

CP English 11 March 6, 2015

Learning target(s): I can define characterization. I can analyze different characters and a story for its theme and symbols.

Agenda:

- 1. Characterization Review
- 2. Type 3 Writing
- 3. Discussion

Homework:

- 1. Whatever you owe me
- 2. Have a good weekend
- 3. The time changes this weekend!

Direct & Indirect Characterization

- Direct: the narrator tells us what a character is like
- Indirect: we have to infer what a character is like based on dialogue, thoughts, actions
- Discuss how Mansfield characterizes Laura.

Type 3: Skip lines!

- Name & Date in upper left-hand corner
- Use literary Present Tense
- Prompt: How does Mansfield characterize Jose and Mrs. Sheridan? Use some direct quotations (not necessarily dialogue).

Discussion/ Pre-Writing

- What is this story about and how does Mansfield use symbols or imagery to support this theme?
- **Consider these issues:**
- Social class
- Family dynamics (how families interact)
- Laura's age
- Life & Death
- **Record passages you would use in an essay over this.**

Honors

March 6, 2015

Learning target(s): I can use vocabulary words correctly. I can be a good listener and participant.

Agenda:

- 1. VQ
- 2. Workshop: 2nd period
- 2. Three-Minute Reports
- 3. Discussion (2nd – we'll come back to this Monday during our super long class)

Homework:

- 1. Letters XLIV-LII or Part II, Letters XIII-XXI
- 2. Reflections / Three Minute Reports
- 3. Research papers...

Revision Workshop

- Introduction:
- Do you start with something thought provoking like a quotation or proverb or rhetorical question? Do you start with a problem? Do you start with an anecdote that leads into your topic? (Is there a relevant attention grabber?)
- Do you give adequate background information?
- Do you have a clear thesis statement that identifies your claim (argument) and lists in order the major points you will use?

Revision Workshop

- Body
- Do you have clear topic sentences early in each paragraph or section identifying the main claim? Does this relate back to the thesis?
- Do you have cited material from multiple sources in each body section?
- Do you use cited material to support *your* ideas (not the other way around)?
- Do you properly lead into, cite, and discuss each quotation?
- Do you end each body section with a mini-conclusion?
- Are your body sections fairly balanced in length and development?

Revision Workshop

- Conclusion:
- Is there a transition?
- Do you restate major points?
- Do you put this topic into a bigger context, talk about consequences, or call for action?

Discussion Questions

- 1. What don't you understand?
- 2. What scenes or characters merit discussing?
- 3. What are the implications of Sir John's letter? Were you surprised?
- 4. Does Sir Clement have genuine feelings for Evelina (and is just going about things the wrong way) or is he just in it for the thrill of the chase?
- 5. Lady Howard refuses to get involved in the Captain's schemes; Mrs. Mirvan tries to make peace without directly confronting the Captain and Mr. Villars rarely comments on the Captain, period. Why, and how does this make you feel about these "role model" characters?
- 6. Discuss the London characters.

AP Euro

March 6, 2015

Learning target(s): I can explain the effects of WWI on intellectual and spiritual trends.

Agenda:

- 1. Quiz
- 2. Philosophy
- 3. Science

Homework:

- 1. Review IDs (Ch. 13-27)
- 2. New IDs
- 3. Next quiz Tuesday (sorry – we should be to Hitler by mid-March, and that's not going to happen)

CP English 10

March 6, 2015

Learning target(s): I can synthesize; I can write a meaningful essay pulling from two other sources.

Agenda:

- OGT writing practice

Homework:

- 1. Whatever you owe me
- 2. The time changes this weekend!