

History's Masterminds – Lesson Five

MONDAY ASSIGNMENTS:

1. Research and answer the questions for the invention – cannon (1350)
 - ✓ What is the name of the invention?
 - ✓ Who is credited with the invention?
 - ✓ What country is associated with the item?
 - ✓ What was the motivation of the inventor? Did he have a plan or goal? Or, was it simply an accident or a by product? Was the work motivated by fear or under orders of the government?
 - ✓ How did this invention change life as it was then? What kind of progress was made?
 - ✓ What have been the ethical consequences (if any)? How has this invention affected man or the planet? Did it bring long term or short term changes?
 - ✓ Draw or diagram the invention as it looked at the time of invention.

Why didn't Marco Polo mention cannons in his book? He claimed to have accompanied a Mongol army. They had used gunpowder rockets since the 1240's. The secret of gunpowder had been borrowed from the Chinese who had perfected it as early as 1000. Perhaps it was because of where Marco Polo was when he dictated his book. Research the circumstances surrounding the writing of his book.

2. Read a background book on Ancient China (see *Other Books* under Reading Selections)

3. Vocabulary: Emperor Khan Caravan Silk Road Nomad
(These should be recorded in dictionary format with a sample sentence.)

4. Language Arts – First and last sentences

No matter what type of writing you are doing, it is important to always use a good first sentence. This sentence makes the reader desire to continue reading. An ending sentence can leave the reader hanging, can ask a question, or can bring the story to a conclusion. However you choose to end your story, make sure the ending sentence is lively.

- ✓ Look through some of your books and magazines or short stories for examples. Think of some things you are interested in and practice writing some first and last sentences.

5. Select a historical fiction or biography to read this week from the *Reading Selections*, from your own library, or from *Reading Through The Ages* (a comprehensive list of historical fiction and biography listed by time period, reading level, and including a short description) which is available from TRISMS at www.trisms.com.

6. IEW

- ✓ View TWSS Tape/DVD 4

TUESDAY ASSIGNMENTS:

1. Research and answer the questions concerning Marco Polo and his travels (1271 – 1292) on the Explorers questionnaire.

- ✓ Who made the journey? What is the name and nationality of the explorer?
- ✓ What was the date of the journey?
- ✓ What country or person sponsored the trip?
- ✓ Where was the point of departure?
- ✓ What was discovered or explored?
- ✓ What kind of transportation did they use?
- ✓ What was the explorer's motivation?
- ✓ Who or what Biblical or Church History person or event took place during this time?
- ✓ Describe the topography of the new land.
- ✓ What type of climate does the region have? This should include temperature range, wind, and moisture.
- ✓ What are the natural resources of the region?
- ✓ What types of crops are cultivated in this region?
- ✓ What are the region's exports?
- ✓ Trivia – Something interesting you learned during your study of the explorer.

2. Track and mark Marco Polo's travels on map #5

3. Look at Marco Polo's autobiography, *The Travels of Marco Polo – A description of the World*.

4. Language Arts – Ordering Events

- ✓ It is important to put everything in order when telling a story. Put Marco Polo's travels in order. You do not have to write out his story, but do make a sequential list of his travels.

5. Continue reading your selected book.

6. IEW – More Dress-Ups

Using adverb clauses that come in the middle of a sentence:
when, while, where, as, since, if, although (www.asia).

Ex. Joan mounted her charger as the soldiers looked on in surprise.

Other advanced "dress-up" ideas: page 18 in syllabus.

Noun clause

Ex. Joan believed that the Dauphin should rule France.

Adverbial and adjectival "teeter-totters"

See page 18 in the syllabus for examples.

Underline the adverb and adjective. Draw a small triangle under the verb. In the margin draw a small teeter-totter.

- ✓ Read the story below on Joan of Arc and create a key word outline.

Joan of Arc

Joan of Arc grew up in the small French village of Domremy. She was the daughter of peasants. Like most girls her age, she didn't attend school. Instead, she stayed home doing housework and learning to sew. Though she couldn't read or write, Joan learned her prayers and the teachings of the Catholic Church.

The people of Joan's village were loyal to Charles, the blood king of France. When Joan was about thirteen she had several visions. She recognized the visitors in her visions as being saints of the Catholic Church. Joan believed God had a mission for her. It was to locate Charles and escort him on a dangerous trip to the cathedral in Reims. There he would be crowned king. She eventually succeeded in her mission.

There was a prophecy in Joan's day. It said that France would be lost by a woman and saved by a virgin. Many people believed Joan was the virgin. She bravely encouraged the French troops to continue to fight for freedom from England. She faced danger with unparalleled bravery. She was wounded twice in battle. The French were inspired by Joan. The tide of the dreadful Hundred Years' War began to turn. Joan was betrayed and sold to the English. King Charles made no attempt to rescue her. Joan was taken to England and burned at the stake. She was only nineteen. Almost five hundred years after her death, the Catholic Church made Joan of Arc a saint.

WEDNESDAY ASSIGNMENTS:

1. Research and answer the Scientist questionnaire concerning Roger Bacon (1214-1294). He believed truth is found by observation and experiment. He disagreed with Aristotle.

- ✓ Identify the scientist by name and nationality.
- ✓ What was the scientist's lifespan?
- ✓ What years did the scientist spend in research?
- ✓ What were the scientist's most noted achievements? What area of science did this person receive recognition for (medicine, biology, etc.)?
- ✓ What were the scientist's secondary achievements? Many people were successful in many fields. Did the person have such interests?
- ✓ What motivated the scientist? Why did this person choose science? How did they become interested in their field?
- ✓ Record a new word and its meaning. Each branch of science covers a broad field of study and each has a special language.
- ✓ What was the significance of the discovery?
- ✓ How was this discovery helpful or harmful to society? Explain your views on its effects. If you can give a modern application to a thediscovery, do so. For example, the helicopter follows designs originated by Leonardo da Vinci.

- ✓ What Biblical or Church History events took place during this time?
 - ✓ Trivia: Record something you found unique, amusing, or noteworthy in your study of this scientist.
2. Copy some Chinese writing and compare it with English script. How do they differ? (*Chinese Writing* by Diane Wolff is helpful with this assignment)
 3. Language Arts – Descriptive Words

Using descriptive words and comparisons help us see pictures in our mind. Read the poem, *Travel* by Robert Louis Stevenson (included in the language arts portion of your manual). Notice the words that describe. What comparisons are used?
 4. Continue reading your selected book.
 5. IEW
 - ✓ From the key word outline you wrote yesterday, create a rough draft and begin to add dress-ups to your story.

THURSDAY ASSIGNMENTS:

1. Coursebook drawings
 - ✓ Draw Italy's flag
 - ✓ Draw China's flag
 - ✓ Draw a Chinese junk.
2. Language Arts – Thesaurus

Words can be used to describe a person. Notice in your reading for this week how the author describes the characters in his story. He not only describes how the character looks, but he describes their personality traits.

 - ✓ Make a list of descriptive words that can describe a person. List physical traits as well as mental, emotional, and other personality traits. Read your description to someone who knows the person you are describing and see if they can guess who you are describing from your list. Use your thesaurus to help you.
3. Continue reading your selected book.
4. IEW
 - ✓ Write a final paper on Joan of Arc from your rough draft using all of the IEW dress-ups in your paper. Don't forget to underline your dress-ups and double space your final paper. Your title needs to be underlined and a "by" line needs to be spaced below your title.

FRIDAY ASSIGNMENTS

1. Map Vocabulary: latitude longitude parallel axis
 - ✓ Locate the hemispheres on a globe.
2. Science
 - ✓ Locate longitude and latitude lines on a globe or map.
 - ✓ Locate the equator.
 - ✓ Does the equator run parallel to the longitude or the latitude lines?
 - ✓ Notice that the equator is at 0 parallel.
 - ✓ Discuss time zones. Note that time running north and south does not change. Thus, when it is 12:00 noon in a city in Ontario it will be 12:00 noon in a city in Venezuela. Do time changes move with the sun from east to west following along the longitude or the latitude lines?

3. Research and answer the questions for the invention – Spectacles (1352)
 - ✓ Use the questions from Monday.
4. Language Arts – Describing People
 - ✓ Using what you have studied in the last lesson, write a paragraph or two describing Marco Polo. Make your description original and interesting.
5. Students will make mini book reports on all historical fiction and biographies read during the year. These reports are made on 3 x 5 cards. Place the title of the book on the top line. Capitalize the first, last, and all important words in the title of the book. Always underline the title. On the next line, write the name of the author of the book. Write a few sentences about the story. Try to make it interesting without giving away the ending.

Historical Events TRISMS views world history through the lives of the explorers, scientists, and inventors of each time period. To get a more complete view we include a list of historical events for the week.

- ✓ Include the following historical events on your timeline, along with the inventions, scientists, and explorers you have studied this week. If you are not familiar with the historical event, take time to find out about the event and how it may have affected the people and inventions you have studied this week.

632	Moslems control the Mediterranean area
1066	William the Conqueror – King of England
1189-1199	King Richard the Lionhearted rules England
1200 – 1532	1532 Inca empire in Peru
1231	Roman Inquisition
1368	China under the Mongols
1337-1453	100 Years War between England and France
1453	France establishes a central government
1453	Turks capture Constantinople

Also included on the unit plans are Other Areas of Interest. The student may wish to research these historical events or personalities as well:

Black Death	Castles	The Crusades
Italian Renaissance	Silk Road	Monasteries
Knights	Alfred the Great	Eleanor of Aquitaine
King Arthur	Robin Hood	

Movies can further immerse the student in the time period. Most films illustrate costume, customs, social structure, architecture and even language forms. Suggestions for this week include *Ivanhoe*, *Robin Hood*, or *Connecticut Yankee in King Arthur's Court*.

Reading Selections lists suggested books for your student to read for this time period. This book will be used for the mini book report at the end of the lesson. Other books from your library or other reading lists may be substituted. Various reading levels are accommodated to meet student reading needs and facilitate the use of the curriculum in a multi-level setting.

Historical Fiction

The Winter Hare - Joan E. Goodman

The Bedouin's Gazelle - Francis Temple
The Hidden Treasure of Glaston - Eleanore Jewett
Kite Rider - Geraldine McCaughrean
The Magician's Apprentice - Sidney & Dorothy Rosen
There Will Be Wolves - Karleen Bradford
In Freedom's Cause - G. A. Henty
Knight of the Golden Plain - Mollie Hunter (series)

Biographies

Alfred the Great - Eloise Lowensberry
Marco Polo and the Wonders of the East - Hal Marcovitz
Kublai Khan - Kim Dramer

Other Books for Research

<i>Swords and Scimitars</i> - Linda Chaikin
<i>The World in the Time of Marco Polo</i> - Fiona Macdonald
<i>If All the Swords in England</i> - Barbara Willard
<i>A Proud Taste for Scarlet and Miniver</i> - E. L. Konigsburg
<i>Medieval People</i> - Sarah Howarth
<i>Asia Before Europe</i> - K. N. Chaudhur
<i>Chinese Writing</i> - Diane Wolff
<i>Food & Feast in the Middle Ages</i> - Imogen Dawson

Helpful Resources

The following resources are available in book form, on CD Rom, or on the internet. Another great place to find resources for research is the public library system.

- ✓ Encyclopedia
- ✓ Atlas
- ✓ Globe
- ✓ World Map
- ✓ Dictionary
- ✓ Thesaurus

The *TRISMS* curriculum began as a tool for the education of the seven children of two homeschooling mothers in 1988. Their desire to give their children critical thinking skills, research skills, and a lifetime love for learning resulted with the publication of the first version of *History's Masterminds* as *TRISMS* Volume I. Since then, Sally Barnard and Linda Thornhill have expanded and completed the *TRISMS* curriculum to include studies for children from Middle through High

School. *TRISMS* curriculum have been beta tested and used by homeschools, co-ops, private, charter, and public schools since 1990.

Sally Barnard is the co-author of *History's Masterminds*. She homeschooled her four children and worked with special needs students, as well as with gifted children in a multitude of settings.

Author Linda Thornhill has a BS in Education and Art. She taught her three sons and continues to write, speak, travel and teach.