

No Cell Phones!

- **Bell Ringer Honors:**
- Put your bound portfolio in the box up front. 😊
- Take out your notes on Lady Mary Wortley Montagu.

Honors January 7, 2016

Learning target(s): I can analyze letters from the Enlightenment for meaning, tone, and purpose.

Agenda:

- 1. Portfolios! 😊
- 2. Review Enlightenment
- 3. Lady Mary Wortley Montagu

Homework:

- 1. Finish reading the letters
- 2. Be ready for a discussion tomorrow
- 3. Tomorrow is the end of the quarter – it's the last day to turn in late work

Lady MWM's Letters

1. What do they mean? Some bits may require some explanation – mark confusing words or sentences with a ? and we'll discuss it.
2. What catches her attention? What is her attitude about it?
3. What seems to be her attitude about herself?
4. What can we infer about British society in her lifetime based on these letters? What else do we learn about the time period?
5. What Enlightenment attitudes or trends pop up in her writing?
6. What feminist ideas pop up in her writing?
7. Review: what are some motifs in her letters? How is she characteristic of the Enlightenment period and style? What is her overall tone?

Glossary

- Voiture: a light carriage
- Ratafia: a sweet alcoholic beverage flavored with fruit or nuts
- Coquettes & Prudes: flirts and uptight, fastidiously moral people

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- **Bell Ringer English:**
- Turn in your essays from last night.
- Prepare for your VQ.

CP English 11 January 7, 2016

Learning target(s): I can use vocabulary words, discuss and analyze essays, be a good participant, and compose a cause-effect essay.

Agenda:

- 1. VQ
- 2. Brainstorm
- 3. Discussion
- 4. Reading quiz?

Homework:

- 1. Write a cause-effect essay (about 1 page)
- 2. Tomorrow is the last day of the quarter. Turn in whatever you owe me (portfolios!) and take whatever quizzes are missing.
- 3. **Red Fish Friday** – tomorrow, bring your fish to cash in for bonus tickets!

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.**

Brainstorm at least 3 ideas

- You'll be writing a cause-effect piece. What are at least 3 ideas you can write about without having to do research?
- Consider different **purposes**: inform, persuade, entertain.
- Consider **lessons you've learned** first hand in your life. For example, I learned that leaving a DSW bag in the passenger seat can lead to a thief breaking my window and stealing my stuff. I've also learned that milk solidifies if left in the refrigerator too long. How could I broaden one of these into a page-length cause-effect essay? What broader category might I write about?
- Consider different **audiences**. What would you write about if this were addressed to your younger siblings? Your teammates? Your co-workers? Your representatives in Congress?
- When might you use a cause-effect analysis (written or spoken) in your current or dream job?

Discussion Rules

- 1. Be polite. Disagree with ideas. No side conversations. No talking over others. Listen to each other and respond to what the previous person said before you launch into your own comments. Don't talk too long. Look at the speaker.
- 2. Stay on topic. Don't jump around from article to article. If you make a connection, explain it and get back to the main article quickly. Respond to what the previous speaker said before initiating a new train of thought.
- 3. Involve everyone – it's a discussion, not a tête-a-tête. If you've already shared, yield to first-time speakers. Pose questions. Wait for the quieter people to jump in. Don't put people on the spot.

Discussion Topics (there are 3 articles)

- Discuss one article fully before moving on to the next article, please. Share personal experiences if they are school appropriate and are relevant.
- 1. What do you agree with? Why?
- 2. What do you disagree with? Why?
- 3. You probably weren't the intended audience for any of these. What ideas still pertain to you or could be adapted to your life?
- 4. Some people online responded to the "girl" article, saying that boys should be taught how to accept and appreciate powerful women, that many men are uncomfortable with independent women and prefer submissive or helpless women. Thoughts?
- 5. Which of the three articles uses the most reliable sources as evidence? Are the other two still logical and well explained, or are they unconvincing? Explain.
- 6. The "making friends" article lists 4 steps in order. Do you agree with this order? Explain.
- 7. Are the claims made in the "reality.TV." article fair, or can you think of enough exceptions to invalidate the arguments? How many exceptions would you allow before you declare an argument invalid, anyway?
- 8. Anything else that you want to say about these pieces?

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Bell Ringer AP:

Make a list of laws passed in Britain between 1799-1847.

AP Euro

January 7, 2016

Learning target(s): I can explain how the IR promoted changes in law and society.

Agenda:

- 1. Laws (make sure we talk about children)
- 2. Protests and Unions (Luddites, Chartists, etc.)
- 3. Social Classes
- 4. Separate Spheres

Homework:

- 1. Read/ Re-read the primary source material included in these pages
- 2. Quiz tomorrow – it will include an essay