

No Cell Phones!

- **Bell Ringer Honors:**
- Take out your “Lady of Shalott” essay and finish the multiple choice questions.
- You have 10 minutes. Plan accordingly.
- Yes – I gave you the wrong page numbers for derivatives. We’ll fix it later this period.

Honors

February 17, 2016

Learning target(s): I can understand a literary analysis. I can analyze a poem for sound and mood. I can use vocabulary words correctly.

Agenda:

- 1. “Lady of Shalott” questions 10 minutes
- 2. “The Bells” 15 minutes
- 3. Vocabulary 20 minutes
 - Derivatives, Lesson 6 (oops), pp. 37-38
 - Sentences

Homework:

- 1. VQ tomorrow
- 2. “The Bells” paragraph – see instructions on a later slide

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.

“The Bells”

- 1. Read aloud if assigned person is present.
- 2. Use phones (gasp!) or dictionaries to look up words you don't know. Poe was a master wordsmith.
- 3. Discuss the mood of each section.
- 4. This is a study in sound, especially in the use of vowels. Dark vowels (o, u) and light vowels (a, e, i) can subtly affect the mood. Find some examples.
- 5. **Annotate the poem with your findings!**

Homework: Write a paragraph using literary present tense.

- **Topic sentence (mini-thesis): tell me what the primary mood is in your chosen section and how it changes from the previous or to the next.**
- **Example: The mood of section 5 is uplifting and invigorating but changes to stressed and anxious in section 6.**
- **Support your claim with evidence showing the shift from one section to the next. Refer to specific examples (diction, syntax, poetic devices).**

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- **Bell Ringer English:**
- What is the difference between impenetrable and impervious? Write down your answer on the provided paper. Use your vocabulary book if necessary.

Practice: impervious or impenetrable?

- 1. I am ___ to your rude comments; they just don't bother me.
- 2. The armor was ___ to most bullets.
- 3. The rhinoceros has skin that is ___ to things that would hurt a human.
- 4. Medieval castles were built to be ___ to most attacks. The cannon changed all that.
- 5. When he's in a bad mood, he is totally ___ to any attempts to cheer him up.

Practice: impervious or impenetrable?

- 1. I am impervious to your rude comments; they just don't bother me.
- 2. The armor was impenetrable to most bullets.
- 3. The rhinoceros has skin that is impenetrable to things that would hurt a human.
- 4. Medieval castles were built to be impenetrable to most attacks. The cannon changed all that.
- 5. When he's in a bad mood, he is totally impervious to any attempts to cheer him up.

Nebulous

- Hazy, cloudy, vague, indistinct
- Her feelings for him were nebulous; she wasn't sure whether or not to trust him.
- A nebulous figure spoke to her in a dream; who was it?
- The shape in the fog was nebulous – was it a dog or a bear?

CP English 11 February 17, 2016

Learning target(s): I can use vocabulary words. I can analyze a novel.

Agenda:

- 1. Vocabulary practice
- 2. Ch. 6 discussion

Homework:

- 1. VQ tomorrow
- 2. Ch. 1-6 test Friday – see later slide for review sheet

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.**

Prove It Instructions

- Find specific examples that prove or disprove the statement.
- Look for 3 different examples for each item.
- **List page numbers!**

Chapter 6 Passage Study

- 1. Re-read the assigned passage.
- 2. Look for examples of the following (you may not find all, but you should find most):
 - Foreshadowing
 - Symbolism
 - Characterization (direct or indirect)
 - Conflict
 - Allegory (political, psychological, religious)

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- **Bell Ringer AP:**
- A major theme on the AP exam will be how interactions between Europeans and non-Europeans changed. Prepare an answer for that, starting with the Renaissance. **15 minutes**

Consider using words like the following: curiosity, exploitation, romanticize, subjugation, resources, racism, colonize, etc.

AP Euro

February 17, 2016

Learning target(s):

Agenda:

- 1. Finish up imperialism for now
- 2. Consumerism, women's rights,

Homework:

- 1. Quiz tomorrow
- 2. Five Review IDs

See Spielvogel, pp. 690-707.

- How did life change for Europeans?
- Make lists. (If I were you, I'd list people like inventors and reformers off to the side.)
- **Products** – new or improved – **and living conditions**
- **Transportation**
- **Communication**
- **Work** – jobs, conditions, wages
- **Women** – laws, work (more in next section)
- **Politics** – who could vote, what parties were around and what they wanted, new laws not already covered above

Look at page 690.

- Do you see the questions with the bullet points?
- Answer the first 4. Some may require looking ahead in the rest of the chapter.
- Hopefully, this whole section is an enhancement of what we've already studied from McKay. Pay especial attention to new material and how it fits in with what you already know.