

**All written assignments need to be turned in for grading by the end of day 3/27**

### **English History, week of March 23 – 27**

We are moving on to the successor of King John; his son Henry III. It is important to remember the succession of English kings, so here is a reminder: King Henry I (son of William the Conqueror) whose children were Matilda, William and Margaret (both died in a boat wreck). The next king was Stephen (son of Adela, daughter of William the Conqueror). After 18 years of war with Matilda, the Treaty of Wallingford assured that her son, Henry II (first of the Plantagenet line of kings) would rule after Stephen. The next king would be Henry II's son Richard the Lion Heart and then King John took the throne (after killing young Arthur).

As we saw with the miserable reign of King John, something good came of it (the Magna Carta). The same is true for King Henry III's miserable reign, which resulted in the formation of Parliament. This will be the subject of your week's reading and the role of Simon de Montfort (an important figure in English history, who wasn't even English) in establishing Parliament. There are three sections of the reading that you will need to do written narrations for, including: Henry III and his foreign friends; Laws, and Law-makers; and the First Parliament.

Henry III took the throne at age nine and later married Eleanor of Provence, an area of south France. This part of France has a lot of history, beautiful scenery, and was visited by numerous great painters. Please use the internet to look up these landmarks and places: Triumphal Arch of Orange, Amphitheater at Arles (both Roman); Frejus Cathedral; Palais des Pape; Aix Cathedral; Senanque Abbey; Gorge du Verden; and The Calanques. I would use Wikipedia for all but the scenic areas (Gorge du Verden and The Calanques – 'images' is better for these). Please select two of these and do a short written narration, and sketch a picture in your notebook. Finally, look at some of the paintings in this region that were done by

Cezanne, Van Gogh, Renoir, Matisse, and Monet (you can search using: artwork in Provence France by Cezzane...).

### **Life Science, week of March 23 – 27**

We are moving to the month of February for our Sand County Almanac reading (p 6 to top of p 12, ending at 'and we pause for a breath'). Words in the reading that you should look up a definition for and write down in your notebook include: andirons, bequeathed, stalwart, bastioned, chronology, and Babittian. We know that Leopold is a structured writer, so notice how he introduces a topic in the first section (Good Oak). Then he uses growth rings in an oak tree, cut for firewood, to discuss important events that occurred in different decades of the tree's life. Since imitation is the greatest form of flattery, do not hesitate to mimic the style of good writers. When you do start to write a paragraph (or two) for this section of Sand Co., please include how the real age of the tree isn't recorded due to rabbits eating the initial sapling (also, indicate why the rabbits stopped) and how Leopold equates the heat generated by burning the wood in his fireplace to releasing the sunshine it absorbed over 80 years. Leopold discusses events that occurred in many decades; therefore, you can pick one to write a paragraph about (I would suggest the final decade of 1900–1910). Think about whether you will need to write one or two paragraphs to best present material for a decade compared with the true age of the tree/sunshine released as heat when the wood is burned.

Our seeds continue to grow and birds frequent the feeder daily. The squirrel was becoming a problem, so I will put Vaseline petroleum jelly on the iron post. A bird-watching friend told me that squirrels don't like this on their paws, and it is also slippery. I hope your journal of bird sightings at home is proving interesting and varied. The next pair of birds that I want you to draw and write short descriptions (including habitat, diet, distinct features used of identification) are the Carolina wren and (red) House finch.

## American History, week of March 23 – 27

**Important: we will have review days upon returning to school and then a test on Friday April 3<sup>rd</sup>. Material covered in the last test included factionalism due to the Goose Creek men and the Religious/Church Acts passed in 1704–1706. Therefore, new test material begins with the Commons House passing legislation to regulate Indian trade (1707).**

The survival of South Carolina from 1740–1762 depended on maintaining good relationships with the different Indian tribes. If you recall, the governor from 1743–1756 was James Glen and this proved to be a good thing. He focused on Indian relations, traveled throughout the colony, and enjoyed hosting Indian delegations at his Charleston house (110 Broad St, please look this up on the internet). Governor Glen didn't view American Indians as enemies, but he did see the French as a definite threat. This is due to the French having constructed a string of forts that stretched from New Orleans to Canada, effectively encircling the English colonies.

Glen often visited the Indian frontier and undertook diplomatic meetings with American Indians. A meeting in 1746 brought assurances from the Indians that they would not deal with the French, but this fell short of Glen's goal of having them attack the French. However, major battles were fought between the Cherokee and Creek in 1751–1752. This spilled over into English territory and resulted in a trade embargo, yet Glen was able to persuade the Commons House to forgo revenge and seek to bring peace/stability to the Indians. Glen's efforts bore fruit during a diplomatic mission in 1753 and brought peace to the warring tribes. His greatest accomplishments as governor included: 1) building forts to

increase English power (the string of eight forts extended from Columbia to the South Carolina/Tennessee border) and 2) having the Cherokee tribe cede all of its land to the English crown and become vassals of the King.

The subsequent governors of South Carolina were William Lyttelton (1756–1760) and William Bull Jr. (1760–1763). War between the Indians and South Carolina settlers began in 1760, with Lyttelton leaving shortly after to become governor of Jamaica. William Bull Jr. assumed the role of governor during a smallpox epidemic, financial crisis, and the Cherokee on the warpath. Therefore, he requested help from the British army in New York during 1760 and 1761. A campaign of scorched Earth in 1761 brought the Cherokee to near starvation and forced them to sign a treaty. Terms of the treaty were to return prisoners, re-establish trade, and allowing South Carolina to build forts anywhere in Indian territory. Although the Commons House initially wanted to kill all the Indians to achieve peace, the pragmatic and reasonable William Bull Jr. was able to reach a compromise that benefitted all parties. This material is important and needs to be in your notes and will likely be on the test, so please do a written narration.

South Carolina only had a limited role in the much larger French–Indian War (1756–1763). This conflict extended into Canada and involved the French, British, and American Indians. It was significant in American history for introducing prominent historical figures (e.g., George Washington and William Pitt), land was ceded by France and Spain to the British colonies, and the British government incurred heavy debt fighting the war. Please expand on each of these points in a written narration, after listening to audio and reading material from the History Channel website (search by typing in: French and Indian War – Seven Years War – History; then look for the website address containing [www.history.com](http://www.history.com)). The French–Indian war helped shape America’s future and even explains why the French aided the 13 Colonies during the American Revolution.

British and French forces constructed Forts that proved key to holding territory during the war. All were built at strategic locations but the materials and types of fortifications varied. Please use the internet to observe Ft. Ligonier and Cumberland (wood and earthen); Ft. Niagara and Ticonderoga (stone); and Ft. Duquesne (destroyed in the 18<sup>th</sup> century, but notice the location in the city of Pittsburgh). Aerial views of the forts can be seen using 'images' compared with close-up views in Wikipedia. Please draw one of the forts in your notebook and write a short description.

### **Biology, week of March 23 – 27**

We want to take a closer look at a few types of algae and will begin reading at the bottom of p 213 'The Diatoms.' These microscopic organisms are very important because they serve as a food source and produce significant amounts of oxygen. When diatoms die and settle to the ocean floor, this creates a deposit called 'diatomaceous earth.' When you write a short narration about diatoms, include the many different uses of diatomaceous earth. It would be helpful to look at images of diatoms on the internet.

As you read about brown, red, and green algae (p 214–217) focus on a few points. These include the thousands of different species (you don't need to remember the exact numbers); how some types of algae occur in higher latitudes/cooler areas compared with the tropics; how some algae can grow deep in the ocean; and how one type can grow in both fresh and ocean waters. You will probably find it surprising how different parts of algae are used in creating familiar products (e.g., ice cream). Please do a short written narration for each type of algae.

Next week we will begin Ch 18 'Animal-Like & Fungal-Like Protists.' In order to get a better idea of what this means, there is a short introduction 'The

Protozoans.’ Please read this and think about what a protozoan is, beyond the evolutionist’s view of it being the first form of life on Earth. I hope you remember the difference between heterotroph and autotroph (self-feeder, photosynthesis).

[Honors biology will continue reading Microbe Hunters. **Written narrations need to be completed for Chapter 2 (Sections 3 p 32–36; and 4 p 36–42).**

Sec 3: Spallanzai’s experiments proved that life came from life and little animals could survive boiling, but not for an entire hour. Therefore, how did Needham and Buffon convince nearly everyone that Spallanzai was wrong (consider how science was still in its infancy at the time)?

Sec 4: If Spallanzai was not so creative and persistent with his lab experiments, would science be different today? Consider how people believed the world was flat for centuries.]

### **Nature notebooking, week of March 23 – 27**

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.**

### **Spanish, week of March 23 – 27**

**Please remember that Lesson 10 copywork and translation are due when we come back to school April 1<sup>st</sup>. By Friday April 3<sup>rd</sup> everyone (excluding Railey and Cheyenne) also need to complete the conversation aspect for Lesson 10.**