

# CP English 11      December 17, 2014

**Learning target(s):** I can recall details. I can plan and organize an essay.

## **Agenda:**

- 1. Prewriting
- 2. Introduction paragraph
- 3. Review

## **Homework:**

- 1. Study
- 2. Bring a pencil and a pen to the exam
- 3. Bring *Lord of the Flies* to the exam

# Pre-Writing

- 1. I expect to see your main points (body paragraph topics).
- 2. I expect to see 2-4 specific details that support each main point.
- 3. Indicate how you would organize this essay (write a thesis statement or number your main points).

# Writing Practice

**Pre-write with your clock buddy. Answer both.**

- 1. How do the littluns show savagery on a smaller scale than the biguns? How do the main characters show savagery on a smaller scale than the adults? What is Golding's point?
- 2. The Federal Communications Commission (FCC) makes rules about what TV shows can show and say. Currently, between 6 a.m. and 10 p.m., certain words are off limits on regular broadcasting networks. This is to protect children from exposure to profanity and to limit the amount of profanity the typical person hears. Do you think this regulation is reasonable or should it be lifted?

# Introduction Paragraph

- Write an introduction paragraph for each prompt.
- For the *Lord of the Flies* prompt, be sure to include the full title (correctly marked) and the author's full name early on.
- Give relevant, but brief, background information.
- Have a clear thesis indicating your main argument and the points in order.

# For the summary of a nonfiction piece,

- 1. Identify the **intended audience** (who is the author addressing?)
- 2. Identify the main **topic** of the piece.
- 3. Identify the main **argument** of the piece.
- 3. Identify the **supporting reasons** or points in order.
- 4. Identify any **counterarguments** and how the author resolves them
- 5. How does the author **end** this – what does the author ask of the audience or what warning does the author give or why does the author say this topic is important?

# Honors

December 17, 2014

**Learning target(s):** I can recall and organize information.

## Agenda:

- 1. Prewriting
- 2. TBD

## Homework:

- 1. Study
- 2. Bring a number 2 pencil
- 3. Bring a pen
- 4. Bring *The Odyssey*

# Theory Review: give the term

1. Conscience, voice of morality
2. Son conflicts with dad but is close to mom
3. The way repressed feelings come to the surface
4. A character's epiphany of separateness
5. Taking advantage of someone (usually of a lower social class)
6. Women are inferior because they are weaker or illogical or less intelligent
7. Saying what's on your mind and being acknowledged
8. According to Jung's idea of the collective unconscious, we react to \_\_\_ the same way across time and space.
9. Seeing our flaws or issues in others but not in ourselves
10. Demonstrating emotions for one person toward a different person

# Theory Review: give the term

1. Conscience, voice of morality **Superego**
2. Son conflicts with dad but is close to mom **Oedipus Complex**
3. The way repressed feelings come to the surface **Manifestation**
4. A character's epiphany of separateness **Post-Mirror Phase**
5. Taking advantage of someone (usually of a lower social class)  
**Exploitation**
6. Women are inferior because they are weaker or illogical or less intelligent **Lack**
7. Saying what's on your mind and being acknowledged **Voice**
8. According to Jung's idea of the collective unconscious, we react to \_\_\_ the same way across time and space. **Archetypes**
9. Seeing our flaws or issues in others but not in ourselves  
**Projection**
10. Demonstrating emotions for one person toward a different person  
**Transference/ Displacement**



# *Odyssey* Character Matching

1. Nasty goatherd who is literally castrated and killed
  2. Singer spared at Telemachus' request
  3. Agamemnon's faithless wife
  4. Phaeacian princess who does laundry and is offered to Odysseus as a wife
  5. A gracious hostess with a shady past (she's good now, but she started the whole Trojan War!)
  6. King of Sparta who tells Telemachus about his dad
  7. Faithful swineherd who started off in life at a higher social class
  8. Great Greek hero now in the Underworld who longed to be alive again, even with a crappy life
  9. Blind prophet in the Underworld who advised Odysseus how to appease Poseidon
  10. Old nurse who recognizes Odysseus
- A. Eurycleia
  - B. Nausicaa
  - C. Agamemnon
  - D. Helen
  - E. Menelaus
  - F. Clytemnestra
  - G. Orestes
  - H. Eumaeus
  - J. Phemius
  - K. Tiresias
  - L. Nestor
  - M. Melanthius
  - N. Achilles

# Odyssey Character Matching

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  - J. Phemius
  - K. Tiresias
  - L. Nestor
  - M. Melanthius
  - N. Achilles

# More *Odyssey* Matching Review

11. Has 6 heads and is sooo hungry
  12. The blinded Cyclops
  13. The first suitor to die
  14. A sorceress who is very hospitable to Odysseus
  15. A whirlpool
  16. A goddess with shining hair who wants to make Odysseus immortal
  17. She takes the form of Mentor and Mentos
  18. Odysseus' dad
  19. Odysseus' mom
  20. Guy who fell off the roof and died
- A. Charybdis
  - B. Circe
  - C. Calypso
  - D. Anticleia
  - E. Scylla
  - F. The Sirens
  - G. Laertes
  - H. Hermes
  - J. Elpenor
  - K. Eurylochus
  - M. Antinous
  - N. Eurymachus
  - O. Polyphemus
  - P. Pallas Athena

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# AP Euro

December 17, 2014

**Learning target(s):** I can recall details about European history.

## Agenda:

- 1. Scan-tron preparation
- 2. Go over matching
- 3. Review game?

## Homework:

- 1. study

# Highlight only the numbers.

2-4

6

8-12

14

16-19

25-28

34-36

40-41

45-50

55

57-58

60-64

71-75

# CP English 10

December 17, 2014

**Learning target(s):**

**Agenda:**

- 1. Grammar
- 2. Body paragraphs
- 3. Conclusion

**Homework:**

- 1. Study
- 2.

# Subject? Appositive? Complement? Object of the Verb? Object of the Preposition?

1. Jeremy, my little brother, hugged Cindy.
2. Jeremy, my little brother, hugged Cindy.
3. Jeremy, my little brother, hugged Cindy.
4. Clara is a dancer in the ballet.
5. Clara is a dancer in the ballet.
6. Clara is a dancer in the ballet.
7. Please give this to Rafael, the boy in the third row.
8. Please give this to Rafael, the boy in the third row.
9. Please give this to Rafael, the boy in the third row.



# Grammar Review: Name the term.

- 1. A noun and all its modifiers, **ex. The child with the mullet**
- 2. The verb and its auxiliary verbs, **ex. has gone**
- 3. The main form of a verb, **ex. To carry**
- 4. A subject and a verb, **ex. He knows**
- 5. A subject and a verb that cannot stand alone as a sentence, **ex. Because he knows**
- 6. A subject and a verb that can stand alone as a sentence, **ex. She can see**
- 7. At least two words acting as an adjective or an adverb, usually telling when or where or who, **ex. Of the twins, in the basement, before the quiz**

# Grammar Review: Name the term.

- 1. A noun and all its modifiers, *ex. The child with the mullet* **noun phrase**
- 2. The verb and its auxiliary verbs, *ex. has gone* **verb phrase**
- 3. The main form of a verb, *ex. To carry* **infinitive verb**
- 4. A subject and a verb, *ex. He knows* **clause**
- 5. A subject and a verb that cannot stand alone as a sentence, *ex. Because he knows* **dependent clause**
- 6. A subject and a verb that can stand alone as a sentence, *ex. She can see* **independent clause**
- 7. At least two words acting as an adjective or an adverb, usually telling when or where or who, *ex. Of the twins, in the basement, before the quiz* **prepositional phrase**

## Label the Bold-faced Sentence Part

Choices: subject, complement, object, verb, prepositional phrase, appositive

1. I'm dreaming **of a white Christmas**.
2. He knows when you've **been** bad or good.
3. Oh, what fun it is to ride **in** a one-horse open sleigh!
4. All I want for Christmas is **my two front teeth**.
5. Frosty, **the snowman**, was a jolly happy soul.
6. There **must have been** some magic in that Old silk hat they found.
7. **Decorations of red on a green Christmas tree** won't be the same, dear, if you're not here with me.

# Label the Bold-faced Sentence Part

Choices: subject, complement, object, verb, preposition, appositive

1. I'm dreaming **of a white Christmas.** **OP**
2. He knows when you've **been** bad or good. **verb**
3. Oh, what fun it is to ride **in** a one-horse open sleigh!  
**preposition**
4. All I want for Christmas is **my two front teeth.**  
**complement**
5. Frosty, **the snowman,** was a jolly happy soul. **appositive**
6. There **must have been** some magic in that  
Old silk hat they found. **verb**
7. **Decorations of red on a green Christmas tree**  
won't be the same, dear, if you're not here with me. **subject**

# Body Paragraphs

1. Start with a transition and a topic sentence. The topic sentence should correspond to a point in the thesis statement.
2. Explain each specific example.
3. If you use a quotation, lead into it, quote it, cite it, and explain it.
4. Have a mini-conclusion. A conclusion draws some kind of insight or tells why it is important or how this point connects to the whole essay.

## Point 3: Long John Silver plans ahead.

Finally, Long John Silver is different from the other pirates because he plans ahead. He has been saving money from previous pirate raids and his wife is transferring the funds from Bristol to an undisclosed location. Next, he tells the pirates he would like to be halfway back to Bristol before mutinying; this shows that he is cunning and patient. These are both long-term plans; at the end of the novel, he has to play both sides to ensure he gets part of the treasure. Long John Silver is smarter than the other pirates because he thinks ahead whereas they just want everything right now.

- Examples:
- He has money in the bank, etc.
- He wants to be halfway home before mutinying
- He plays both sides until he knows who will win

# Conclusion Paragraph

- 1. Transition and restate overall argument using different words than the thesis.
- 2. Restate major examples or points.
- 3. Draw a final conclusion – connect the content of this whole essay to something bigger (like the theme of the story or how this topic relates to other characters or the plot, etc.)

# Conclusion Paragraph

**(Thesis: Long John Silver is different from the other pirates)**

In conclusion, Long John Silver has more self-control than the other pirates. He is patient throughout the voyage, using it as a time to recruit new buccaneers. He puts on a cheerful attitude under Captain Smollett before the mutiny despite wanting to run things. Also, he plans for his immediate and long-term future, most notably making a deal with Dr. Livesey. All this shows that Silver is actually worse than the average pirate: his wickedness is deliberate, not the result of poor impulse control or addiction or ignorance. He has the character traits to be a hero, but chooses to be a villain.



# Homework

- **Study** the following in depth since we haven't gone over it together.
- **Sentence types:** simple, compound, complex, compound-complex
- ***Treasure Island***
- Setting, characters, plot, author's message