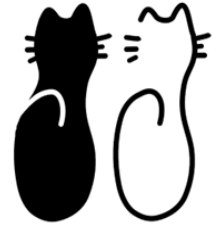


MEDIEVAL HISTORY w/LITERATURE - *Rebecca Mailand & April Thome*



History:

- Story of the World – Read Chapters 21-22: “The Mongols Devastate the East” and “Exploring the Mysterious East”
- Complete the questions for each chapter using complete sentences with correct spelling and grammar.
- Complete your map of the Mongol Empire. Read the directions and follow the rubric carefully.

Literature:

- Read through Lesson 7. Complete Exercise 7a .
- Complete the final draft of your essay on the Diaspora.

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.

But in the end, the Mongol fierceness defeated the Chinese wisdom. Kublai Khan marched into China and removed the emperor from the throne. By the year 1279, he had become the undisputed ruler of China. And he founded a new dynasty – a Mongol dynasty, called the Yuan dynasty – to sit on the Chinese throne.

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 Meinzing*

- Read through the script (this counts as 1 practice this week)
- Once the cast list is out (sent via email to parents):
 - Highlight your lines, actions (some of you have LOTS of actions), and cues
 - Start memorizing your parts!
 - **Practice Logs are back!** - Fill out your practice log- 3 practices/signatures is full credit, 5 for extra credit
 - Cue Sheets will be due January 22 (I'll send more instructions next week)

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		Do Map Work	Read Chap 21	Read Chap 22	Complete Questions
Literature		Re-read rough draft, edit, and revise Read Vocabulary Lesson 7	Read "Final Draft" directions carefully. Begin Final Draft	Continue final draft Complete Vocabulary Exercise 7a	Re-read final draft of essay and make any final corrections.
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		Read through Script	Highlight lines, actions, cues	Practice Lines	Practice lines
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: _____

Essay directions for the final draft of the “*Diaspora*”

The completed essay will include 5 paragraphs.

The first word of each paragraph must be **indented**.

Use your rough draft.

Paragraph one is the INTRODUCTION. This will be your explanation of what the Diaspora was. Make sure you have the date for when it began. Include these words to conclude paragraph one. They will serve as a transition into the essay.

“Problems started when the Jews were ruled by the Roman Empire around 50 A.D. 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.”

Paragraph two starts with the word “First” and explains in your own words what the Jews did when the Romans would not lift the heavy taxes. Add another sentence or two that give some details.

Paragraph three starts with the word “Next” and tells what the Romans did in response to the Jews’ actions in paragraph one. Add another sentence or two that give some details.

Paragraph four starts with the words “Finally” and tells that the Jews left but tried to stay “Jewish”. Give examples of how they maintained their culture even in foreign lands.

Paragraph five starts with the words “In summary” and lists the 3 main points of paragraphs 2-4. Then write the paragraph from page 189 that serves as a conclusion to your essay. After the quoted paragraph include this reference in quotations (Susan Wise Bauer, Story of the World volume 2, page 189)

Have a parent check for spelling, capitalization and punctuation, then sign the bottom of the essay.

Leadership and Legacy in History EXPO

Project development timeline

During the months of January and February students will be working on a research project that fits the theme 'Leadership and Legacy in History.' Specific guidance will be given week-by-week as students work on this task.

1. First you will be finding a topic in history that you think has an interesting leadership story to tell about an event or person that changed the course of history, something that really made a difference. That person or those people involved with the event understood the importance and components of leadership. Decisions were made, groups were formed, society was changed because of the work done to ensure that leadership with integrity was provided. The social fields involved in research are broad. Leadership in athletics, in government, science, arts, mathematics study and education could all be explored. It's important that the project includes the "legacy" part where *the difference such leadership made* is explained.
2. Then you will read about the topic from many different sources. You will try to find from 5-10 places where you can learn about the topic. Not all sources should be from the internet.
Sources can include BOOKS, WEBSITES, DOCUMENTARIES, LIBRARIES (ONLINE OR REAL), MUSEUMS (ONLINE OR REAL), NEWSPAPERS, MAGAZINES, IN-PERSON INTERVIEWS, ARTICLES etc.
Learn **as much as you can** about the topic and **keep detailed notes**.
Where ever you find your information, keep track of the source so you can go back to it later or show where it came from.
3. You will be reading about your topic, taking notes and keeping track of sources throughout the **month of January**. Each week you will show the notes that you took during the check-in time.
4. **By February 5**, you should have learned enough about your topic that it will be time to create a project on a 3-sided exhibit board to display your information to others.
5. **Specific information will be given on how to organize the exhibit board at that time.**
6. Your project must have a thesis or statement that includes *your opinion about the topic*. As you read and study, be searching for an opinion that you can back up with facts. This will not just be a report. The difference is that you will state an opinion about the topic and then prove why you are right.
Your topic also must have historical significance. In other words, the report shows how people / or a movement made a difference. Tell what difference it made.
7. All students' projects will be displayed at an EXPO, an event scheduled for the evening of **Wednesday, February 26, 2024 at 6:30 p.m.** here at HomeLink, upstairs in the auditorium. Parents, friends and family members are invited to attend that evening to see all the projects and to comment on them.

To start off, for the week of January 6, explore leaders that you think of and then check to make sure there are many different sources of information about that particular leader. 5-10 are needed. Next week, come back to class with the name of the leader and the title plus the author of at least two sources where you can get reliable information.

Do not start you exhibit-building before the end of January. Guidance will be given then.

More thoughts on Leadership and Legacy

"Leadership and legacy" refer to the study of how historical figures acted as leaders and the lasting impact their actions and decisions had on society, essentially examining what they left behind for future generations, both positive and negative, as a result of their leadership qualities and choices.

Key points to consider when analyzing "leadership and legacy":

- **Leadership:**

This encompasses the ability to guide, motivate, and inspire others toward a shared goal, often involving traits like vision, courage, and communication skills.

- **Legacy:**

This refers to the lasting influence or "imprint" a leader leaves behind after their time, including the achievements, ideas, and societal changes attributed to their actions.

How to approach a topic on "leadership and legacy":

- **Choose a historical figure:**

Select a prominent individual from any time period who demonstrably exhibited leadership qualities.

1. **Analyze their actions:**

Examine specific decisions, policies, or events that exemplify their leadership style and impact.

2. **Evaluate the consequences:**

Consider both positive and negative outcomes of their leadership, including how their actions affected different groups of people and society as a whole.

3. **Examine the lasting effects:**

Discuss how the leader's legacy continues to be perceived and interpreted today, including its relevance to current issues.

Topics to Consider

Example topics related to "leadership and legacy":

- "Martin Luther King Jr.'s Leadership and Legacy in the Civil Rights Movement"
- "Winston Churchill's Leadership during World War II"
- Wright Brother's leadership in the airplane industry
- Elon Musk's leadership in the transportation industry
- Franklin Graham with "Samaritan's Purse" assistance in crisis
- Elevation Music with leadership in worship
- Leaders in Sports
- Leaders in Science
- Leaders in Mathematics
- Leaders in Writing books
- Leaders in Technology

How to Cite Sources

Keep track of where you got your information. Remember you should have at least 5-10 sources when finished. When the exhibit is complete, you will also display a list of all the sources from which you learned the information given in the exhibit. Start keeping a notebook of every single source used. This page shows how to show the source information.

BOOK - Last Name, First Name. Title of Book. City of Publication, Publisher, City of Publication, Publication Date.

Example: Nez, Chester, Code Talkers, Penguin House Publishers, New York, copyright 2011

MAGAZINE OR NEWSLETTER – Author's Last Name, First Name. "Title of Article: Subtitle if Any." Title of Magazine, Volume Number, no. Issue Number, Date of Publication, pp.

Example: Shurst, Margaret. "Code Talkers Made All the Difference" Time Magazine, volume 23, issue 5, 1946 pages 13-21.

ENCYCLOPEDIA – Writer's Last Name, first name. "Title of Article," Name of Encyclopedia, Volume number, publisher's name, date of publication, and pages where the article was found.

Example: Smith, Harry. "Navajo Contribution to WW2" World View Encyclopedia, volume 3, Winston House Publishers, 1954, pages 133-134.

WEBSITE – Author's Last Name, First Name. "Title of Web Page." Website Name, Day, Month, Year the website was accessed by you. The URL

Example: Cunningham, W.S. Captain, "Code Talkers," World War 2 Fact Sheet, Navy Department Library Accessed August 5, 2024
<https://www.history.navy.mil/content/history/nhhc/research/library/online-reading-room/title-list-alphabetically/n/code-talkers.html>

Story of the World Chapter 21

The Mongols Devastate the East

1. The Mongols were nomads. What is a nomad?

2. Where in the world were the Mongol armies raiding villages? _____

3. Why did Genghis Khan want to attack Beijing? _____

4. At the same time that Genghis Khan was conquering Beijing, what was happening in Great Britain?

5. It took only 5 years for the Mongols to conquer all the lands west of them even to the Caspian Sea. What was it about the Mongol warriors that caused people to surrender quickly?

6. Who was Genghis Khan's grandson? _____

7. What benefits did the Chinese have against the Mongol warriors? – name two

8. How did Kublai Khan defeat the Chinese and become emperor of China?

9. When the Mongols attacked Japan (twice) what defeated them? _____

10. How did Kublai Khan's descendants lose control of the Chinese empire?

Story of the World Chapter 22

Marco Polo Goes to China

1. What was the Silk Road? (25+ words)

2. What kept the Silk Road safe for merchants to travel?

3. How long did it take Marco Polo and his father to travel back to Beijing? _____

4. How do we know what Marco experienced while he was in China for 20 years?

5. Why did travel along the Silk Road become less common after Kublai Khan died?

6. Describe the *Forbidden City*. Tell who lived there and why it was built. (25+ words)

7. The Ming dynasty of emperors felt differently about the world outside of China. Describe the view of the Ming emperors. (25+ words)
