Third Term

Absent Log

AP European History

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| Wednesday, January 21 and Thursday, January 22 | * Orals on Ch. 18 | 1. Turn in your DBQ on Charles I and Louis XIV—staple a rubric to it; underline your thesis and circle your POVs 2. You will need to answer your Orals question in class next period 3. All Cornell for Ch. 16 are due next class and we will take a unit COL on that chapter next class |
| Friday, January 23 and Monday, January 26 | * Index card self evaluation on the orals + answer one of the three questions given by Ms. Bass (slide) * Finish orals in 5th and 6th periods * Bingo review for the COL on Ch. 16 * Take the COL | 1. Get an index card from Ms. Bass, write the letter grade that you think your deserve and explain why 2. E-mail Ms. Bass for the questions that you need to answer from the orals (written format) 3. Make up the unit COL by Friday, January 30 4. I returned your Louis and Charles DBQs—of you want to revise them, you have two weeks to resubmit 5. A 35-minute timed essay is due next class—the prompts to choose from are on the calendar on the class website |
| Tuesday, January 27 and Wednesday, January 28 | * Blue outline packet on the Scientific Revolution and Enlightenment; review the causes and consequences of the Scientific Revolution * Green DBQ (students did not take copies) and practice summarizing and analyzing POV in the documents in teams * “Love your Neighbor” activity with the scientists * Start video on the Scientific Revolution + Enlightenment (pink question and answer packet) | 1. Get the outline notes (blue) from Ms. Bass and review the Scientific Revolution sections 2. Get a green DBQ from Ms. Bass-choose four of the docs., summarize them, and analyze POV for them 3. Watch the first three minutes of this video: <https://www.youtube.com/watch?v=J0B28_gwj0M> and answer the corresponding questions on the pink handout (get from Ms. Bass) |
| Thursday, January 29 and Friday, January 30 | * Finish the hot pink video packet and video on the Scientific Revolution and Enlightenment * Ask questions for moo-lah (from reading pages 530-534) and take the purple group COL (checklist) from those pages * Begin Fakebook presentations for the Enlightenment | 1. Watch the video and complete the pink packet: <https://www.youtube.com/watch?v=J0B28_gwj0M> 2. Schedule a time with Ms. Bass to make up the COR on pages 530-534 3. Get any Fakebook presentation notes that you missed and the yellow chart 4. Homework: see the calendar 5. Get your Eastern Europe Essay back from Ms. Bass and submit a revised essay (if you want to improve your score) next week |
| Monday, February 2 and Tuesday, February 3 | * Index—write questions about the reading that you were assigned for today * Group quadrant COT for pages due today on butcher paper * Fakebook presentations | 1. 5th and 6th periods turn in your revised essay (Eastern Europe) 2. 4th period submit your revised Eastern Europe essay on Wednesday 3. Schedule a time to make up the COR with Ms. Bass 4. Get the Fakebook notes that you missed from a reliable source 5. See the calendar for the pages and Cornell that are due next class |
| Wednesday, February 4 or Thursday, February 5 | * Review—last word on the text reading pages 541-549 + three “stand and deliver” * Gold COR * More Fakebook presentations * Unscramble the words that reveal items valued during the Enlightenment | 1. Make up the gold COR by Friday, February 6 2. Get any Fakebook presentations that you missed from a classmate 3. Turn in your eastern Europe revised essay (if you chose to do this) 4. Homework: Extra Credit green packet on the Renaissance + food for our salon (extra credit finger foods) + 35-minute essay (see calendar for Thursday or Friday for the prompt) |
| Friday, February 6 or Monday, February 9 | * Yellow Survey on whether you plan to take the College Board Test * Finish Fakebook presentations * Salon simulation | 1. Get the yellow survey from Ms. Bass and complete 2. Get the Fakebook notes that you missed from a dependable classmate 3. Develop a plan to make up the Salon that you missed, present your plan to Ms. Bass and follow through! 4. We have the unit COL on Ch. 17 next class—study! You can attend an extra credit lunch study session on Monday (4th period) or next Tuesday (5th or 6th periods) 5. Plan to attend a review on the Age of Exploration on our next early out day, February 19 6. All Cornell for Ch. 17 are due next time 7. Turn in your Humanism v. Enlightenment essay |
| Tuesday, February 10 or Wednesday, February 11 | * How would an absolute ruler differ from an enlightened one? Write your response and take notes from Ms.Bass’s power point on the characteristics of an enlightened despot * Competition for the most enlightened despot * Grab it review for the Ch. 17 COL * Start the COL (we will finish next time) | 1. Get the notes that you missed on enlightened absolutism from a classmate 2. Make a presentation explaining how Catherine the Great, Peter the Great, Maria Theresa, and Joseph II were enlightened—which was the most enlightened in your opinion and why? 3. You will need to schedule a time before the end of the week to make up the Ch. 17 COL 4. Turn in your Cornell from Ch. 17 |
| Thursday, February 12 and Friday, February 13 | * Notes on Rococo and Neoclassical art (on your own paper) * Four corner review of art movements that we have studied thus far * Finish COL on the Enlightenment and Scientific Revolution * Read and organize yellow documents on the causes of the French Revolution * Stages of a Revolution (Blue note sheet) and white board race with actual events from the revolution * 6th period played “toss a question” with items from their reading | 1. Get a yellow DBQ packet from Ms. Bass on the causes of the French Revolution 2. Request a power point on the two art movements that we studied from Ms. Bass (via e-mail) and take notes on a separate paper 3. Get the blue phases of a revolution paper from Ms. Bass and the notes from a classmate 4. Make up the unit COL on the Scientific Revolution and Enlightenment by Friday, February 20. 5. See the calendar for your homework 6. Get a simulation role from Ms. Bass |
| Tuesday, February 17 or, February 18 | * Underline your thesis and circle all POVs in your “Causes of the French Revolution” DBQ * In teams, go through the documents and make a poster identifying the social, political, economic and “other” causes of the French Revolution * 4th and 6th periods took quadrant notes on ways that Rousseau, Montesquieu, Locke, and general ideas from the Enlightenment would have inspired the French Revolution * Read the section in the white reading packet about whether the Enlightenment really inspired the French Revolution * Blue COR #1 on the French Revolution (10 MC questions) * Watch clip overview of the French Revolution | 1. Do what it asks for your French Revolution DBQ and submit 2. Get a poster sheet from Ms. Bass and do what it asks for the causes of the French Revolution 3. If you are in 4th or 6th period, make notes detailing how the ideas of Rousseau, Montesquieu, Locke, and general ideas from the Enlightenment would have inspired the French Revolution—show to Ms. Bass 4. Get the white packet from Ms. Bass and answer this question on the back of your notes for #3 Does the author think that the Enlightenment influenced the French Revolution? Why (at least three reasons) 5. Take the blue COR by Friday, February 19 6. Watch this clip on the French Revolution: <https://www.youtube.com/watch?v=VEZqarUnVpo> 7. See the calendar for the reading pages that are due next time. |
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