

CP English 11 February 23, 2015

Learning target(s): I can define words. I can analyze a short story. I can understand a literary analysis. I know when to use the word whom.

Agenda:

- 1. Vocabulary Lesson 5
- 2. Grammar
- 3. “Cat in the Rain” discussion
- 4. “Cat in the Rain” article

Homework:

- 1. Vocabulary, p. 29
- 2. Finish reading the article
- 3. Moodle Lesson 5 due Wednesday night
- 4. Blizzard Bags

Blizzard Bags Due March 20

- 1-3: ACT English Practice packet – record your answers on the provided scan-tron.

Who, Whom, Whoever, Whomever

- Is it the subject of a clause within the sentence? If so, which one do you use: who or whom?
- 1. I saw the man ____ was asking you about turnips.
- 2. I saw the girl ____ you called “Murphy”; what an unusual name for a girl!
- 3. I am going to fire ____ left the door unlocked all weekend!
- 4. ____ asks first will get the rabbit.

Who, Whom, Whoever, Whomever

- Is it the subject of a clause within the sentence? If so, which one do you use: who or whom?
- 5. I will ask ___ I want to ask.
- 6. ___ she sees, she likes.
- 7. I am supposed to give this to ___?
- 8. ___ pitches better have a good arm.
- 9. I can't see ___ is singing; can you?
- 10. The person for ___ I made this is absent.

Who, Whom, Whoever, Whomever

- Is it the subject of a clause within the sentence? If so, which one do you use: who or whom?
- 1. I saw the man **who** was asking you about turnips.
- 2. I saw the girl **whom** you called “Murphy”; what an unusual name for a girl!
- 3. I am going to fire **whoever** left the door unlocked all weekend!
- 4. **Whoever** asks first will get the rabbit.

Who, Whom, Whoever, Whomever

- Is it the subject of a clause within the sentence? If so, which one do you use: who or whom?
- 5. I will ask **whomever** I want to ask.
- 6. **Whomever** she sees, she likes.
- 7. I am supposed to give this to **whom**?
- 8. **Whoever** pitches better have a good arm.
- 9. I can't see **who** is singing; can you?
- 10. The person for **whom** I made this is absent.

Re-read “Cat in the Rain”

“Cat in the Rain” Discussion

- 1. Direct & Indirect characterization of the wife, the husband, the padrone
- With your partner, find a direct quote that supports what you said for each of these people.
- 2. The conflict/sources of tension
- 3. The weather as plot device, pathetic fallacy, cleansing/clarifying force

Honors

February 23, 2015

Learning target(s): I can be a good speaker/listener. I can analyze and apply nonfiction to a novel.

Agenda:

- 1. Three-Minute Reports
- 2. Conduct books
- 3. We're calling this Week 6 for Vocabulary

Homework:

- 1. Letters XV-XXII due Wednesday
- 2. Dancing tomorrow!
- 3. Blizzard Bags (Sorry)

Blizzard Bags due March 20

- 1. Moodle Quiz: Mechanics
- 2. Write a letter from Lord Orville to his sister – provide the context (when does this occur in the course of the novel) and keep it consistent with the events of the story and with his character. Length: 1-2 pages.
- 3. Create a matching quiz for 15 of your vocabulary words. Put the key on a separate piece of paper.

Conduct Books

1. Read

2. React (discuss)

- A. General reactions
- B. How does all this coincide with the novel?
- C. What seem to be the rules for gentlemen?

Research Papers

- Introduction: relevant background, thesis
- Body: Start each section with your main point (each should correspond to your thesis). Then integrate information from multiple sources to support that main point. Lead into each quotation, then follow each quotation with your analysis or commentary.
- Transition & topic sentence. My explanation. Lead into “direct quotation” (cite). Discuss the implication of that quotation. Mini-transition to next example and lead into “direct quotation” or statistic (cite). Discuss this opinion, observation, or fact. Mini-transition to the next example from a different source. Paraphrase this point (cite). Discuss this point. Mini-conclusion for this section.

AP Euro

February 23, 2015

Learning target(s): I can explain how and why World War I began.

Agenda:

- 1. MAIN
- 2. Timeline
- 3. Map

Homework:

- 1. Quiz tomorrow
- 2. Blizzard Bag
- 3. Five Review IDs

Blizzard Bags due March 13/20

- Practice Test – use scan-tron.
- (BB1= questions 1-25, BB2= questions 26-50, BB3=questions 51-80)

CP English 10

February 23, 2015

Learning target(s): I can define new words. I can define poetic devices and identify them. I can interpret the theme of a poem.

Agenda:

- 1. Vocabulary Lesson 16
- 2. Poetry

Homework:

- 1. Page 103
- 2. Finish classwork (poems)
- 3. Blizzard Bags

Blizzard Bags: Due March 13

- <https://sites.google.com/site/whsenglish10/assignments>
- BB1: Punctuation
- BB2: Reading practice
- BB3: Reading practice
- This is Mr. Hamen's site – we will look at it together during class so you are familiar with it.

Vocabulary Lesson 16

- 1. Which words have a positive connotation? Which are definitely negative? See pp. 101-102.
- **Answers**
- **+ august, deference, predominate**
- **- condescend, grovel, lackey, slavish, subjugation, supercilious, sycophant**

Vocabulary Lesson 16 continued

- 2. Read page 104.
- 3. Answer the MC and TF questions on pp. 104-105.
- 4. Homework: page 103.

Poetic Devices

- **Sound devices (prosody):** alliteration, rhyme, onomatopoeia, rhythm, anaphora
- **Figurative language:** metaphor, simile, personification, hyperbole

Directions: Pick one poem and re-read it looking for poetic devices. Mark and label examples.

Turn your food imagery into a poem.

1. Include 4 poetic devices.
2. Make this at least 40 words long.
3. Make a point about life: here are some suggestions.
 - Food or feeding others is an expression of love.
(Suitable for a home-cooked meal poem)
 - Proper nourishment makes us strong and healthy.
 - Life is like a meal (how? That's up to you to explain).
 - Very different people can bond over a meal/ meals bring people together.
 - Food is more satisfying when (you finish the thought).

Re-read the 2 Frost Poems

- 1. Pick one – tell me in sentences what poetic devices Frost uses and quote lines as evidence.
- 2. Pick the other poem – tell me what the theme is and explain it to me. Remember that a theme is an entire sentence that applies to both the poem and life, so it will probably sound generic (**love is worth fighting for** or **wisdom comes from suffering**).