

Shakespeare's Poetry

- **Richness of the text:**
- Musicality (alliteration, rhyme, rhythm)
- Analogies/associations (metaphor, similes, allusions, personification, hyperbole)
- Cleverness (puns, oxymorons, metaphors, similes)
- This elevates what Shakespeare wrote – the complexity makes it richer than the average play.

CP English 11 May 11, 2015

Learning target(s): I can analyze *Romeo and Juliet*.

Agenda:

- 1. Capulet yells at Juliet scene
- 2. Work Time (essays from Friday)

Homework:

- 1. Read background for Act 4, pp. 210-211
- 2. Read Act 4, Scenes 1-3

Essays – Answer **BOTH**. You may use your book and Prove-it notes.

- 1. In a short essay, explain how and why Act 3 is the turning point of the play. Discuss how the plot and the mood change course in this act. This will be about 4 paragraphs (intro, 2 body, conclusion).
- 2. In a longer essay, discuss one of the following characters. Consider what kind of person this character is and how his or her personality traits, attitudes, and behaviors affect the plot.
- Nurse, Romeo, Lord Capulet, Mercutio, Tybalt

Honors

May 11, 2015

Learning target(s): I can assess my own learning. I can support an argument with ample evidence (your self-reflection).

Agenda:

- 1. Work Time
- 2. More work time.

Homework:

- 1. Ch. IX-X due Wednesday – work time in class tomorrow
- 2. Portfolio due Thursday
- 3. Book Two quiz Friday

AP Euro

May 11, 2015

Learning target(s): I can behave.

Agenda:

- 1. Debrief
- 2. What's allowed
- 3. Project

Homework:

- 1. Project
- 2. Make up work

Over the next two weeks

Acceptable

- Work on your project
- Make up missing work
- Retake quizzes
- Do work for other classes
- Play approved board games (make a tournament out of it?)
- Help another teacher (when we're not presenting)
- Listen to music with earphones
- Laptops, e-readers

Unacceptable

- Leave the classroom daily/frequently
- Horseplay
- Cell phones
- Be on Mrs. Polzinetti's computer (I need it)
- Be disruptive
- Cheat for this or any other class
- Sleep
- Noisy games (computer or otherwise)

CP English 10

May 11, 2015

Learning target(s): I can define words. I can analyze and explain a novel.

Agenda:

- 1. Vocabulary Lesson 22
- 2. *The Great Gatsby*

Homework:

- 1. Page 143
- 2. Chapter 4

Lesson 22

- -ject means to ____.
- What does eject mean?
- What does reject mean?
- What does inject mean?
- Now look on pp. 141-142 for the definitions of ten more “ject” words.
- Read these silently to yourselves.
- In the margins, write your own examples.

Chapter 3 Discussion Questions

- 1. Describe Gatsby's parties (include things like the food, workers, music, decorations).
- 2. Why did Nick go to Gatsby's party? Why do the other guests go?
- 3. How do the party guests know Gatsby? What do they know about him?
- 4. Who is "Owl Eyes"?
- 5. How does Nick meet Gatsby?
- 6. What does Nick discover as he leaves Gatsby's party?
- 7. Although Nick is mostly telling about select events, what does he do during the day?
- 8. What does Nick finally remember about who Jordan is? How does he feel about her? What stands in his way?
- 9. How does Nick view himself? Does this affect his capabilities as a narrator?

Ch. 4 Questions

- What information does Gatsby share with Nick about his life?
- Describe Mr. Wolfsheim.
- Who else does Nick see at lunch? Why does Gatsby leave while being introduced?
- Recall the series of events Jordan tells Nick about Tom and Daisy's life together.
- Why did Gatsby buy his house in West Egg?
- Why has Gatsby been having his parties?
- What favor does Gatsby want from Nick?
- What will happen if Daisy and Gatsby meet? Why has Gatsby waited so long to meet her? What was in the letter Daisy received on her wedding day?
- How has Nick and Jordan's relationship changed?