

CP English 11 May 4, 2015

Learning target(s): I can analyze soliloquies for poetic devices and tone.

Agenda:

- 1. Spelling
- 2. *Romeo and Juliet* poetry analysis

Homework:

- 1. Study spelling
- 2. Act 3, Scenes 1-2
- 3. Poetry Analysis, 3.2.1-31

Final Spelling List (Evil, I know)

- 1. veil (covering for face/hair)
- 2. villain
- 3. vile (disgusting, wicked)
- 4. vial (small glass medicine bottle)
- 5. decision
- 6. botulism (a kind of food poisoning)
- 7. Renaissance
- 8. vale (valley)
- 9. pharaoh
- 10. groceries

Act 2 Poetry Analysis

- Objective: analyze 2 soliloquies for poetic devices and tone
- Diction/Connotation? Syntax/Punctuation?
- As a class: Act 2, Scene 3, Lines 1-32
- With a partner: Act 2, Scene 5, Lines 1-17
- Classical allusion, simile, metaphor, parallel structure. Tone?
- Alone for HW: Act 3, Scene 2, Lines 1-31

Honors

May 4, 2015

Learning target(s):

Agenda:

- 1. Quiz
- 2. Quick Write
- 3. Three Minute Reports
- 4. Discussion?

Homework:

- 1. Reflections
- 2. Book Two, Chapters IV-V due Wednesday
- 3. Three Minute Reports
- 4. Portfolios due a week from this Thursday

Quick Write

- Discuss the characterization of Julia.
- Discuss various examples of irony in these chapters.
- Discuss the speakers' skills and content.
- Turn it in.

Discussion

- 1. Clarify whatever you didn't understand.
- 2. What in Book One foreshadows these events?
- 3. What in these chapters seems like foreshadowing?
- 4. Is the relationship purely a physical, mini-rebellion or are they likely to pursue a more substantial rebellion? What strengths would each bring to a real, outward rebellion?
- 5. Pathetic fallacy, character & setting archetypes?

AP Euro

May 4, 2015

Learning target(s):

Agenda:

- 1. 1800s Politics Multiple choice & discussion
- 2. Presentations?
- 3. FRQ practice
- 4. Go over 21-40 MC

Homework:

- 1. Ten Review IDs
- 2. Questions 41-60 MC
- 3. Study Wars and Treaties before 1914

Crucial Questions

- 1. Tomorrow, please be ready to go over wars & treaties. What do you want to hit hard Wednesday & Thursday?
- 2. Meet after school? What day(s)?
- 3. Do you want me to start texting out review questions? What time of day is worst?

CP English 10

May 4, 2015

Learning target(s):

Agenda:

- 1. Lesson 21
- 2. F. Scott Fitzgerald biography
- 3. YouTube on the Roaring Twenties
- 4. Discuss backdrop for the novel

Homework:

- 1. Page 135
- 2. Bring *The Great Gatsby* tomorrow

Lesson 21, pp. 133-134

- What word goes with each of the following etymologies?
- 1. thread
- 2. work plank
- 3. strong
- 4. not conquerable
- 5. without right of seizure
- 6. jump onto
- 7. metal
- 8. citizen
- 9. steadfast
- 10. leap back

Lesson 21, pp. 133-134

- What is the real definition of each word?
- 1. thread **stamina** **endurance**
- 2. work plank **bulwark** **wall used as protection, a strong defense**
- 3. strong **fortitude** **strength of mind that lets one continue**
- 4. not conquerable **invincible** **incapable of being defeated**
- 5. without right of seizure **asylum** **safe place**
- 6. jump onto **assail** **attack or assault**
- 7. metal **mettle** **courage and strength of mind**
- 8. citizen **citadel** **a fortress commanding a city**
- 9. steadfast **stalwart** **strong and dependable**
- 10. leap back **resilient** **able to recover quickly**

Read p. 136.

- Answer the MC and TF questions on pp. 136-137.
- Molly Pitcher (Mary Ludwig), an American Revolutionary heroine, loading a cannon at the Battle of Monmouth, NJ, June 28, 1778.

Listen carefully.

- This video is over the 1920s. Some of the information may be familiar to you.
- During the video, just watch and listen.
- When the video ends, write down as many facts as you can remember.
- We'll discuss these and add to your notes.