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The eolian harp reading test

PaperAp is the best place to get writing help Order your custom essay or research paper Fast. Unique. Confidential The first part of the poem (lines 1-12), the speaker tries to convey a sense of In context, woeful line 7 suggests that the clouds have become darker The speaker gives symbolic meaning to which of the next? Lines 11 and 12 (de.. silence) are best understood which of the following? the fact that we can just hear the distant sea shows how calm our surroundings are In lines 14-15, the wind is compared to which of the next one happens directly because the wind is desultory the music of the harp is not evenly supported the speaker description of the sound of the lute emphasized all of the following except its in lines 32-33 , the stupid still air ... instrument suggests that the air itself contains potential music In line 38, quiet features like which of the next an adjective change I line 36 In lines 34-43, the speaker compares In the poem, the Aeolic harp is, for the speaker, all of the following except lines 44-48 can best be described as a metaphorical application of the image of the lute In the last part of the poem , the speaker implies that to try to fathom the incomprehensible line 59 the true function of music and poetry It can be inferred that Sara's attitude to the speculations of the speaker is one of the poems an example of which of the following verse forms? Hey guys. We migrate to our new Edmodo site. I'll leave this, but for all the new updates, join us on Edmodo. I will re-post instructions for accession. As new to Edmodo: 1. go to edmodo.com and select I am a student 2. The first field of the application form asks for the group code. 1st period is: 096r54; 4th period is: qy56f2 3. Create a unique username; something with your name in it so we can identify you; also, be professional about this. Create a password. 4. Once all fields are completed, select Sign up to complete the process. If you're already on Edmodo, all you have to do is join our group. Look under groups on the left side of the screen, and then click Join, and then enter our group code. 1st period: 096r54; 4th period: qy56f2SyllabusAbridged SyllabusAP Central (old exam questions)Cliff's Guide (practical exams, test-taking advice, etc.) 3.2: 11 October. Macbeth quiz 2. Macbeth decode passages 3. Seminar Homework: Complete Act 1, with a full-page diary entry. Go to Edmodo. See instructions below (in the homework for yesterday's lesson).3.1: Wed. October 10th. Poetry Test 2. Macbeth 1.1-1.2 Homework: read Macbeth 1.3-1.5; write a full-page diary entry (a paragraph or so summary, the rest think about one or more of the questions in this reading guide). Also, try to connect to our new Edmodo group. As new to Edmodo: 1. go to edmodo.com and select I am a student 2. The first field of the application form asks for the group code. 1st period is: 096r54; 4th period is: qy56f2 3. Create a unique username; something with your name in it so we can identify you; also, be professional about this. Create a password. 4. Once all fields are completed, select Sign up to complete the process. If you're already on Edmodo, all you have to do is join our group. Look under groups on the left side of the screen, and then click Join, and then enter our group code. 1st period: 096r54; 4th period: qy56f2 2.20: Tue. October 9th. Poetry test review 2. Macbeth reading 3. Intro to Macbeth Homework: study for tomorrow's test (Shakespeare's sonnets; Ulysses; My last duchess; To the Virgins, to make much of the time; To his Coy Mistress. Also Macbeth, 1.1-2 (first two scenes); half-page diary entry (plot summary + reflection on your question choice from this reading guide)2.19: Ma. October 8th. Analytical paragraphs 2. Overview of poetry test on Wed. Homework: Poetry test on Wednesday. 1 Shakespeare sonnet; 3 of the following 4: Ulysses; My last duchess; To his Coy Mistress; To the Virgins to make much of Time2.18: Fri. October 5. AP multiple choice practice: Coleridge, The Eolian Harp 2. AP multiple choice practice: Marvell, A Dialogue Between Body and Soul Homework: Work on your college essays!2.17: Thurs. October 4th. Tennyson, Ulysses: literary devices 2. Hardy and Frost: Seminar Discussion Homework: Work on your college essays! 2.16: Wed. October 3 package); annotating, journal.2.15: Tue. 2 1. Stevens, The Snow Man 2. Prize draw 3. Shelley / Keats poems (poems / questions / seminar) Tomorrow: Keats, Browning, Tennyson Homework: read poem by Browning and two poems by Tennyson in package; annotate; magazine entry2.14: Mon. 1 1. PEPs 2. Peer criticism (timed Friday writing) 3. Practice multiple choice: Then hate me if you want, if ever, now (AP Exam 2004) 4. Shelley, Ozymandias (first poem in this week's package) Tomorrow: Seminar on Keat's poems (in package); analytical paragraph structure; TPFASSTT Homework: Read the two Keats poems (in package); annotate; write a half-page diary about them. Then choose to use a Keats poem or Ozymandias when filling out a TPFASSTT form. 2:13 a.m.: Fri. September 28, 1. Timed writing: Donne, The Broken Heart exam) 2. Seminar: Blake's Songs of Innocence and of Experience Monday: peer editing; multiple choice exercises; later romantics Homework: Analysis attempt 2.12: Th. 27 1. Last words about Lines and Kubla Khan 2. Seminar on Rime of the Old Mariner Tomorrow: Timed writing; seminar on Blake poems Homework: Blake poems, reading, annotating, half page diary entry; analysis essay due Monday.2.11: Wed 26 1. Warm-up: from Lines 2. Small groups: discussions about Lines and Kubla Khan 3. Seminar: Kubla Khan and Wordsworth, Lines Tomorrow: final words on Wordsworth and on Kubla Khan; Coleridge's old sailor; tone; literary devices; atmosphere; Romance. HW: Read Rime of the Old Mariner; annotate; magazine entry.2.10: Tue. 25 Sep. Warm-up: my 2012 Q1 2. Finishing peer criticism 3. Seminar: Wordsworth Tomorrow: seminar on Wordsworth, Lines; Coleridge, Kubla Khan Homework: read Coleridge, Kubla Khan; annotate; identify tone to be able to characterize the atmosphere of the poem. Half-page diary entry. I'm collecting tomorrow: 1) last night Wordsworth questions 2) diary entries (2) on Wordsworth poems 3) diary entry on Coleridge poem.2.9: Mon. 24 Sep. 24 sepSidney, Thou blind man mark (AP Exam 2012) 3. Two example essays 4. Peer criticism; you wait until tomorrow night to work on that poem.2.8: Fri. 21 Sep. Last night's homework: identifying good qualities of timed writing 2. Literary devices to look out for 3. Timed writing: Sidney, Thou blind man mark (AP Exam 2012) Monday: Discussion of Sidney poem; sample essays; peer criticism; Wordsworth Homework: Read, annotate, diary: Wordsworth, Lines2.7: Thurs. Sep. 20 1. Warm-up: poem 2. Donne's The Broken Heart: thesis and sketch 3. Guidance on applying to the university Tomorrow: timed writing; Wordsworth Homework: 4 example essays: read, note, notice what good2.6: Wed. 19 Sep. Berryman, Dream Songs 14. Early modern poetry: practice multiple choice: Cowley, My Picture (AP Exam 1994) 3. 1995 Q1: Donne, The Broken Heart: class annotation and discussion of prompt Tomorrow: Donne, The Broken Heart part 2; sample essays; Wordsworth Homework: 19th-Century Poems: Wordsworth: read, annote, identify tone and literary devices, journal entry2.5: Tue Sep. 18 1. Critical notes on poems 10-12 2. Seminar discussion of poems 13-15 Tomorrow: practice multiple choice; Donne, The Broken Heart Q1 (1995); example essays Homework: reading and annotating 1995 Q1 prompt (Donne, The Broken Heart); generating a thesis and a sketch for an essay.2.4: Mon. 17 Sep. Critical notes on poems 7-9 2. 3. Seminar discussion on poems 10-12 Tomorrow: Poems 12-15; multiple choice practice; q3 essays Homework: Poems 12-15; half-page diary entry; found vocabulary; identify for each poem, tone, and quote a line that helps to establish that tone; also for each poem, identify an effective literary device or technique that works to establish the tone or that works to convey some of the general meaning of the poem.2.3: Fri. 14 Sep. 1. To His Coy Mistress 2. Critical notes on poems 4-6 3. Seminar discussion Homework: poems 10-122.2: Thu. 13.2.1: Wed 12 Sep. 12 Sep. Poems 1-3 in package (small groups) 2. Seminar discussion Tomorrow: notes on poems 1-3; seminar on poems 4-6 Homework: poems 4-6 with diaries1.11: Tue. 11 Sep. Warm-up: package Homework: poems 1-3 in package, with journaling and reading questions in book1.10: Mon. 10 Sep. Warm-up: Scissors, I will waste in despair 2. About Q2, and tomorrow's timed writing (one of these: 1.9: Fri. 7 Sep. 1. Warm-up: Lazy Jane 2. Check in 3. C&P: quick critical overview 4. example Q3 essays (from last night's homework) Monday: Last words on crime and punishment; categories for Q2; review of critical vocabulary for textual analysis Homework: Q3 essay. Write an essay on your second summer reading novel using one of the Q3 asks you picked out on Wed night. At least 1.5 pages, typed, double-weaned.1.8: September 6. Warm-up: Sturgeon, Gourmand 2. C&P: passage analysis presentations 3. C&P: quick critical overview Tomorrow: finish critical overview; example Q3 essays (homework) to discuss; a Q3 C&P essay. Homework: Read Q3 2011 Heading; read C&P sample essay that goes with it, and explain in a paragraph why you think it earned a score of 8. Then read example essay S, score it, and submit your score in a further paragraph.1.7: Wed. 5 1. Warm-up: Housman, Here dead lie we 2. Last night's homework: passage H 3. C&P: passage analysis: group work and presentations Tomorrow: We finish our presentations; go through another presentation from me; discuss Q3. Homework: read through old Q3 prompts; Pick two for Crime and Punishment and two for your second summer novel. Write down ideas for each. Come ready to discuss. Also get ready to discuss your C&P and Justice essays (from the summer assignment). Other handouts: Q3 condensed; Show lexicon1.6: Tue. 4 Sep. 1. Warm-up: Owen, Parable of the Old Man and the Young1.5: Fri. 311 August Period 1. Warming up: Raskolnikov / Svidrigailov and suicide 2. Quiz on the notes of yesterday 3. C&P seminar discussion Every student responsible for speaking twice. 4. Summer reading novel #2 small group discussion time We broke up by who read some novel; students started discussing the books and working on their Major Works Data Sheet Tuesday: poetry; more C&P seminar discussion; C&P: passage analysis; notes on literary form in C&P Homework: Major Works Data Sheet on second novel due Tuesday.1.4: Thurs. Aug. 301st Period: 1. Warm-up: yellow in Crime and Punishment 2. Quiz on last night's lecture 3. Matlaw on insect images We talked about the most notable points of the article, and noted it as a model for excellent literary criticism 4. Crime and Punishment: some background notes Just a sketch of some of the great ideas that are knocking on background 5. Crime and Punishment: Small group discussion We broke into small groups to talk about the novel, using this handout to accompany the discussion. This sets us up for our homework tonight and for tomorrow's seminar discussion. Tomorrow: We have a seminar discussion on the novel; Everyone is expected to talk. We also break into small groups to discuss your Summer Lecture novel #2. Homework: Major Works Data Sheet on Summer Reading novel #2 (next Tuesday); check out your notes from today's discussion; be prepared with at least one good critical note for tomorrow's seminar discussion; have at least one passage from the novel that illustrates what you would like to say.4th Period: 1. Warm-up: Yellow in Crime and Punishment 2. Crime and Punishment: some background notes Just a sketch of some of the big ideas that are right on background 3. Crime and Punishment: Small group discussion We broke into small groups to talk about the novel, using this handout to accompany the discussion. This sets us up for our homework tonight and for tomorrow's seminar discussion. Tomorrow: We have a seminar discussion on the novel; Everyone is expected to talk. We also break into small groups to discuss your Summer Lecture novel #2. Homework: Major Works Data Sheet on Summer Reading novel #2 (next Tuesday); check out your notes from today's discussion; be prepared with at least one good critical note for tomorrow's seminar discussion; have at least one passage from the novel that illustrates what you would like to say. Also read Matlaw about recurring images in Crime and Punishment, and write a 1-2 paragraph summary of his critical points.1.3: Wed 29 August 1. Warming up: Crime and Punishment wordle We chose 2 words (no names) from the wordle and answered the question: Why is this word so important to the book, why does Dostoyevsky have such an appeal to it? 2. Last words about the syllabus and the rules and guidelines of class 3. Yesterday's test we came in groups and came to a consensus on the right answers. Then we put them through. 4. Great ideas for crime and punishment I started talking about some of the big ideas knocking about in the book. Tomorrow: I will end up going over the background for the novel; we generate critical ideas for discussion and look at some passages. Homework: Read the excerpt from Matlaw's article on Recurring Images. Then write a single paragraph summary.1.2: Tue. August 28, 1. Warm-up: show and meaning in Little Gidding We reread the selection of Little Gidding and talked about it. I shared some of my notes on and on East Coker. 2. Test with summer assignments: collection order 3. The classroom is on fire... 4. The wonderful syllabus Goals, texts Tomorrow: we will briefly go about my class rules and guidelines; then we will start analyzing crime and punishment, and go over today's test.1.1: Mon. August 27, 1. Warm-up: Tone 1 (At Wit's End) We read and analyzed a short prose passage for tone. 2. Eliot, from Four Quartets We read and analyzed the first of two fragments from Eliot's Four Quartets. We discussed tone, allusion, figurative language, irony and of course meaning. 3. The Summer assignment It's due tomorrow. Come to class ready for a test on crime and punishment, and be ready to hand in your assignment. 4. Syllabus We barely touched this today. We'll finish it tomorrow. Tomorrow: Summer assignment due; test for crime and punishment; end with syllabus; ending with Eliot's Four Quartets; the classroom is on fire... Fire...

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