

Note that all written narrations need to be turned in on Friday for a grade

LIFE SCIENCE week of 3/16–3/20

1) Look for birds in your yard and identify as many as possible, record this in your notebooks (please do this Monday, Wednesday and Friday). There will be some birds that are familiar but hopefully, some types we haven't seen at school. New ones may include: robins, blue jays, eastern towhees (ground feeder), brown thrasher (ground feeder), house sparrow, blue bird, cedar waxwing, red-bellied woodpecker, and downy woodpecker.

2) Birds I have seen at school include: 3/15 female cardinal, black-capped chickadee, and northern mocking bird (a robin flew through but did not stop at the feeder); 3/16 tufted titmouse, house sparrow, chipping sparrow, and northern mocking bird. I will keep a log while you are out of school and share it each week.

3) Data for our growing plants: 3/16 – T1 (7 sprouted) 5.2 cm; T2 (5 sprouted) 5.2 cm; W1 (1 sprouted) 4.7 cm; W2 (5 sprouted) 9.4 cm; and B (basil 3 sprouted) 0.4 cm. I will also keep a log of this for each week and today I will plant a total of eight green bean seeds in two containers (please write this in your lab book).

4) Please draw in your notebooks these birds: chipping sparrow and blue jay. Visit an internet birdsite or Wikipedia and write down facts about these birds (e.g., habitat, diet, distinguishing features...). One thing for the blue jay is intelligence.

5) We are moving to January in the Sand County Almanac and will read pages 3 to 5. Things to notice in this passage are how many animals, birds, and trees Leopold is able to incorporate with the main character (a skunk). Also, notice words he uses to start paragraphs. How many of these does he repeat?

6) Please look up these words from the reading and write down a definition in your notebook: corpulent, digression, retribution, and impute.

7) Please write a paragraph about the reading assignment in the Sand County Almanac. We have reached the point that I want each of you to develop a topic sentence on your own. In order to do this, think about the main character of the passage (a skunk), how things relate to it, and why the skunk got out of its bed during the spring thaw.

AMERICAN HISTORY week of 3/16–3/20

Where we left off was how the American colonies were beginning to transition from an agricultural to an industrial economy. This was tricky because it required breaking English law. Unemployment was essentially nonexistent because men either farmed or opened new businesses. Many served in town or county governments, including men that were once indentured servants (there was no stigma attached to this).

As settlers moved west to the frontier, large cities on the coast did very well. Philadelphia was considered the Queen City of the colonies in the mid 1700's. It was also the second largest city in the British Empire behind London. New York was in the embryo stage of developing into a melting pot. Although initially settled by the Dutch, by 1700 English and Huguenot settlers were the dominant population. During the next half century, settlers of many different nationalities arrived at the city.

Not all coastal cities in the colonies boomed during this period. Charles Town only had a population of a little over 8000 people by 1750, even though it had been the only city in the south for over a century. Yet it was a spacious tree-shaded and elegant city. Remember there was a gentry-class (rich) that paraded around in ornate carriages and lived in mansions. Annapolis, MD was also a gentry town but small (just 150 households by the 1750's). Brick houses lined paved streets. The city also had a newspaper, book store, and publisher. Finally, Williamsburg was the capital of Virginia in 1699. It was small, elegant, and had an air of 'cultural superiority' due to the opening of William and Mary College in 1693. This is the second oldest college in the United States: which college that we talked about is the oldest (hint, move further north). The Wren building (designed by Christopher Wren, who designed the St Paul's Cathedral in London) is the oldest building on a U.S. college campus.

Using the above information write a paragraph about how some coastal cities flourished, but not others. Think about location, Indian relations, slavery, what drove the economy (tobacco, industry, fishing, farming...). This should require some deep thinking and internet research on your part.

As geography is also part of our class, I want you to spend two days using the internet to visit the above cities and other select localities. You will need to draw two buildings or landmarks and write a short narration about each. 1) Philadelphia: Independence Hall, City Hall (built in

the 19th century but an important landmark), and Christ Church (be sure to note the Liberty stained-glass window). The latter was also designed by Christopher Wren. Therefore, please compare St Paul's Cathedral, Wren Hall (William and Mary College), and Christ Church. Please do a short written narration to describe how these structures are similar or different. 2) Shenandoah Valley, VA (you can simply do an internet search using: images of the Shenandoah Valley, VA). An important fortification was built here (Ft. Loudon) and the Virginia garrison was commanded by a prominent figure in American History. Finally, look at images of the impressive Lurray Caverns (the best caverns on the East Coast). 3) Williamsburg, VA. Some of the best pictures I found were in 'Getty Images.' Please note the Governor's mansion, church, and Gloucester St. Also visit William & Mary College and take note of the Wren building. The college has some very-distinguished alumni. 4) New York City, you can simply type in 'list of oldest building in New York' and visit the Wikipedia site. 5) Annapolis, MD (Wikipedia provides good photographs and descriptions). Please look at the aerial view (where the Severn River enters the Chesapeake Bay), State House (please read what makes this building unique), St Anne's Church, St. John's College, and the Naval Academy. Finally, 6) Boston and the whaling industry. Your search should start with 'list of oldest buildings in Boston.' Please view these beginning with the Revere House through King's Chapel. A second search will be for 'colonial American whaling industry.' A good site is 'Whaling – American History Museum – Smithsonian Institute.

Since we usually have very-limited time to use the internet each morning, please do not rush through the above cities and other locations. All have historical significance and are something American History students should know. If you ever get the chance, please visit the Lurray caverns.

Spanish week of March 16–20

Please work on Lesson 10 and log onto Duolingo. We should all be finished Lesson 10 and ready to do conversations upon the first day back to school. A test on Lessons 6–10 will be very soon (word to the wise).

Biology week of March 16–20

Sadly, we are not going to be able to do the lab as a group. The next best option is to spend two sessions in your yard and take a careful look at the leaves of both plants and trees.

Features that you should record for each leaf include: 1) Simple, compound pinnately (opposite versus alternate), or compound palmately; 2) Venation (parallel, pinnate, or palmate); 3) Nature of the leaf edge (serrate, entire, or lobed); 4) Appearance – glossy, fuzzy, or waxy; and 5) Shape (linear, elliptical, or round). IMPORTANT: do observations for both plants and trees because we want to note differences. If available, look at the foliage on flowers (daffodils and iris), herb plants, holly bushes, magnolia trees, wax myrtles, and honeysuckle vines. All of your observations will be included in the 'Results' section of your lab report. There should be illustrations in addition to written descriptions of leaves. The 'Conclusions' section is something you will do on your own this time. REMEMBER to write a topic sentence and not just start listing important points. The topic sentence could include that differences were identified between the leaves of plants and trees.

Riot and the Dance reading: The honors class got through Extremophiles (p. 207), but this is something that everyone needs to read since life on other planets of our solar system will likely be in this form. Chapter 17 reading material: p. 209, Fig. 17.1, p. 211 – 213 (exclude Zooxanthellae). Please make sure to write definitions of autotrophs, heterotrophs, and bioluminescence. Organisms such as protists and euglenoids are odd things. Therefore, please write a short narration describing how they are difficult to classify and list important characteristics. The Red Tide is the last subject you need to know, so do a brief narration about what causes it and why a Red Tide is deadly.

The honors class needs to do written narrations for our reading assignments that were put off for tests/report cards. Just a reminder: Microbe Hunters, we have finished with Leeuwenhoek and moved onto Spallanzani (subchapters 5 and 6).

English History week of March 16–20

We are finishing with the Magna Carta (History of England book). Pages 136–141 of the copied material provide a background reminder of the five articles that we have stressed (these should be in your notes and things you need to be familiar with at this point; hint, it could be quiz or test material). Please do short written narrations of Articles 40, 17, and 18.

New material begins on p 141 (Personal liberty and trial by jury). Please write Article 39 in your notes and do a short written narration for pages 141–143, which deals with this article. The next reading is p 145–146 (Magna carta and the seamstress). Again, write Article 20 in your notes and do a short written narration. Simply read 'Things new and old.' All written narrations will be turned in.

All students/Nature study

Whenever you choose during the week, spend time outside and take a close look at a bird, plant, reptile, flower... After you have drawn a picture in your nature notebook, please go online and find the scientific name for your masterpiece. Also, record the usual things (date, your location, weather...).