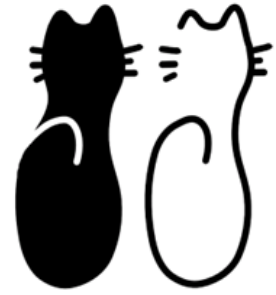


Name: _____

MS Block Assignments - Q2W5 - Dec 18 Class resumes Jan 8, 2025



MEDIEVAL HISTORY w/LITERATURE - Rebecca Mailand & April Thome

History:

- Story of the World – Read Chapter 20: The Diaspora
- Complete the Essay Framework. This will be a rough draft we will continue to work with after break.

Literature:

- Complete the Lesson 5 & 6 Review in this packet (based on pages 40-41 in *Vocabulary from Classical Roots*). Use your book and other resources to answer the questions.
- *The Golem* is a Jewish Medieval folktale, passed down for hundreds of years. To complement our history chapter, read one of the most common tales from Medieval Prague and answer some comprehension questions about these creature-helpers.

Dictation:

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

The Jews revolted against the Romans in Jerusalem. The Romans fought back and forced the Jews to leave the city. The Jews went to many different countries, but they always remained Jews. The countries they lived in were suspicious of them, because they thought the worship of God was more important than loyalty to a country.

SCIENCE - Code Blue - Shannan Golladay

- Students will continue to work on their individual assignments, as assigned by their group. Each assignment relates to a section to be completed for the Patient Display. See the assignment sheet your student filled out in class for the specific portion they need to complete.

MATH LAB - Shannan Golladay

- Bring 1-2 Lessons to work on in Lab. Help will be provided as needed. 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 and correct any mistakes for deeper learning.

HISTORICAL THEATER - Katie Meinzinger

- Great job on the performances! One last thing to do...
 - Complete the Performance Self-Evaluation to turn in on January 8th.
 - And then... be ready for “Robin Hood” auditions when we return.

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
Medieval History		Read Chap 20: The Diaspora	Re-read chapter 20 pages 186-192. Begin to write essay sections.	Complete more of the essay sections.	Finish essay rough draft.
Literature		Read "The Golem" Vocabulary Review Exercise 1	Complete questions for "The Golem" Vocabulary Review Exercise 2	Read 30 minutes Vocabulary Review Exercise 3	Read 30 minutes Complete any unfinished work
Dictation		Copy Dictation- Focus on capitals, punctuation, spelling	Copy Dictation	Parent reads dictation Student writes it. Correct mistakes	Parent read dictation, student write it.
Science - Code Blue		See the assignment sheet you filled out in your groups during class for the specific portion you need to complete.			
Math <i>Aim for one lesson per day or 4-5 lessons per week</i>		Lesson ____ Topic:	Lesson ____ Topic:	Lesson ____ Topic:	Lesson ____ Topic:
Theater					
Additional Learning:					
Additional Learning:					

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.
(Student Name)

Parent Name: _____ Signature: _____ Date: _____

Story of the World chapter 20 “The Diaspora”

DIRECTIONS: Read the chapter from pages 186-192. You will be writing an essay using the contents of this chapter. Follow the directions below carefully. Answer all questions in complete sentences.

INTRODUCTION FOCUS QUESTION – What was the Diaspora? (Explain using 25+ of your own words)

Why did the Diaspora happen?

Problems started when the Jews were ruled by the Roman Empire around 50 AD. The Romans taxed the Jews heavily. The taxes were disputed but the Romans didn't listen to the Jews. This started a chain reaction in **three stages**.

(Start this paragraph with the word “First”. Then explain in your own words what the Jews did when the Romans would not lift the heavy taxes. Your answer should be 20+ words long)

(Start this paragraph with the word “Next”. Tell what the Romans did following the event in the first paragraph. Use 20+ words)

(Start this paragraph with the word “Finally”. Tell how the Jews left but tried to keep their “Jewishness” wherever they went. Be sure to use your own words 25+.)

CONCLUSION – (Start with the phrase “In summary”. Follow that with the 3 reasons that led up to the Jews not living in Jerusalem. Use complete sentences)

Write the first full paragraph on page 189 on the lines below.

Have a parent read your essay and check for

1. Complete sentences
- and
2. Correct spelling
- then
3. Make corrections.

Have your proofreader sign here _____

Jewish Medieval Literature:

A "golem" is a rescuer of an imperiled Jewish community that has been created by humans in times of trouble. Often the stories have the golem running amok, causing problems, or saving the Jewish people from attack. While the golem can seem like a monster, originally the golem was meant to be an imperfect helper for the Jews. These tales have been passed down for hundreds of years. Here is one of the more famous versions:

"The Golem", A retelling by Rabbi Mark Kaiserman

In the city of Prague in the 16th century, it was very difficult for the Jewish people. Soldiers attacked the Jewish community, night after night. Rabbi Loew, the chief rabbi of Prague, also known as the *Maharal*, knew he had to do something. The people couldn't fight back against the soldiers, so he needed to do something powerful, magical... something that had never been done before.

On a moonless night he went to the bank of the Vltava River, and he formed a giant man made of mud, and he began to whisper secret prayers and incantations that no one had ever said before. He carved three Hebrew letters: *aleph*, *mem*, and *tav* into the forehead of the creature. *Aleph*, *mem*, and *tav* spelled the Hebrew word *emet* -- truth -- and that's a very special word in Hebrew because *aleph* is the first letter of the Hebrew alphabet, *mem* is the middle most letter, and *tav* is the last letter, showing that truth spans the world. And as he carved the final letter, the creature opened its eyes.

"Rise," he said to the creature, and it stood up.

The rabbi looked at his creation. "You are called a *Golem* because you are made from the mud of the earth. Your only job is to protect the Jewish people."

The Golem opened its mouth to speak but nothing came out. It was mute. It couldn't talk. So it nodded its head yes and followed the rabbi back to Prague.

The next night soldiers attacked the community. But in the dark a sword was knocked away! Another axe was broken in two! One soldier went to attack and was thrown into a wall. All of the soldiers ran away.

The next night twice as many soldiers showed up. Again, their weapons were shattered, and their bodies smashed. They came back in the daytime, but now they saw this giant creature silently defeated every soldier defending everyone in the Jewish community and was seemingly unharmed by any weapon.

The soldiers complained to the emperor about the creature. And so Rabbi Loew was called to appear at the palace. No Jew had ever appeared in the palace or before the emperor and Rabbi Loew set foot in the throne room.

The emperor said, "I have heard that the Jews have some sort of secret weapon that they are going to use to attack the palace."

Rabbi Loew remained silent at first. Then he said quietly, "Whatever might or might not be helping the Jews is only to defend the people from attacks. If the soldiers stopped attacking there would be no need for whatever the Jews might have."

The emperor immediately made a declaration ordering all soldiers to stop attacking the Jewish people. And the soldiers stopped.

Rabbi Loew waited a day. But still no attacks. Then a week. Then a month. Then a year to be sure that there were no more attacks. And so on a moonless night the rabbi brought the Golem to the Vltava River.

There he looked up at his creation and he said, "Thank you. You have saved the Jewish people."

The Golem shook its head no as if it knew what was coming. But Rabbi Loew reached up with a stick and erased the *aleph* on his forehead, leaving only the *mem* and the *tav*, or the Hebrew word *met* -- death. The Golem collapsed in a pile of mud, lifeless like before. Some say Rabbi Loew took the mud and hid it in the attic of the *Altneuschul*, the old new shul in Prague, to be brought back should anyone attack the Jews. Some say the Golem is a myth and never existed.

Citation:

Kaiserman, Mark. *Stories We Tell: The Golem*. Reform Judaism <https://reformjudaism.org/podcasts/>. Accessed: 12/16/24

Comprehension Questions:

What is the purpose of creating a "golem"? _____

How is a golem activated and deactivated? _____

Why didn't the rabbi keep the golem activated? _____

Should the rabbi have activated the golem to attack the soldiers, instead of waiting for the soldiers to attack the Jewish community? Why or why not?

Vocabulary Review Lessons 5 & 6: Complete the activities to the best of your ability. Use your book or other vocabulary/dictionary resources to help you.

Exercise 1: Write a word from the box next to its definition.

tenacity	strait	subjugation	contrition
coherence	colloquialism	stringency	commiseration
injunction	ineptitude	junctures	aptitude
astringent	abstention	conjugation	adjunct

1. _____ an uncrucial addition
2. _____ serious matters
3. _____ severity
4. _____ shared sorrow
5. _____ avoidance
6. _____ skin tightener
7. _____ sincere repentance
8. _____ order of verb forms
9. _____ clumsiness
10. _____ everyday speech
11. _____ persistence
12. _____ command
13. _____ narrow water passage
14. _____ sticking together
15. _____ domination
16. _____ natural ability

Exercise 2: Fill in the blank or circle the letter of the best answer:

1. Colloquial : stiffly formal speech
 - a. stringent : tight control
 - b. conjugated : orderly formation of verbs
 - c. inept : awkward movement
 - d. commodious : cramped living quarters
 - e. subjugated : freedom

