

A note on the poetry test

- Know major writers, what they wrote, and when. If you saw something else by this poet, would you have a good sense who wrote it?
- No questions over poems you've already read, but knowing who wrote what will help you.
- Know your terms – be able to define, recognize, and even create examples of poetic devices.
- Know your literary periods – characteristics? Order?

No Cell Phones!

- **Bell Ringer Honors:**
- 1. Take out all blue stegosauruses.
- 2. Take out your poetry review sheet – any burning questions for me?

Honors

March 17, 2016

Learning target(s): I can define terms, apply them to poetry, identify literary periods with examples, and types of poems.

Agenda:

- 1. Blue dinosaurs
- 2. Review Groups

Homework:

- 1. Tomorrow is the end of the quarter
- 2. Poetry test tomorrow

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.

Groups

Round 1: 10 minutes

- 1. Come up with 6-8 review questions for your assigned topic. Don't waste time on super easy or super hard questions.
- 2. Write an answer key on the back or on a separate piece of paper.

Rounds 2-5: 6 minutes each

- 1. Quiz yourselves using the review questions the initial group created.
- 2. Discuss anything else you need to related to this topic.

Round 6: Remaining Time

- Full-class discussion with Mrs. Polzinetti. Ask away!

Five Stations

- 1. Literary Periods: Renaissance to Modernism
- 2. Poetic Terminology: prosody, figurative language, enjambment, caesura
- 3. Poets and specific poems: emphasize the ones we studied in more depth
- 4. Tone and shift: what are you looking for? Why? Examples? Tone adjectives
- 5. Types of poems: sonnet, sestina, ode, narrative, lyric, occasional, elegy, pastoral, dramatic monologue, imagist, haiku, etc.

No Cell Phones!

- **Bell Ringer English:** Match these words to the right meaning. (Psychoanalytical Literary Critical Theory)
 1. Daughter is overly close with dad
 2. Seeing your problems in others but not in yourself
 3. Desires you don't realize yet that you have
 4. Placing your feelings for one person to another
 5. Realization that you are an individual
 - A. Latent
 - B. Post-Mirror Phase
 - C. Lack
 - D. Transference
 - E. Electra complex
 - F. Projection
 - G. Oedipus complex
 - H. Repression

CP English 11 March 17, 2016

Learning target(s): I can define and apply psychology terms to literature. I can analyze a short story. I can support claims using the text.

Agenda:

- 1. Review psychoanalytical terms
- 2. Type 3
- 3. Group discussion: Prove It & Symbols

Homework:

- 1. Finish prove-it page – both sides!
- 2. Quarter ends tomorrow – see me in ET/EH or study hall to make up missing work!!!!

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.**

Tell me where you are.

- **1. Print your name and the date.**
- **2. Rate the difficulty of the story:**
- Easy (I could pass a quiz on this right now and explain the story to another person)
- Moderate (I would want to discuss the story before I took any kind of quiz, but otherwise I feel ok)
- Challenging (Please help me, Mrs. Polzinetti.)
- Oops (I didn't read and would appreciate some quiet time to catch up. I promise to do my homework on time from now on.)
- **3. Turn this in and get ready to do a short Type 3 Writing over "My Sister's Marriage."**

Type 3: open text, open notes

1. Name & Date

2. Skip lines

3. Use literary present tense.

- Prompt A: Explain how 2-3 psychoanalytical concepts apply to this story. Consult your notes.
- Prompt B: Explain how 2-3 literary concepts apply to this story: catharsis, pathetic fallacy, symbolism, foreshadowing, iceberg principle, irony.

Groups

- Support your statements with examples and direct quotations from the story.
- Direct quotations can be narration or dialogue.
- Everyone is responsible for writing down ideas and support in his or her own notes.

Groups

- By window: Cynder, Travis, Terry, Bailee, Elijah, Noah, Cam
- By Bruno's stick-figure family: Tayler, Jimmy, Hunt, Erin, Sean
- **Elsewhere (don't block door or walkways):**
 - Mattie, Bruno, Micah
 - Jon, Taylor, Sarah
 - Katy, Chris, Grant, Colt
 - Kevin, Paige, Emily

Groups

- Jacob, Noah, Shelbi, Skylar, Sierra by window
- Ronni Lynn, Josh, Shyann by Legolas
- Courtney, Griffin, Joey
- Taylor, Wade, Livia
- Cassie, Hayden, Kayci
- Micah, Luke, Ryan, Kevin

No Cell Phones!

- **Bell Ringer AP:**
- Scour the Merriman packet – highlight key names, events, terms.
- Work efficiently so there is time for your extra credit quiz.
- If time permits, we'll do IDs after the extra credit quiz. If not, IDs will be due tomorrow. The quiz is still tomorrow.

AP Euro

March 17, 2016

Learning target(s): I can identify key fascist groups throughout Europe. I can explain key facts about the Spanish Civil War and the climate of Europe on the eve of World War II.

Agenda:

- 1. Reading time – use it wisely.
- 2. Extra Credit Quiz
- 3. IDs? Work time?

Homework:

- 1. Five Review IDs
- 2. Quiz tomorrow – consult packet and Spielvogel, pp. 819-822