

12th ELA Presentations

Main

Teacher: All right, good morning. Today is it. This is the last day to present, are you ready?

Students: Yeah.

Teacher: You're so ready, so ready. Couple of things, I do want feedback. Can you get out a piece of folder paper or scratch paper or something and we have one, two, three, four presenters. Is Student here? Did anybody ... I see her bag. [crosstalk 00:00:27] All right. I'm looking for a three-two-one on your paper, so three things you learned from the presentations today, and you're going to do one for each presenter. Donations. Oh, she is here. Yay. Good morning, Student.

Students: [crosstalk 00:01:04]

Teacher: Two things that you enjoyed, so three-two-one, two things that 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 presentation, to make sure you ask your questions. Three-two-one. Hang on, one second.

Student: [inaudible 00:01:25] I have to grab something [inaudible 00:01:27].

Teacher: Yes.

Student: Thank you.

Teacher: Okay. Morning bulletin is as follows, nothing really. Nothing new. The varsity softball is off conditioning, the Yale Summer Global Scholars Singapore Program, the JABSOM UH Manoa deadline, UH New Warrior Scholarships. I know I sent, or I am sending the letters of recs students need today. Other scholarships list check on Naviance. Reminder tomorrow and Thursday's schedules are switched, so Wednesday will be a Thursday schedule. You'll get out of school at 2:35, Thursday is a Wednesday schedule, you'll get out at 2:11. There is KAP. Did you know that? There is KAP on Thursday, which is Wednesday's schedule.

Students: [crosstalk 00:02:24]

Teacher: The surprise evacuation, if I could tell you, even though I think it's posted on a website, right? It's always on the last day of school.

Student: Wait.

Teacher: Wear comfortable shoes, because we're walking far.

Student: Is this [inaudible 00:02:44]

Teacher: Is this first or second period ...

Student: I heard it's first [inaudible 00:02:48]

Teacher: I heard two things. I heard it's first period, I heard it's second period.

Students: [inaudible 00:02:53]

Teacher: Is that the surprise?

Student: It's okay. Are we going to be partying?

Teacher: Yes, we are having a celebration, so I'll ... we'll start a pot luck celebration sign-in sheet for pot luck. Did you get your things?

Student: Yes.

Teacher: Okay.

Student: What about Edmodo?

Teacher: We could do it on Edmodo, you're so smart. That would be good, then we'd have it ... yeah, I guess so. That'd be a reminder, right?

Student: [inaudible 00:03:20]

Teacher: Smart. Thank you. Pot luck reminder on Edmodo.

Student: Yeah, make it an assignment, give us points for who brings the [inaudible 00:03:26]. Like, ten points [crosstalk 00:03:30]

Teacher: I want to know how to assess that, right? Chashubao gets ten points, orange sherbet drink punch gets forty

Student: [inaudible 00:03:41]

Teacher: How do you assess that? What are you assessing?

Student: [inaudible 00:03:45]

Teacher: Like a whole ... hey. I get it, I get it. No.

Students: [crosstalk 00:03:51]

[00:04:00]

Teacher: Our first presenter will be Student, and then after Student we'll have Student, then

Student, and then Student. Yes? Girls, please come in quickly. What am I looking for? Student said he'd put it on Edmodo. Where ... right there. Are you ready?

Student: Yeah. [inaudible 00:04:26]

Teacher: It's your presentation, yes. [inaudible 00:04:30] Girls who just walked in, then I'm looking for, on a piece of folder paper, for each presenter a three-two-one. Three things you learned from the presentation, two things that you enjoyed about it and one question that you did not get the chance to ask presenter. What am I looking for?

Student: Aloha, fellow students.

Teacher: Wait, hold on,

Student: Start again?

Teacher: Let Student have a seat and let me grab my paper. One sec. Can I sit on this side? Okay.

Student: Aloha, students. I read the book A Tale of Two Cities and I wanted to share what I thought about the book in video form. To explain the book and how it met these standards. Okay. [video 00:05:43]

Student-on-video: 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, shall I tell you more? Come on, I'll take you to an educational room. Watch your step. Oh, my books. Sorry, I like to read. Okay. Take a seat. Get comfortable, it's going to be a while. Have I told you why I love this book? I'll tell you why. See, to me, this book shows standards of the language English, standards of technology and social studies, and I hold that close to my heart, because I hold myself up to a high set of standards. Let's start with English, know why? Because this book was written in English. What a language, really. 'CD' wrote this book, and he had two themes. He talks about resurrection and duality.

[00:08:00]

Before anything else, let me explain about this story. A Tale Of Two Cities references the two cities [inaudible 00:08:35] we've got London and Paris. Britain and France. Two different cities. Our main character in this book, his name's Sydney Carlton, and he's a [inaudible 00:08:47] guy. He doesn't care about himself, he's jealous of the people that are better than him and the people that he wants to be, but he's too sad and drunk all the time to not care. So he's sad. He's miserable, and he hates it. He loves people, but he's like "no-one's gonna like me", and he kinda is.

Now, while Mr Sydney Carlton's changing, the political turmoil in these two cities is erupting with social issues. That's why it would take place in the French Revolution because 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 them, but not without a little bit of sacrifice. Charles knew all about that. He wrote about it a lot. We're the [inaudible 00:09:43]. He always writes about things that are wholesome.

[00:10:00]

Let's start, let's do something. Let's talk about the topic of English. English is ... it's a language. We all know, we speak it, I speak it. I'm speaking it right now. Wow, okay. This is just ... We were talking about English. I want to talk about the themes that Charlie talks about. The two things that Mr Dickens talks about is this theme of resurrection, and also duality. Now, he starts the whole book in 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," and he goes on for like a page of just saying two things that are opposite. Yet they're cohesive. He's talking about how difference, this duality, these two completely different things form together to create one perfect medium.

A Tale of Two Cities. Am I right? [inaudible 00:10:49] Hey, focus. [inaudible 00:10:55] Fine, I'll move on. The next topic is resurrection. He takes us through this journey with the character, you're learning to grow with the character of Sydney to Sydney Carlton to Mr Carlton the good-for-nothing drunk. By the end of the story's kind of this [inaudible 00:11:14] figure for the people he sacrificed on the guillotine in front of the French people and he's like, why is he there? No-one knows. Mr Dickens takes us on this resurrection kind of things and he, spoiler alert, kills Sydney right there. Just chops his head off. Then you see that the French people are kind of imbued with this sense of belief in [inaudible 00:11:37], this modest man can die for us. This man from London who had nothing to do with us is willing to die for our rights, our social issues that we believe in. I think he brought a sense of resurgence into them, which caused them to complete this revolution that they started, this social movement that had depth, a large scale, and leadership.

[00:12:00]

The very keys to this social movement is waiting for [inaudible 00:12:01]. He was focused on these themes and connected it to real things that we can see in the real world. Oh wait, now let's move on to science and technology in a book written about the 1700s. [inaudible 00:12:26]. Now, let's pray tell, let's get technical with Mr Dickens' work. So if I was to ... Now I'm ready to break down this book, let's get technical with it, right? What are the [inaudible 00:12:46] according to this book. I would say the two cities represent the differences in the characters. Just like how England saved France from utter chaos when they went through that revolution phase. Just how Sydney, a man from London, saved Charles Darnay, by sacrificing himself. Okay, that's deep. That's deep. Wow.

To think a man writing books, how did he come up with stuff like that? He's just ... [inaudible 00:13:24], intellectually. There I go again, spreading my love for Mr. Dickens. I try too much. I chose this book because it's beautiful. Check out the ravings of this man who wrote about witnessing the French Revolution. Took that,

[00:14:00] like wow, inspired. He writes about it, I read about his writing. I'm like, "Charles, this sucker is pretty rad, it's dope." A lot of social issues and the justice is going on. Wow. It really gets in my brain here. Makes me want to, I don't know, go to France and see what's up. Hello. Thanks Mr. Charles. Thanks man. You recognize these there. They're in Russian because they're [inaudible 00:14:31].

Any-who back to this so French yada yada yada. Historically the French Revolution is an exciting time in world History where we see French people inspired by the American Revolution and fight for their rights and what they believe in. Now, Charles Dickens grew up later. He didn't really know about this period. It happened before his time. The kind of account that he read which was Thomas Carlyle's account. He wrote about, he read it. He was like, "wow, I'm going to write a book about this. I'm going to make millions, I'm going to make bank. I'm going to be so rich."

Student: Is that music in the background?

Student-on-video: Many writers looked to this book because Charles Dickens wrote so vividly of how revolutions happened, what they looked like and how they affect people. I have read the book thousands of times. How he goes into each character in depth shows how it's affected them and what's changed them. How a revolution in the country really revolutionized their selves. I think that's happening in the world today. When the world changing and the world around us is changing. Some of don't want to change, but we really need to.

[00:16:00]

[00:16:19]
Student: What is that? . [inaudible 00:16:23]

Student-on-video: This is what I talked to you about. I'm glad you took this journey with me. I'm so glad you're 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's a very good book. This Charles Dickens is a pretty famous guy. He wrote things like Huckleberry Finn. [inaudible 00:16:58]. It's different every time because there's new pages. In conclusion, [inaudible 00:17:09]. How much I enjoyed it. [inaudible 00:17:26]. Thanks for listening. Thanks for taking this time to listen to me. [inaudible 00:17:38]. Go on with the rest of your day. Have a beautiful day, and I'll see you soon. That's good.

[00:18:00]
Teacher: Student please take 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?

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

Student: Impromptu, just had a good idea. I was watching a drunk history.

Student: I love that show. Full house. [inaudible 00:18:39].

Student: Any other questions? Did you see my Monet fruit jar?

Student: That's my grandpa's.

Student: Healthy.

Student: It's healthy.

Student: How long did it take you to film?

Student: An hour.

Student: Yeah. Wow.

Student: That's not bad.

Student: We filmed the intro like a separate day. We were filming the intro and okay, so Student we didn't start rolling yet and then this lady was like walking behind, but the background was blurred out. She like walks around and then she's like, "did you just take a picture of me?" I was like oh this is a school project. No we didn't. You can review footage. She's like okay and then she takes out her phone and then takes a picture of me and then takes a picture of Student. Then runs away. She was like forty.

Teacher: I don't know how you feel about that, right? Someone is taking a photo of you filming because they think that it's important when they don't even know its ramifications and the idea of you guys possibly being a celebrity and being in on it. [00:20:00] It's kind of scary. Student, question on the science and technology standards. Could you repeat that or just re-summarize those points again? What were your standards as far as the whole Mark Twain, Huck Finn thing? That was a joke, right?

Student: That was a joke.

Teacher: Okay, just wanted to clarify because I see Student like toss her head, she was like no. It was a joke, thank you. It was funny.

Student: I wanted it to be funny. The science and the technology I had to talk about the history and how he wrote about his account, Thomas Carlyle's account which Dickens read. Thomas Carlyle wrote about the French Revolution and all these things about how it started, what caused the revolution. Charles Dickens read that and then he wrote the story based on that.

Teacher: Then, for those of us not sitting in Teacher 2 is it psychology?

Student: Sociology.

Teacher: Sociology class, can you summarize again what were the three keys?

Student: [crosstalk 00:21:02] needs is leadership, depth, and a large scale. [crosstalk 00:21:13].

Student: There's three. [crosstalk 00:21:17].

Student: Depth means you have to have a good reason to start. A social reason to start a change then he covers all these in the book.

Student: What type of book is it?

Student: Revolutionary.

Student: How much of a script did you have?

Student: [inaudible 00:21:41].

Student: How close were you following that [crosstalk 00:21:46]?

Student: Did you mess up a lot or no?

Student: No. [crosstalk 00:21:52].

Student: It's super funny, okay. [crosstalk 00:21:56].

[00:22:00]

Student: We filmed like 17 minutes total and we cut down to 12.

Teacher: Very efficient.

Student: Was that like a documentary style?

Student: Yeah, like Mock-umentary.

Teacher: Mock-umentary, thank you.

Student: Okay. I hope it funny.

Teacher: It was very entertaining. Thank you.

Student: How is anyone going to go after that.

Teacher: Yeah, thanks I know right. [crosstalk 00:22:40]. Student are you ready?

Student: What? Why not me?

Teacher: That's a nice [inaudible 00:22:52]. What is, when is it tomorrow?

Student: Can I use the Ipad to [crosstalk 00:22:57].

Teacher: Yes. Is your ... on there as well? Wait, hold on. Don't look at the scores. Is it on here? Did you turn it into Amodo?

Student: It's not turned into Amodo, is there a Google document or a Google drive app? I can, there it is. I can.

Teacher: Once you log in then hook this back up so that people don't see your log in.

Student: It will change screens.

[00:24:00]

Teacher: Yes. [crosstalk 00:23:58]. Did you write your three things? Three, two, one. Did you want to pass these back to Student so that he may see. It's optional to write your name on it, but it's kind of nice if they have follow up questions for you. If you can pass your slips back to Student so he can read them. You got them? Oh, just yours he doesn't have.

Student: Do you have tacks I can use? I forgot mine at home.

Teacher: Tacks. Would those poster things, those little clip things work?

Student: I need tacks.

Teacher: Oh, for here. Possibly yes.

Student: Thank you.

Teacher: You're welcome. [crosstalk 00:25:02]. Are you turning in your research things?

Student: I did last night. The novel notes evidence.

Teacher: The novel notes evidence and then I also for the approval of the three way.

Student: The supplemental questions, it's on the bottom of my evidence. Is that okay?

Teacher: Okay. I haven't looked at it yet, but okay. I just want to make sure. [crosstalk 00:25:32]. Then do you need a pass to come back for period two?

Student: I already talked to Ms. [inaudible 00:25:45].

Teacher: No.

Student: There's a final today so, I'm taking it tomorrow.

Teacher: Are you sure?

Student: I talked to her.

[00:26:00]

Teacher: Wow, okay, thanks. I owe him big time. Okay, are you guys ready? Student is up here and he's ready.

Student: Before I present and talk about my book, I'm going to talk about my physical project and kind of the struggle I had making it because I think that's the main problem I had with my project. 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 15 dollars a pound I think. Then I didn't factor in the fact that I'm not a blacksmith [inaudible 00:26:32] sword like that is thousands and thousands of dollars even if it's a really simple small model of the sword. Then I was like, "what's cheaper than metal? Clay." Just about every clay in a shop in Hawaii and they're like hey how can I help you? I was like I'm trying to make a sword out of clay. They just started laughing so that didn't work. I went to Ben Franklin and I found they had their own kind of clay. It was great because I was like you don't have to put it in your oven, my oven is not going to explode. You don't have to worry about any of that stuff.

Supposedly you make it, after 24 hours it air dries into a piece of ceramic work. I'm like this is great. Over the weekend, I made my project, it was amazing, it was clay, it was great. I woke up the next morning, it melted. Apparently it wasn't cold enough for it to dry I guess. I have no idea. So last night I did it again. As you can see it's not colored. Honestly it's terrible. I had to get something. I was really pissed that it melted. I woke up I was like where is it at? It's dry. Oh it melted on the floor. That's okay. Anyway, just an example of how the creative process is nothing how you plan it. You go back and [inaudible 00:27:50].

[00:28:00]

Something a lot better a lot more fun to talk about. I don't know if you've ever heard of the Odyssey before. It was written by Homer, it's considered one of the greatest pieces of literature of all time. It's the sequel to the Iliad also written by Homer. Now this is more fictional than the Iliad, the Iliad is more about the Battle of Troy, cause and effect. There are elements like Poseidon and stuff like that. You have Greek God, but that's because it was part of the culture, they didn't see it as fantasy. It was real for them, they had to write about it. This is an extremely long book so we wrote a poem it was about a page, well this one is about 679.

Lets go into the book. One, this book is made of about 24 chapters. Each chapter is its own lengthy story. Book one is more of it's the [inaudible 00:28:45] the narrator because we can't say author unfortunately. The narrator looks to muse which is the inspiration for music and art and stuff like that. The Goddess Muse arguably apparently there's different muses, but the author, narrator was writing about one. He prepares to tell the story and he kind of finishes the Iliad by saying everyone is returned home except for Odysseus who is the main character of this story. We have the introduction of Telemachus. I don't know there's like 50 ways to say all these words so sorry. We have Odysseus who is not returned yet because well two is the beginning of the actual story. [inaudible 00:29:38].

[00:30:00]

We have the introduction of his son Telemachus and he gives a speech. He is blaming Penelope who is his mother because she's not being committed, she has suitors all over the palace. They're violent, they're angry. She makes an excuse for waiting for her husband's return home so she doesn't have to please any of the suitors by saying she's making a burial shroud for her husband. She's knitting a burial shroud, but they don't know that she's making a burial shroud. Nobody knows that at night she'll un-weave it so 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 evil will come down and kill 20 of the suitors. Nobody knows what that means, everybody thinks it's just a dream. Nobody understands.

Then an unknown mentor, a hooded man woman, it could be anything starts to hear of Telemachus's speaking skills unbelievable speaking skill, unlike this world, turns into a leader. The mentor turns out to be Athena which is the goddess of wisdom. When Telemachus is leading, he has to leave the country, Athena protect him and his crew members safe passage to the next country. Book four oh that's very hard to read. Telemachus and Pisistratus arrive in Sparta. He approaches as 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 soon. The suitors who are waiting to marry Penelope, they're all angry. They're all jealous so they're ready to ambush Odysseus when he comes back, but they have no idea how long this will take.

Teacher: Do you think he's going to cover 24 chapters.

Student: The introduction of the gods on Mount Olympus. I really like this chapter.

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

Student: No.

[00:32:00]

Teacher: You just got them, okay. Creative common licence.

Student:

I did not make these pictures. The gods on mount Olympus discuss his fate. Right now Odysseus is trapped on an island with Calypso who is, I don't know there's not a good way to put this. She's a nymphomaniac. She's obsessed with having sex with mortals, it's control, it's power. She's a little ... Hermes is sent to free Odysseus and tells her you have no right to do this anymore. By the order of the gods, he's free. Instead of leaving there, she sets him up with a ship and crew to leave, but Poseidon is not happy about this and he starts causing storms to kill Odysseus during the battle of Troy offended Poseidon and gods are eternal. Once Poseidon does this, Calypso who already helped him helps him again so he's indebted to the gods who rescue him and help him on a nearby island. This is really long so I might speed this up a little bit because this is hours.

[00:34:00]

Athena appears in a dream to a princess of this new country home of the Phaeacian. I think it comes to this princess in a dream and says you need to go down by the river this morning. You're going to meet somebody. You need to help them. She goes to the river, Odysseus is there naked and she comes with a bunch of servants. He pops up, he has no idea what's going on. He's very concerned. Everybody is shocked, they've never seen him before. Athena forces her to fall in love with Odysseus because she's a goddess. She takes Odysseus up to the queen and while they're walking up to the queen, Odysseus is disguised so he's not revealed who he actually is. Midway through the city, Athena blows his cover because she's also crazy.

Everyone in the city is shocked. You have this naked guy sitting there in the middle of the road. He gets clothes the king gives him shelter. He asks Odysseus to marry his daughter because he's this fabled legend, this hero. He declines, very [inaudible 00:34:24]. Time passes, a ship is prepared by the queen and another crew. Before he leaves, a bunch of soldiers, a bunch of noble men challenge him to an athletic competition, boxing strength, riding, everything. He accepts the challenge all but the host because if you beat the host in any competition it's extremely rude and you're killed on the spot. While this competition is going on the background is a bard and he's blind. He sings about the battle of Odysseus and Achilleus. In the Roman tales it's Achilles, but in Greek Achilleus. He talks about the battle and during this he's really just strengthened by how he's told as a legend. It's a real ego boost.

[00:36:00]

After the bard is singing and he sees just how Odysseus is changed by it he starts asking the bard question about how he knew all this stuff. The king is suspicious. He feels like something is up so he asks him who he is and where he was going. The next day this town of Phaeacians are attacked by this is terrible. I do apologize I have no idea how to say this properly. Sigonese attack the town and only Odysseus and his crew manage to leave. He's taken to the lotus eaters. I don't know if you've ever seen Percy Jackson, anybody? It's these fruit that they grow there and when mortals come and take the fruit. All they want to do is eat the fruit. There's nothing on their mind, they forget about home. They all forget.

Odysseus wakes up from the trans and in order to save his crew he takes each crew member one by one and imprisons them on the ship until it wears off. That's not even the worst part. After they leave, they think they're safe. They arrive at these mysterious mist covered islands. It's home to the cyclops. The crew member are starving. All they had to eat was this lotus and it just drains you of energy. They look for food and they find this cave full of sheep, hundreds of sheep. They all go there, they all take a sheep, but then this huge cyclops walks in. Son of Poseidon and as we already know Poseidon hates Odysseus so his sons 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 eventually he just gets angry really easily. He takes the crew members, he eats two of Odysseus's crew members and they're all imprisoned.

In order to escape, Odysseus has to decide what to do so he gets his friend to lure Polythemus out of his cage. So he distracts Polythemus and when Polythemus asks who are you why are you doing this he says his name is nothing. Then when Polythemus is fleeing for help he says nobody is kilning me, nothing is happening and things like that in order to [crosstalk 00:37:25]. While he's distracted he takes a wooden stick and stabs Polyphemus in the eye, he becomes blind and then he [inaudible 00:37:35]. While he's leaving.

Teacher: Just question. Were you going to go to 24?

Student: I can skip through all of these.

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

Student: Okay.

[00:38:00]

Teacher: Yes, thank you sorry to throw you off.

Student: I totally understand. I should get to [inaudible 00:38:06] which is [crosstalk 00:38:08].

Teacher: Can you PDF it and put it on Amodo so I don't have to change?

Student: Yeah.

Student: [inaudible 00:38:17]. Totally optional. Book 20 is where Odysseus is finally returned home and finally meets his wife who is totally over him now. Instead the first thing she says to him is I found a new husband if you're alive or not. He comes back and is totally turned when she says that. He's heartbroken, but he assures Odysseus that he's wrong. By the power of the gods everything is going to be fine. He asks Zeus to help who is not really on his side either because he insulted Zeus. He responds with a thunder clap that distracts all the maids and all the workers and

slaves inside the house. Everybody is terrified. Odysseus returns and he has a dinner for his friends who all helped him return and for his enemies too. He started to copy some of the suitors for his wife when he was gone. He started getting cocky and started calling names. They don't realize that the wall is covered in the other suitors' blood which is terrifying. Once they figure that out they realize he's going to kill them.

[00:40:00]

This is the main some of the book is the bowl of Odysseus because it's a symbol of extreme strength and perseverance through all of this no matter how he's been tormented, physically beaten, no matter what. Has strength and in order for Penelope his wife to find a new husband she has to set up these trials. One trial was shooting arrows at 12 axes which is insanely hard. Nobody can string the bow to start the competition. All the suitors are embarrassed, they call of the competition until the next day. The next day Odysseus has the bow and strings it. He shoots them all Penelope is his wife. After the competition Odysseus turns to all the suitors and shoots an arrow through the main suitors throat. It's really violent. This whole time he's disguised. He know reveals himself to everybody. Everybody is terrified because he's this fabled hero returned and they're trying to talk to his wife and he's mad.

He starts, he's angry. He's charged by Uranacus who he struck with an arrow. His son goes down to the store room to find weapons to fight all the suitors, but the doors locked. The suitors got the weapons, but then Telemachus comes back and [inaudible 00:40:55]. Then Athena comes down to the battle, kills everybody. Then it's over. This whole fight Penelope was asleep. She goes downstairs, she doesn't believe what's happening. She sees her husband and he's in full battle mode. She's really excited by this. Telemachus yells at her because he's mad that when Odysseus was finally returned after 20 years she paid no attention and still wanted to find a new husband. After killing all the young noble men in Ithaca they decide to leave home for awhile. Hermes takes all the dead souls to Hates.

[00:42:00]

Then they travel back to Ithaca to see [inaudible 00:41:41]. The point is no matter what you went through, perseverance is one of the themes. The main theme perseverance because no matter what he didn't give up even though it was easy to. No matter when everything was against him he didn't care. It was all about getting back to his family. I think Family is the second theme because it was the strongest bound found in the story. His family 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 this poem, but in poetry alone is that I'm impressed. Lets talk about art a little bit. This is supposed to be a family crest, but we see it a little bit right? Anyway, this is the family crest. My grandfather sent this to me and I looked on Google it was the same thing.

Teacher: This is your family crest?

Student: This is my family crest. Now, there's multiple ones depending on which part you

came from. I think if you're from the north it can change, but this is the main family crest. It's gold and blue which are royal colors. This is a darker blue so it could be something with royalty. The family crest is part of the culture because it determines who you're going to be, it determines what you can be. If you come from a family with wealth, you're going to be wealthy because you're associated with wealth. No group, no family ever ascends higher than what they are, but you can drop down lower. It's not possible. There's too many people fighting against you. Your family crest is who you are. Soldiers had them on their shields, had them on their swords. It's part of who you are.

[00:44:00] When you died in battle they would see what family crest you were wearing and know who died in battle. If you have a certain family crest you could get it anywhere except if you were royalty. If you get 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 kind of depends on who you were as a person. I planned to do this [inaudible 00:44:04]. That's okay. Anyway. I guess that is about it.

Teacher: Questions for Student?

Student: Let's go. Let's do this yes.

Student: In the beginning you said you couldn't say the author is the narrator, why is that?

Student: We don't know for sure if the author is the narrator or not. The narrator could be another character in the story. We don't know who there is.

Student: Was there any [inaudible 00:44:48] during the poems that was predominant. Were they all written the same?

Student: What do you mean?

Teacher: Was it in iambic pentameter or was it in pentameter?

Student: No, it's not like that. It's a poem in the sense that ... it's hard to explain [crosstalk 00:45:09] it's not like ...

Student: It was free form.

Student: Right it's not like Dr. Seuss. [crosstalk 00:45:20].

Teacher: Sorry go ahead. Does somebody else have a question? I had a question regarding your family crest. What is your ethnic background, your lineage or where did you get the information from?

Student: I'm adopted, but my entire family their ancestors are from England. You'll see ... I

[00:46:00] took it down, you'll see that the family crest not only shows your last name, but where you're from. Okay, everybody can look at this. So knights in English and British culture are associated with Royalty even if you weren't a knight you were considered a soldier. You were treated like a god. You can see the line, that's a famous British symbol, but it's usually bread. [inaudible 00:46:18]. Their ancestors are from England I guess. It's that what you ...

Teacher: Yeah, thank you.

Student: Are the colors important to you?

Teacher: Any other questions for Student?

Student: No? Thank you.

Teacher: Again, I'm sorry to rush you through the epic. We want to get Student up there and Student today. Student did you need some assistance or someone to help you hold something?

Student: Yeah, I'm just going to set up real quick.

Teacher: Sure. You are not using the iPad correct? Student can you go and check if your presentation works so that we'll be ready? Sorry, excuse me. We get out at 9:24. I'm going to turn this off so that people don't see what you're doing. [inaudible 00:47:35]. It has links to video?

Student: To different slides because it's [inaudible 00:47:47] it's like jeopardy.

[00:48:00] Teacher: Got it. Then it might not work. No. Bring your laptop and see if the connector works and then set that up while Student is setting up. [crosstalk 00:48:09]. It's that one. [crosstalk 00:48:39]. Thank you we're set now. [crosstalk 00:49:05].

Student: Do you need help, Student? [crosstalk 00:49:24].

Student: That's okay. Do you want to hold it? [crosstalk 00:49:47]. Okay I did something a little different because my book didn't really have a deep meaning other than criticizing a wrongful government.

[00:50:00] Teacher: What was the title and author?

Student: My book is Gulliver's Travels by Jonathon Swift. I just have visuals to follow the flow so you guys can understand it more. Then I also have donuts this time. I do need one volunteer. Okay. Gulliver travels ... [inaudible 00:51:32].

Student: You're asking Student to find a country? [crosstalk 00:51:40]. Where's the United

States?

Student: Okay, does anyone want a doughnut for showing me where England is [crosstalk 00:51:51]?

Student: It's right there. I got it.

Student: Would you like a doughnut?

[00:52:00]

Student: Yeah.

Student: Wait, we get donuts for answering questions?

Student: Yeah, you get donuts for answering questions so answer questions.

Student: Student it's on. [crosstalk 00:52:10].

Student: Stand on this side for now [crosstalk 00:52:34].

Student: You want a piece of paper?

Student: Gulliver starts, he lives in England and the first place he goes to Lilliput which is a little island which is right around there. Then from Lilliput he goes to an island called Brobdingnag. That one is on this side. Then from Brobdingnag he goes to Laputa which is back over here. From Laputa he goes to an island called [inaudible 00:53:14]. That's right down here. He goes to sea as a surgeon on the merchant ship called Ampo. Then from there there's like a big windstorm. From there he swims to Lilliput. He falls asleep. Then he wakes up captured by the island's inhabitants who are six inches tall.

[00:54:00]

Gulliver wakes up captured by them. Although they're tiny, the Lilliput people possess all the pretentiousness and self importance of full sized men. They're mean, they're nasty. They're vicious, they're morally corrupt. They're critical, jealous and deceitful. In other words they're completely human. Lilliput, kind of mocks the civic events in his life. The Emperor of Lilliput resembles King George the first. The next political reverence is the list of things found in Gulliver's pockets. The Lilliput people go through all of his belonging and then they find a phone. They think that's a [inaudible 00:55:01]. This shows he's mocking the evidence presented against [inaudible 00:55:03] bolingbrook in 1750 who were forced into exile after being accused of treason. The certain wig commissioners did their best to twist the letters and books [inaudible 00:55:15]. Swift didn't approve of the sinister distortions that party passions can cause in a person's mind.

Another one, while he's in Lilliput there's jumping and crawling games which in the book are innocent child like games. The parliament members perform for the

[00:56:00] amusement of the monarch and they're awarded with blue, green and red ribbons. I lost my red ribbon. This represents the various the various orders of the Gartha, the bath and the Thisto. King George used these as cheap ways to buy political support from social climbers. Here Swift is kind of saying that politicians are always ready to degrade themselves by performing humiliating games and hoping for colored ribbons and money or titles. It's similar to society today because many politicians are willing to risk their values.

Another one is the complicated method that Gulliver must wear to the oracles and this represents the wig politics as trivial and [inaudible 00:56:36]. The wigs attack the toy street men because they said that the peace treaty was invalid since the World War 2 wasn't properly signed. I need another volunteer representing the island. You're Gulliver. [inaudible 00:57:03]. At the Lilliput punitive court, Gulliver must hold his right foot in his left hand.

Student: Wait I don't have balance.

Student: Place the middle finger of his right hand on top of his head with the right thumb on the tip of his ear. You're going to be holding this pen. He was supposed to sign a paper. If everything wasn't proper, like if the thumb wasn't properly on the ear then it was considered invalid and the sworn loyalty was in question. Thank you.

[00:58:00]

Student: Do you want a chocolate one?

Student: Yeah.

Student: I'm a vegan I can't have it.

Student: 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 an old thing saying that you break the egg from the long side instead of on the top. This one guy hurt himself while he was breaking the egg so he changed that into breaking it the other way. That's why these two split up.

Teacher: Breaking an egg.

Student: They've been at war over an egg.

Teacher: The pin board is supposed to represent something [crosstalk 00:59:13].

Student: The war between the Catholic and Protestant.

Teacher: What did she say?

Student: The catholic and protestant.

Student: Okay, based from what I just told you I need another volunteer to answer the question: which side represents England and which side represents France?

Student: [01:00:00] England represents Protestant and France represents Catholic. Is that what you're asking?

Student: Yes. The religious war between Lilliput and Blefuscu also represent immediate European politics. The two Blefuscu parties stand for English political parties, the high hills represent the torries and the low hill represent the wiggs. The king was sympathetic to the wigs. He used them to support Hanover and put them to official positions to strengthen his position against the house of lords. The Lilliputian empire wears low hills. Then there was another prince in Lilliput. His name was Prince Wales. He was kind of at disagreement with the empire because he was torries. These high hills. 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 Gulliver. Then he comments ironically on the mercy and decency of the king. For example the Lilliput empire on the mercy he plans to barring and starve Gulliver instead of killing him which is a direct reference to king George's treatment to captured [inaudible 01:01:39]. He executed them after parliament had called him most merciful king. That's Lilliput and shows right over here.

[01:02:00]

Then the second one he visits [crosstalk 01:02:10].

Teacher: What if we don't have time to do your game? Are you going to be here on Thursday?

Student: Yeah.

Student: Does someone else want to come up and hold? [crosstalk 01:02:26]. Yeah sorry, totally forgot to give you one. Second land that he visits is Brobdingnag. It's the opposite of Lilliput. They're made up of giants. It's a land of giants with a big stature who are 60 feet tall and Brobdingnag is a practical moral utopia. There's good will and there's virtue, but when magnified the giants are physically ugly, but they're morally beautiful, but the Brobdingnag kind says that [inaudible 01:03:33]. He doesn't agree with Gulliver's views on the English. He calls humans vermin. He says that mankind is the most carnatious race of little vermin that nature ever suffered to crawl upon the surface of the earth. He faces the Brobdingnags, but he doesn't intend for his readers to think that they're perfect humans. Their virtues are impossible for humans to obtain, but because it takes so much maturing to reach the stature of a moral giant, humans can't do it. There's not much that goes on in Brobdingnag besides Gulliver arguing with the king about who's views are politically correct.

[01:04:00]

The third island he visits is called Laputa. It's actually a flying island. [inaudible

01:04:57]. It's made up of magicians and mathematicians. In this chapter Gulliver's description of the flying islands is a representation of favors often delivered to the royal society which is kind of like an organization that received all the scientific experiments and stuff like that. Here Swift is mocking a societies fondness for concrete language and the love for mathematical and deceptive mathematical diagrams. Gulliver's enthusiasm for the astronomical discoveries of the people of Laputa represent the enthusiasm of the Royals society for [inaudible 01:06:00] and other astronomers observations. It concentrates on mockery of people's 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 going to interrupt for just a little bit. We are going to run out of time. Unfortunately Student will have to present on Thursday. We'll try to get that in the schedule with the evacuation drill. She has an interactive presentation that's going to need a block of time I would say. Student as we're getting ready to wind down before the bell rings though because I want time for the audience to ask you questions as well.

Student: I'm almost done.

Teacher: Can you make sure that you also tie the islands of the small the Laputions the bigs and the flying, magical math people to how that's relevant to today's society.

Student: Yes.

Teacher: Okay, thank you.

Student: Laputa actually la means high puta means governing. In Spanish it also means abhor. This is a representation of Martin Luther's famous recent description that great whore reason. Martin Luther was angry with reason because his opponents would use it to deny the Lutheran emphasis on faith. Beneath Laputa was Balnibarbi. The king of Laputa controlled how much sunlight they'd get and how much rain water they'd get. You could actually lower Laputa and crush the people of Balnibarbi if he wanted to. He uses the flying islands to kind of tyrannize the people of Balnibarbi. He cut off sunshine and rain. The king's attacks on Balnibarbi and [inaudible 01:08:26] represent the English's crown's policies toward Ireland. Barlnibarbi is a representation of Ireland. Cutting off the rain and the sun represents the royal parties that cut off Irish trade. That's kind of all that goes on in these two.

Does anyone else want to hold it? You'll get a doughnut. Thank you. The next town he visits is actually part of Balnibarbi. It's called Glubbudrib. It's an island of magicians and sorcerers who are able to summon ghosts. Gulliver summons men of historical importance like Aristotle, Alexander the great, and Cesar. He argues that poetry and ancient philosophy are more admirable than other ways of gaining knowledge because they teach morality and decency. Swift pits the ancient authors

such as Homer and Aristotle against their commentators. Most literary commentators and historians distort those who they write about. Swift points to [inaudible 01:10:35] who were ancient scholars who misread and misused Homer. [inaudible 01:10:42] who misrepresented Aristotle. After mocking the humanities and philosophy he turns to the historians. He says that history is the tool of politics and is misread and miswritten for selfish reasons and to politicians history lies about virtue, wisdom and courage.

[01:12:00]

The last one he visits is Houyhnhnm. This land is made up of the superior race of horses and the inferior race of humans. Gulliver sees people who are ruled by reason and reason alone. They don't understand lies, which is the horse people. 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. 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. He lacks the humility to sort of see himself as a yahoo. The humans are called yahoos and the horses are just called Houyhnhnm. Gulliver tries really hard to become one of the horses because he idolizes their reason. Instead his pride leads him to try and become a horse instead of seeing himself as a sort of yahoo that he actually is. Swift positions Gulliver between positions of reason and symbols of gross sensuality.

[01:14:00]

That's the one he visits. Throughout his whole book it's kind of an indictment among politicians, scientists, philosophers and Englishmen. Swift believed that people were generally ridiculous and petty, greedy and followed blind to the ideal of the me which was presented in one of his first books. He didn't believe that the age of science was the triumph that a lot of people from his time did. He thought that science and reason needs limits and a good manor of humanism without absolute devotion. He showed the impractical scientists of Laputa and impersonal, but absolutely reasonable horses and showed them as embodiments science and reason carried to ridiculous levels. He kind of wrote this novel to give his audience a new perspective by offering new insights into politics and social acts of humans. It's kind of relative to today because there's always going to be controversy in politics. For example the mass shootings, the Paris attacks, Donald Trump and all that. There's just always going to be some disagreements. Swift is doing his best to defend his side and kind of like show a new perspective. Any questions?

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

Student: Which island does Donald Trump belong on?

Student: [inaudible 01:14:34] guess. That's a good question.

Teacher: He's on his own island.

Student: He owns his island. [crosstalk 01:14:45].

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

Teacher: We'll pass those out at the very end. Do you guys have any questions for Student?

Student: Yes, I did.

Teacher: A question?

Student: I just asked. The Donald Trump question.

Teacher: The Donald Trump question.

Student: You can win a doughnut if you tell me which island you think would represent Donald Trump.

Student: Laputa.

Student: How come? [crosstalk 01:15:15].

Teacher: Laputa, you think ... [crosstalk 01:15:15].

Student: That's the nicer translation of that story by the way.

Student: I think he's on the small people island. He's greedy and short and all 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 and he's like this is ours. [crosstalk 01:15:52].

[01:16:00]

Teacher: That was a good question. Thank you. I'm going to have themselves to donuts in a little bit. Thank you. Make sure you take your feedback and pass that to the speakers for today. We have our last presenter, Student will go on Thursday. Check Amoto later, I will post the sign up for the potluck. Did everyone turn in your final evidence for the non book book report question? [crosstalk 01:16:41].

Student: Can we turn our ...

Teacher: If you did your reflection like you hand wrote your reflection for your project, that's fine. I'm collecting those. I always forget to ask for hard copy things. Student, yes?

Student: Question about the final ...

Teacher: Evidence.

Student: Yeah, if you did not comment on to say that something is not good then can I just use the English science and history standard [inaudible 01:17:13]?

Teacher: I think you asked me a question last night too. What do I put in that final evidence? Part one of the proposal asks for literary standards, evidence that you read the book. A majority of you put those quotes from your novel and started discussing, breaking down the theme in your proposal. If you already have your literary standards met or your evidence that you read or identified the two themes, whatever standard that you chose then you don't have to put that in your final assignment as evidence. However, if you had a science standard maybe in your Socratic discussion that was your public sharing. The science standards did not come out in the Socratic discussion. You may want to go back and pull some of that research that you used. That will satisfy that.

[01:18:00]

If you took a survey, if you used kohodit. You did a survey and you wanted to then analyze the results that you got from the class. The percentages as far as ... was it this class that we covered feminism? No, was in the other class sorry. That would be an example of submitting final evidence that meets the science standards based on the survey that was done after the public presentation. Did I answer your question?

Student: Yes.

Teacher: Okay. Other questions on the final evidence and or self reflection. Those are the only two assignments left. Ed-line is down, ed-line has been down for the past week. It's back up right now? Do not check ed-line because there will be thousands of entries done over the next 24 hours by many of the teachers on campus. You Admodo grades will probably be more accurate than your ed-line grades. Does that make sense? Okay so if you have a question on any outstanding Admodo assignments or if there is something that I graded that is incorrect please let me know. I will see you on Thursday. Can I get a round of applause for all the presenters today? Thank you everybody.