



**Name:** \_\_\_\_\_

## **MS Block Assignments - Q1W3 - Sept 25-Oct 2**

### **MEDIEVAL HISTORY w/LITERATURE - Rebecca Mailand & April Thome**

#### **History:**

- Story of the World – Read chapter 4.
- Answer the questions in the assignment packet in complete sentences
- Complete the Byzantine Empire map project

#### **Language Arts:**

- In Vocabulary from Classical Roots - Read lesson 2 and complete exercise 2A pages
- Read the first section of *The Door in the Wall* from “Robin drew the coverlet” and stop when you get to “As the days grew” (about 20 pages).
- Complete the novel vocabulary and questions. Look back in the section to find the answers. Be prepared to defend your answers using your own background knowledge and text evidence.

#### **Dictation:**

- Practice the dictation passage below.
  - 1<sup>st</sup> day – Copy it carefully, noticing the capitals, punctuation, and spelling.
  - 2<sup>nd</sup> day – Copy again and study the details.
  - 3<sup>rd</sup> day – Have a parent read the sentences to you while you write them. Correct your mistakes.
  - 4<sup>th</sup> day – Have a parent read the sentences to you again. Turn this page in next Wednesday.

Justinian recruited more and more men into his army. He set off on campaigns to reconquer the countries that used to belong to Rome - Italy, North Africa, Spain, and the countries around the shores of the Mediterranean. He even took Rome away from the barbarians who were living there.

### **SCIENCE - Code Blue - *Shannan Golladay***

- Study your body system for a test next week in class. Use your student guide and the notes you took in class to prepare.
- Finish your body system display. Make sure you have included the info listed on your page of the student guide.

### **MATH LAB - *Shannan Golladay***

Complete at least 4 lessons a week. A parent should grade your work. Write the grades for completed lessons on the other side of this sheet for check in. Correct those problems that were marked incorrect.

### **HISTORICAL THEATER - *Katie Meinzing***

- Practice Log 3:** Be sure to rehearse your lines with someone 3+ times and have them sign your practice log. At least 2 signatures must be from a parent or other adult.
- Character “Sketch”:** Think about your character’s back-story - What might they like or not like, how old are they, do they have family, what is their job (or what job do they secretly want)?, what is their personality (Quiet? Shy? Outgoing? Adventurous? Studious? Peaceful? Funny?). Then, **write a detailed paragraph (5-6 sentences at least) or draw a picture (with labels) describing your character.** Consider their character traits/appearance in the context of the place and time period in which they lived (Europe the 700-800s). Some research may be helpful.

# Assignment Calendar - Suggested Pacing

*Parents - Put a check mark beside the assignments completed. Some listings ask you to tell which lessons, pages or chapters were completed. Sign at the bottom of this sheet and send it along with completed HomeLink assignments for check-in Wed at 8:45am.*

	Wed	Thursday	Friday	Monday	Tuesday
<b>Medieval History</b>		Read Chap 4 The Byzantine Empire	Complete Chap 4 History Questions	Complete Map Homework	
<b>Language Arts</b>		Read section 1 of the novel Complete novel vocabulary	Complete novel questions.	Read Vocabulary Lesson 2	Complete Vocabulary Lesson 2A
<b>Dictation</b>		Copy Dictation- Focus on capitals, punctuation, spelling	Copy Dictation	Parent read dictation, student write it. Correct mistakes	Parent read dictation, student write it.
<b>Science - Code Blue</b>		Study for the test using your study guide and notes	Work on your Body Systems display.	Study for the test using your study guide and notes	Complete your Body Systems display.
<b>Math</b> <i>Aim for one lesson per day or 4-5 lessons per week</i>		Lesson ____ Topic:	Lesson ____ Topic:	Lesson ____ Topic:	Lesson ____ Topic:
<b>Theater</b>		Practice Lines  Character "Sketch" Paragraph or picture	Practice Lines	Practice Lines	Practice Lines  Practice Log 3 Due Tomorrow
<b>Additional Learning:</b>					
<b>Additional Learning:</b>					

**ADDITIONAL LEARNING** – These boxes can include anything else your student does on a regular basis to enhance their learning: music/instrument lessons, sports activities, world language studies, chores, 4H, FFA, church groups, cub scouts... etc.

**My student has completed all listed assignments on this planner.**

**Parent Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

***The Story of the World Middle Ages Chapter 4 Questions***  
**“THE BYZANTINE EMPIRE”**

Name \_\_\_\_\_

1. When Rome divided into two parts, what were the two parts called?

\_\_\_\_\_

2. What was the capital city of the eastern empire? \_\_\_\_\_

3. What was the capital city of the western empire? \_\_\_\_\_

4. What was education like for children in the Byzantine Empire? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

5. Find a picture of the Hagai Sophia for extra credit and staple it to this worksheet.

What was the Hagai Sophia? \_\_\_\_\_

6. After the Roman Empire crumbled, how did the Byzantine Empire rise up and become so great?

\_\_\_\_\_

7. What word would you use to describe Justinian as a child? \_\_\_\_\_

What was it about Justinian that made you come up with the word you chose in #7? Use 25 or more words to answer this question.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

8. Describe Justinian’s conduct as an adult that made people want to actually name him As emperor in 527 AD?

\_\_\_\_\_

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\_\_\_\_\_

Chapter 4 continued

9. Describe what can happen in a country where there are different laws for different people. (25 + words)

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10. What is the Code of Justinian? \_\_\_\_\_

11. Why did Theodora leave acting and become a wool spinner? \_\_\_\_\_

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12. How much did Justinian respect Theodora? \_\_\_\_\_

What in the reading makes you come to that conclusion? \_\_\_\_\_

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13. What are "mosaics"? \_\_\_\_\_

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14. When the Christian church divided into two parts, what were the two parts called?

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15. Write a **complete sentence** that explains what was the main issue that divided the church into two parts.

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16. What did the early church think that a "saint" was? \_\_\_\_\_

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# The Door in the Wall by Marguerite de Angeli

NOTE: Chapters in this novel are not named or numbered. Page numbers also do not align between all our copies. Therefore, we will give a few words from the beginning of the chapter as a reference point to which section will be read each week. Each section is about 20 pages long.

## Section 1 “Robin drew his coverlet” to “As the days grew”

**Vocabulary Exercise 1:** Take your best guess based on context clues (no harm in being wrong here!) and then look up the actual definition of the word.

Tears of **vexation** started to his eyes, but he held them back.

Your definition: \_\_\_\_\_

Dictionary definition: \_\_\_\_\_

He would learn how to be of service to his **liege** lord.

Your definition: \_\_\_\_\_

Dictionary definition: \_\_\_\_\_

“Just wait and see when more **victuals** are brought thee!”

Your definition: \_\_\_\_\_

Dictionary definition: \_\_\_\_\_

“Tethered in the courtyard is a **jenner** ready saddled with blankets whereon thou’lt ride softly.”

Your definition: \_\_\_\_\_

Dictionary definition: \_\_\_\_\_

\*\*Bonus points for which two words create the contraction **thou’lt** = \_\_\_\_\_ + \_\_\_\_\_

**Vocabulary Exercise 2:** Match the monastery term used in the novel to its definition.

refectory	a place where money and goods are given to the poor
scriptorium	a building for travelers to obtain rest and food
almonry	a room set aside for writing and copying manuscripts
hospice	a large dining area
cloister	a back or side entrance
postern	a covered walkway along the inside walls of a building

**Comprehension Questions** *These questions should be answered in 1-2 sentences and use evidence from the text to support the correct answer. (Skills: Recall, Summarizing, Finding Text Details)*

1. Where did Robin's parents think he was? Why was he going there?

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2. How did Brother Luke know Robin was ill?

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3. What activities were taking place at the monastery?

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4. What helped make the days at the monastery pass more quickly for Robin?

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**Thinking About the Story** *These questions should be 2-3 sentences and draw on your own knowledge and opinions as well as evidence from the text. (Skills: Drawing Conclusions, Making an Inference)*

5. Brother Luke said "Thou hast only to follow the wall far enough and there will be a door in it." What do you think he meant?

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6. Robin wanted crutches after seeing Geoffrey getting around on them. Do you think he would have felt the same way if Brother Luke had simply given him some?

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## Digging Deeper into the Novel

*This question will have multiple parts and will require 4-6 sentences in order to answer it completely. Quotes or paraphrased text will be needed to answer the questions. (Skills: Making connections, comparing/contrasting, synthesizing, predicting/theorizing, debating, and understanding text structure.)*

*For this first packet, the Digging Deeper question has been broken down into parts for you:*

7. Imagine lying in a bed for months like Robin, being left all alone. How did Robin feel at the beginning? How did his feelings change over time?

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8. After learning a new skill, his feelings and attitude began to change. What did he learn how to do? What difference did this new skill make to Robin? Provide a quote or detail from the text to support your answer.

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9. Compare it to a time you learned to do something new. How did you feel? If you had never learned this new skill, what differences would you see in your life today?

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