

12th ELA Presentations
Classroom

Teacher: All right, good morning. Today is it. This is the last day to present, are you ready? A couple of things, I actually want feedback, can you get out a piece of photo paper, scratch paper, we have one, two, three, four presenters left here. Does anybody ... I see a bag. [crosstalk 00:00:30]

I am looking for a three, two, one on your paper, so three things you learned from the presentations today, and we're going to do one for each presenter. [crosstalk 00:00:53].

Two things that you enjoy, three, two, one, two things you enjoyed about the presentation and one question, and it says that you didn't get to ask. That means then at the end of the presentations people will be able to ask you questions. [crosstalk 00:01:27].

[00:02:00] This morning's bulletin is as follows, the varsity softball [inaudible 00:01:40] the Yale children's global scholar Singapore program, the job [inaudible 00:01:46] deadline, [UHC 00:01:48] warrior scholarships. I know I sent more and am sending the letters of rec's in today. Other scholarships, [the check on 00:01:58] ambiance. Reminder tomorrow and Thursday's schedules are switched. Wednesday will be on Thursday's schedule, you will get out of school at 2:35 PM, Thursday is a Wednesday schedule, you'll get out at 2:11. There is [cap 00:02:15] did you know that? There's cap on Thursday, which is Wednesday's schedule. [crosstalk 00:02:26]

The surprise event [inaudible 00:02:30] we are about to tell you, we went on, I think it is posted? [crosstalk 00:02:35] always on the last day of school. Wear practical shoes you can walk in for [crosstalk 00:02:48] I heard two things I heard first grader and second grader. [crosstalk 00:02:53]

Student: We need to have a party.

Student: Oh yeah are we partying?

Teacher: We are having a celebration, sort of potluck sort of celebration of ... so a sign up sheet for the potluck. [crosstalk 00:03:12] we could do it [crosstalk 00:03:15] that would be good but then we would have it ... I guess that would be your reminder right?

Student: [crosstalk 00:03:21]

Teacher: Thank you. Potluck reminder on your [crosstalk 00:03:25].

Student: Yeah make it an assignment, give us points if we bring food.

Teacher: No.

Student: Like ten more points.

Teacher: I don't know how to assess that right, so chocolate milk is ten points.

Student: Chips gets one.

Teacher: Orange Sherbet drink punch gets forty.

Student: [crosstalk 00:03:43]

Teacher: How do you assess that?

Student: Bring prime rib, just get an A.

Teacher: Oh like a whole prime rib? I get it.

Student: There are so many parties going on, how am I going to do this?

[00:04:00]

Teacher: The first presenter will be Student, and then after Student we will have Student and then Student and then [Student 00:04:05]. [crosstalk 00:04:06].

Student: [crosstalk 00:04:22] now I have to help ...

Teacher: Are you ready? [crosstalk 00:04:26] your presentation, yes. Girls if you just walked in, then I'm looking for, on a piece of photo paper for each presenter, three, two, one, three things you learned from the presentation, two things you enjoyed about it, and one question that you did not get the chance to ask the presenter. [crosstalk 00:04:53]

Student: Are we going to start yet?

Teacher: Let [Idi 00:05:04] have a seat, and then let me grab ...

Student: Aloha students, I had a Tale of Two Cities, I just wanted to share what I felt about the book in a video form and just explain the book and how it met these standards. Okay, so I'm just going to play it.

[00:06:00] [Music 00:05:54]

Oh, hello there, you just interrupted me. I was reading my favorite book, A Tale of Two Cities by Charles Dickens. You look pretty intrigued, should I tell you more? I'll take you on an educational ride. Watch your step. Sorry that was me. You see, [inaudible 00:07:33].

Let me tell you why I love this book. I'll tell you why. You see, for me this book shows signs of the language of English, the science of technology and social studies, all in one.

[00:08:00] [inaudible 00:08:00] I hold myself up to a high set of standards [crosstalk 00:08:05]. Let's

start with English, you know why? Because this book was written in English. [crosstalk 00:08:16] book, you've got two themes, he talked about resurrection and duality, before anything else let me tell you about the story.

The Tale of Two Cities references the two cities [inaudible 00:08:36] London and Paris are old, old friends, two different cities. Our main character in this book, his name is Sydney Carton, he's a good productive guy who doesn't care about himself. He is jealous of the people that are better than him and the people he wants to be but he is too sad and too drunk all the time to just not care. It is sad, he is miserable and he hates it. He likes people but he is like, "No one is going to like me." It is like lame, and he kind of is.

Now what I see in Sydney Carton is changing, the political struggle in these two cities is erupting with social issues, that is why it takes place in the French Revolution. Charles Dickens puts us in the view of the people witnessing this social change, this revolutionary movement, this changing of society as a whole. In France they were fighting back against the powers that be, and they ended up changing it, but not without a little bit of sacrifice. Charles wrote about that, he wrote a lot about that [inaudible 00:09:45].

[00:10:00] Let's start, let's talk about the topic of English. English is a language, we all know it, speak it, I speak it, I'm speaking it right now. [crosstalk 00:10:04]. We were talking about English I wonder if there are other themes that Charles talks about. There are two themes that Mr. Dickens talks about, there is these theme of resurrection and also duality. Now, he starts the whole book with the very famous lines, "It was the best of times, it was the worst of times. It was the age of wisdom, it was the age of foolishness." He goes on for like a page just saying two things that are opposite, but they are cohesive. [inaudible 00:10:37]

The difference is duality, two completely different things formed together to make one perfect union. A Tale of Two Cities, am I right? Again and again coming together [inaudible 00:10:54] big focus [inaudible 00:10:57] fine I'll move on. The next topic, resurrection, he takes us through this journey with the character. Learning to grow with the character Sydney Carton, Mr. Carton good for nothing drunk, who by the end of the stories kind of this heroic figure for the people, he is sacrificed on the guillotine in front of the French people. Like why is he there? No one knows.

[00:12:00] Mr. Dickens takes us on this resurrection kind of thing. Spoiler alert, he kills Sydney, right there, chops his head right off. Then we see that the French people were trying to give you this sense of belief and hope, saying wow this man can die for us. This man from London with nothing to do with us is willing to die for our race, our social issues that he believed in. It really brought a sense of resurgence to them which caused them to complete this revolution that they started. This social movement that had depth on a large scale and leadership. The three keys to the social movement according to Mr. [Heigo 00:12:02]. Focused on his themes. He connected it to real things that we can see in the real world.

Now let's move onto science and technology for a book written in the seventeen hundreds. [inaudible 00:12:28] let's break down, let's get technical with Mr. Dickens book. If I was ... not ready to break down this book, let's get technical with it, ready? If I were to draw a conclusion from this book I would say that the two cities represent the differences in the characters, right? Just how England saved France from utter chaos when they went through that guillotine phase, just how Sydney a man from London saved Charles in our name by sacrificing himself.

[00:14:00] That's cute. [inaudible 00:13:19] writing books, [inaudible 00:13:24] intellectual. There I go again, spreading my [inaudible 00:13:33] difference. Still trying too much. [inaudible 00:13:38]. He read the writings of his friends who wrote about witnessing the French Revolution, he looked back and said, "Wow, inspired." He writes about it, I read about his writings, like Charles, this sucker is pretty rad. All the social issues and justice issues going on, wow really picking my brain here. Make me want to go to France, see what's up, hello.

There's Mr. Charles. Do you notice these books man? They are depressing. Back to this one, French, yada yada yada, historically the French Revolution is an exciting time in world history. We see French people are inspired by the American Revolution to fight for their rights and what they believe in. Now, Charles Dickens grew up later, he didn't really know about this period, that came before his time, so he had an account that he read, which was Thomas Carlyle's account of this happening. He wrote about it, he read it and he was like well, I'm going to write a book off of this, I'm going to make millions, I'm going to make bank, so rich.

[00:16:00] Maybe I'm ready to look to this book, because Charles Dickens wrote so vividly of how revolutions happen, what they look like, how they effect people in his book, that I have read before, thousands of times. How he goes into each character and shows how it is effected and how it has changed them. How revolution in the country really revolutionized their self. I think that is happening in the world today, the world changing, the world [inaudible 00:16:08].

This is what I'm talking about. I'm glad you took this journey with me, I'm so glad you are here to witness me explaining this book in detail to you. Go to your local library, pick it up, read it, borrow mine, ask me, I have it, I have the book. You need to read it, everyone should read it. It is a very good book. This Charles Dickens is a pretty famous guy, he wrote things like [inaudible 00:16:53]. Thousands of times. I really think it is different every time. [inaudible 00:17:08] part of a piece of history, a piece of French [inaudible 00:17:32].

[00:18:00] Thanks for listening, thanks for taking this time to listen to me, lot's of love [inaudible 00:17:42] just go on with the rest of your day, have a beautiful day, and a beautiful life, and I'll see you soon.

Teacher: Student please take to the front of the class and see if your peers might have some questions for you.

Student: I hope you enjoyed that. I made that with the help of Student.
Any questions for me?

Student: Where did you get the idea to do that type of video?

Student: Just kind of impromptu, just had a good idea. I was watching like Drunk History with my friends.

Student: [inaudible 00:18:34]

Student: Yeah oh my god I love that show.

Student: Any other questions?
Did you see my [Inonai 00:18:46] fruit jar?

Student: Yeah, that was my grandma's.

Student: Yeah, it's healthy.

Student: How long did it take you to film?

Student: Like an hour?

Student: Yeah.

Student: Wow.

Student: But then we filmed the intro like a separate day. Oh we were filming the intro and, okay so, I was filming Student and we didn't start rolling yet and then this lady was like walking behind him but the background was like blurred out. Then she just walked around and she was like, "Did you just take a picture of me?" I was like, "No, no, no this is a school project, no we didn't. You can go through our footage." Then she goes like, "Okay," then she takes up her phone and takes a picture of Student and then runs away. She was like forty.

Teacher: I think I know how you feel about that right? Someone takes your photo of you filming because they think it is insulting but they don't even know it's ramifications. You guys passively being a celebrity, being in on it. Student, a question on the science an the science and technology standards, could you repeat that or just summarize the points again, what were your standards as in what were the whole Mark Twain thing?

[00:20:00]

Student: That was a joke, it was kind of like ... [crosstalk 00:20:16]

Teacher: She like tossed her head and she was like "Nooooo." It was a joke, okay, thank you.

Student: It was a joke.

Student: It was funny.

Student: I wanted it to be like just funny, but the science and technology I just talked about the history and how he wrote about his account of Thomas Carlyle's account which Charles Dickens read, that Thomas Carlyle wrote about the French Revolution in depth and I like all these things are happening, how it started, what caused the revolution, so Charles Dickens read that and then he wrote this story based on that.

Teacher: Then for those of us not sitting in [Mr. Hega's 00:20:54] is it Psychology?

Student: Sociology.

Teacher: Class can you summarize again? What were the three ...

Student: Things a social movement needs is leadership, depth, and a large scale.

Student: Weren't there four?

Student: No it was three right? Leadership, depth and a large scale.

Student: You'll probably fail the test [Student 00:21:21].

Student: Depth means like you have to have a good reason to start a social movement, to start a change. Then he covers all of those in the book. I thought that was interesting.

Teacher: What type of movement is it?

Student: Revolutionary.

Student: Oh nice.

Student: Sounds good.

Student: How much of a script did you have?

Student: Oh did you see that thing on the bottom?

Student: I know [crosstalk 00:21:46] just how closely were you following that? [crosstalk 00:21:45]

Student: Did you like mess up a lot, or no?

Student: No. We just pretty much kept ... [crosstalk 00:21:56]

Student: Not at all.

[00:22:00] We filmed like seventeen minutes total and we cut down to twelve.

Student: Yeah.

Student: Is that like a documentary style?

Student: Yeah [Mocumentary 00:22:11].

Student: Mocumentary, thank you.

Student: Nice.

Student: I hope it was funny.

Student: It was.

Student: It was very educational.

Student: Thank you. [crosstalk 00:22:34].

Student: You are invited to [crosstalk 00:22:47].

Teacher: Student are you ready?

Student: Can I use the Ipad to ...

Teacher: Yes. Is yours on camera as well?

Student: Let's go Student.

[00:24:00]

Student: [crosstalk 00:23:29]

Teacher: [crosstalk 00:24:03] three, two, one, do you want to pass these back to Student so that he can see [crosstalk 00:24:09]. If you want to write your name on it [crosstalk 00:24:12] follow up questions for you. [crosstalk 00:24:19]

[00:26:00] Okay, all right guys, are you ready? Student is up here and he is ready.

Student: Okay before I present and talk about my book, I'm going to talk about my physical project and kind of like the struggles I had making it because I think that is the main problem I had with my project. Okay, so first of all, when I proposed this project I was

going to make a sword out of iron or steel because you can buy it really cheap for about fifteen dollars a pound I think. I didn't factor in the fact that I'm not a blacksmith and [crosstalk 00:26:32] to make a sword like that is thousands and thousands of dollars even if it is a really simple small just a model of a sword.

Then I was like, "What's cheaper than metal?" Clay. Just about every place where you can make clay in a shop in Hawaii and they were like, "Hey how can I help you?" I was like, "Um, I'm trying to make a sword out of clay," and they just starting laughing, so that didn't really work. I went to Ben Franklin's and I found ... they had their own kind of clay which was great because I was like, "Oh my god you don't have to put it in your oven, my oven is not going to explode, I don't have to worry about any of that stuff.

Supposedly you make it and then for twenty four hours it air dries into a piece of ceramic work. I was like, "This is great." Over the weekend I made my project, and it was amazing, it was clay and I had it perfect and it was great. I woke up the next morning and it had melted. Apparently it wasn't cold enough for it to dry I guess. I have no idea. Last night I did it again. As you can see it is not colored, it's, honestly it is terrible. I had to get something, I was really pissed that it had melted. I woke up and I was like, "Where is it at? It's dry. Oh it melted on the floor." That's okay.

Anyway that is an example of how the creative process is nothing like how you plan is going to go exactly right. In my case ... let's not talk about it. Let's go ahead and do the book, something a lot better and a lot more fun to talk about.

[00:28:00] I don't know if you've ever heard of the Odyssey before, it was written by Homer it is considered one of the greatest pieces of literature at all time. It is the sequel to the Iliad, also written by Homer. Now this is more fictional than the Iliad, the Iliad was more about the battle of Troy, the causes and effects, there are elements like Poseidon and stuff like that, you have Greek gods, that is because it was a part of their culture, they didn't see it as fantasy, it was real to them and they had to write about them.

This is an extremely long book. It is a poem, so we wrote a poem, you know it was about a page, well this one is about six hundred and seventy-nine, so no. Let's go ahead and start with book one. This book is made up of twenty-six chapters, each chapter is its own story, its own lengthy story. Going over it, book one is more of the beginning it is the prologue, the narrator, because we can't say author unfortunately, but we all know it is the author.

The narrator looks to Muse which is like the inspiration for music and art and stuff like that. The goddess Muse arguably the ... there are different Muse's, but the narrator was writing about one, so he prepares to tell the story and he kind of finishes the Iliad by saying everyone had returned home except for Odysseus who was the main character of this story.

We have the introduction of Telemachus, or Telemachus I don't know there are some like fifty ways to say all these words, so I'm sorry if I offend anybody. Okay, so we have

Odysseus who has not returned yet, because book two, the beginning of the actual story. We talk about book two first.

[00:30:00] We have the introduction of his son Telemachus and he gives this speech and he is blaming Penelope, who is his mother, because she is not being committed because she has suitors all over the palace, they are violent and they are angry. She makes an excuse for waiting for her husband to return home so she doesn't have to please any of the suitors, by saying she is making a burial shroud for her husband, she is knitting a burial shroud, but they don't know that she is making a burial shroud right, but nobody knows that at night she will un-weave it so that she never has to marry again.

The end of the chapter is the introduction of the actual story of Odysseus where we talk about the Oracle who sees that an eagle will come down and kill twenty of the suitors. Nobody knows what that means, everybody thinks that it is just a dream, nobody understands. Then a mentor, an unknown mentor, a hooded robe man, woman, it could be anything, starts to give Telemachus speaking skills, unbelievable speaking skills, unlike this world. He turns into a leader, so the mentor turns out to be Athena, which is the goddess of wisdom, and when Telemachus is moving, he has to leave the country, Athena protects him and his crew members safe passage to the next country.

Book four, oh god that is very hard to read. Telemachus and Pisistratus arrive in Sparta and they are meeting ... he approaches the son of Odysseus, but nobody really pays attention because Odysseus is almost a long forgotten story. When people talk about him they refer to him as a legend, as a myth. Telemachus starts talking about how his father will return home, will return home soon, so the suitors who were waiting to marry Penelope, they are all angry, they are all jealous, so they are ready to ambush Odysseus when he gets back but they have no idea how long this will be.

Book five is the introduction of the fiction, the introduction of the gods. Mount Olympus. I really like this picture.

Teacher: I'm sorry to interrupt, did you make those photos?

[00:32:00]
Student: No I did not.

Teacher: Creative licence.

Student: I did not take these pictures.

The gods meet on Mount Olympus and they discuss his fate. Right now Odysseus is trapped on an island with Calypso who is, I don't know, there is not a great way to put this, she's a sex ... nymphomaniac is a great way to put it. She is obsessed with having sex with mortals, it is control, it is power, she is a little crazy.

Hermes is sent to free Odysseus and he tells her, "You have no right to do this anymore.

We, by the order of the gods, he goes free." Instead of keeping him there, she sets him up with a ship and a crew to leave. Poseidon is not happy about this and he starts causing storms to kill Odysseus because Odysseus during the battle for Troy offended Poseidon, and gods are eternal, so they hold a grudge. Once Poseidon does this Calypso and Athena, who have already helped him help him again, so he is indebted to the gods, they rescue and help him return to an island.

[00:34:00] This is really long, so I might speed this up a little, I could do this for hours. Athena appears in a dream to the princess of this new country, home of the Phaeacian, so Athena comes to this princess in a dream and says, "You need to go down by the river, this morning you are going to meet somebody and you need to help them." So she goes down to the river, Odysseus is there naked and she comes with a bunch of servants and he pops up, he has no idea what is going on, he is very concerned. Everybody is shocked, they've never seen him before. Athena forces her to fall in love with Odysseus because she is a goddess, so she takes Odysseus up to the queen and while they are walking up to the queen, Odysseus is disguised so he has not revealed who he actually is.

Midway through the city Athena blows his cover, because she is also crazy, and everyone in the city is shocked. You have this naked guy sitting in the middle of the road. Obviously from out of nowhere. Anyway, he is clothed, the queen gives him shelter, he asks Odysseus to marry his daughter because he is this fabled legend right? This hero, but he declines, very offensively. Anyway, time passes, a ship is prepared by the queen and another crew, so before he leaves a bunch of soldiers and a bunch of noblemen challenge him to a competition, an athletic competition, boxing, strength, running, everything.

He accepts the challenge, all but the host, because if you beat the host in any competition it is extremely rude and you kill him on the spot. While this competition is going on there is the bard singing, and he is blind. He sings about the battle of Odysseus and Achilles, so in the Roman tales it is Achilles but in the Greek it is Achilles, he talks about the battle, and during this he is really just strengthened by listening to how he is told as a legend, it is a real ego boost. After the bard is singing and he sees just how Odysseus is changed by it he starts asking the bard questions about how he knew all of this stuff.

[00:36:00] The king is suspicious and he feels like something is up, so he asks him who he is and where he is going. The next day this town of the Phaeacian are attacked by this ... this is terrible, I do apologize I have no idea how to say these, I'm guessing the Cyclopes attack the town and only Odysseus and his crew manage to leave, and he is taken to the land of the lotus eaters, now I don't know if you've ever seen Christy Jackson, anybody? It is these fruit that they grow there and when mortals come they take from the fruit they are addicted, all they want to do is eat the fruit, there is nothing on their mind, he forgets about home, they all forget.

Odysseus wakes up from the trance and in order to save his crew he takes each crew member one by one and imprisons them all on the ship until it wears off. That's not

even the worst part. After they leave, they think they are safe, they arrive at these mysterious mist covered islands and it is home to the Cyclopes. The crew members are starving right, all they've had to eat are these lotus and it just drains you of energy, so they look for food and they find this cave full of hundreds of sheep and so they all go there, they all take the sheep, but then the sheep Cyclopes walks in, he is the son of Poseidon, who as we already know his Poseidon hates Odysseus, so his son is not going to be real happy to see him either.

However, he is nice to them, he is kind to them when they first walk in, and then eventually he just gets angry really easily, so he takes his crew members and he eats two of Odysseus' crew members and they are all in prison. In order to escape Odysseus has to decide what to do, so he makes this plan to lure Polyphemus out of his cave. He distracts Polyphemus and when Polyphemus asks, "Who are you, why are you doing this?" He says his name is nothing, so when Polyphemus is screaming for help he is saying, "Nobody is killing me, nothing is happening." Things like that in order to preventing the other Cyclopes from coming toward him.

While he is distracted he takes a wooden stick and stabs Polyphemus in the eye until he is blind and then he escapes with his crew. While he is leaving ... yes?

Teacher: Just a question, are we going to go through all twenty-four?

Student: I can skip through a lot of these.

Teacher: Well I think it would be, for essence of time and because we have other presenters, could you like maybe focus on the ones that are pertinent to ...

[00:38:00]

Student: That matter, okay.

Teacher: Sorry.

Student: It's okay, I totally understand. I should get to the main point, which is, I'll go to book twenty. That's right, each one of these has like a five minute explanation, so ... you guys don't need a break right? If you guys come in during break I'll be here explaining the list. Totally optional, but I sure hope some of you listen.

Okay, so book twenty is where Odysseus is finally returns home and meets his wife, who is totally over him now, and instead the first thing she says to him, "I'm finding a new husband if you are alive or not." He comes back from this twenty years journey and she says that, he is heartbroken. Athena shows Odysseus there is nothing wrong, by the power of the gods everything is going to be fine.

He asks Zeus for help, who is not really on his side either because he had insulted Zeus in the previous books. He responds with a thunderclap which distracts all the maids and the workers and all of the slaves inside the house, everyone is terrified. Odysseus

returns and he has a dinner for his friends who have all helped him return, and for his enemies too. His enemies start getting cocky, it is some of the suitors for his wife while he was gone. They start getting cocky and they start calling him names, and they don't realize that the walls are covered in the other suitors blood, which is terrifying, and then once they figure that out they realize they are doomed.

This is the main symbol of the book, the bow of Odysseus, because it is a symbol of extreme strength and perseverance no matter how he's been tormented, physically beaten, no matter what he still has his strength in the end. In order for Penelope, his wife, to find a new husband, she has to set up these trials and the main trial was shooting an arrow through twelve axles, which is extremely hard.

[00:40:00]

Nobody can even string the bow to start the competition, all of the suitors are embarrassed, they call off the competition until the next day. Next day, Odysseus has the bow, strings it with ease, shoots it through the holes, Penelope is his wife. Immediately after the competition Odysseus turns on all of the suitors and shoots an arrow through the main suitor's throat, which is really violent.

This whole time he is disguised right, from previous books he came to the island disguised, he has now revealed himself to everybody and everybody is terrified because he and his crew returns and been trying to talk to his wife and he's mad. He's angry and he's charged by Telemachus, who he just drops with an arrow. His son goes down to the store room to find weapons to fight all of the suitors, but he leaves the door unlocked. The suitors got the weapons, but then Telemachus comes back and kills the suitors taking the weapons.

Then Athena comes down to the battle and kills everybody and it is over, just like that. Through this whole fight Penelope is asleep and she doesn't know what is going on. She is downstairs and she doesn't believe what is happening. She sees her husband and he is in full battle mode, and she is really excited by this, and Telemachus yells at her because he is mad that when Odysseus' father returned after twenty years she paid no attention and instead [inaudible 00:41:25].

[00:42:00]

After killing all of the young noblemen of Ithaca they decide to let it go for a while. Hermes takes all of the dead souls to Hades, and then they travel back to Ithaca to see [Larities 00:41:42]'s friend, but the point is, no matter what he went through perseverance was the key, and perseverance was one of the themes, the main theme is perseverance because no matter what he didn't give up, even though it was easy to. No matter when everything was again him he didn't care, it was all about getting to his family. I think family was the second theme because it was the strongest bond found in the story, was his family.

It was his driving motivation to get back to Ithaca. I know this isn't as funny as Student's presentation. One of the main items found in, not only in this poem but in Greek culture alone, is the family crest. Let's talk about the project a little bit. This was supposed to be a family crest, but ... you might see it a little bit, right? I get points. This is the family

crest, this is funny because my grandfather sent this to me, and I looked on Google and it was the same thing.

Teacher: This is your family crest?

Student: This is my family crest. Now there are multiple ones depending on which part of England you are from. I think if you are from the north it can change, but this is the main family crest, gold and blue, which are the royal colors. This is a darker blue, so it could be associated with royalty. Anyway, so the family crest is an important part of Greek culture because it determines everything about it, it determines who you are going to be, determines what you can be. If you come from a family with wealth you are going to be wealthy. It's how it is, you are associated with wealth.

[00:44:00] No social class, no group, no family, ever ascends higher than what they are, but you can drop down lower. It is not possible, there are too many people fighting against you. Your family crest is who you are. Soldiers had them on their shields, had them on their swords, had them on their armor, it was a part of who you were, you embraced it. That's another thing, when you died in battle they would see what family crest you were wearing and they would know who died in battle. If you had a certain crest you could get in anywhere, you were accepted as royalty. If you had another family crest you were associated with trash, you couldn't get in anywhere, nobody would let you in, nobody would look at you. It all just kind of depended on who you were as a person.

I planned to do this ... I planned to do the color, but it is too hot. That's okay. Anyway, so I guess that is about it. Thank you.

Teacher: Questions for Student?

Student: Let's do this.

Student: In the beginning you said the author ... you couldn't say like the author is the narrator?

Student: Right, because we don't know for sure if the author is the narrator or not. The author is the narrator or it could be another character in the story, we don't know who the narrator is.

Yes.

Student: Was there any leader or feat during the poem that was predominated ... like was it all written the same?

Student: What do you mean?

Teacher: Was it like in iambic pentameter or [crosstalk 00:45:03].

Student: The whole epic is not. No, it is not like that, it is a poem in a sense that ... it is hard to

explain, because I'm not really adept at this, but it is not like ...

Student: So it is just free form?

Student: Right, it is not like Doctor Seuss, it was totally different. It wasn't like that.

Student: [inaudible 00:45:20]

Teacher: Sorry, go ahead. I had a question regarding your family crest, what is your ethnic background, your lineage, where did you get the information from?

Student: I'm adopted, but my entire family is from, I guess their ancestors are from England, so you will see ... oh I put it down. You can see that the family crest not only shows you last name, but where they are from. This family crest ... okay, so look at this. Knights in English and British culture and associated with royalty, even if you were a knight you weren't considered a soldier, you were considered more of like ... you were treated like god. You can see it is associated with Britain, you can see the line, that is a famous famous British symbol, but it is usually red. [inaudible 00:46:19]. Their ancestors are from England. Is that what you meant by it? The colors are important too.

Teacher: Any other questions for Student?

Student: Thank you.

Teacher: Sorry to rush you through.

Student: No, it's okay, it was really long. The longest.

Teacher: We want to get Student up there and Student today. Student did you need some assistance, there are some other computers ...

Student: Yeah I'll get to it though. I'm just going to set up really quick.

Teacher: You are not using the Ipad correct?

Student: No.

Teacher: [crosstalk 00:47:34]

[00:48:00]

Student: I'm just saying if you don't get it ... [crosstalk 00:47:59] I'm not going to get my hopes up. [crosstalk 00:48:10].

Student: Student I sat down and [crosstalk 00:48:30] I could have done it while you were getting your hair cut.

Student: I did.

Student: Student did you get a hair cut?

Student: No. [crosstalk 00:48:42]

Student: Do you need help Student?

Student: Yeah, if you want to.

Student: Do you need more than one person?

Student: No, it's okay, just if you want to hold stuff. [crosstalk 00:49:33].

[00:50:00]

Okay, so I did something a little different, because my book didn't really have a deep meaning other than criticizing and mocking the government, so ...

Teacher: What was the title of ...

Student: My book was Gulliver's travels by Jonathan Swift. I just have visuals to kind of keep the flow so you guys can understand it more. Then I also have donuts this time, so I do need one volunteer, okay.

Student: Sorry, I want donuts so bad.

Student: Gulliver's travels.

Student: You're asking Student to [crosstalk 00:51:40].

Student: Where is the United States?

Student: Okay, does anyone want a donut for showing me where England is?

[00:52:00]

Student: [crosstalk 00:51:54] it's right here. I found London.

Student: Wait, we get donuts for answering questions?

Student: Yeah, you get donuts for answering questions, so I'm going to be asking questions.

Student: [crosstalk 00:52:09] can I have the chocolate one? [crosstalk 00:52:13]. Crackers.

Student: Okay, so you can stand on this side for now. [crosstalk 00:52:32]

Okay, so Gulliver starts, he lives in England, and then the first place he goes to is Lilliput, which is the little island that is right around here, and then from Lilliput he goes to an island called Brobdingnag, and that one is ... on this side. Then from Brobdingnag he goes to Laputa, which is back over here. Then from Laputa he goes to an island called Houyhnhnms, and that is right down here.

[00:54:00]

Now you are needed, so he goes to sea as a surgeon on the merchant ship called the Antelope and then from there there is like a big wind storm, and then from there he swims to Lilliput and he falls asleep. He falls asleep and then he wakes up captured by the islands inhabitants, who are six inches tall. Gulliver wakes up captured by them, so although they are tiny the Lilliput people possess all the pretensions and self importance of full sized men. They are mean, they are nasty, they are vicious, morally corrupt, hypocritical, deceitful, jealous and envious. In other words they are completely human.

Swift uses Lilliput to mock specific events and people in his life, so the emperor of Lilliput resembles King George the first, and the next political reference is the list of things found in Gulliver's pockets. The Lilliput people, they go through all of this belongings and then they find the comb and they think it is a palisade and this shows ... he's kind of mocking the evidence presented again [Harlamaine 00:55:04] and [Bollingbrook 00:55:05] in 1715 who were forced into exile after being accused of treason. The surgeon [inaudible 00:55:11] commissioners did their best to twist the letters and books of the accused into treason of [omenes 00:55:19].

[00:56:00]

Swift didn't approve of the sinister distortions that party factions can cause in a person's life. Then another one ... while he is in Lilliput there is jumping and crawling games, which in the book are innocent child-like games, but the crawlers and jumpers perform for the amusement of the monarch and are rewarded with blue, green, and red ribbons. I lost my red ribbon, so blue and green. This represents the various orders of [Lubartho 00:55:59], [Lebath 00:56:00], and [Labiso 00:56:01] which King George used these as cheap ways to buy political support from social climbers. Here Swift is saying that politicians are always ready to degrade themselves by performing humiliating games and hoping for colored ribbons, money, or titles. It is similar to society today because many politicians are willing to risk their value frequently.

Another one is the complicated message that Gulliver must sort to the articles, and this represents the way politics as trivial and annoying. The [weights 00:56:39] attack the [toif 00:56:41]'s treatment because they said that the peace treaty was invalid since they said the royal warrant wasn't properly counter signed. I need a volunteer to represent an island. [crosstalk 00:57:02]

At the Lilliput [inaudible 00:57:09] court Gulliver must hold his right foot in his left hand.

Student: Wait, I don't have balance.

Student: And place the middle finger of his right hand on top of his hand, put the right thumb on the tip of his ear.

Student: Hold on.

Student: Holding this pen over here, and he was supposed to sign the paper. Then if everything wasn't properly ... if the thumb wasn't properly on the ear then it was considered invalid and the sword loyalty would be questioned. [crosstalk 00:57:48].

[00:58:00] Student do you want a chocolate one?

Student: Oh sure.

Student: That, and then the neighboring island of Lilliput is Blefuscu. Lilliput has been at war with this island because of a disagreement over which side to break the egg. They've been at war because there was this whole things saying that you break the egg from the long side instead of like at the top and then this one guy hurt himself while he was breaking his egg, so he changed that into breaking it the other way, so that's why these two split up. Then they've been at war over an egg. This symbolizes the long series of the war between the Catholic's and Protestants.

Okay, so based from what I just told you, I need another volunteer to answer a question. Which side represents England and which side represents France?

Student: England represents Protestant and France represents Catholic. Is that what you are asking?

[01:00:00]

Student: Yes. The religious war between the Lilliput and the Blefuscu also represents the immediate European politics. The two Lilliputian parties stand for English political parties. The high hills represent the Tories and the low hill's represent the wigs, and the king was sympathetic to the wigs and he used them to support Hanover against France and appointed them to official positions to strengthen his position against the house lords.

The Lilliputian empire wears low hills, and then the ... there was another prince in Lilliput, his name was prince Wales, and he was kind of at disagreement with the empire because he was Tories and in this chapter Swift kind of talks about how the English politicians were bloody minded and treacherous. He explains the bloody and cruel methods that the people of Lilliput planned to kill [Golberth 01:01:22] and then he comments ironically on the mercy and decency of the king, for example of the Lilliput empire, out of mercy he plans to blind and starve Gulliver instead of killing him. Which is in direct reference to King George's treatment to captured Jacobites, he executed them after parliament had called him most merciful and lenient.

[01:02:00] You can just put them wherever.

That's Lilliput and Blefuscu. They are right over here. Then the second land he visits.

Does someone else want to come up and hold so everyone can ...

Oh yeah sorry, totally forgot to give you one.

The second land that he visits is Brobdingnag and it is the opposite of Lilliput. Where did my giants go? They are made up of giants. It is a land of giants with a big moral stature who are sixty feet tall, and Brobdingnag is the practical moral utopia, there is good will, there is calm virtue, but when magnified the giants are physically ugly, but they are morally beautiful, but the Brobdingnagian king says that mankind ... he doesn't agree with Gulliver's views of the English and ... because Gulliver is from England. He calls humans vermin. He says that mankind is the most pernicious race of little vermin that nature ever suffered to crawl upon the surface of the earth.

[01:04:00] Swift kind of praises the Brobdingnagian's but he doesn't intend for his readers to think that they are perfect humans. Their virtues aren't impossible for humans to attain, but because it takes so much maturing to reach the stature of a moral giant, few humans actually do it. There's not much that goes on in Brobdingnag besides Gulliver arguing with the king about who's views are politically correct.

The third island he visits is called Laputa and it is actually a flying island. It is levitating. It is made up of magicians and mathematicians. In this chapter Gulliver's depiction of the flying islands is a representation of papers often delivered to the royal society which was kind of like an organization that received all of the scientific experiments and stuff like that. Here Swift is mocking the societies fondness for concrete technical language and their love for mathematical and deceptive mathematical diaphragms.

[01:06:00] Gulliver's enthusiasm for the astronomical discoveries of the people of Laputa represents the enthusiasm of the royal society for Hayley's and other astronomer's observations of the times. Swift concentrates his mockery on peoples' pride and reason which was valued over everything else, which he didn't believe in. Science was becoming a religion and he found this unnatural.

Teacher: I'm just going to interrupt for a minute. We are going to run out of time and unfortunately [inaudible 01:06:38] will have to present on Thursday, and we will try to get that in the schedule with the evacuation drill. She has an interactive presentation that needs a lot of time.

Student, as you are getting ready to wind down, before the bell rings though, because I want time for audience to ask you question as well, can you ...

Student: I am almost done.

Teacher: Okay. Can you make sure that you also tie the [inaudible 01:07:07] of the small, the Lilliputians the beings and the flying magical people and how that is relevant to today's society. Thank you.

Student: Laputa actually means, Lap means high and Puta means governing, but in Spanish it also means the whore. This is a representation of Martin Luther King's famous recent description, that great or reason. Martin Luther was angry with reason because his opponents were using it to deny the Lutheran emphasis on faith.

[01:08:00] Beneath Laputa was Balnibarbi. The king of Laputa controlled how much sunlight they get and how much rainwater they get. He could actually lower Laputa and crush the people of Balnibarbi if he wanted to. He uses the flying islands to tyrannize the people of Balnibarbi and so he can cut off sunshine and rain and the king's attacks on Balnibarbi and his policy towards the Balnibarbi represents the English crown's policies towards Ireland. Balnibarbi is a representation of Ireland. Turning off the rain and the sun represents the royal parties that cut off the trade, and that is kind of all that goes on in these two.

Let me take these off.

[01:10:00] Does anyone else want to hold it? You get a donut. Thank you Mia. The next town he visits is actually Balnibarbi, it is called Glubbudrib and it is an island of magicians and sorcerers who are able to summon ghosts, so Gulliver summons men of historical importance like Aristotle, [crosstalk 01:10:05] Alexander the Great. I mean here's Aristotle, and Caesar. He argues that poetry and ancient philosophy are more admirable than other ways of gaining knowledge because they teach morality and decency, so Swift pits the ancient authors such as Homer and Aristotle, against their commentators and most literary commentators and historians distort those whom they write about, so Swift points to [Denimous 01:10:36] and [Youstanthius 01:10:38] who are ancient scholars who misread and misused Homer, and also points to [Scotus 01:10:44] and [Ramus 01:10:46] who misrepresented Aristotle and after mocking the humanities and philosophies he turns to the historians. He says that history is the tool of politics and is misread and miswritten for selfish reasons. To politicians history lies about virtue, wisdom and courage.

[01:12:00] The last one he visits is Houyhnhm. This land is made up of the superior race of horses and the inferior race of humans. Gulliver sees people who are moved by reason and reason alone. They don't understand lies, which is the horse people, and they live a life of cleanliness and exist in peace and serenity. The horses manifest innocent human nature. What they do say and think is similar to human nature, but the horses characteristics are very different from Gulliver's and here Swift is mocking blind devotion and altering a virtue into a vice because Gulliver has come to idolize the horses although they are not human, and he lacks the humanity to see himself as a yahoo.

The humans are called yahoos and then horses are just called Houyhnhnms, Gulliver tries really hard to become one of the horses, because he idolizes their reason, and then instead his pride leads him to try to become a horse instead of seeing himself as a sort of yahoo which he actually is. Swift positions Gulliver between symbols of sterile reason and symbols of gross sensuality, and that is the last one he visits. Throughout the whole

book it is kind of an indictment among politicians, scientists, philosophers, and Englishmen.

Swift believed that people were generally ridiculous and petty, greedy and proud, blind to the ideal of living. Which was presented in one of his first [inaudible 01:13:12]. He didn't believe that the age of science was the triumph that a lot of people in his time did. He thought that science and reason need their limits and a good measure of humanism without absolute devotion.

[01:14:00] He showed the impractical scientists of Laputa, and the impersonal but absolutely reasonable horses, and he showed them as embodiments of science and reason carried to ridiculous levels. He kind of wrote his novel to give his audience a new perspective by offering you insights into politics and the social acts of humans and it is kind of relative to today because there is always going to be controversy in politics. For example, like the mass shootings, the [inaudible 01:13:57] attacks, Donald Trump and all that, there's just always going to be some disagreements and Swift was kind of doing his best to defend his side and kind of like show new perspective to the public.

Any questions?

Teacher: I thought you were going to take all of the political candidates and then put them on each island.

Student: Yeah.

Student: Which island does Donald Trump belong on?

Student: On [crosstalk 01:14:35] I guess.

Student: That's a good question, Donald Trump can be ...

Student: He's on his own island.

Student: And Obama and which one would be better.

Student: There's a lot of donuts so you guys can actually just come.

Teacher: That's great we'll pass those out at the very end. Do you guys have any questions for real? Question?

Student: I just asked.

Teacher: Oh the Donald Trump question.

Student: Okay, so you can win a donut if you tell me which island you think would represent Donald Trump.

Student: Laputa.

Student: How come?

Student: Because [crosstalk 01:15:14]. That's the nicer translation for that word by the way, because ...

Student: No, I think he is on the small people island. He's greedy and he's short and all of that.

Student: I think he's on the island with the horses and the greedy people, because he's kind of greedy and he doesn't want any immigrants to come into the country, he is like, this is ours.

[01:16:00]

Student: Anyone else? Good job, you all get donuts.

Teacher: Go ahead and help yourself with donuts and then thank you for ... make sure you take your feedback and pass that to the speakers for today. We'll have our last presenter scheduled to go on Thursday. Check with Lona later, I will post the sign up for the potluck. Did everyone turn in your final evidence?

Student: I have a question about that.

Student: Can you turn our ...

Teacher: Oh, if you did your reflection and if you hand wrote your reflection for your project ... [crosstalk 01:16:55].

Student, yes?

Student: Question about the final ...

Teacher: Evidence.

Student: Yeah. If you do not comment on the proposal and say that something is not good, then can I just use the English signs and issues for the proposal that I already proposed?

Teacher: I think you asked me a couple questions too, right? Last night on ... what do I put on that final evidence. Part one of the proposal is for literary standards, evidence that you read the book. The majority of you put those quotes from your novel and started discussing or breaking down and deconstructing you theme in your proposal, so if you already have your literary standards met, or your evidence that you have read or identified the true theme, whatever standards you proposed, then you don't have to put that in your final assignment as evidence.

[01:18:00] However, if you had science standard, maybe in your ... especially ... maybe that was your public sharing and the science standards did not come up in the discussion, you may want to go back and pull some of that research that you used that maybe will satisfy that. Maybe the survey we used [inaudible 01:18:13] we did a survey and you wanted to then analyse the results that you got from the class, the percentages and the numbers as far as what ...

Student: Is it this class that we covered feminism?

Teacher: No.

Student: I'm sorry.

Teacher: But that would be an example of submitting final evidence that meets the science standards based on the survey that was done after the ... did I answer your question?

Student: Yes, thank you.

Teacher: Are there questions on the final evidence and or self reflections? Those are the only two assignments left. [Endline 01:18:49] is done, endline has been down for the past week. It's back up? Right now? Do not check Endline because there will be thousands of entries done over the next twenty four hours by many of the teachers on campus. Your [Modul 01:19:07] grades are probably more accurate then your endline grade. Does that makes sense?

Student: Yeah.

Teacher: If you have a question on any outstanding modul assignments or there is something I graded that is incorrect please let me know and I will see you on Thursday. Give a round of applause for all of the presenters.