help link together two independent clauses with the help of a semicolon. Punctuate it properly.
- | |
|--------------|
| Instead |
| Likewise |
| Conversely |
| Subsequently |
| Meanwhile |
| Besides |

YouTube Videos

- 1. Notice how the presenters divide the content and the time
- 2. What do you like? What is good about their speaking skills?
- 3. What could be better?
- <https://www.youtube.com/watch?v=ZLo9p6dz5eA>
- <https://www.youtube.com/watch?v=o7yr10CfYLA>
- https://www.youtube.com/watch?v=1n4tYytn_T4

Work Time

- 1. Commit to your partner(s)
- 2. Run your ideas past me
- 3. Prepare your presentation – make an outline, a to-do list, a list of things you'll need, whatever

Going it alone? Here are adjusted requirements:

- 1. Speak for 3-5 minutes
- 2. Involve at least 2 members of the class in a meaningful way (invite them up to help demonstrate, give a quiz or survey, have class members try something with each other)

Honors

April 8, 2015

Learning target(s):

Agenda:

- 1. Discussion Groups
- 2. Full-Class: allegory, Plato's Cave

Homework:

- 1. Read essay carefully – annotate it for main ideas about the poem, feminist ideas, psychoanalytical ideas
- 2. Vocabulary

“Lady of Shalott” Discussion Questions

1. How would you characterize or classify the Lady of Shalott? (Prompt: is she a damsel in distress? Is she empowered? What is her curse? What lures her out of her tower?)
2. What do you notice about the description of Lancelot? Why is this important/ what effect does this have on the story or the poem itself?
3. Discuss the ideas of shadows, reflections, and windows: what is Tennyson telling the reader about life, or perhaps the life of the artist?
4. Medieval romances would have been sung or recited; what makes this poem musical?
5. What passage or section is the most important to the overall poem? Why?

AP Euro

April 8, 2015

Learning target(s):

Agenda:

- 1. Art
- 2. Twenty Questions
- 3. De- and Re-Stalinization
- 4. Review Game (ET/EH)

Homework:

- 1. Ten Review IDs
- 2. Quiz tomorrow (1001-1013 & packet)

Art Pre-WWII

- Modernism
- Cubist: Constantin Brancusi, *The Kiss*, 1913
- Abstract: Piet Mondrian, *Composition with Red Blue and Yellow*, 1921
- Dada: Marcel Duchamp *Fountain*, 1917
- Surrealism: Salvador Dali, *The Persistence of Memory*, 1931

Art Post-WWII

Modern: surreal, abstract, and minimalistic

- Henry Moore, *Reclining Figure*, 1951

Post-Modern: Experimentation, product (not skill), conceptualism, splintered movement

- Hans Haacke, *Condensation Cube*, 1963-1965

De- and Re-Stalinization

Stalin

Khrushchev

Brezhnev

- Major domestic policies, attitudes, events
- Major foreign policies, attitudes, events

No Cell Phones!



CP English 10

April 8, 2015

Learning target(s):

Agenda:

- 1. Derivatives
- 2. Story discussion
- 3. Quiz

Homework:

- 1. VQ Friday – review Lessons 16 & 17, too!
- 2.

Groups

- Dagan, (Travis), Wade, Bailee
- Kevin, Emily, Jonathen, Owen
- Noah, Alexis, Alex
- Luke, Jake, Zach, Courtney?
- Mattie, Clayton, (Christine), Shyann
- Sean, Cory Kilburn, Sam, Austin
- Sierra, Ronni Lynn, Cory Clark, John

Small Groups

- 1. What happens in the story? Discuss foreshadowing while you're at it.
- 2. Ascribe an adjective that describes each character's personality. Then defend it with evidence from the story.
- 3. What symbols did you notice? What ideas do they represent? Any archetypes?
- 4. Look at the dialogue. What is the tone of a few key passages? How do you know?

HOMework

- 1. Study vocabulary (Lessons 16-18)
- 2. Read the story if you haven't – expect a short quiz tomorrow.
- 3. Whatever else you owe me (it can't be much, right?)