

Please remember that all assignments are due Thursday April 9th (but I will check on Friday, April 10th as well)

Life Science week of April 6–9

We will continue with our reading and writing for the Sand County Almanac. The new section is titled 'High Water' and includes p 23–25. Words that I want you to **lookup and write a definition** include: **echelon, prodigious, miscellany, anthology, and terrestrial**. This section continues with spring time events, first it was the return of the geese and now flooding related to snow melt. Think about this and try to include in **your topic sentence (for a written paragraph)** how animals are affected by flooding. Remember to be general and not mention any animals by name in your topic sentence.

There are two things that Leopold mentions in this section that I would like you to look up on the internet; **then draw pictures and write short descriptions**. First is a flower called **Draba** (Wikipedia may be best to use) and second is the **common carp**. Notice how Leopold does not describe the carp in a flattering way (e.g., pigs in a pasture). This seems odd since he is a naturalist, but you may understand why he dislikes the common carp after reading information on the internet. Search using '**common carp in the United States**' and then select the website: **History of the Common Carp in North America – Mississippi** (<https://www.nps.gov/miss/learn/nature/carphist.htm>).

Birds I would like you to draw this week include the crow and mourning dove (for internet searches, type in crow or mourning dove and look for sites such as Audubon Field Guide and All About Birds, Cornell Lab). Crows are in the same family as blue jays and interesting for a number of reasons. **Please put in your notes whether crows are smart or stupid, live singly or in groups, and the color of their entire body – beaks and feet included**. The mourning dove makes a

very-distinct sound when flying, so find out what the sound is and put it in your notes.

American History week of April 6–9

We are going to slow down our study of the American Revolution by starting to read a new book: *The Delicious Country*. This is a modern recreation of Englishman John Lawson's two-month journey through the backcountry of the Carolina's, which started in 1700. Lawson later helped found Bath and New Bern (North Carolina's first cities), became the colonial surveyor general, contributed specimens to the British Museum, and was the first casualty of the Tuscarora Indian War in NC (1711–1715). We read about part of this conflict, which was essentially a prelude to the Yemassee War in SC. **Our reading in the 'Delicious Country' will include p 1–10. Upon finishing, please do a written narration. Please include things such as the book's author, why he decided to recreate Lawson's expedition, the starting and end points, and pertinent facts (or lack of) about Lawson.**

In our study of events leading up to the American Revolution, we stopped at the Stamp Act. As this was never fully instituted and didn't generate revenue to pay off English war debt, Parliament passed the 1767 Townshend Acts. The prime minister at this time was Charles Townshend and the acts that bear his name levied duties (fees) on imported materials (e.g., glass, lead, paint, paper...). It also imposed a three-cent tax on tea. The latter became a major issue because the colonists' favorite drink was tea. Widespread resistance was again organized by the Sons of Liberty and included a boycott of English goods. Women took on a more prominent role by holding 'spinning bees' to spin/weave cloth and they created alternate recipes for tea (e.g., birch bark and sage tea).

Anger against England intensified when a ship (the Liberty) owned by John Hancock was seized by British agents for smuggling goods into America. There were riots and to maintain order, King George III stationed 2000 troops in Boston. Colonists called them Redcoats due to their uniforms, which included red jackets (you can look this up on the internet). The presence of foreign troops in Boston created an additional problem; the Redcoats were poorly paid and they looked for extra work at shipyards. Therefore, they competed against colonists for jobs and in March 1770, a fist-fight over jobs escalated into a riot and the Redcoats fired on colonists. Five colonists were killed and Samuel Adams, acting on behalf of the Sons of Liberty, claimed that defenseless colonists had been fired upon and he labeled this confrontation: the Boston Massacre.

Additional propaganda to inflame the colonists against England came in the form of an engraving, produced by a well know silver-smith (any idea who?). The engraving was widely circulated and played a key role in rallying revolutionary fervor in the colonies. Please look this up on the internet by doing a search using **'engraving of the Boston Massacre.'** Then click on **'Boston Massacre Engraving – Paul Revere Heritage Project'** (the website is www.paul-revere-heritage.com/boston-massacre-engraving.html). As you just found out, the famous silver-smith is Paul Revere. Please read the article and note the inaccuracies contained in the engraving, since its purpose was as a propaganda tool. You can click on the picture of the engraving to get a full-screen image in order to take a closer look at different details mentioned throughout the article.

Finally, sketch a picture of the Old State House (search on the internet using: the Old State House Boston) and make sure you copy new information about the Townshend Acts, seizure of the Liberty, and the Boston Massacre into your notebooks.

English History week of April 6–9

We left off in the 'History of England' with the death of Simon de Montfort at the battle at Evesham (1265). If you remember, Edward (son of King Henry III) had been trained in warfare by Montfort and ultimately defeated his old teacher at Evesham. Although the reign of King Henry III was miserable for the English people, Simon de Montfort was the driving force behind Parliament being established and Prince Edward (in addition to being a great warrior) would prove to be a wise king.

Please read 'England at War' and 'The Breaking of Wales;' then do a written narration for each passage. Note that Edward I starts a continuous line that extends to Edward III, which covers a period of 105 years. In the reading there are a few things that may seem unimportant, but I think we should spend a little time exploring.

The English flag during the reign of King Edward I is referred to as the 'Red Cross of St George' and this is much different compared with the current 'Union Jack' of Great Britain. I would like you to read about the history of the flag of England, as our own flag tells things about the history of the United States. **You can use Wikipedia online and type in 'Flag of England.'** In a written narration please include information concerning the original St George cross, the 1606 English version of the first Union flag, the 1801 second Union flag, and St Andrew cross. **Please draw the three flags: 1) St George cross, 2) 1606 English version of the first Union flag, and 3) the 1801 second Union flag.**

What most people remember about the reigns of King Edward I – III is that wars with significant results were fought. Important battles occurred in England, Scotland, and France. Three rivers are mentioned due to their strategic significance: Severn River (England), Forth River (Scotland), and Seine River

(France). Please look up each of these rivers on the internet (Wikipedia is fine) and notice their length in miles, where they occur within the country (e.g., the Severn River is in the southwest part of England and serves as a boundary to separate Wales), if they pass through major cities, and any special features (such as tidal bore – this means how much the water level rises when the tide comes in).

Finally, I would like you to look at some of the bridges that cross these rivers. Please search the internet for the Forth Bridge (1889) and Forth Road Bridge (1964) over the Forth River. Bridges over the Severn River include: Iron Bridge (1781), Bewdley Bridge (1798), Overbridge or Telford's Bridge (1825, a stone bridge), Porthill Bridge (1923), and Severn Bridge (1966). The oldest and most elaborate bridges are over the Seine River: Le Pont Neuf (1607) and Pont Alexandre III (1900). **Please pick one of the bridges and do a sketch, plus a short description (be warned, a sketch of Pont Alexandre III would involve a lot of work and artistry).**

Biology week of April 6–9

We are going to start at the bottom of **p 227 (The Fungal-Like Protists)**. Remember that Protists are difficult to classify (in a taxonomic sense) because they lack distinct or unifying features, however, they also lack features to be classified conclusively in other kingdoms. Terms in this reading that are not explained very well include haploid, diploid (both of which refer to the number of chromosomes), and spores. Haploid indicates an organism has only one complete set of chromosomes, whereas Diploid indicates an organism has two complete sets of chromosomes (one inherited from a mother and father). Therefore, a diploid nucleus contains two complete sets of chromosomes. Spores are produced during the lifecycle of plants, algae, fungi and can survive under harsh conditions. If conditions are favorable, spores undergo mitosis and become a

new organism. **Please copy the material for haploid, diploid, and spores into your notebooks.**

Please begin reading at 'The Fungal-Like Protists' and stop at the end of the first paragraph on p 229 'what would you do?' **Please do a written narration about The Plasmodial Slime Molds. Do a quick internet search for 'plasmodial slime molds' to see the different types, forms, and colors.** Wikipedia gives names for some, including 'dog vomit.'

The next reading is **'LIFECYCLE' on p 229.** As the name implies, this is how spores become an organism and then release new spores. **Please do a quick internet search for sporocarp (Wikipedia gives a good picture) and then write a short narration to document the process.**

Our final written narration will include material from the top of p 230 - The Water Molds (Oomycota) and continue to the bottom of p 230 (stop at - but I'll discuss fungi next chapter). Terms that require additional explanation include cellulose and chitin, because they are necessary for distinguishing water molds and fungi. We know from studying plants that cell walls are made of cellulose (a polysaccharide; chemical formula = $C_5H_{10}O_5$). Cell walls made of chitin (a fibrous polysaccharide that commonly makes up shells of some organisms; chemical formula = $C_8H_{13}O_5N$) are an important characteristic of fungi. Note that nitrogen is present in chitin but not cellulose. **Other important terms to include in your written narration include aseptate and hyphae.**

Please continue reading (no written narrations are necessary) about how water mold can create significant damage within tissues of plants and how this caused both 'The Great Irish Potato Famine' and 'The Downy Mildew in Grapes.' Stop reading on p 232 at the 'Review Questions.' The Great Irish Potato Famine truly

was a disaster and in addition to causing many deaths from starvation/disease, it sent a massive wave of immigrants to the United States. During the period of 1841–1850, 49% of all immigrants arriving in the U.S. were from Ireland. Sculptures were commissioned in Ireland and the U.S. (Pennsylvania and Rhode Island) as memorials to an historic event that changed both countries. Please do an internet search using: sculptures commemorating the great Irish potato famine (then go to ‘images’). Notice the body shapes, postures, and forlorn expressions of the people.

[Since it is a short week, the **Honors class will only do one written narration from Microbe Hunters**. Please read **p 54–59**, Louis Pasteur has a place in history, but as a boy he was more interested in painting than science. How did events at certain points in life help determine his future?

Nature notebooking, week of April 6–9

Please continue with your nature notebooking, this is a weekly activity until we return to school. **All high-school students should either send me a picture (the benefits of modern technology) or bring your notebook when turning in written assignments on Friday. Let’s not get lax with this activity.**

Spanish, week of April 6–9

Please continue with Duolingo and be ready to complete the conversation aspect of Lesson 10 (excluding Railey and Cheyenne). This needs to get done as soon as possible.