

No Cell Phones!

- **Bell Ringer Honors:**
- Turn in your Writing Center Conference sheet.

Honors

January 28, 2016

Learning target(s): I can use vocabulary words. I can analyze Romantic poetry. I can define the term ode.

Agenda:

- 1. Turn in WC form
- 2. VQ
- 3. Byron
- 4. Tone
- 5. Odes

Homework:

- 1. Read either “Ode to the West Wind” (734-737) or “Ode to a Nightingale” (755, 756, 757)
- 2. Your paper is due February 4

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.

Childe Harold's Pilgrimage

- 1. What is Byron's speaker saying? This is a lyrical poem, not narrative (there's not a story). The final stanza is addressing the reader, by the way.
- 2. What Romantic qualities are dominant?
- 3. What poetic devices do you see at work? Prosody and figurative language
- 4. Spenserian stanza: ababbcbcc – iambic ___meter except for the last line, known as an alexandrine (iambic ___meter). How does Byron counteract the strict form?
- 5. Apostrophe: the speaker is addressing what inanimate thing in stanzas 2-3?

Tone

- **Speaker's attitude** toward the topic, the intended audience, perhaps even the speaker himself (and in stories, toward characters): scared, irritated, impressed, apologetic, etc.
- (**Mood** = emotional atmosphere the reader is supposed to experience: scary, uplifting, depressing, etc.)
- **Diction**: words with strong connotations
- **Syntax**: sentence structure, including punctuation
- **Details**: included or omitted
- **Images**: sensory appeal
- **Overall Language**: formal vs. informal, highly educated vs. simple, poetic vs. clinical, etc.
- **SHIFT**: the changing of the tone

Byron's Tone

- 1. What is Byron's attitude toward his topic? Toward his intended audience? Toward himself?
- 2. Where does the tone change or shift?
- 3. Prove it by citing examples of diction, syntax, details, and imagery, and by commenting on his overall language.
- **Sample Thesis:** Lord Byron's tone starts as _[adj]_, but shifts in stanza _[#]_ to _[adj]_ when he turns his attention to _[topic]_.

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- **Bell Ringer English:**
- Have vocabulary books handy.
- We're finishing tests, then attending to vocabulary.

CP English 11 January 28, 2016

Learning target(s): I can use vocabulary words. I can read to understand, infer, and analyze.

Agenda:

- 1. Finish test
- 2. Vocabulary review: Find the example, pp. **6, 18, 198**
- 3. Vocabulary sentences
- 4. Background for *Lord of the Flies*?

Homework:

- 1. VQ tomorrow – please study
- 2. Whatever you owe me!

Have you turned in the following?

- Illustration Essay (pick a proverb on the back of the intersection letter)
- Problem-Solution essay
- Cause-Effect essay
- Vocabulary Homework
- Blue Goals Sheet?
- Have you taken the quiz on the Russian stray dog article?
- Have you taken vocabulary quizzes over Lessons 30 and 1?
- **Yes? Then Find the Example on pp. 6, 18, 198**

Tally

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- **Bell Ringer AP:**

AP Euro

January 28, 2016

Learning target(s): I can describe Realism and distinguish it from past artistic movements. I can explain how Italy and Germany unified.

Agenda:

- 1. Realism
- 2. Unification

Homework:

- 1. Five Review IDs
- 2. Quiz Tomorrow

Unification at last!

- Put the steps in order: how did Italy unify? How did Germany unify?
- Include dates.
- Ems Dispatch
- Include major players (who helped?)
- How was France involved in each bid for unity?
How about Austria?