

No Cell Phones!

- **Bell Ringer Honors:**
- Meet in the library.

Honors

January 5, 2016

Learning target(s): I can assess my own progress and compose an essay.

Agenda:

- Work on portfolios.

Homework:

- 1. Bring red fish tomorrow.
- 2. Portfolio due Thursday

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- **Bell Ringer English:**
- Take out your annotated essay.
- Date! Turn in your vocabulary homework.
- Detach article from slides. Write name on the article. Turn it in.
- Get ready for Derivatives.

CP English 11 January 5, 2016

Learning target(s): I can use vocabulary words. I can explain and compose a process essay.

Agenda:

- 1. Write the Derivatives, pp. 185-186
- 2. Questions over the reading
- 3. One more quick example
- 4. Start your own process essay

Homework:

- 1. Finish Process Essay
- 2. Whatever you owe me – after Friday it's too late.

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.**

Write your own process essay.

- Introduction – hook the reader. Explain the situation.
- Body – start with materials, safety tips if necessary.
- Go in order.
- Use transitions.
- Conclusion – wrap it up in a meaningful way. Why is this useful? What should the finished product look like?
- **I expect multiple paragraphs – probably over a full page (single spaced). Due tomorrow at the start of class!**

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- **Bell Ringer AP:**
- Turn in IDs.
- Take out flow chart.

AP Euro

January 5, 2016

Learning target(s): I can discuss the Industrial Revolution for different purposes.

Agenda:

- 1. Historical Causation
- 2. Continuity and Change
- 3. Synthesis
- 4. Periodization
- 5. Contextualization
- 6. Poverty and Prosperity
- 7. Interaction of Europe and the World
- 8. States and other institutions of power
- 9. Individual and Society

Homework:

- 1. Quiz tomorrow
- 2. Next set of IDs due Thursday

Quick Writes

- 1. Label each quick write.
- 2. Introduction = first sentence – keep this quick.
- 3. Answer the question.
- 4. Focus on one-two examples (these are quick writes)

Historical Causation

- After the Industrial Revolution got started, governments started regulating and responding to the changes in the economic structure caused by the IR. What is one action taken by a government and what changed because of it?
- (Please note: this is also a Governments & Other Institutions of Power question!)

Continuity and Change

- Once the government started making laws and responding to the conditions of the IR, what changed and what stayed essentially the same? Please be specific.

Synthesis

- This means bringing up something from another time or place as comparison or contrast. For example, you're writing about the French Revolution and you comment that Louis XVI had key personality traits in common with Nicholas II that impacted the Russian Revolution.
- Describe something in the IR and connect it to something from another time or place.

Periodization

- This kind of question asks you to put bookends on a period. What was an event that caused or coincided with the start of something and what was an event that caused or coincided with the end?
- You may also be given two events and be asked to write about what happened within them.
- What marked the beginning and end/decline of squalid living conditions in industrialized cities?

Contextualization

- For this, explain the circumstances surrounding an event, law, or person.
- Explain the context of the decline of India's cotton production.
- (Please note: this is also a “Europe's interaction with the World” question!)

Poverty & Prosperity

- How did the Industrial Revolution change or perpetuate the great divide between poverty and prosperity in Great Britain?
- (Please note: this is a continuity & change question, too!)

Individual and Society

- How did society change during the IR? List several ways and at least one example for one of those ways. Consider the following: families, social classes, education levels, participation in government/attitudes about government or country.
- Bonus: how were individuals at odds with society or institutions of power?
- (Depending on how this question is revised, it could be Historical Causation – why did things change – or Continuity and Change – what changed and what didn't – or even Synthesis – when did something similar happen in a different time or place?)