

CP English 11 March 9, 2015

Learning target(s): I can analyze a story and support an interpretation. I can review vocabulary.

Agenda:

- 1. Discussion/ Prewriting
- 2. Type 3
- 3. Vocabulary Review

Homework:

- 1. FVQ Thursday
- 2. Blizzard Bags!
- 3. Finish classwork

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.**

Type 3: Skip lines

- Name & Date!
- Use literary present tense
- What is the story really about (theme)? How does Mansfield use plot, character, symbolism, and imagery to convey (communicate, suggest, imply) this theme? Include some specific examples.

Finished?

- We've studied these vocabulary lessons:
26, 28, 30, 1, 3, 5, 7.
- 1. Make a matching exercise using at least 2 words from each lesson (pick the hardest words).
- 2. Have at least 15 words (that's one extra).
- 3. Put your key on the back or on a separate piece of paper.

Honors

March 9, 2015

Learning target(s): I can recall key details. I can be a good listener and speaker.

Agenda:

- 1. Reading Quiz
- 2. Three Minute Reports
- 3. Minuet video
- 4. Discussion (to be continued tomorrow)

Homework:

- 1. FVQ Thursday
- 2. Letters LIII-LXI or Part 2, Letters XXII-XXX due Wednesday
- 3. Reflections & Three Minute Reports

Discussion

- 1. What do you need clarified?
- 2. What do you think is discussion worthy?
- 3. Obstacles, trials, embarrassments Evelina faces – how does she handle them?
- 4. Archetypes (gardens, labyrinths, beautiful enchantress)
- 5. Sir Clement & Mr. Smith
- 6. Mr. Macartney

AP Euro

March 9, 2015

Learning target(s): I can explain the effect of WWI on various aspects of society.

Agenda:

- 1. Religion
- 2. Art, Music, Film, Radio
- 3. Economics?
- 4. Finish Science

Homework:

- 1. Seven Review IDs
- 2. Quiz tomorrow

Religion

1. Who said “God is dead” and viewed Christianity as a slave morality? He died in 1900.
2. Prior to 1914, Protestant teachers tried to make Christianity sound more in line with what, de-emphasizing supernatural elements and miracles?
3. After World War I, Christian thinkers emphasized humans’ sinful nature, the mystery of God’s forgiveness, and _____.
4. Post-World War I Christians revived whose ideas about personal failings and dependence on a remote but majestic God? Hint: he was Danish.
5. Who was the leading Catholic Christian existentialist, a Frenchman who viewed Catholicism as the answer to the broken world? He worked with Jacques Maritain.
6. Name the Swiss Protestant theologian who pushed for a revival of Reformation fervor and insisted on belief in the supernatural elements of God.
7. Name 2 big thinkers who converted to Christianity after World War I. Your book lists 10 in the last paragraph of this section.

Religion: Answers

1. Who said “God is dead” and viewed Christianity as a slave morality? He died in 1900. Friedrich Nietzsche
2. Prior to 1914, Protestant teachers tried to make Christianity sound more in line with what, de-emphasizing supernatural elements and miracles?
Reason/ logic/science/evolution
3. After World War I, Christian thinkers emphasized humans’ sinful nature, the mystery of God’s forgiveness, and _____. Need for faith
4. Post-World War I Christians revived whose ideas about personal failings and dependence on a remote but majestic God? Hint: he was Danish. Soren Kierkegaard
5. Who was the leading Catholic Christian existentialist, a Frenchman who viewed Catholicism as the answer to the broken world? He worked with Jacques Maritain. Gabriel Marcel
6. Name the Swiss Protestant theologian who pushed for a revival of Reformation fervor and insisted on belief in the supernatural elements of God. Karl Barth
7. Name 2 big thinkers who converted to Christianity after World War I. Your book lists 10 in the last paragraph of this section.
Max Planck, Cyril Joad, Graham Green, C. S. Lewis, Aldous Huxley, Evelyn Waugh, T.S. Eliot, W.H. Auden, Arnold Toynbee, Karl Stern

Music & Media

- Make a matching exercise over music, radio, and film. Focus on the twentieth century.
- Stravinsky & Diaghilev Baldwin
- Berg Hitler
- Schonberg Eisenstein
- Chaplin Riefenstahl
- *Cabinet of Dr. Caligari* BBC
- Talkies Melba
- Marconi Penny arcades

CP English 10

March 9, 2015

Learning target(s):

Agenda:

- 1. Term review, practice
- 2. OGT Reading packet & discuss

Homework:

- 1. Finish OGT reading packet
- 2. Missing work

Do you remember these terms?

1. Main character
 2. Character or thing that opposes the main character
 3. Time, place of story
 4. 1st, 2nd, 3rd person narrator
 5. Emotional association of a word
 6. Regular grouping of lines in poetry
 7. Turning point of story
- A. antagonist
 - B. connotation
 - C. climax
 - D. setting
 - E. protagonist
 - F. stanza
 - G. denotation
 - H. point of view
 - J. resolution
 - K. anecdote

What do these mean?

- | | |
|---|----------------|
| 8. Short story with a point | A. parallelism |
| 9. Reference to an outside work | B. simile |
| 10. Exaggeration | C. exposition |
| 11. Comparison with like/as | D. idiom |
| 12. Object or action that represents an idea | E. allusion |
| 13. Story's introduction | F. period |
| 14. Meaningful saying that, on the surface, seems nonsensical | G. semicolon |
| 15. Like a period, it separates 2 independent clauses | H. hyperbole |
| | J. symbol |
| | K. anecdote |
| | L. comma |