

# No Cell Phones!

- **Bell Ringer Honors:** Answer the question and identify the theory which features the concept.
  1. If you say something and at least one person acknowledges it, you have a \_\_\_\_.
  2. A conflict between a male boss and a male employee could be a class conflict or an example of the \_\_\_\_.
  3. A character never gets to spend time with his or her family because he or she is always at work; this character is being \_\_\_\_.

# Honors

# February 29, 2016

**Learning target(s):** I can define terms, analyze literature, and characterize Victorian poetry. I can be a good listener.

## Agenda:

- 1. Revisit “Porphyria’s Lover” multiple choice
- 2. Vocabulary Lesson 10
- 3. Poetry recitation
- 4. Naturalism, cynicism, World War I

## Homework:

- 1. Page 63 vocabulary
- 2. Read handout and p. 925 in book (2 biographies)

# 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.

# Instructions

- 1. Work through the questions. What is the right answer and why? Can you find the support in the essay?
- 2. Look back at previous MC activities like this. Are you consistently getting the same kinds of questions wrong? Have you improved? Held course? Are your scores all over the map? What reading strategies can you employ next time? What are your peers doing, especially those who have been most successful?

# Literary and Historical Review

- 1. Name the 5 Victorian poets we've encountered.
- 2. Women in Victorian England \_\_\_\_.
- 3. Victorian literature began as a continuation of \_\_\_\_, moved into realism, and ended with \_\_\_\_.
- 4. A \_\_\_\_ has a speaker and at least one other character, reveals something significant about the speaker, and is part of a scene.

# Literary and Historical Review

- 1. Name the 5 Victorian poets we've encountered.
- Tennyson, Browning, Arnold, Hardy, Housman
- 2. Women in Victorian England \_slowly gained rights, or other answers\_\_.
- 3. Victorian literature began as a continuation of \_romanticism\_, moved into realism, and ended with \_naturalism\_.
- 4. A \_dramatic\_\_monologue\_ has a speaker and at least one other character, reveals something significant about the speaker, and is part of a scene.
- World War I: Homework!

# No Cell Phones!

- **Bell Ringer English:** Match these words to the right meaning.

- |                                    |              |
|------------------------------------|--------------|
| 1. Eager to fight, confrontational | A. repudiate |
| 2. Chatty, verbose                 | B. garrulous |
| 3. Urge, encourage, press          | C. transient |
| 4. Unspoiled, spotless             | D. pristine  |
| 5. Fleeting, ephemeral             | E. exhort    |
|                                    | F. truculent |

# Pop Quiz!

1. Tough, not complaining
  2. Inexorable, unflagging
  3. Bold, fearless, even cheeky
  4. Rebellious, willfully disobedient
  5. Flair, panache, style
  6. Overly willing to serve
  7. Harsh, grim
  8. Stubbornness
  9. Indecisive, vacillating
  10. Pigheaded, mulish, especially in wrongdoing
- A. Audacious
  - B. Obsequious
  - C. Contumacious
  - D. Dour
  - E. Éclat
  - F. Indefatigable
  - G. Pertinacity
  - H. Stoic
  - I. Irresolute
  - J. Obdurate
  - K. Garrulous



# Pop Quiz! Answers

- |   |                  |
|---|------------------|
| 1. Tough, not complaining H                       | A. Audacious     |
| 2. Inexorable, unflagging F                       | B. Obsequious    |
| 3. Bold, fearless, even cheeky A                  | C. Contumacious  |
| 4. Rebellious, willfully disobedient C            | D. Dour          |
| 5. Flair, panache, style E                        | E. Éclat         |
| 6. Overly willing to serve B                      | F. Indefatigable |
| 7. Harsh, grim D                                  | G. Pertinacity   |
| 8. Stubbornness G                                 | H. Stoic         |
| 9. Indecisive, vacillating I                      | I. Irresolute    |
| 10. Pigheaded, mulish, especially in wrongdoing J | J. Obdurate      |
|   | K. Garrulous     |

# **CP English 11      February 29, 2016**

**Learning target(s):** I can define words. I can analyze literature. I can be a good listener.

## **Agenda:**

- 1. Vocabulary, Lesson 11
- 2. Chapter 10: pick a passage
- 3. Discussion

## **Homework:**

- 1. Page 69 Vocabulary
- 2. Chapter 11

# 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.**

# Pick a Passage

1. Look through Ch. 10. Find a passage that is at least  $\frac{1}{2}$  page and no longer than 1 page.
2. Write down the starting and ending page numbers.
3. Write down your reason for picking it. Here are some suggestions:
  - Symbolism/ Allegory (political, religious, psychological)
  - Conflict
  - Psychological insight
  - Imagery
  - Foreshadowing or the result of earlier foreshadowing
  - Irony (situational or dramatic)
4. Turn this in.

# Groups

- Bruno, Christopher, Mattie, Jonathan, Travis
- Cynder, Sean, Taylor B., Elijah
- Erin, Paige, Sarah, Kevin
- Cam, Terry, Bailee, Emily
- Grant, Colt, Tayler, Hunt
- Katy, Micah, Jimmy

# Groups

- Alicia, Brandon, Skylar
- Noah, Micah, Livia, Shyann
- Ronni Lynn, Sierra, Kevin, Ryan
- Griffin, Luke, Hayden, Josh, Shelbi
- Jacob, Taylor, Kayci, Joey, Wade

## In your groups...

- 1. Decide who has the earliest scene.
- 2. Re-read this passage.
- 3. The person who chose it will remain silent until the end. Everyone else gets to analyze it.
- 4. The person who chose it may now add anything he or she likes.
- 5. Continue with the next scene.
- Your comments should pertain to symbolism, conflict, foreshadowing, allegory, insights into character, etc. Summarizing is not the point of this exercise.

# No Cell Phones!

- **Bell Ringer AP:**
- Start quiz at 10:15.



# AP Euro

February 29, 2016

**Learning target(s):** I can explain what Europe was like on the eve of World War I.

## Agenda:

- 1. Quiz
- 2. Game?

## Homework:

- 1. Five Review IDs
- 2. 7 IDs over early World War I