

No Cell Phones!

- **Bell Ringer Honors:**
- Consult with your small group about the 2 essays. Help each other clear up any confusing passages.
- The purpose of this is to assist each other, not recapitulate the entire essay. If your partner didn't read, there's not much you can do to help at this point.

Honors

February 3, 2016

Learning target(s):

Agenda:

- 1. Review passages with your small group
- 2. Multiple Choice over the 2 essays (open text, no retakes)
- 3. Quietly work on commas

Homework:

- 1. Paper due tomorrow
- 2. VQ Friday

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.

What should you discuss?

- 1. Thesis statements (what is the overall argument of the essay?)
- 2. What else do these writers emphasize?
- 3. Literary terms defined in the essay
- 4. The story of Mignon
- 5. The songs/poems of Mignon
- 6. Examples other than Mignon and the purpose of bringing them up
- 7. Prototype (first of a type), archetype (typical type) of character that appears in many works (for example, damsel-in-distress, wise old man, sidekick): What is the Mignon archetype?

3 Comma Rules

- **Direct Address:** when speaking to someone, set that person's name off with commas or a comma.
- Ex. Joey, bring me that toad. Bring me that toad, Joey. I said, Joey, bring me that toad.
- **The Oxford Comma:** when listing three or more things, put a comma after all but the last. Do put a comma after the item before the and.
- Ex. She saw roses, peonies, lilacs, and thistles in the backyard.
- **Commas precede FANBOYS conjunctions.**
- Ex. They were fighting a lot, **but** decided to stay together and work things out.

Your turn. Add 7 commas total.

- 1. Jenny, Jason and Amanda were popular names in my classes. (listing)
- 2. Dianna why are you late? (direct address)
- 3. I only have 3 ice cream sandwiches left so one of you won't get one. (FANBOYS)
- 4. What did you do Potter? (Use your best Snape voice. RIP Alan Rickman.)
- 5. We need toilet paper, furniture polish and eggs.
- 6. They are fast and strong.
- 7. She is the smartest kid in the class and she is the hardest working student, too.
- Caution: one of the numbered sentences does not get a comma. That means there is an extra comma somewhere.

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- **Bell Ringer English:**
- I've listed the names of some of the major characters on the white board. These may help you answer some of today's quiz questions.

CP English 11 February 3, 2016

Learning target(s): I can recall key details from a novel and keep characters straight. I can use vocabulary words correctly.

Agenda:

- 1. Reading Quiz
- 2. Triangle of Conflict
- 3. Vocabulary practice

Homework:

- 1. VQ tomorrow
- 2. Ch. 3 due Friday

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.**

Literary Present Tense

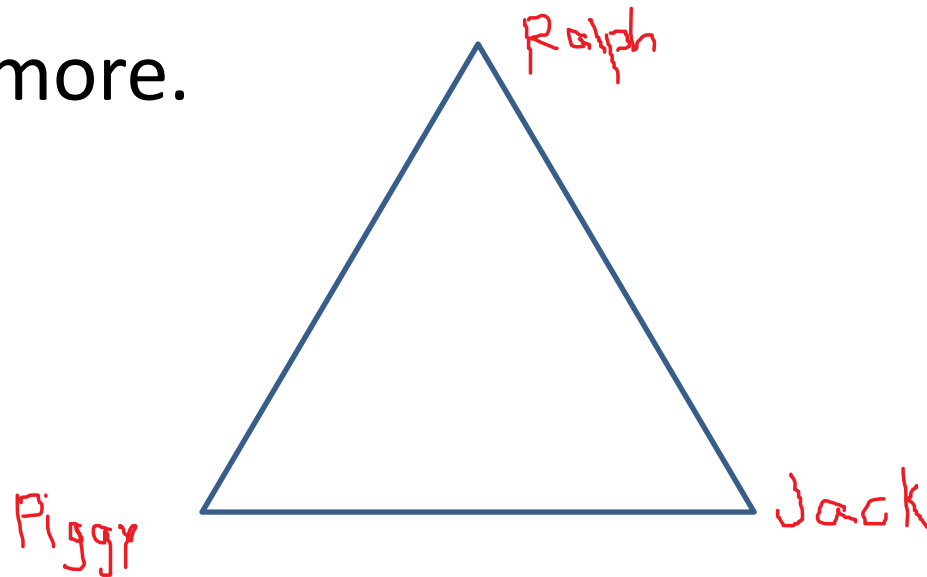
- Practice with your partner. Finish these sentences about Chapter 2.
- Piggy
- Jack
- Ralph
- Simon

Conflicts in *Lord of the Flies*

- Write down examples. Use literary present tense. Cover Chapters 1-2.
- **Individual versus...**
- **Nature** The boys must survive on the island.
- **Individual** (Which 2 boys have a problem with one another?)
- **Society** (Which boy is up against the group?)
- **Self** (Who has an internal conflict?)
- **Fate** (What seems to be a force or circumstance beyond the boys' control?)

Triangle of Conflict

- Label each corner after one of these boys: Ralph, Jack, Piggy.
- On the side between two boys, jot down examples of conflicts between them. Leave room for more.



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- **Bell Ringer AP:**
- Keep your Bismarck work for now. Have it out. Get ready to rumble. Or rhumba.
- I will finish grading a quiz this period.

AP Euro

February 3, 2016

Learning target(s):

Agenda:

- 1. Bismarck on the White Board
- 2. Russia

Homework:

- 1. Quiz tomorrow
- 2. Five Review IDs

Russian Tsars

- Peter I
 - Elizabeth
 - Peter III
 - Catherine
 - Alexander I
 - **Nicholas I**
 - **Alexander II**
 - **Alexander III**
 - **Nicholas II**
- **Make a timeline of the bold-faced tsars.**
 - Reforms
 - Wars (Russia lost most of them. Hmmm. Why?)
 - Opposition within Russia (individuals, groups, assassins)
 - Look for connections/ cause-effect relationships
 - Look for key moments of change/ turning points
 - How might different kinds of historians view these events?
 - What trends do you notice?
 - Had Russia caught up with the West by 1905? Evidence?