

No Cell Phones!

- **Bell Ringer Honors:**
- Take out your grammar.
- Get a marker for grading it (not yellow).

Honors

February 19, 2016

Learning target(s):

Agenda:

- 1. Grammar
- 2. Dramatic Monologues
- 3. Apply theory to “My Last Duchess”

Homework:

- 1. Read “Porphyria’s Lover”
- 2. ACT English section

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.

Grammar (6 slides)

- Make helpful notes to yourself to the right.
- Commas separate nonrestrictive clauses from the rest of the sentence. Nonrestrictive clauses add nonessential information to the sentence. They may begin with the word “which” but not with the word “that.”
- The house that I am building is brick. (I am distinguishing this house from other houses.)
- The house, which I am building myself, is brick. (I’m downplaying that I am building it myself.)

Next Comma Rule

- This is similar. Anything that interrupts the main clause and is nonrestrictive is set off by commas.
- My fish, you know, is pretty feisty.
- My parents, unlike my in-laws, grew up in Indiana.
- Fruits, such as strawberries and raspberries, go well with whipped cream.

Colons & Semicolons

- Colons separate an independent clause from another part of the sentence, such as a list, a dependent clause, a phrase, or even an independent clause. It's putting a spotlight on the next part or essentially saying, "ta da!"
- Example: I am grossed out by all these bugs: roaches, crickets, stink bugs, and weevils.
- Example: My friends all happen to be from the same state: Iowa.
- An online source described a colon as synonymous with "that is to say." Try that if it helps.
- No colons between verbs and objects.
- No colons between prepositions and objects.
- Semicolons separate independent clauses. There should be a related independent clause on each side of it.
- Example: Nobody knew about the old well; it was well hidden by the tall grass and debris from the fallen barn.

“My Last Duchess”

- 1. Where? When? Why? Who?
- 2. What does the speaker tell the emissary? Why?
- 3. Write 2 paragraphs.
- A. You are a feminist literary critic. What do you notice about the speaker? What words, ideas, and attitudes are key?
- B. You are a psychoanalytical literary critic. What do you notice about the speaker? What is your evidence? Consider looking these terms up on your phone (gasp!): megalomania, narcissism,

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- **Bell Ringer English:**
- Essays expectations:
- Introduction paragraph: author's full name, title underlined, thesis statement (argument) responding to the question.
- Body paragraphs: each furthers the argument with a new main point supported by specific information. Open book, open note: I expect really specific details.
- Conclusion: recapitulate main points and make a prediction for the rest of the book based on this information.

CP English 11 February 19, 2016

Learning target(s): I can explain and analyze a novel for symbolism, characterization, and allegory.

Agenda:

- 1. Review essay expectations
- 2. Test

Homework:

- 1. Grammar due Monday
- 2. Chapter 7 due Tuesday

Tally

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

AP Euro

February 19, 2016

Learning target(s): I can analyze and identify changes in the lives of women in the late 1800s.

Agenda:

- 1. Trends for women by social class
- 2. Dates of social, educational, and legal achievements for women

Homework:

- 1. IDs over rest of Ch. 23 (Spielvogel)
- 2. Five review IDs
- 3. Quiz Tuesday over Kagan packet (women section) and Ch. 23 Spielvogel (-imperialism, USA, and Canada sections)