

Remote Learning Packet

Please submit scans of written work in Google Classroom at the end of the week.

Week 8: May 18-22, 2020

Course: 6 World Cultures

Teacher(s): Mrs. Malpiedi patricia.malpiedi@greatheartsirving.org
Mr. Loomis joseph.loomis@greatheartsirving.org

Weekly Plan:

Monday, May 18

- Finish “5/21 Assessment Study Guide”
- Watch the “European Exploration” video (on Google Classroom)

Tuesday, May 19

- Check answers and study for Thursday’s Assessment
- Complete “Industrial Revolution” assignment

Wednesday, May 20

- Study for Thursday’s Assessment
- Complete “The Birth of the U.S.A” assignment

Thursday, May 21

- Review Study Guide
- Take 5/21 Assessment (on Google Classroom)

Friday, May 22

- attend office hours
- catch-up or review the week’s work

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

Packet Instructions

How do I complete the work in this packet?

1. Print it out and write directly on the packet;
OR
2. Download the file and type your answers onto it with a PDF editor;
OR
3. View the packet but record all of your answers on loose leaf paper. If you do this, you MUST put full headings (name, class, teacher, date) and titles on all pages. Completion points can be deducted for missing headings and titles.

How, where, and when do I turn in my work?

HOW: Scan or photograph all of your work and save it as a single PDF file. If you worked directly on the PDF, simply save the file with your changes.

WHERE: Upload the PDF to the “Week 8 Packet” post on Google Classroom. Please do not email them to your teacher.

WHEN: Work must be submitted no later than 11:59pm on Sunday May 24, 2020.

The instructions above apply to all of your classes, regardless of subject.
Best of luck, dear students!

This week we have our final week of new material. You will complete assignments on the Industrial Revolution and, as we are in the 1700s, conclude with the founding of our country. This Thursday you will take an assessment on the material we have studied in our Remote Packets. To perform well on this assessment, review the Study Guide thoroughly.

Monday, May 18

1. Please complete the “5/21 Assessment Study Guide” assigned in last week’s packet.
2. Go to Google Classroom and find the post entitled, “MON May 18: European Exploration video”. Click on the link in the post and watch the video.

Tuesday, May 19

1. Using a colored pen, make corrections to your completed “5/21 Assessment Study Guide” using the key on pages 11-13 of this packet. You will need to include it -- complete with corrections -- in the file you upload at the end of this week.
2. After you have made corrections, review the study guide for at least five minutes.
*How can I study? Quiz yourself first on the questions you find the most difficult. Review until you can answer all the questions from memory without looking at the answers. Practice **fortitude!***
3. Complete the “Industrial Revolution” reading and questions on pages 4-6 of this packet.

Wednesday, May 20

1. Complete the “Birth of the U.S.A” reading and questions on pages 7-9 of this packet.
2. Study the “5/21 Assessment Study Guide” until you are ready for tomorrow’s assessment.

Thursday, May 21

1. Review the “5/21 Assessment Study Guide” for 5 minutes.
2. When you’re ready, go to Google Classroom. Find the post entitled, “THURS May 21: Assessment.” Click on it and take the Google Form exam.

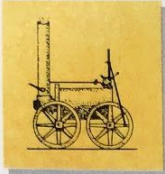
Friday, May 22

1. (Optional) Attend Office Hours at 10:30am. The link for this meeting can be found on the “Stream” of your World Cultures Google Classroom page.
2. Catch up or review this week’s work.
3. Upload your packet work as a single PDF file to Google Classroom by 11:59pm on Sunday.
The file should contain the following items:
 - “5/21 Assessment Study Guide” with answers and evidence of corrections
 - “Industrial Revolution” questions
 - “Birth of the U.S.A” questions

Tuesday, May 19, 2020

The Industrial Revolution

Instructions: Read and annotate the passage carefully. Then, answer the questions which follow using complete sentences.



In the early 1700s, most people worked at home, making goods in the slow, traditional way, usually by hand. Men were carpenters, blacksmiths, and weavers. Others were farm laborers, who worked on the land to grow crops to feed their families. Women worked in the home, looked after the animals, cleaned sheep fleece, and spun wool into yarn for clothes.

By the middle of the 19th century, all this had changed. Many British people now lived in towns, and worked in enormous factories, or in stores, offices, railroads, and other businesses designed to serve the inhabitants of these industrial (manufacturing) centers.

British inventors continued to develop revolutionary new machines, which performed the traditional tasks of spinning and weaving much faster. Machines also made iron and steel. These metals were in turn used to make more machines, weapons, and tools.

Factories housing the new machines made Britain "the workshop of the world." Four main factors helped bring

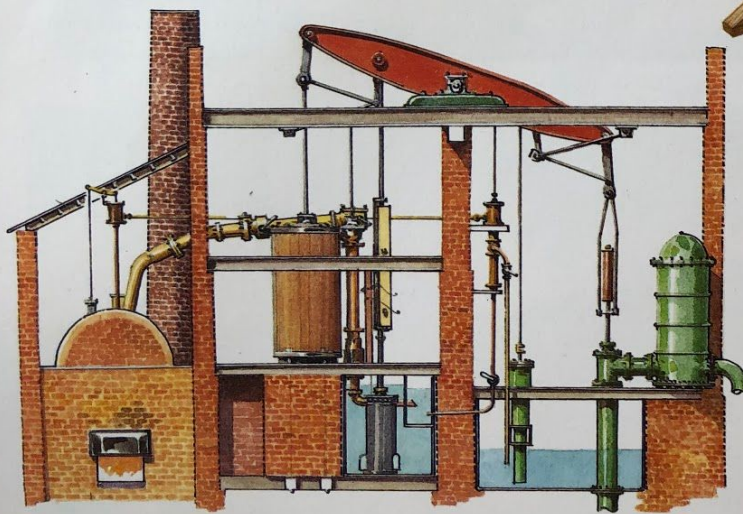


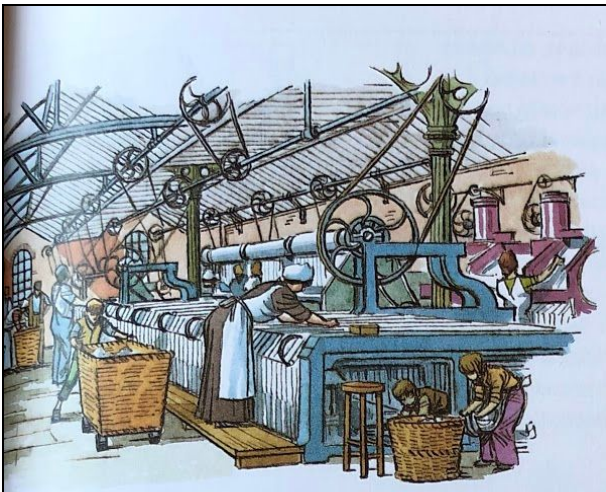
▲ *Early 19th-century workers in a flax mill. Fibers from flax (a plant rather like a nettle) were spun into thread. This was woven to make linen cloth. Workers were mostly women and girls. They earned lower wages than men, and so were cheaper to employ. The mill looks clean, but its machines were dangerous and noisy.*

▼ *The first multi-reel spinning machine, the Spinning Jenny, was made by James Hargreaves in 1764. At first, it was powered by hand, but steam-driven versions were soon built and used successfully.*



◀ *The first steam engine built by Thomas Newcomen in 1712 was used to pump water out of mines. In 1765, James Watt, a Scotsman, improved Newcomen's design, and patented his own steam engine in 1775. It was soon used in factories throughout Britain.*





▲ *The Ironworks at Coalbrookdale in England produced more iron than anywhere else in Europe.*

about this change: coal mining, a canal system, capital (money), and cheap labor. Coal was used to smelt iron and steel, and to make steam to power the new machines. Barges carried bulky raw materials and finished goods along the canals. Profits from Britain's colonies meant there were merchants with money to invest in industry. Poor farmworkers flocked to the towns to find work.

The Industrial Revolution did not reach America until after the Revolutionary War in 1783.

1. Compare how men and women worked in the 1700s (1st paragraph) and in the 19th century (2nd paragraph).
 - a. How did most people make goods in the 1700s? (1 sentence)

- b. What kind of work did men do in the 1700s? (1 sentence)

- c. What kind of work did women do in the 1700s? (1 sentence)

- d. Where did men and women (people) work in the 19th century? (1 sentence)

- e. Look up the definition of the word **factory** and write it down here.

2. In the 3rd paragraph:
- a. What is the name of the “things” that British inventors developed during the Industrial Revolution? (1 sentence)

- b. What were the two main materials that these “things” made? (1 sentence)

3. What made Britain the “workshop of the world?” (4th paragraph)

- a. Look up the definitions for the words **canal**, **to smelt**, **a barge** and **profit** and write them down here.

- b. Name the four factors that brought about this change. (1 sentence)

- c. For each of these four factors, give the specific reasons why it brought about this change. (4 sentences)

Wednesday, May 20, 2020

The Birth of the USA

You have just read about the Industrial Revolution, which began in England in the late 1700s. Toward the end of the 1700s, another momentous event was taking place across the Atlantic Ocean: the American Revolution and the birth of our country, a country whose government was founded on ideals established by the Greeks and Romans, carried on throughout Western Civilization, and brought to America. You will study American History in 8th grade. For now, please enjoy this introduction to the birth of our nation as our last new topic of the school year.

Instructions: First read the passages on pages _ and _ of this packet. After, complete the questions below.

1. The American colonists were originally from where?
 - a. Western Europe
 - b. England
 - c. Mesopotamia
 - d. Boston
2. The British government and American colonists worked together against France in the Seven Years' War. Soon, however, they were in conflict. Why?

-
-
3. When did the American Revolution against the British government begin? _____
 4. In response to what the colonists saw as British "tyranny," the colonists adopted what document on July 4, 1776?
 - a. The Constitution
 - b. The Magna Carta
 - c. The Declaration of Independence
 - d. The 95 Theses
 5. True or False? The Constitutional Convention in Philadelphia designed a system of government for American with a president (elected every four years), a Congress (consisting of a Senate and House of Representatives from every state), a Supreme Court, and a system of checks and balances which ensured that none of these three branches would completely control the federal government.
 6. Fill in the blanks: "We hold these _____ to be self-_____, that _____ are _____, that they are endowed by their _____ with certain inalienable _____, that among these are _____, _____, and the Pursuit of _____."

THE BIRTH OF THE U.S.A. 1763–1789

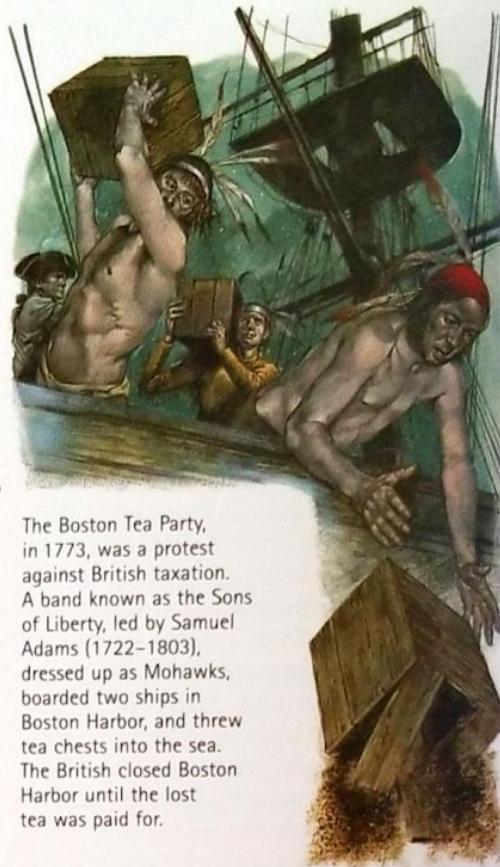
People in the Thirteen Colonies in America were dissatisfied with British rule. They fought for their independence, and a new nation was born.



George Washington (1732–1799) was an officer in the British army and a wealthy landowner. He was made commander in chief of the new American army, fighting the British. In 1789, he became the first president of the United States.

At the end of the Seven Years' War in 1763, both the British government in London and the English colonists in America felt satisfied. They had defeated France and gained territory from them in Canada, as well as land as far west as the Mississippi River. With the French threat gone, the colonists no longer needed the British to defend them.

But the British wanted to govern the old French territories and collect higher taxes to pay for soldiers to defend these newly won lands, so they raised taxes in the 13 colonies. Local colonial assemblies argued that it was unfair for Britain to tax the American colonies, since they had no say in running the British government. They said "taxation without representation is tyranny." The colonies decided to ban all British imports. On July 4, 1776, representatives from all 13 colonies adopted the Declaration of Independence, claiming the right to rule themselves.



The Boston Tea Party, in 1773, was a protest against British taxation. A band known as the Sons of Liberty, led by Samuel Adams (1722–1803), dressed up as Mohawks, boarded two ships in Boston Harbor, and threw tea chests into the sea. The British closed Boston Harbor until the lost tea was paid for.



▲ The British soldiers were well-drilled professionals, while the Americans were mostly volunteers. But the Americans were highly motivated because they felt strongly about their cause. On the left is a uniformed British grenadier, and on the right is an American revolutionary soldier.



At the Battle of Bunker Hill, near Boston, in 1775, the British lost twice as many men as the Americans. It took three uphill assaults for the British to win.

INDEPENDENCE

Guided by the ideas of Thomas Jefferson, and influenced by the Enlightenment, the American Declaration of Independence stated: "We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain inalienable Rights, that among these are Life, Liberty, and the Pursuit of Happiness."

The American Revolution had begun in 1775. At first the British were successful, despite the problems of fighting nearly 3,000 mi. (5,000km) from home. But the Americans had an advantage because they were fighting on home territory, and they believed in their cause. Six years after the conflict began, the British army surrendered at Yorktown, Virginia, having been defeated by Washington's troops. Britain eventually recognized American independence in the Treaty of Paris in 1783.

KEY DATES

1763	End of the Seven Years' War; British troops sent to North America
1764	Sugar Act taxes imported molasses
1765	Stamp Act adds tax on documents
1775	American Revolution begins; Battle of Bunker Hill takes place
1776	Declaration of Independence
1781	British army surrenders at Yorktown
1783	Britain recognizes American independence
1787	Draft American Constitution drawn up
1789	American Constitution becomes law; George Washington becomes first president
1791	Bill of Rights is adopted

THE U.S. CONSTITUTION

At first, the United States of America was run by the governing body that was set up during the Revolution, the Continental Congress, under the laws called the Articles of Confederation. But the Congress was weak. It was little more than an assembly of representatives from the states and could only make decisions that affected all of the states. It could borrow money, for example, but could not collect taxes from the states to raise money to repay the loan.

Some thought a whole new system of government that would unite the states into a nation was needed. In May 1787, at the Constitutional Convention in Philadelphia, they designed this system. They decided to have a president, elected every four years. He would rule with the help of a Congress (consisting of a House of Representatives and a Senate, made up of representatives from every state), and a Supreme Court.

In addition, each of the states would have an elected assembly, and run their state government as they liked. A system of checks and balances would make sure that neither the president, the Congress, nor the Supreme Court would be allowed to control the federal government.

Finally, many people worried that the Constitution did not protect all the rights they had fought so hard for. So, in 1791, ten amendments were added to the Constitution. They are the Bill of Rights.

The draft Constitution was worked out at the Constitutional Convention in Philadelphia in 1787. Fifty-five delegates attended, 39 signed the document. Copies were sent to each state to be agreed by its leaders.



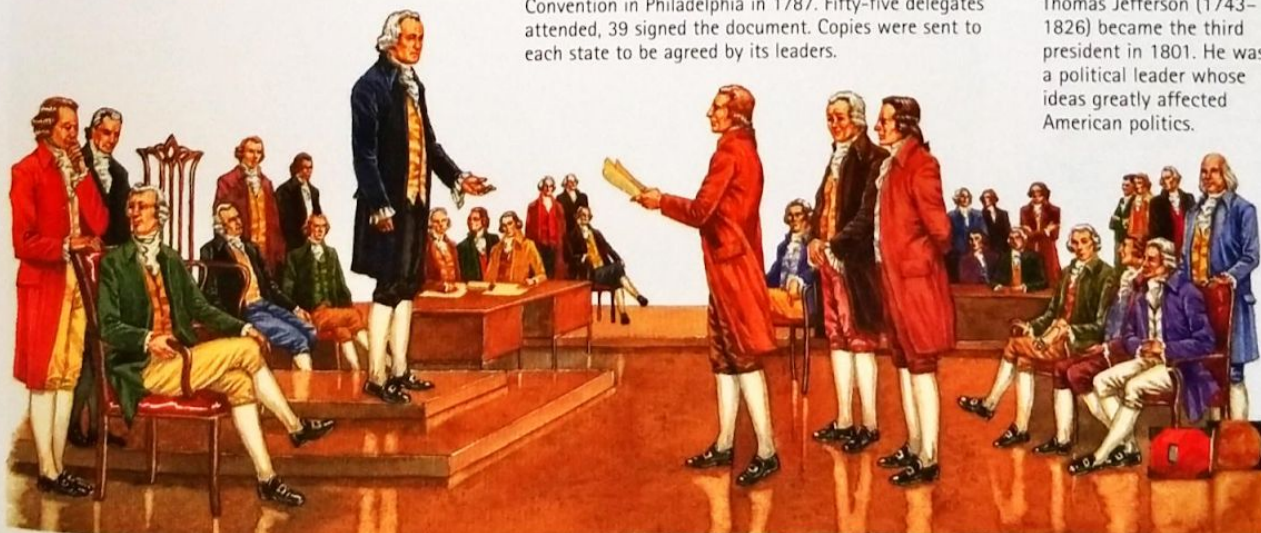
A Liberty Medal was made to mark the victory of the Americans over the British in 1781.



The Liberty Bell in Philadelphia symbolizes American independence.



Thomas Jefferson (1743–1826) became the third president in 1801. He was a political leader whose ideas greatly affected American politics.



Answer Key: “5/21 Assessment Study Guide”

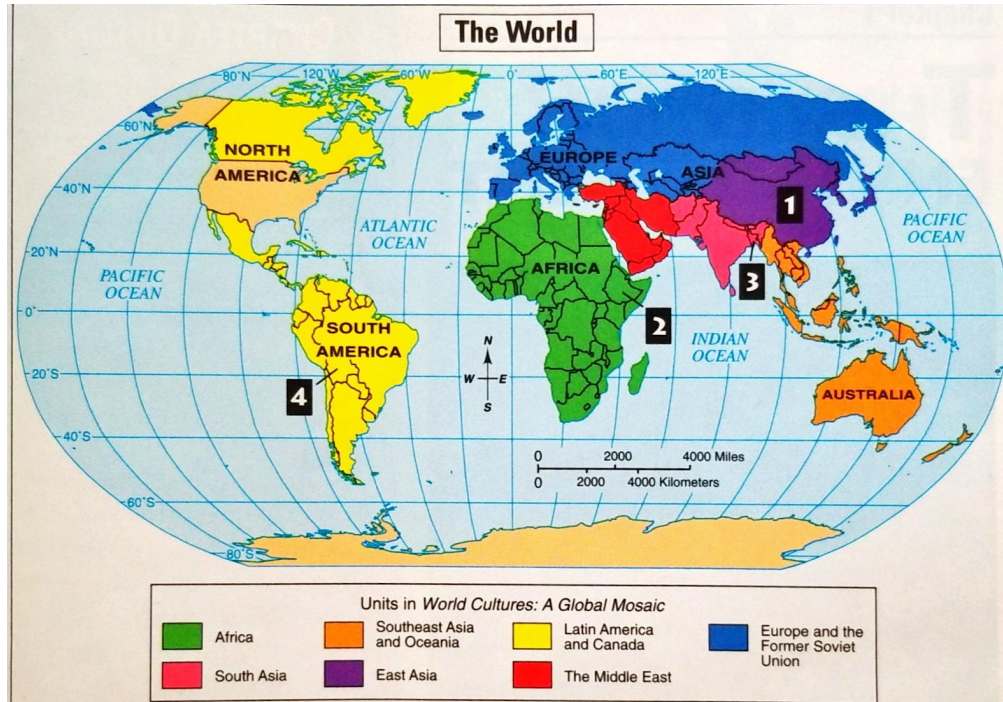
1. Can you point out the following on an unlabeled world map?

- A. Southeast Asia
- B. Western Europe
- C. the Middle East

- D. Africa
- E. North America
- F. South America

- G. Indian Ocean
- H. Atlantic Ocean
- I. Pacific Ocean

(The map below is from page 1 in the textbook.)



2. In the excerpt we read from History of the Peloponnesian War, what claim did Thucydides make about how people usually receive new information?

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 can be interpreted in the following way: 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.**”

(For more context, see the “Thucydides Reading” from your Week 3 packet.)

3. When did the Black Plague arrive in Europe and how did it spread?

The Black Plague arrived in Europe in 1347 and was first carried by rats through their fleas.

(For more context, see the “Black Plague” worksheet in your week 3 packet, and its answer key in your Week 4 packet.)

4. What are the dates for the Hundred Years’ War? Which two countries were fighting and why? Who won?

The Hundred Years’ War started in 1337 and ended in 1453. The war was between England and France. They fought over territory and political power.

(For more context, see the “Hundred Years’ War” worksheet in your week 4 packet, and its answer key in your Week 5 packet.)

5. What were the architectural advances of the Medieval Period?

The following are examples of advances in both architecture and engineering from the Medieval

Period:

- Europe: **Gothic cathedrals** are examples of even taller and thinner stone construction. These taller yet sturdy structures are aided by the innovative use of pointed arches, more slender pillars, and **masonrywork**. These allow for higher and bigger stained glass windows.
- Africa: In Ethiopia, Christians carve their churches into solid rock.
- Islamic Countries: Countries like Turkey, Morocco, Afghanistan, Samarkand are the sources of the architectural features of **arches, domes, pillars, and mosaics**.
- Asia: Further innovative and artful advances include: the carved decorations of Khmer temples, the roofs of Ming palaces, temples in China, expert woodwork in Japan, and Tibetan monasteries built amidst the Himalayan mountains.
- South America: In Peru, the Incas construct the stone city of Machu Picchu in the Andes mountains. It still stands today.

(For more context, see the “Medieval Architecture” worksheet in your week 4 packet, and its answer key in your Week 5 packet.)

6. *What is the etymology of “Renaissance”?*

It is a French word. *Re-* means “again” and “naissance” can be traced to the Old Latin *nasci* meaning “be born.” “Renaissance” thus means “**Rebirth.**”

(For more context, see the “Renaissance” assignment from your Week 5 Packet.)

7. *Who was Lorenzo de Medici and what was his role in Italian art and culture during the Renaissance?*

Lorenzo de Medici was a member of a powerful, ruling family from Florence. He made the Italian spoken in Florence the **national language** of Italy. He was a joint ruler of Florence starting when he was twenty years old. He and his family worked to build communities of creative and educated people. He was a **great patron to the arts**, meaning that he paid for many artists to make paintings and buildings. He was one of the first patrons, for example, of Michelangelo. A number of the works sponsored by the Medici family are today considered some of the greatest of Western Civilization. Lorenzo de Medici also supported architects, writers and scientists, and celebrated their exploration of ideas. He valued ideas and art so much in part because of his humanist and Liberal Arts **education**, influenced by Plato’s philosophy.

(For more context, see the “Italy during the Renaissance” and “Introduction to Early and High Renaissance Art” readings in your Week 6 Packet.)

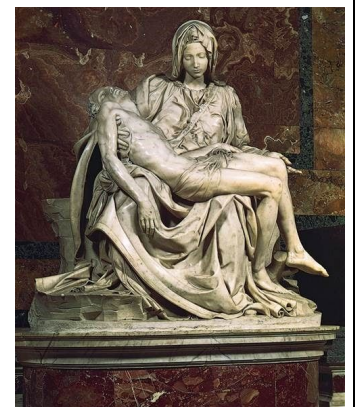
8. *Can you identify the names of these works of art and the artists who made them?*



“Il Tempietto”
By Bramante



“The School of Athens”
By Raphael



“La Pietà”
By Michelangelo

(For more context, see Mr. Loomis’ “Renaissance Art” video from Week 6, and the accompanying worksheet.)

9. *What were the 95 Theses and in what year did Martin Luther nail them to the church door at Wittenberg, Germany?*

Martin Luther nailed 95 complaints against the Pope and various teachings and practices of the Catholic Church to the Wittenberg church in **1517**.

(For more context, see the “Reformation” assignment from Week 5).

10. *Who were the prominent European Explorers from the Age of Exploration? What countries were they from and what were they searching for?*

Many of the European Explorers from this time were inspired to by the ideas of the Renaissance, but also **wanted to find and establish trade routes with spice-producing countries in Asia after land links between Europe and Asia were cut in 1453**. At this time, spices were an essential part of preserving food.

- Bartholomeu Dias -- from Portugal -- was sent to explore the African coast. He made it to the Cape of Good Hope (located at the southern end of South Africa) in 1488 but did not touch land.
- **Vasco da Gama** -- from Portugal -- was the first European to reach India by sea.
- **Christopher Columbus** -- from Italy, but hired by Spanish royalty -- was sent in 1492 to find a route to India. He instead landed on the Carribean Islands in North America.
- **Amerigo Vespucci** -- from Italy -- discovered South America in 1499. It is from his name that we get the name of our country.
- John Cabot -- from Venice, Italy but sponsored by Henry VIII of England -- was sent in 1497 to find a northern route to India.
- Jacques Cartier -- from France -- claimed for his country parts of Canada in 1535.
- **Ferdinand Magellan** -- from Portugal but sponsored by Spain -- was sent to find the Moluccas, Spice Islands in Indonesia. He instead landed in the Philippines.
- **Marco Polo** -- from Venice, Italy -- discovered and explored China. His writings were the first that Europeans read of this part of the world.

Note: When we say “discovered” we mean that it was a discovery for the Europeans. These places of course already had native peoples living there.

(For more context, see our Week 7 packets.)

11. *In what century did the Industrial Revolution start? What were some of the inventions of the Industrial Revolution?*

The Industrial Revolution began in England in the **late 1700s**. Some significant inventions from this time include the:

- **Cotton gin** -- a machine which removed seeds and impurities from cotton
- Spinning jenny -- a machine which spun thread
- Windmill -- a wind-powered structure that pumped water and ground grain
- **Steam engine** -- pumped water out of mines and later powered machines

(For more details, see this week’s readings.)

12. *On what date was America founded?*

On **July 4, 1776**, representatives from the 13 colonies adopted the Declaration of Independence and this established America as its own, independent nation.

(For more details, see this week’s readings.)