

CP English 11 March 2, 2015

Learning target(s): I can define words, identify different female archetypes, and correct misplaced modifiers.

Agenda:

- 1. Vocabulary Lesson 7
- 2. Archetype Review
- 3. Type 3 Writing
- 4. Misplaced Modifiers

Homework:

- 1. Vocabulary, p. 43
- 2. Grammar

Type 3 Writing: Skip Lines

- Name & Date in upper left-hand corner
- Use literary present tense.
- **Prompt:** Tell me about spear maidens and damsels-in-distress in various stories (film, comic books, TV shows, plays, fairy tales, etc.). Don't just list – explain. Try to pick recent examples and maybe some older ones, too.

Misplaced Modifiers

- Why are these awkward or even funny?
- She handed out brownies to the children stored in Tupperware.
- I saw the dead dog driving down the interstate.
- Emitting thick black smoke from the midsection, I realized something was wrong.
- Freshly painted, Jim left the room to dry.
- She carefully studied the Picasso hanging in the art gallery with her friend.

Modifiers

- Better?
- She handed out brownies to the children stored in Tupperware.
- She handed the brownies that had been stored in Tupperware to the children.
- She handed the brownies to the children.
- I saw the dead dog driving down the interstate.
- Driving down the interstate, I saw the dead dog.

Better?

- Emitting thick black smoke from the midsection, I realized something was wrong.
- Emitting thick black smoke from the midsection, the car clearly had something wrong.
- I realized something was wrong when I saw thick black smoke coming from the midsection.
- Freshly painted, Jim left the room to dry.
- Jim left the freshly painted room to dry.
- She carefully studied the Picasso hanging in the art gallery with her friend.
- With her friend, she carefully studied the Picasso hanging in the art gallery.
- She and her friend carefully studied the Picasso hanging in the art gallery.

Honors

March 2, 2015

Learning target(s): I can gather supporting details. I can recall important details and think through challenging questions.

Agenda:

- 1. Find examples in book, mark them
- 2. Quick Review
- 3. Start test

Homework:

- 1. Study
- 2. Vocabulary
- 3. Third Draft (2nd period)

Quick Review

- 1. Highest ranking character who is also the highest example of politeness
- 2. Member of the gentry, rude, a fop
- 3. A wise old man, a clergyman (minister/priest)
- 4. Evelina's biological father, a rake and a cad
- 5. A bully and a satirical mouthpiece for Burney
- 6. A woman who married up but is uneducated, tactless, and has anger management problems
- 7. Evelina's pretentious cousins
- 8. A woman so gentle and ladylike that she is generally ineffective at diffusing negative social situations
- 9. A beautiful enchantress, damsel-in-distress, and young woman from the countryside
- 10. Possibly a rake: a wily, persistent suitor

Quick Review

- 1. Speaker's attitude
- 2. Audience knows, but character does not
- 3. Girl who needs to be rescued
- 4. Girl who brings new life and vitality
- 5. Woman who causes a man's destruction
- 6. Similar on the surface, but are polar opposites in personality, behavior, motives
- 7. An excessively vain man who overdresses
- 8. A man who mistreats a woman
- 9. A man whose hobby it is to seduce women

AP Euro

March 2, 2015

Learning target(s): I can explain the Russian Revolution (which includes a civil war)

Agenda:

- 1. Quiz
- 2. Causes & Effects of the Russian Revolution

Homework:

- 1. Seven Review IDs
- 2. Quiz Wednesday
- 3. Finish Classwork

Consider the causes & effects of the RR.

- Pre-Writing
- Long term & short term/ short term & long term
- PERSIA
- Multiple causes & one effect/ one cause & multiple effects
- **Prompt: What graphic organizer best displays the complex system of causes & effects of the Russian Revolution? See next slide for ideas.**
- **Directions: You are to create an ideal graphic organizer, fill it out, and be able to justify why this visual is the best fit for the information.**

CP English 10

March 2, 2015

Learning target(s): I can identify poetic devices, understand the tone and theme of a poem, and I can write a persuasive letter.

Agenda:

- 1. Revisit poetry
- 2. Revisit letter form

Homework:

- Write a letter – see final slide for instructions

Poetry Revisited

- 1. Go through old quizzes
- Poetic devices
- Meaning
- Theme
- Tone
- 2. Your poems

Turn your food imagery into a poem.

1. Include 4 poetic devices.
2. Make this at least 40 words long.
3. Make a point about life: here are some suggestions.
 - Food or feeding others is an expression of love.
(Suitable for a home-cooked meal poem)
 - Proper nourishment makes us strong and healthy.
 - Life is like a meal (how? That's up to you to explain).
 - Very different people can bond over a meal/ meals bring people together.
 - Food is more satisfying when (you finish the thought).

If you are asked to write a letter...

- Your address
- Date
- Dear _____, or Dear _____:
- Use paragraphs, just as you normally would.
- Still have an intro., body, and conclusion.
- Sincerely, or Thank you for your consideration,
- Your signature
- Your name printed neatly

Letter Homework

- **Write a letter to a company asking for them to do one of the following:**
- Bring back a product that has been discontinued
- Change a policy you think is unfair (a return policy, perhaps)
- Build a store in our area
- Offer its employees better pay and/or benefits
- **Be sure to use proper letter format and support your positions using good persuasive writing skills.**