

CP English 11 May 8, 2015

Learning target(s): I can analyze poetry, plot, and character.

Agenda:

- 1. Poetry Quiz
- 2. Essays – use your Prove-It page & book
- 3. Time leftover? There shouldn't be any. But if so, read the background information for Acts 1-4 in the Simply Shakespeare book or the photocopy you got late last week.

Homework:

- 1. Enjoy the weather.
- 2. Whatever you owe me.

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 8, 2015

Learning target(s): I can discuss the turning point of the novel. I can be a good listener.

Agenda:

- 1. Quiz
- 2. Quick Write
- 3. Presentations (Three-Minute & Yesterday's Argument with Pre-Writing)
- 4. Discussion

Homework:

- 1. Ch. IX-X Due Wednesday
- 2. Monday you'll have time to work on portfolios

Quick Write

- Discuss the symbolism in these chapters. Consider luxury items, song lyrics, and other emphasized things.
- What are the key ideas in this reading? What does Winston think is important? What does Julia think is important? What is important about the series of questions they must answer?
- Discuss the speakers' skills and content.
- Turn it in.

In your group, compose 3 arguments about the book so far.

- **Focus on a character's personality traits and motivation. Archetypal roles?**
- **Consider why Orwell makes so many references to churches.**
- **Consider what impression Orwell is trying to make on his 1949 audience – what is his point?**
- **Pick one and do some major prewriting. You'll present this to the class (today, hopefully).**

Present Arguments & Pre-Writing From Yesterday

- Then discussion
- 1. What needs to be clarified?
- 2. Who saw this coming? What was still surprising?
- 3. O'Brien's questions to Winston and Julia? What will they and what won't they do?
- 4. Discuss these chapters as a turning point.

CP English 10

May 8, 2015

Learning target(s): I can analyze a novel. I can read and understand a novel.

Agenda:

- 1. Characterization, symbols, irony, suspense
- 2. Quiet reading time: Chapter 3

Homework:

- 1. Chapter 3 due Monday
- 2. Whatever else you owe me

Full-Class Discussion

- Characterization of Tom, Mr. Wilson, Daisy, Myrtle, Jordan
- Symbols: Dr. T.J. Eckleburg, the dog, the ashes
- Gatsby: we haven't met the title character yet. What have we heard about him from the characters? In Ch. 3 we will hear even more before finally meeting him. Why wait so long?

Chapter 3 Questions

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