

# Honors

February 8, 2016

**Learning target(s):**

**Agenda:**

- 1. Vocabulary Lesson 6
- 2. Victorian Notes
- 3. “The Lady of Shalott”
- 4. Pathetic Fallacy and the Post-Mirror Stage

**Homework:**

- 1. Page 35
- 2. Re-read “The Lady of Shalott” as an allegory of an artist, pp. 807-813

# Tally

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

# Victorian Era

- Politics, Economics, Technology
- Imperialism, Industrialism, Voting rights, Women's rights, Science
- Culture and Society
- Prince Albert (in a can), Prudery, Sentimentalism, Cult of Domesticity, Duality, Funerals and Weddings, the New Woman, Conservatism
- Three Literary Eras within the Victorian
- Romanticism continued (Tennyson has lingering Romantic traits and interests)
- Realism
- Naturalism (an offshoot of Realism, technically)

# Pathetic Fallacy & Theory

- Pathetic fallacy
- Psychoanalytical Theory
- Oedipus Complex, Electra Complex
- Mirror phase
- Allegory

# **CP English 11      February 8, 2016**

**Learning target(s):** I can use vocabulary words and analyze a novel for symbolism.

## **Agenda:**

- 1. Vocabulary Lesson 7
- 2. Chapter 14 – read and take notes
- 3. Simon chart

## **Homework:**

- 1. Page 43
- 2. Chapter 4

# Tally

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

# Thomas Foster

## *How to Read Literature Like a Professor*

- Chapter 14: Think about Simon as you read this. Take notes (define terms, list examples)
- Simon Chart – start filling it out, please. 😊
- Chapter 10: If you have time, also read this one. We won't get to major weather events for awhile, but a few stories we read this year will feature meteorological events and it's good to be prepared. 😊

# No Cell Phones!

- **Bell Ringer AP:**
- Read the criteria on the green sheet.
- Relax. We're not actually doing this today.
- Today I'm introducing you to the concept of the DBQ. Relax.



# AP Euro

**February 8, 2016**

**Learning target(s):** I can analyze primary sources and synthesize them to answer a question.

## **Agenda:**

- 1. Explain DBQ
- 2. Resume work from Friday

## **Homework:**

- 1. Review IDs
- 2. European Opponents of Imperialism

# Primary Sources: Plan/Prewrite DBQ

- Read p. 172, “On the Jews” by von Treischke
- Read pp. 193-194, Chamberlain.
- You’ve already read Wagner, p. 194.
- The photocopies (3 sources)
- Pull examples and main ideas from each source to answer the following prompt.
- **Analyze the attitudes and actions toward Jews in post-1873 Europe.**
- Consider different reasons, stated or implied in the documents, for these attitudes.
- What other information can you provide not included in these documents? You may consult Spielvogel and McKay.

# DBQ Pre-Writing

- Analyze the attitudes and responses to industrialism in England, 1788-1914.
- Context: result of agricultural revolution, putting-out system, Britain in the lead while Europe fights Napoleon
- Attitude 1: it's exploitive (Marxists)
- Attitude 2: it's ruining nature (Romantics)\*this is my outside example not included in the documents – Wordsworth, art
- Attitude 3: it's great for the economy (Parliament, capitalists)
- Response 1: resistance (Luddites, unions, Marxists)
- Response 2: Grow it! (capitalists, imperialists, Parliament)
- Synthesis: Emergence of the Green Party in the 1970s-1980s (environmental concerns, political restrictions on big business)
- **Thesis:** Opponents of industrialization cited exploitation and environmental concerns, whereas proponents saw the benefits of industrialization for the economy, putting Britain in the lead. While craftsmen, workers, and Marxists, like twentieth-century Green Party members, actively fought against factory owners, the government passed legislation and sought a colonial empire to sustain and grow British industry.

# DBQ

- Do not simply summarize each piece. That won't get you credit.
- Instead, answer the question and use the pieces as evidence. Think of it as a research paper.
- Example on next 2 slides.

# Use & Sourcing of Documents

- Always start with a claim. Then support it with evidence from the documents. Ideally, you'll have multiple documents supporting one claim.
- Ex. One major complaint about industrialization was the negative effect on the environment (claim). For example, Wordsworth....
- Source the document – explain something crucial about the author or piece.
- Ex. **Wordsworth, the Romantic poet laureate of England**, wrote that, “Little we see in Nature that is ours;/ We have given our hearts away.” **As a Romantic writer, he championed nature and complained that materialism was blinding people to the beauty of the earth.** The factory smoke was unregulated and creating air pollution, and the mining and deforestation was definitely affecting the English landscape. Also, the Industrial Revolution was facilitating materialism as mass production decreased prices and flooded the market with cheap goods. Wordsworth's contemporary, William Blake, another poet as well as a painter, detailed the grime and grit of industrialization. **As a Romantic, he would emphasize the negative effects on the common person as well as on the environment.** His Chimney Sweeper poems tell a tragic story of the fate of child workers, much as the government's Sadler Commission would later.

# Homework

- **Fill out the slides.**
- **Opponents: write titles of their works and the gist of their arguments.**
- **Problems/Challenges: who/what/where/when**

# European Opponents of Imperialism

- Bismarck (until he changed his mind)
- J. A. Hobson
- Henry Labouchère
- Joseph Conrad
- V. I. Lenin

# Problems/Challenges of Imperialism

- Great Rebellion (Sepoy Rebellion)
- Boxer Rebellion
- European Competition
- Boer War
- Suez Canal