

See the play!

- Nov. 13-15, 7:00 p.m., \$5.00 for students
- 1. Get your ticket stub or program signed by a WHS employee (bring a pen)
- 2. Turn it in with a list of 6 very specific things you liked. Prove you were paying attention.
- Due November 18 (Tuesday)

CP English 11 November 13, 2014

Learning target(s): I can be a good listener and speaker. I can use vocabulary words correctly.

Agenda:

- 1. Speeches
- 2. Vocabulary 3:00 (Derivatives pp. 131-132)
- 3. Go over grammar

Homework:

- 1. VQ tomorrow
- 2. Speech reflections
- 3. Moodle due by 8:00 p.m. tonight

Tally

- If you are keeping a daily record of anything (participation, listening, not falling asleep, etc.), remember to make a note of today's successes.

Reflection

- **Speakers:** write about a half page (single spaced) describing how you think you did and what you would do differently if you were presenting this again to Mr. Hamen's class tomorrow.
- **Listeners:** write about a half page single spaced) grading one of the speakers today. What was effective? What could have been better? **Be specific.** Prove you were paying attention.

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Honors

November 13, 2014

Learning target(s): I can use the right word. I can use vocabulary words. I can understand *Macbeth*.

Agenda:

- 1. Grammar
- 2. Vocabulary Sentences
- 3. Act 3

Homework:

- 1. VQ tomorrow
- 2. Two paragraphs

Tally

- If you are keeping a daily record of anything (participation, listening, not falling asleep, etc.), remember to make a note of today's successes.

Exploitation

- Taking advantage of someone who is vulnerable or powerless already
- (Marxist critics are especially sensitive to the “haves” exploiting the “have nots”)
- Who are the murderers?
- How does Macbeth manipulate (exploit) them to do his bidding?

AP Euro

November 13, 2014

Learning target(s): I can explain social history. I can analyze changes in the health, religion, and leisure of the “people.”

Agenda:

- 1. Discuss social history
- 2. Study Guides: share

Homework:

- 1. Quiz tomorrow – please study. I have lots of stickers I want to use and I’m tired of single-digit scores.
- 2. Next week is an ET/EH week; plan accordingly. (Get caught up in your other classes.)

Social History **Before** & **After** the Rise of Cottage Industry & Urbanization

- **Before**
 - Enclosure hurt small farmers/ landless
 - Labor costs too high/ guilds
 - Just price
 - Pricey textiles
 - Agrarian majority
- **After**
 - Proto-industrial society
 - Cottage industry cheaper
 - Free-market/riots
 - Textiles cheaper
 - Growing working class, especially urban
 - *Pamela* & novels in general

- Nuclear Family
- Infanticide common, foundling homes
- Later marriage – needed money to buy land
- Marriage for convenience or due to pressure
- Family increased in size/ extended family together
- Infanticide less common
- Earlier marriage – cottage, bed, loom, spinning wheel
- Marriage for love

If you were writing an ID Quiz, what names and terms would you include?

- People
- Surgeons, amputation
- Midwives, Madame du Coudray
- Diderot exposed Hotel-Dieu
- William Tuke & Philippe Pinel (mentally ill patients)
- Dr. Mesmer (mesmerize)
- Terms, non-people
- Potato, corn, tomatoes
- Bread (white vs. brown)
- Class diets
- Hotel-Dieu (ack!)
- Bleeding and purging
- Celestial Bed
- Smallpox

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CP English 10

November 13, 2014

Learning target(s): I can define, recognize, and use noun phrases. I can use vocabulary words correctly. I can explain Treasure Island. I can use imagery.

Agenda:

- 1. Vocabulary sentences with noun phrases
- 2. Ch. 15-16
- 3. Explain homework

Homework:

- 1. VQ tomorrow
- 2. Write a short story using imagery

Review: Noun Phrases

- What is a noun phrase?
- A noun phrase can serve as the _____, _____ of the verb, _____ of a preposition, _____, or _____ in a sentence.
- A noun phrase is longer than one word but will include a noun or pronoun.

Vocabulary Practice

- Include and underline a noun phrase in at least 2 of your sentences.
 - Use 3 new words and 2 words from Lessons 6-9.
 - **Be respectful of the dice and each other.**
1. acrimonious or disparage
 2. debunk or impugn
 3. derogatory or invective
 4. chastise or vilify
 5. innuendo or harass
 6. impugn or invective

Imagery

- 1. Define it.
- 2. Jim uses imagery in Ch. 15 to describe what person?
- 3. How does Jim describe this person? (I'm interested in what this person looks like, not who he is or what his story is.)

Imagery Homework

- Write a short story (see your list of topic ideas)
- There should be a clear plot with a beginning, middle, and end.
- There should be a clear conflict and resolution.
- Use imagery as part of your story in 2 separate places. It should be obvious to any reader who knows what imagery is. It should also enhance your story, not feel out of place.
- Remember that imagery appeals to any of your 5 senses, not just vision.