

Remote Learning Packet

NB: Please keep all work produced this week. Details regarding how to turn in this work will be forthcoming.

April 13 - April 17, 2020

Course: 6 World Cultures

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Weekly Plan:

Monday, April 13

- Finish “Identifying Countries Practice” worksheet and check your answers (25 minutes)

Tuesday, April 14

- Read Thucydides excerpt (15 min)
- Answer questions (15 min)

Wednesday, April 15

- Write 3-paragraph essay about the Thucydides reading (30 min)

Thursday, April 16

- Reread Wednesday’s essay and use proofreading checklist (10 min)
- Review Timeline from last week using your flashcards (15 min)

Friday, April 17

- Complete the “Black Plague” worksheet (30 min)

Statement of Academic Honesty

I affirm that the work completed from the packet is mine and that I completed it independently.

I affirm that, to the best of my knowledge, my child completed this work independently

Student Signature

Parent Signature

Monday, April 13

We hope you had a beautiful weekend. Today you will practice identifying countries on a map and make sure you are also practicing the correct spelling of their names. You will need your textbook and a colored pen for corrections.

1. Complete the **Identifying Countries Practice Worksheet** found at the end of this packet.
2. Enjoy your afternoon. (Get some fresh air if you can!)

Tuesday, April 14

We will shift gears for the next couple of days with a reading and writing assignment. Today you will test your reading and comprehension skills. You will need a new piece of notebook paper.

1. On your paper, write your heading and add the following title:

Thucydides Reading Questions

2. Read the passage below. If you find it challenging -- good! Look for main ideas rather than getting caught up on unfamiliar people.

Some context: This passage comes from Book 1 Chapter 20 of *History of the Peloponnesian War* by Thucydides. In Book 1, the author provides a brief history of Greece, describes that his method of writing history sticks to facts rather than exaggerations, and claims that the Peloponnesian War resulted from the Lacedaemonians' fear of Athens' growing supremacy. [Note: the Spartans were a part of the Lacedaemonian region/group.] Thucydides was an Athenian general and historian who lived around 460 BC to 404 BC. This history was originally written in Greek; the excerpt below is from an English translation by Richard Crawley.

From Book 1 Chapter 20 of *History of the Peloponnesian War*

The way that most men deal with traditions, even traditions of their own country, is to receive them all alike as they are delivered, without applying any critical test whatever. The general Athenian public fancy that Hipparchus was tyrant when he fell by the hands of Harmodius and Aristogiton, not knowing that Hippias, the eldest of the sons of Pisistratus, was really supreme, and that Hipparchus and Thessalus were his brothers; and that Harmodius and Aristogiton suspecting, on the very day, nay at the very moment fixed on for the deed, that information had been conveyed to Hippias by their accomplices, concluded that he had been warned, and did not attack him, yet, not liking to be apprehended and risk their lives for nothing, fell upon Hipparchus near the temple of the daughters of Leos, and slew him as he was arranging the Panathenaic procession.

Glossary

Accomplice - someone who helps with the crime

Apprehended - caught, arrested

Conveyed - given

Critical - using analysis and good judgment

Fancy - like to think

Fell upon - Attacked

Fixed on - planned

Nay - even more so

Panathenaic procession - a parade through the city which took place on the last day of the Panathenaic festival, a religious festival which honored Athena

Slew - killed

Tyrant - a cruel and oppressive ruler

(turn to next page for questions)

3. Answer the following questions. Write your answers on your page, using complete sentences where appropriate.
- Think back to our unit on Ancient Greece. The Peloponnesian War (431 BC – 404 BC) was between which two powerful Greek city-states? Why were they fighting? Who won?
 - Draw a family tree that includes Pisistratus, Hippias, Hipparchus, Thessalus.
 - True or False? Most Athenians think that Hipparchus was a cruel and oppressive ruler.
 - True or False? Hippias is Hipparchus' brother.
 - True or False? Harmodius and Aristogiton kill Hipparchus right before the procession -- instead of the original time they had planned -- because they believed that Hipparchus' brother had been warned and they did not want to get caught in the act.
 - Look at the sentence in bold. Please rewrite both of them in your own words. (Hint: What does the author mean by "most men"? "Receive them all alike? "Critical test?")

Wednesday, April 15

You will spend today's History time writing a thoughtful essay. You will need your notes from yesterday and a new piece of paper. You should use pencil, not pen.

- Reread and think about this sentence from the reading: "***The way that most men deal with traditions, even traditions of their own country, is to receive them all alike as they are delivered, without applying any critical test whatever.***" You rephrased it in your own words in yesterday's assignment. Here are other ways the sentence has been interpreted:
 - "Most people, in fact, will not take the trouble in finding out the truth, but are much more inclined to accept the first story they hear."
 - "Most people hear stories, even stories from their own country, and believe the first thing they hear rather than thinking about whether or not it is true."
- On your new piece of notebook paper, write your heading and the following title:

Thucydides Essay
- Write a 3 paragraph essay using the outline below. It is helpful to create an outline first. Each paragraph should contain at least four sentences.
 - ❖ PARAGRAPH 1: Paraphrase what Thucydides says in yesterday's reading.
You might start with a topic sentence like this: "In the passage from Book 1 Chapter 20 of *History of the Peloponnesian War*, Thucydides describes..."
 - ❖ PARAGRAPH 2: Describe what the quote means.
You might start like this: "Thucydides writes that 'The way that most men deal with traditions, even traditions of their own country, is to receive them all alike as they are delivered, without applying any critical test whatever.' This means that..."
 - ❖ PARAGRAPH 3: Relate the quote to today's times, stating whether or not you think people still accept stories in the way Thucydides describes. Give examples from your own experience.
You might start like this: "Thucydides' statement about how most people don't think critically is still true/no longer true. When people read the news today, for example..."
(To write this paragraph, consider: Did you immediately believe the most recent news headline or article that you read? Many people do. Why do you think that is the case? Do you think this is good -- why or why not? If not, what should people do instead?)

Thursday, April 16

Today you will proofread your essay and then review the dates we learned and studied last week. You will need yesterday's essay, a colored pen for corrections, and the Timeline flashcards from last week.

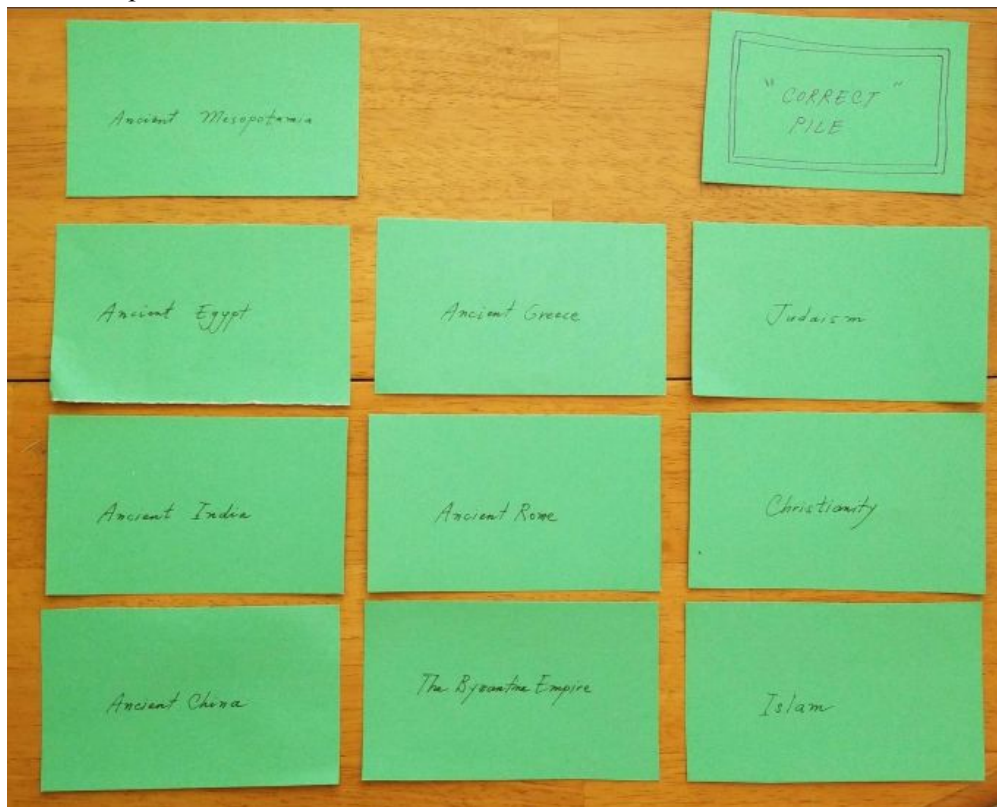
1. Reread your essay twice, doing so **aloud** at least once. (When you read your writing aloud, it can help you hear when your sentences are too long, poorly-phrased, etc.) Use the checklist below to make corrections.

Proofreading Checklist

- Do I have a strong topic sentence for each paragraph?
- Do I have a strong concluding sentence for each paragraph?
- Do my sentences sound smooth and natural as I read them out loud?
- Have I corrected any spelling errors? If I am not sure about my spelling, have I checked with a dictionary?
- Have I corrected any grammar or punctuation errors?

2. Afterwards, take out your **World Cultures Timeline Flashcards**. Lay all ten of them out on your desk so that you can only see names, not dates.

For example:



3. Look at one flashcard at a time and identify the dates for the time period/religion. Check your answer by flipping the card over. **If you got the answer correct, put the card in a pile. If you got the answer incorrect, do not put it in the pile. Keep it on the table and move on to the next card.** Continue playing until all of the cards are in a pile--meaning, you eventually got all of the dates correct!

Friday, April 17

Happy Friday! Today you will return to our unit on the Middle Ages.

1. Complete the Black Plague worksheet found at the end of this packet.
2. Bind all your materials from this week neatly together with a clip or other tool. Store them with this week's Remote Packet.
3. Have a wonderful weekend.

Monday, April 13, 2020

Identifying Countries Practice Worksheet

Bell Work (5 min): Are you able to answer these questions from our units on Christianity and Islam?

1. What holiday did many Christians celebrate yesterday and what does it commemorate?

2. Fill in the blanks: Starting April 23rd of this year, Muslims will observe a month of _____ * called _____.
**one of the five pillars of Islam*

Part A: (10 min) Take out your textbook and turn to the map on page 1. There are four regions listed on the chart below. Looking at one region on the map at a time, name as many countries as you can from the region, and list them in the chart below. (Remember, these are the countries we studied in the Week 1 Remote Packet.) **Spend no fewer than 10 minutes on this part of the worksheet. Time yourself.**

East and Southeast Asia	North Africa	The Middle East	Western Europe

When you are done, turn to the next page to complete Part B and Part C.

Part B: (5 min) Check your answers using the key below. Using your colored pen, fill in any countries you missed in the chart from Part A and correct your spelling. You can view individual maps of the regions on pages 48 (East and Southeast Asia), 549 (Middle East and North Africa), and 640 (Western Europe.)

East and Southeast Asia	North Africa	Middle East	Western Europe*
Cambodia <i>Cambodia, Cambodia</i>	Algeria	Bahrain	<i>*just the countries on p. 640 that are in color</i>
China	Egypt	Iran	Austria
East Timor	Libya	Iraq	Belgium
Indonesia	Morocco	Israel	Denmark
Japan	Tunisia	Jordan	Finland
Laos		Kuwait	France
Malaysia		Lebanon	Germany
Myanmar		Oman	Great Britain
North Korea		Qatar	Greece
Papua New Guinea		Saudi Arabia	Iceland
Philippines		Syria	Ireland
Singapore		Turkey	Italy
South Korea		United Arab Emirates	Luxembourg
Taiwan		Yemen	Netherlands
Thailand			Norway
Vietnam			Portugal
			Spain
			Sweden
			Switzerland

Part C: (5 min) Practice your spelling: rewrite each of the countries two times directly underneath its name. Cambodia is done for you as an example.


Friday, April 17, 2020

Black Plague Worksheet

Part A: Read the textbook excerpt below and then answer the questions.

THE BLACK DEATH


The Black Death



The Black Death is sometimes said to have been the worst disaster in history. It killed about 25 million people in Europe alone (about a quarter of the total population), and nobody knows how many millions more in Asia.

The Black Death was a form of bubonic plague. It got its name from spots of blood that formed under the skin and turned black. The first symptoms were the swelling of glands in the groin and armpit. Victims usually died within a few hours. The plague was first carried by rat fleas which could also live on humans. Bubonic plague is not carried by human contact, but the Black Death later changed to pneumonic plague, which spreads from person to person.

The disease seems to have been carried from central Asia to the Crimea by a Tartar (Mongol) raiding party, and from there to the Mediterranean by ship, arriving at Genoa, in Italy, in 1347. It



▲ The Black Death came from Asia to Europe in 1347 and reached its peak in 1349. Only a few areas were unaffected because people managed to isolate themselves and stop the disease from spreading.

▼ A typical European town street in the Middle Ages had filthy open sewers, rats and refuse everywhere. Human waste was hurled from the windows with the cry "Gardes-lool!" to warn passersby. It was no wonder the plague spread, but many people thought it was the judgment of God on a wicked world.



▲ The feelings of fear and helplessness were reflected in the art and literature of the time. Pictures showed the Black Death as a skeleton riding on horseback.

spread west and north, reaching Paris and London in 1348, and Scandinavia and northern Russia in 1349. It devastated regions: houses stood empty and towns were abandoned. Fields became littered with unburied corpses.

The effects of the Black Death were widespread. Before it, Europe had had a surplus of labor and wages were low. Afterward there was a severe shortage of workers. As a result wages soared and attempts to hold wages down led to revolts (see pages 298-299). The already weak feudal system collapsed.

▼ People burned the clothes of the dead to try to stop the infection spreading. The plague killed rich and poor alike and sometimes whole towns were wiped out.



1. In what year did the Plague arrive in Europe? _____
2. In what year did the Plague reach Durham, Scandinavia and Northern Russia? _____
3. What was the cause of the Plague and how did it get to Europe? (2 sentences) _____

4. What were two effects (positive or negative) of the Plague? (2 sentences)

Part B: Look carefully at the two paintings below. Answer the questions with as much detail as you can. Write in complete sentences.



1. Name one negative or ugly thing the artist depicts in Painting 1.

2. Name one positive or beautiful thing the artist depicts in Painting 1.



3. Name one negative or ugly thing the artist depicts in Painting 2.

4. Name one positive or beautiful thing the artist depicts in Painting 2.
