



## 2. Independent practice

## 2. Independent practice



### Guided to independent practice:

1. Provide modelled examples (pre-prepared)
2. Ensure gradual scaffolding in all tasks
3. Develop depth through tasks and share structures for independent learning



# Independent practice: Pre-prepared modelling

- What are the strengths of this paragraph?
- How could it be improved?

of the source being valuable is for revealing the motives for the Jarrow Crusade. In the source, it is made explicit that the main reasons for the crusade is to elicit "wide publicity and the sympathy of the general public". The objectives stated are extremely reliable based on the context of the Jarrow Crusade. Due to the destruction of staple industries by the British government after the removal of tariffs and the innovation of 'light' industries, the north of England had been left in particular destitute. This is because the north is where staple industries, such as shipbuilding or coal mining, were. Therefore, as the abandonment of staple industries continues the economic climate of the north declines while the south flourishes (primarily where the new light industries are located). Overall, the context of the economic breakdown of the north justifies the source report that "sympathy" was a main objective of the crusade as by gaining the sympathy of the general public it would encourage government intervention due to the public appeal. Thus, showing how the source is extremely valuable in revealing the motives for the Jarrow Crusade.

# Independent practice: Scaffolding



To be able ANALYSE the language Shakespeare uses in “the balcony scene”

Page 22

**ROMEO**

He jests at scars that never felt a wound.

*JULIET appears above at a window*

But, soft! what light through yonder

It is the east, and Juliet is the sun.

Arise, fair sun, and kill the envious moon,

Who is already sick and pale with grief,

That thou her maid art far more fair than she:

Be not her maid, since she is envious;

Her vestal livery is but sick and green

And none but fools do wear it; cast it off.

It is my lady, O, it is my love!

O, that she knew she were!

She speaks yet she says nothing: what of that?

Her eye discourses; I will answer it.

I am too bold, 'tis not to me she speaks:

Two of the fairest stars in all the heaven,

Having some business, do entreat her eyes

To twinkle in their spheres till they return.

What if her eyes were there, they in her head?

The brightness of her cheek would shame those stars,

As daylight doth a lamp; her eyes in heaven

Would through the airy region stream so bright

That birds would sing and think it were not night.

See, how she leans her cheek upon her hand!

O, that I were a glove upon that hand,

That I might touch that cheek!

It is night time. What is Romeo comparing Juliet to? What's the technique?

What's the technique here? Does the “envious moon” that is “sick and pale with grief” remind you of anybody from earlier in the play?

Click to add text

What does Romeo describe as “twinkling”? What are the connotations of this and how does it link to “sun”?

What is Romeo saying here? What techniques are used?

How do the quotes “the sun”; “eyes to twinkle in their spheres”; and “brightness of her cheek” contrast with Romeo’s first impression of love?



# Independent practice: Scaffolding from LSAs



## Life in Workhouses

**Task:** Use the information given on the next few slides to complete the table summarising what life was like for paupers in the 19<sup>th</sup> century workhouses.

**Challenge:** Which of these conditions do you think would have been the worst for paupers to experience and why?



Henry VIII because of religious and parliament reform



Hello Hayden, who have you chosen as your Greatest Briton?

What was the workhouse like?

**Design** ... what was the buildings like describe the look of them.

**Rules and Routine**..... were there rules, was it like living with your family?

**Work**..... did you have to work if you lived in the workhouse , was it easy work, did you get paid, was it the same for men and women?

**Diets?** What was the food like? Were the people fed a lot of food could they just help themselves to food like we do out of the fridge!

**Discipline**.... did you have to follow rules living in the workhouse , think about times that you might get up in the morning or go to bed, do you chat whilst eating with your family?

**Children**..... were they treated the same as the adults, did they learn a trade, did they go to school?

**Staff**....were the people that worked in the workhouses kind people?

# Independent practice: Depth

Grease Holder 1054

The diagram below is a drawing of an organelle from a ciliated cell as seen with an electron microscope.

$A = \frac{I}{M}$

$\frac{97 \text{ nm}}{20,000} = 4.85$

Calculate the actual length of the organelle as shown by the line AB in the diagram. Express your answer to the nearest micrometer ( $\mu\text{m}$ ). Show your working.

Answer = 5  $\mu\text{m}$

The diagram below is a drawing of an alveolus together with an associated blood capillary.

$M = \frac{I}{A}$

$\frac{20,000}{1.5} = 13333.3$

The line AB in the diagram represents an actual distance of 1.5  $\mu\text{m}$ . Calculate the magnification of the drawing. Show your working.

Answer =  $\times 13,000$

© A Harwood 2014

The diagram below shows the general structure of an animal cell as seen under an electron microscope.

$M = \times 4800$

$\frac{2.4 \text{ cm}}{5 \mu\text{m}} = 4800$

1) Calculate the magnification factor of the diagram  $M = \frac{I}{A} = \frac{24000}{5} = 4800$

2) Calculate the actual length of structure G  $A = \frac{I}{M} = \frac{12 \text{ mm}}{4800} = 2.5$

3) Calculate the diameter of the nucleolus (structure B)  $\frac{7}{5} = \frac{7000}{5} = 1400 \mu\text{m}$

4) Calculate the diameter of the nucleus  $\frac{35}{5} = \frac{35000}{5} = 7000 \mu\text{m}$

5) Calculate the diameter of the cell at its widest point  $\frac{11.1}{5} = \frac{11100}{5} = 22200 \mu\text{m}$

© A Harwood 2014



# Independent Practice: Depth

## Reading strategy - look for cognates

Can you guess what these words might mean?

le changement climatique - changing climate

un degré - degrees

les glaciers - glaciers

un habitat - habitat

détruire - destroy

## Trouvez les phrases dans les textes

1. the increase
2. greenhouse gas effect
3. a century
4. heatwave
5. damage
6. the level
7. drought (sec = dry)
8. floods

### Le changement climatique

**Coralie** dit qu'à cause de l'augmentation des gaz à effet de serre, la température  **moyenne**  sur la Terre a augmenté de presque un degré en un siècle. Elle explique que ce changement climatique affecte la nature, les animaux et les personnes. Il y a de plus en plus de vagues de chaleur et de tempêtes. Tout ça peut abîmer ou détruire les maisons, les champs ou les routes.

**Malik** explique que puisqu'il fait plus chaud, les glaciers fondent plus vite. Or quand la glace fond, elle se transforme en eau qui coule jusqu'à la mer. Résultat: le niveau de la mer monte.

**Yanis** continue: le changement climatique perturbe les animaux. Ceux qui aiment la chaleur voyagent vers des endroits nouveaux parce qu'il y fait plus chaud, et ceux qui aiment le froid sont obligés de quitter leur habitat.

**Sophie** ajoute qu'à cause de la sécheresse (manque de pluie) ou des inondations (trop de pluie), certaines personnes n'ont pas assez à manger. En France, quand l'été est trop sec, on a moins de maïs, par exemple, ou alors les tomates perdent de leur goût et sont moins colorées.

le maïs.com

### average

Coralie says the because of the increase of greenhouse gases is that the average temperature on earth is rising almost a degree a century. She explains that the changing climate affects the nature, the animals and the people.

## Exam-style question

- 1 What information is given in the text? Complete each sentence with the correct name: Coralie, Malik, Yanis or Sophie.

Example: **Coralie** says that greenhouse gases have increased.

- A **Yanis** says that due to global warming animals have to migrate.  
B **Coralie** says that climate change can destroy houses, fields and roads.  
C **Sophie** says that due to droughts and flooding some people don't have enough to eat.  
D **Malik** says that because it is hotter the ice caps are melting more quickly.

Answer the following questions in English.

One degree

- 2 By how much has the average temperature changed during the last hundred years?  
3 How is the harvest in France affected during a dry summer? Give one detail.

## Traduisez le texte de Coralie en anglais

Tips:

- Use the words you know in a sentence to come up with a logical translation
- Use the other activities you've done on this texte to help you with some less familiar vocab.