Remote Learning Packet

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

April 20, 2020 - April 24, 2020
Course: Texas History
Teacher(s): Mrs. Malpiedi patricia.malpiedi@greatheartsirving.org
　　　　　Mrs. Hunt natalie.hunt@greatheartsirving.org

Weekly Plan:

Monday, April 20
☐ Trace and label the map on page 552 once (15 min)
☐ Trace and label the map on page 552 again! (15 min)

Tuesday, April 21
☐ Map review (10 min)
☐ Copy down and answer the "Texas Geography Questions" (15 min)

Wednesday, April 22
☐ Check answers to yesterday's geography questions (5 min)
☐ Copy down Chapter 16 timeline (10 min)
☐ Write summaries (10 min)

Thursday, April 23
☐ Ten Categories worksheet part 1 (10 min)
☐ Read 16.1 (10 min)
☐ Read about Life on an Oil Rig (5 min)

Friday, April 24
☐ Ten Categories worksheet part 2 (10 min)
☐ Read 16.2 (10 min)
☐ Email questions for Mr. Bernardo to Mrs. Malpiedi! (5 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 20

We hope you enjoyed Friday's Wildflower assignment and that you are able to see some of those Spring beauties in person if you haven't already. Here are two exciting images from Mrs. Malpiedi's home garden. She had intended to plant these wildflowers at school, but because of the circumstances instead planted them at home. These young sprouts look very promising! On the left are Indian Blanket Flowers, and on the right are Mexican Poppies. We'll keep you updated.

For today's assignment, you will review Texas geography. What a valuable item to study! You will need your textbook and two pieces of paper (preferably thin notebook paper, tracing paper or even parchment paper.)

1. Add your heading and the following titles to each piece of paper:
   Map of Texas #1 (on one page) and **Map of Texas #2** (on the other)
2. Turn to page 552 of your textbook. Carefully trace the *entire* page <u>two times</u>, so that you have one map on each page.
   Do trace and label everything on the map, including:
   - Bordering states and Mexico
   - All the cities
   - All the rivers (extending them beyond the Texas border, if needed)
   - The compass rose
   - The Albers Equal-Area Projection scale
   - Mountains, plateaus, escarpments

   When in doubt, add it to your map. You are welcome to use different colors for rivers, borders, etc. After today's lesson you should have two beautiful maps. We hope to admire them when you submit this week's packet.

★ **Song recommendation** (not required): As you work on your maps, you might listen to "Ain't No More Cane," a Southern traditional song. The song refers to work camps established along the Brazos River, where prisoners would have to harvest sugar cane. (Versions of the song have been covered by artists like The Band and Bob Dylan. Please get your parents' permission before searching for the song online.)

Tuesday, April 21

1. Spend ten minutes studying the map you made yesterday.

2. Add your heading and the following title to your notebook paper:
   Texas Geography Questions

3. After, skip two lines. Copy down <u>and</u> answer the questions in the box with the help of your textbook. (Hint: What part of the textbook would you use to search for information with key terms?) You are welcome to ask your parents for help with these questions.

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1. What are the major rivers which run through the state?
2. What is an escarpment?
3. Where is the "Hill Country"?
4. What is the "Panhandle"?
5. Where are the Piney Woods?
6. Why does Dallas have such fickle weather? 45 degrees and rainy one day, 85 and sunny the next?
7. What is our state capital and what highways would one take to drive there?


Wednesday, April 22

We are going to skip Chapter 15 and continue today with Chapter 16.

1. Check your answers to Tuesday's Geography questions using the key at the end of this packet.

2. On a new piece of paper, add your heading and the following title:
   Chapter 16: Modern Texas Emerges: 1900-1929 (p. 380-403)

3. Neatly copy down the timeline (both the Texas and World/US events) found on pages 380 and 381.

4. Under the timeline, write 2-3 sentence summaries for each question:
   a. What events happened in Texas in the early 1900s?
   b. What events happened in the world in the early 1900s?

Thursday, April 23

1. Read and complete the **Ten Categories Review Worksheet part 1**.

2. Read Chapter 16 Section 1 (pages 382-385).

3. Finally, read "Life on an Oil Rig" below and send any questions you would like to ask Mr. Bernardo to Mrs. Malpiedi.

Life on an Oil Rig
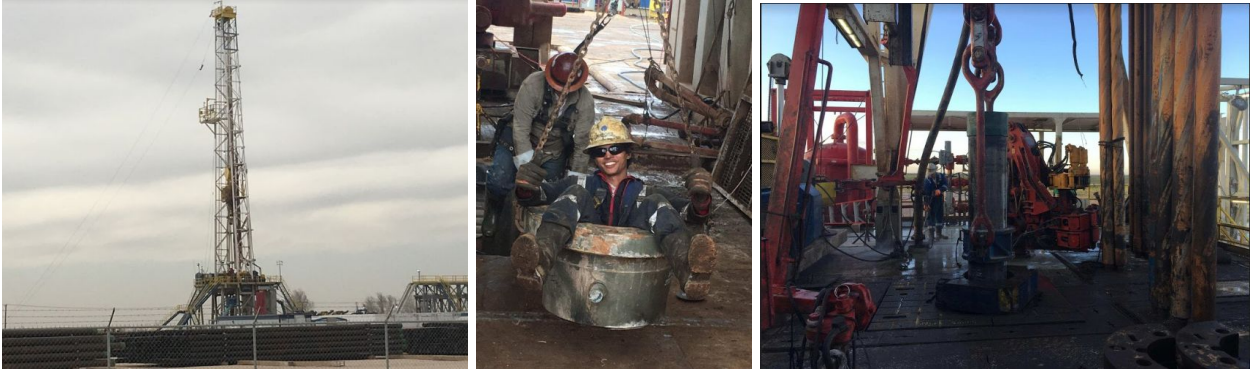
Mrs. Malpiedi's brother, Mr. Bernardo, works as a floorhand on an offshore oil rig in middle-of-nowhere New Mexico. (More accurately, Jal and sometimes Fort Stockton, NM. As Mr. Bernardo describes, "one hour from the closest Walmart.") He lives at the rig site for two weeks at a time, working twelve hours straight each day. His crew is made up of: one derrickman, one driller, one motorman and two to three floorhands. The crew's job is to drill holes 18,000-21,000 ft deep using a drill pipe, and then make sure the holes don't cave in. These holes are later used to retrieve oil. If you would like to ask Mr. Bernardo about his work and life on the rig, please send questions to Mrs. Malpiedi at patricia.malpiedi@greatheartsirving.org no later than 4pm tomorrow, 4/24.

Friday, April 24

1. Read and complete the **Ten Categories Worksheet part 2.**

2. Add the following heading to your notes:
   16.2: Spindletop Ushers in the Oil Industry (pp. 386-389)

3. Email any questions for Mr. Bernardo about life on an oil rig to Mrs. Malpiedi

4. Store all your items neatly with this week's Remote Packet. Have a good weekend!

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The Ten Categories Review: Part I

What are the Ten Categories?

❏ Read the passage below.

The work of the Liberal Arts is the work of finding ways to say things...*In antiquity, it was understood that there were ten 'ways of saying things': that correspond ten 'aspects' of things in reality. After Aristotle, these ten ways were called 'Categories' from the Greek* kata *(against, toward to)* + agora *(place where speeches were made).*

from Great Hearts Irving: *Our Classical Nature*

The "Ten Categories," in other words, are a tool we use to describe a thing, or "substance," in order to understand it better. Do you remember each of the Ten Categories?

❏ Match each category to the question it asks.

1. Quality _____	A. Where is the thing?
2. Quantity _____	B. What is the thing?
3. Position _____	C. How big/how much of the thing is there?
4. Place _____	D. What is the thing like?
5. Possession _____	E. When is the thing?
6. Passion _____	F. What does the thing do?
7. Relation _____	G. What is done to the thing?
8. Action _____	H. What is the thing's interaction/relation to other things?
9. Time _____	I. In what position is the thing?
10. Substance _____	J. What does the thing have/ what belongs to the thing?

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The Ten Categories Review: Part II

Repeat: **The "Ten Categories" are** _a tool we use to describe a thing (substance) in order to understand it better._

❏ Check your answers to "The Ten Categories Review: Part I" using the chart below.

Quality	What is the thing like?
Quantity	How big/how much of the thing is there?
Position	In what position is the thing?
Place	Where is the thing?
Possession	What does the thing have/ what belongs to the thing?
Passion	What is done to the thing?
Relation	What is the thing's interaction/relation to other things?
Action	What does the thing do?
Time	When is the thing?
Substance	What _is_ the thing?

❏ Now, try to describe the **1900 Hurricane in Galveston** using the Ten Categories. Use what you know from reading Chapter 16.1 in the textbook (pages 382-385). The first is done for you.

Substance	What is the thing?	The 1900 Hurricane in Galveston
Quality	What is the thing like?	
Quantity	How big/how much of the thing is there?	
Position	In what position is the thing?	
Place	Where is the thing?	
Possession	What does the thing have/ what belongs to the thing?	
Passion	What is done to the thing?	
Relation	What is the thing's interaction/relation to other things?	
Action	What does the thing do?	
Time	When is the thing?	