

No Cell Phones!

- **Bell Ringer Honors:**
- Update your vocabulary chart (last week's quiz score).
- Think you can earn a 15/14 today? (Yes!)

College & Career Fair

- Centerville High School
- March 8, 6:30-8:30
- That's Tuesday!

Honors

March 3, 2016

Learning target(s): I can define and use vocabulary words. I can describe WWI poetry. I can explain imagism and be a good listener.

Agenda:

- 1. VQ
- 2. Review World War I poems
- 3. Introduction to Imagism

Homework:

- 1. Due Monday: read “Snake,” pp. 1007-1009
- 2. Write ½ page telling me about the tone of this poem
- 3. Also answer questions 7, 8, and 10 on p. 1009

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.

Review World War I Poems

- 1. Authors & Titles: who wrote what?
- 2. Themes: message of each poem?
- 3. Tone, including shift (you've done this already, but review briefly)
- 4. What are the major images, subject matter of each?
- 5. What are the key differences among these poems?
Discuss the progression from "The Soldier" to the front-line poems to the post-war poem, "The Second Coming."
- 6. Find and discuss examples of assonance (repeated vowel sounds), alliteration, similes, metaphors, personification, onomatopoeia, hyperbole, and rhyme scheme. Discuss the connotations and effect of sound.

Imagism with 6:00 Buddy

- Next to each poem: what is the impression the poem is making? What is the “feel” of the poem?
- Peaceful?
- Despairing?
- Unsettling?
- Refreshing?

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- **Bell Ringer English:** Match these words to the right meaning.
 - 1. Friendly, sociable
 - 2. Energetic, untiring
 - 3. Well defended
 - 4. Easily angered
 - 5. Snappy comeback
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- A. irascible
 - B. impenetrable
 - C. convivial
 - D. inflection
 - E. rejoinder
 - F. indefatigable

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CP English 11 March 3, 2016

Learning target(s): I can use and define vocabulary words. I can explain and analyze *Lord of the Flies*.

Agenda:

- 1. VQ
- 2. Look at previous test
- 3. Update notes
- 4. Review
- 5. Pre-Writing

Homework:

- 1. Test tomorrow
- 2. 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.**

Chapter 12 Again

- 1. Re-read pp. 198, bottom, “Ralph fumbled” to page 202. Let’s look at the language (savages, boys, British, etc.)
- 2. Microcosm
- 3. Theme
- 4. Update Triangle of Conflict notes (political, psychological, and straight-up events): who wins?
- 5. Review terms, events, characters

Pre-Writing

- 1. Though Simon and Roger are not main characters, they get a fair amount of attention, especially as the book develops. Discuss the roles Simon and Roger play; how are they important to the story? Consider multiple reasons for each boy (Simon and Roger) and provide specific examples.
- 2. Discuss Golding's use of foreshadowing throughout the book. Consider how the foreshadowing relates to the characterization of specific boys, to the conflicts of the plot, and to the theme of the novel.
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- **Bell Ringer AP:**
- Get ready to take notes.
- Turn in IDs.

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AP Euro

March 3, 2016

Learning target(s): I can explain the Russian Revolution. I can explain how and why WWI ended and the aftermath.

Agenda:

- 1. Russian Revolution
- 2. End of the War details

Homework:

- 1. Five Review IDs
- 2. Quiz tomorrow

Russian Revolution

- 1. Discuss the timeline of the major events.
- See p. 787 in Sp. and p. 907 in McKay. Take notes for your own benefit.
- 2. What are key similarities to the French Revolution? Key differences? Make a chart.
 - People (individuals) Role of warfare
 - Events Ideology
 - Issues Groups
 - Role of Socialism Role of religion
- **3. Who's Who page and What's What?**