

No Cell Phones!

- **Bell Ringer Honors:**
- Finish sentences with yesterday's partner.
- Punctuation Review under **English 11** Section if you look at this later today.

Honors

February 24, 2016

Learning target(s): I can use vocabulary words. I can apply literary theory to a poem. I can understand a literary analysis.

Agenda:

- 1. Vocabulary
- 2. “Porphyria’s Lover”
- 3. Reading time

Homework:

- 1. Finish reading essay
- 2. VQ tomorrow

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.

Finished Writing Sentences? Review.

- Feminist: voice, other, lack, oppression, castration, objectifying
- Marxist: alienation, oppression, dehumanization, exploitation
- Psychoanalytical: id, ego, superego; repression, latent, and manifestation; Oedipus and Electra complexes; narcissism and megalomania; mirror stage; archetypes (especially character types who show up across literature).
- Psychoanalytical additions: **defense mechanism** – mind trick to protect ourselves from realizing we have a problem (**denial** – I don't have a problem; **projection** – shifting blame, attributing our issues to other people; **displacement** – transferring our (forbidden) feelings about one person onto another (having a crush on your therapist because you can't be with the true object of your affection; yelling at your friend because your teacher made you angry)).

Sublimation

- Defense mechanism in which your brain takes forbidden or naughty ideas and reimagines them in a positive, acceptable light
- Talking about your crush as an angel is an example.
- A more extreme example is talking about killing someone as a spiritual experience. Yikes.

“Porphyria’s Lover”

- 1. What actually happens?
- 2. What do you know about the speaker? Which theory best explains his actions and rationale? Is there a noticeable shift or moment of epiphany for the reader?
- 3. Discuss what a critic of each theory would say – treat these as short answer questions.
- 4. Start reading literary analysis (save yourself some time tonight). Please annotate and come ready to answer questions tomorrow without first discussing it with your peers.

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- **Bell Ringer English:**
- **Third Period: 2:00**
- **Sixth Period: 6:00**
- **Write sentences –
I'll put the slide up
soon.**

Pick 1 from each category. Use it in an original sentence. Keep it clean, school-appropriate, and concise. Proofread for mechanics. Use ink.

- A. Exhort, garrulous, laconic
- B. Peremptory, polemic, vociferous
- C. exalt, gist, histrionic, vivacious
- D. Any old word from this quarter, preferably one you need to review.
- E. Another old word from this quarter, preferably one you need to review.
- **CHALLENGE:**
- Also, use the following somewhere in your sentences (just once): could've, would've, or should've.
- **You need your own copy of these sentences; mark the date, the lesson, and which one(s) you read aloud to the class.**

CP English 11 February 24, 2016

Learning target(s): I can use vocabulary words. I can compose a thoughtful response analyzing the novel.

Agenda:

- 1. Vocabulary Sentences
- 2. Discuss Chapter 8
- 3. Chapter 8 Writing Prompt

Homework:

- 1. Finish prompt
- 2. VQ tomorrow with punctuation
- 3. Punctuation practice later in this slideshow
- 4. Chapter 9 due Friday

Tally

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Chapter 8

- 1. What happens at the meeting?
- 2. What are the consequences of the meeting?
- 3. How does Jack deal with the Beast? Remind you of anything?
- 4. The Lord of the Flies...
- Beelzebub, Temptation, Simon

Chapter 9

- **Due Friday – I am likely to give you some time tomorrow to read. If we don't have school tomorrow, this is still due Friday (or whenever we have class again).**
- 1. What happens with Simon – what does he discover or learn?
- 2. Political allegory – what kind of leader is Jack? Is he playing or is he serious? What kind of government does he represent?
- 3. What happens at the party? Consider it from psychological perspective (id, ego, superego). Consider it as a study in civilized vs. primitive behavior. Consider it from a religious perspective.

Punctuation Practice: Comma? Semicolon? Colon? **See answers on next slide.**

- 1. His car died on the way to work ___ so he had to have it towed.
- 2. The repairs are going to be really expensive ___ over \$2500.00.
- 3. I think he should just buy a new car ___ he says he will think about it.
- 4. Put your homework in the tray ___ please.
- 5. If you forgot to do your homework ___ do it tonight.
- 6. Friday ___ it's the best day of the week!
- 7. We have school tomorrow ___ therefore, you should go to bed at a reasonable time tonight.

Punctuation Practice: Comma? Semicolon? Colon?

- 1. His car died on the way to work __,__ so he had to have it towed.
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- **Bell Ringer AP:**
- List the artistic periods we've covered so far.

AP Euro

February 24, 2016

Learning target(s): I can describe different movements in the late 1800s and early 1900s and provide examples for each trend.

Agenda:

- 1. Art
- 2. Music & Literature
- 3. Thinkers (ET/EH): Make a chart or some organized set of notes

Homework:

- 1. Quiz Tomorrow: go over philosophy, psychology, religion, and intellectualism on your own, since we didn't together
- 2. Five Review IDs (first semester material)

Physics, Psychology, Religion, Philosophy

- Physics – who were the big names? What did they do?
- Psychology – Freud's ideas and influence on literature (see McKay)
- Religion – who opposed religion? Who were some vocal popes and what did they have to say?
- Philosophy – Enlightenment ideas are so last century. Who are the new thinkers and what did they think? What did they write?