

CP English 11 May 13, 2015

Learning target(s): I can define comic relief and locate examples of it in *Romeo and Juliet*. I can analyze *Romeo and Juliet*. I can be a good participant.

Agenda:

- 1. Comic Relief
- 2. Think, Write, Share
- 3. Act it out?

Homework:

- 1. Act V background information, pp. 250-251
- 2. Act V, all of it :0

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.**

Comic Relief

- Follows serious, intense, or heartrending scenes
- Provides audience a chance to release some tension
- Provides contrast to make the sad scenes even sadder
- Let's look through the play and find several examples. Jot these down in your notes.

Comic Relief Examples

- Act 1, Scene 3 Nurse talks to Juliet about falling down
- Act 2, Scene 1 Benvolio & Mercutio joke about Romeo and Rosaline
- Act 3, Scene 1 Mercutio teases Benvolio about having a bad temper; Mercutio talks smack to Tybalt
- Act 4, Scene 5 Musicians and servants, including Peter

Scenes with comedy

- Act 1, Scene 3 Nurse teases Juliet about falling backwards
- Act 2, Scene 4 Mercutio teases Romeo about Rosaline
- Act 3, Scene 1 beginning – Mercutio teases Benvolio about having a bad temper
- Act 4, Scene 4 Capulet and servants

Think, Write, Share

- 1. Review Juliet's soliloquy in Act IV, Scene 3.
- A. She has a series of doubts/questions. What are they?
- B. Look at her language. What are some words with strong connotations? How is this different from her earlier speeches?
- C. Look at the sentence structure and punctuation. What does that tell us?

Think, Write, Share

- 2. You are the director. What character reacts most strongly to Juliet's death? Whose reaction will evoke the strongest pity in the audience? Why?
- 3. "Falling action: in a tragedy, that portion of the plot that follows the climax or the crisis and that leads to and culminates in the catastrophe" (*Bedford Glossary of Critical and Literary Terms*). (Catastrophe is the fifth plot part in a tragedy, in which the hero often dies.) How is Act 4 the falling action of the play?
- 4. Look at the Shakespearian side of Act IV, Scene 5. Make a list of the words that have strong connotations.

Honors

May 13, 2015

Learning target(s): I can explain and analyze *1984*.

Agenda:

- 1. Portfolio questions
- 2. Quick Write
- 3. Reports/Discussion

Homework:

- 1. Portfolio due tomorrow
- 2. Book Two test Friday or Take-Home Test due Monday

Quick Write

- What are the salient points of The Book? Do we learn anything new and important, or does it just reiterate the key things we already know? What is the purpose of including the text of The Book?
- Discuss Chapter X as a turning point. Are the events in this chapter adequately foreshadowed? Discuss the symbolism and irony as well.

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 13, 2015

Learning target(s):

Agenda:

- 1. Gatsby Quiz
- 2. Vocabulary practice
- 3. Discussion? Reading time?

Homework:

- 1. VQ tomorrow (Lesson 22)
- 2. Chapter 6 due tomorrow – catch up if you're behind. Ch. 7 will be due Monday, 8 Tuesday, 9 Wednesday.

Use Two Words from Each List

- 1. abject, conjecture, dejected, interject, trajectory
- 2. jettison, jut, jetty, objectionable, projectile
- 3. mettle, stalwart, bulwark, fortitude, resilient
- **USE INK! NO PENCIL!**