

No Cell Phones!

- **Bell Ringer Honors:**
- Write down which author you read: Shelley or Keats.
- Put your name on it.
- Turn it in.

Honors

January 29, 2016

Learning target(s): I can be a good listener. I can define ode and tone. I can analyze a poem in a discussion and in writing. I can proofread a passage.

Agenda:

- 1. Review Romanticism, Odes
- 2. Ode group I
- 3. Ode group II
- 4. ACT English practice

Homework:

- 1. Work on your paper – due Feb. 4
- 2. Work ahead, Lesson 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.

Ode Group I: Same poem

- 1. Clarify – there is no plot. These poems are lyric. What are the major points? Explain the poem.
- 2. What are some Romantic qualities? What is the dominant Romantic quality?
- 3. Discuss the imagery in your poem (any or all of the five senses).
- 4. What is the theme?
- 5. What poetic devices are at work: prosody and figurative language?
- 6. What is the tone? Does it shift anywhere? Where and why and how?

Ode Group II: Different poem

3 minutes per poem

- 1. Share the main idea of your poem. Also share the tone and cite an example or two that illustrate the tone.
- 2. Share the dominant Romantic characteristic with your partner and illustrate it by reading a couple of examples.
- 3. Listen to your partner share the same.
- 4. What do these poems seem to have in common?

Type 3 Writing: Skip lines, use literary present tense. Pick **one** prompt.

- A. Discuss similarities in your ode and either the other ode or the Byron poem.
- B. Discuss Romantic qualities in your ode.
- C. Discuss the imagery in your ode.
- D. Discuss the tone in your ode.

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- **Bell Ringer English:**
- Take out your vocabulary sentences from yesterday, please.

CP English 11 January 29, 2016

Learning target(s): I can use vocabulary words correctly. I can read to understand fiction.

Agenda:

- 1. Vocabulary Practice
- 2. VQ
- 3. Background
- 4. Reading time?

Homework:

- 1. Finish Ch. 1 of *Lord of the Flies*
- 2. Work ahead, Lesson 5

Tally

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Basic Background

- Cold War
- Allegory
- Political, Psychological, Religious
- Symbols!

Reading with a Purpose!

- The setting is an island in the Pacific, probably in the 1950s. **1. What else do you learn about this island?**
- Hint: the “scar” is the area destroyed by the plane when it crashed.
- **2. What do you learn about Ralph, Piggy, and Jack? What kind of people are they? How do you know?**
- **3. What conflicts are already brewing?**

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- **Bell Ringer AP:**
- Historical Argumentation:
historians constantly review
previous interpretations and
either build off of their
predecessors' work or challenge
their predecessors'
interpretation. Let's discuss this.

AP Euro

January 29, 2016

Learning target(s): I can explain Italian and German unification and how that France & Austria. I can also explain what Napoleon III was up to.

Agenda:

- 1. Quiz
- 2. Read speech on challenges facing new Italy

Homework:

- 1. IDs
- 2. Quiz Tuesday
- 3. Review IDs x 5

The Reading

- **Annotate for 2 things**
- 1. Main ideas about Italy, especially the aftermath of its unification (challenges, changes, trends).
- 2. Insights into what it's like to be a historian (theories, studies, work done, etc.).