

MPHS Social Studies Department

Week of April 27th – May 1st

World Geography: **States and Capitals**

Spencer Clark – Sclark@mpisd.net Karrie Hargrave – Khargrave@mpisd.net

Sherry Hill – Shill@mpisd.net Bobby Betts – Bbetts@mpisd.net

S. Crouch – Scrouch@mpisd.net

World History: **The Age of Chivalry Reading and Questions/AP Instructions**

Devin Jones – Djones@mpisd.net Wayne Warlick – Wwarlick@mpisd.net

Scott Crouch – Scrouch@mpisd.net

U.S. History: **Modern America 1970's –Present Assignment/AP Assignment**

LeAnne Blalock – Lblalock@mpisd.net Bobby Betts – Bbetts@mpisd.net

Lea Holli Hensley – Lhensley@mpisd.net Angie Criss – Ccriss@mpisd.net

Google classroom set up: You will need a Gmail account to access the google classroom. You will need to download the app (free). From there you will need the code **Class code 75ggdz2**. You will have access to everything we will have covered it will be updated weekly with the most recent material up top. Parents also feel free to join.

Government: **Assignment**

Harris Brownlee – Hbrownlee@mpisd.net

Economics: **Paycheck Math**

Donald Speidell – Dspeidell@mpisd.net Sherry Hill – Shill@mpisd.net

Department Head: LeAnne Blalock – Lblalock@mpisd.net

Administrator: Kelli Glenn – Kglenn@mpisd.net

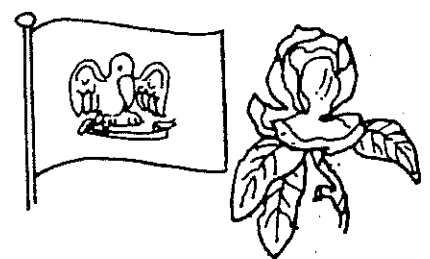
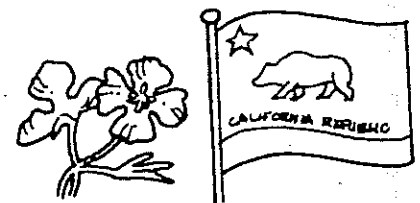
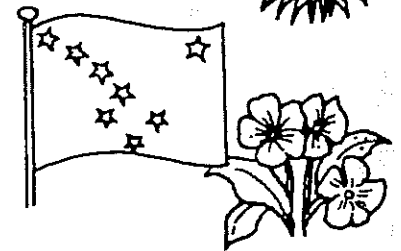
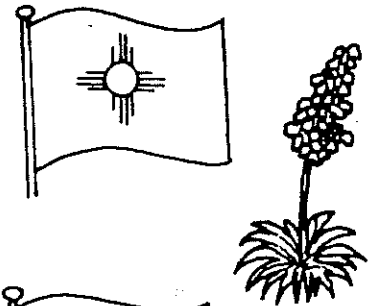
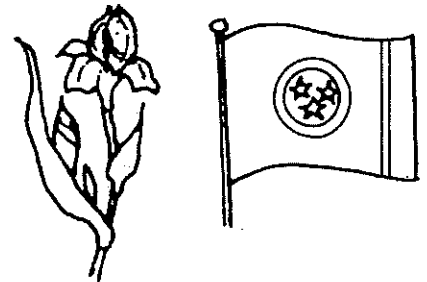
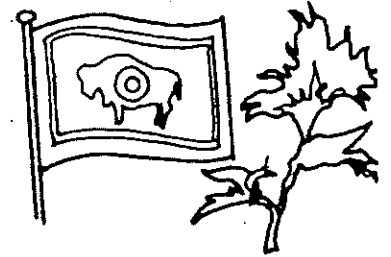
States and Capitals

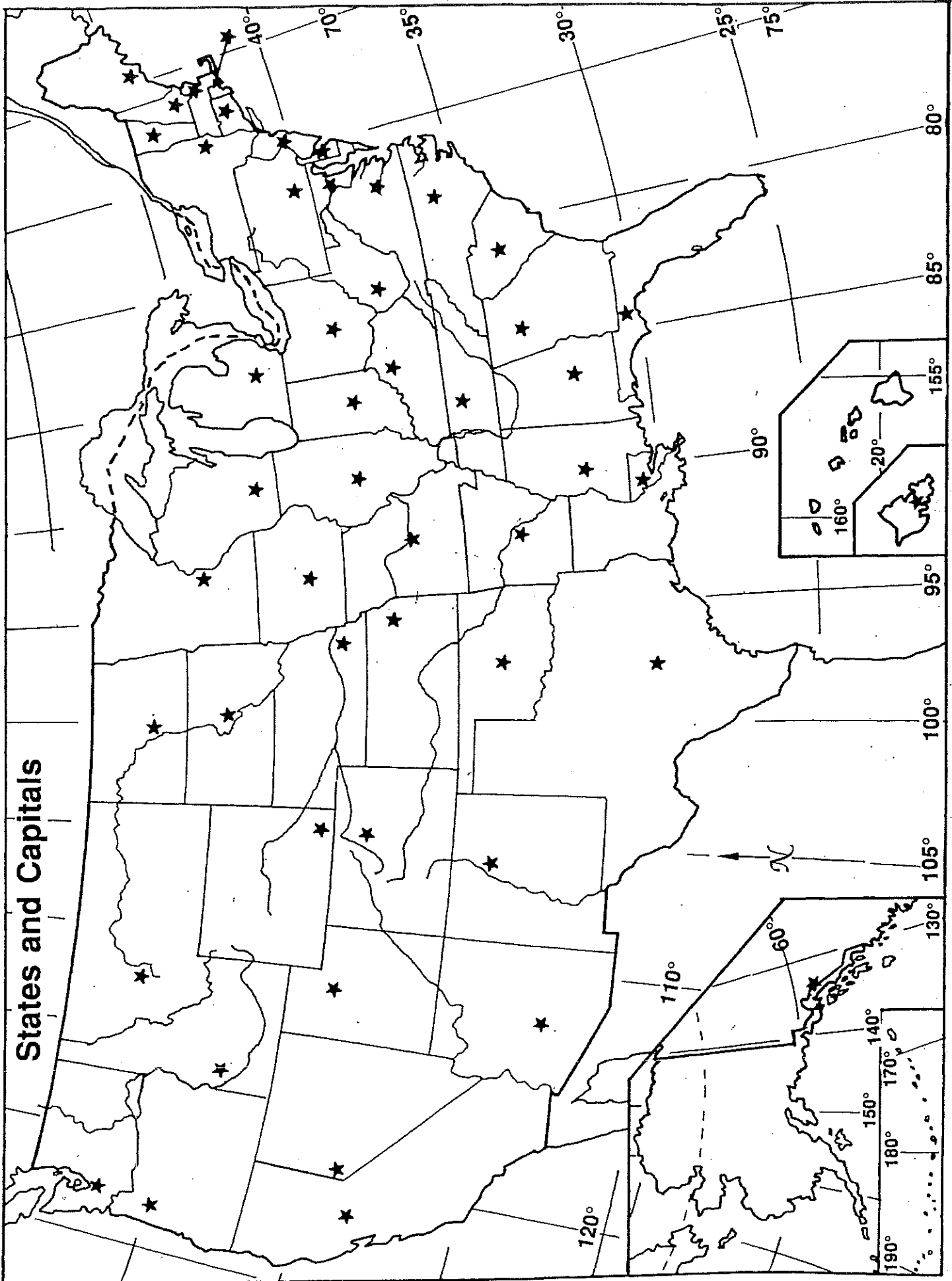


Match each state with its capital city. Label the states on the map.

- _____ Alabama
- _____ Alaska
- _____ Arizona
- _____ Arkansas
- _____ California
- _____ Colorado
- _____ Connecticut
- _____ Delaware
- _____ Florida
- _____ Georgia
- _____ Hawaii
- _____ Idaho
- _____ Illinois
- _____ Indiana
- _____ Iowa
- _____ Kansas
- _____ Kentucky
- _____ Louisiana
- _____ Maine
- _____ Maryland
- _____ Massachusetts
- _____ Michigan
- _____ Minnesota
- _____ Mississippi
- _____ Missouri
- _____ Montana
- _____ Nebraska
- _____ Nevada
- _____ New Hampshire
- _____ New Jersey
- _____ New Mexico
- _____ New York
- _____ North Carolina
- _____ North Dakota
- _____ Ohio
- _____ Oklahoma
- _____ Oregon
- _____ Pennsylvania
- _____ Rhode Island
- _____ South Carolina
- _____ South Dakota
- _____ Tennessee
- _____ Texas
- _____ Utah
- _____ Vermont
- _____ Virginia
- _____ Washington
- _____ West Virginia
- _____ Wisconsin
- _____ Wyoming

1. Albany
2. Concord
3. Harrisburg
4. Augusta
5. Trenton
6. Montpelier
7. Annapolis
8. Boston
9. Providence
10. Hartford
11. Little Rock
12. Dover
13. Richmond
14. Frankfort
15. Nashville
16. Jackson
17. Raleigh
18. Columbia
19. Montgomery
20. Atlanta
21. Columbus
22. Pierre
23. Indianapolis
24. Springfield
25. Jefferson City
26. St. Paul
27. Des Moines
28. Bismarck
29. Madison
30. Denver
31. Cheyenne
32. Salt Lake City
33. Helena
34. Olympia
35. Salem
36. Austin
37. Sacramento
38. Santa Fe
39. Lansing
40. Lincoln
41. Boise
42. Carson City
43. Juneau
44. Oklahoma City
45. Topeka
46. Tallahassee
47. Charleston
48. Phoenix
49. Honolulu
50. Baton Rouge





States and Capitals

CHAPTER 13 Section 3 (pages 327-331)

The Age of Chivalry

TERMS AND NAMES

chivalry Code of behavior for knights, stressing ideals such as courage, loyalty, and devotion

tournaments Staged battles for entertaining audiences and training knights

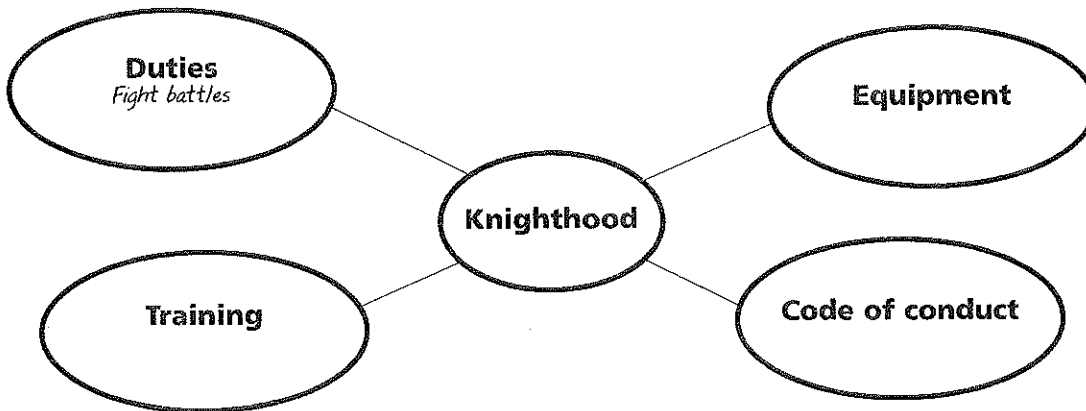
troubadours Poet-musicians at the castles and courts of Europe

BEFORE YOU READ

In the last section, you read how feudalism shaped society. In this section, you will read about the code of chivalry for knights and its influence.

AS YOU READ

Use the web below to take notes on knighthood during the Middle Ages.



Warriors on Horseback (page 327)

What was the role of knights?

Nobles were constantly at war with one another. They raised private armies. The armies included knights, soldiers who fought on horseback. These knights became the most important warriors during the Middle Ages.

By about the year 1000, nobles used their armies of *mounted* knights to fight over control of land. When nobles won battles, they gave some of the new land to their knights. The knights could use the wealth from this land to pay for weapons, armor, and horses. Knights devoted much of their time to improving their skill at fighting.

1. What was the main duty of knights?

Knighthood and Chivalry (page 328)

What was required of a knight?

By the 1100s, a new code of *conduct* for knights arose. This code of **chivalry** required that knights fight bravely for three masters: their lord, God, and their chosen lady. Knights were also required to protect the weak and poor. While the code set high standards, few knights met them. Most knights were harsh and cruel to peasants.

The son of a noble began training to become a knight at an early age. At around age 7, his parents sent him off to the castle of another lord. There he would learn good manners. The boy would also practice fighting skills. At around age 14, he would become the servant of a knight. Then at age 21, he would finally become a knight himself.

Knights gained experience by fighting in staged combats called **tournaments**. These fights were fierce, but real battles, especially those fought at castles, were far more violent. To protect their lands and homes, nobles built stone castles.

2. Give two examples of training for knighthood.

The Literature of Chivalry (page 330)

What was the literature of chivalry about?

The literature about knights did not reflect real life. Many stories glorified castle life. Others centered on the code of chivalry. Songs and poems were often about a knight's loyalty to the woman he loved. Some long poems, called epics, told the story of legendary kings, such as King Arthur and Charlemagne.

Troubadours were poet-musicians at the castles and courts of Europe. They wrote and sang about the joys and sorrows of romantic love. Many

troubadours traveled to the court of Eleanor of Aquitaine. She was the rich, powerful ruler of a land in southern France.

3. Who were the troubadour's songs about?

The Shifting Role of Women

(page 331)

How did the roles of women change?

The knights' ideals of love and devotion to a noble lady seemed to give women a high position in the society of the Middle Ages. In fact, the position of women actually worsened in this period. They were limited to working in the home or living in *convents*. Noble women could sometimes rule the land when their husbands were away from home. But they could not inherit land. It usually passed from father to son.

Most women during the Middle Ages, however, were poor. They held no power. They worked in the fields and took care of their families. Poor women struggled to survive—just as they had always done.

4. What new limits did women of the upper class face?

AP World History Weekly Packet: April 27, 2020

All AP Students

April 13-17, 2020

1. Read Pages 633-678.

2. Watch Crash Course Unit 9 Videos on YouTube. Links below:

<https://www.youtube.com/watch?v=eP-mv5IjFzY&list=PL8dPuuaLjXtNjasccI-WajpONGX3zoY4M&index=29>

3. Watch Heimler's History (HH) Unit 9.1 Video on YouTube. Link below:

<https://www.youtube.com/watch?v=ApWvVXgHI28>

4. Watch the College Board Unit 9.1-9.5 on YouTube. For the below links there are Warm Ups, In Lesson Activities, and Homework. You will type all your answers in an email or in Word and submit via Remind or scrouch@mpisd.net. Label your work clearly. All this work should be done electronically. Keep it simple. Links below:

https://www.youtube.com/watch?v=3s0_dLMmWHU&list=PLoGgviqq4845dmFXqxdQ3LBR2fxLgv0GM&index=7

<https://www.youtube.com/watch?v=CRE7Mex-ipU&list=PLoGgviqq4845dmFXqxdQ3LBR2fxLgv0GM&index=8>

AP Exam Takers

1. You should have at least started the Unit 1 Review. I sent the Unit 1 at a Glance document last week via Remind. In the lower right corner of that document is the HH video links and a questions below the links. I recommend you complete the questions that go along with the videos.

2. After that, watch the HH video link below. He provides further review where he ties together different aspects of World History during that time. I recommend taking notes during this because this information will be great for contextualization or outside evidence for the Exam DBQ if you get this time period.

<https://www.youtube.com/watch?v=Q5WHoq-YxFE>

3. Watch the following College Board Review Videos for Unit 1:

<https://www.youtube.com/watch?v=ZnW08UIYcBU&list=PLoGgviqq4845dmFXqxdQ3LBR2fxLgv0GM&index=11>

<https://www.youtube.com/watch?v=EY0le7-BPeg&list=PLoGgviqq4845dmFXqxdQ3LBR2fxLgv0GM&index=12>

<https://www.youtube.com/watch?v=BxlZrn5Dwdw&list=PLoGgviqq4845dmFXqxdQ3LBR2fxLgv0GM&index=18>

4. For those of you who have completed the above work (Good job, great initiative!) you can start the Unit 2 at a Glance document that I sent out last week you can do the same as above with the HH videos and questions. After that watch the HH Unit 2 Review video below. Same guidance as above. Link below:

<https://www.youtube.com/watch?v=vgR0njfuR-g&t=2s>

5. Work with a partner if you like but get this done. The review work is not for turn in but for you to use to study and restudy. Re-watch these videos many times during the week, if you haven't already. The work you put in now will make the difference on Exam Day, May 21. I am gathering some DBQ Practice work that I will send out later. Also, take some of the practice test in your Princeton Review Book I gave you. The book provides the answers but more than that it provides the "why" to that answer. Good review for contextualization, thesis and outside evidence work.

Complete that Unit 8 Test on College Board. It is not for a letter grade but a grade of pride. Let's see which class showed the most improved score. Rally your troops and get it done!

Take advantage of this time to ask your parents if you can help with dinner, dishes or laundry. Some of you might actually learn something...Mr. Crouch smiling ☺

Be the Champions you are,

Mr. Crouch

**Modern America
1970s-Present**

The era from the 1970's to the present, for our purposes, will be identified as Modern America. In this era, United States foreign policy shifts to more open relationships with communist China and the Soviet Union. As the Cold War ends our focus turns to combating terrorism. On the domestic front, this period ushers in a conservative movement to address the growth in federal power.

- 10F** 1. Describe significant societal issues from the 1970s- 1990s in each of the following areas.

Political Issues	
Economic Issues	
Social Issues	

- 11D** 2. What 3rd party was involved in the presidential election of 1992 and what impact did it have?

- 11E** 3. What was historically significant about the presidential election in 2008?

- 11F** 4. Explain the solvency of long-term entitlement programs such as Social Security and Medicare.

- 11A** Explain the political, economic, and social factors involved in the U.S. role in the world in regards to the following events:

	Political	Economic	Social
End of the Cold War			
Persian Gulf War			
Balkans Crisis			
9/11			

Explain the political, economic, and social factors involved in the U.S. role in the world in regards to the following events:

	Political	Economic	Social
10A	Richard M. Nixon's normalization of relations with China		
10A	Policy of détente		
10B	Reaganomics		
10B	Ronald Reagan's "Peace Through Strength"		
10D	Support for Israel		
10D	Camp David Accords		
10D	Iran-Contra Affair		
10D	Marines in Lebanon		
10D	Iran Hostage Crisis		

10E Explain the political, economic, and social factors involved in the U.S. role in the world in regards to the following events:

	Political	Economic	Social
	Conservative Resurgence of the 80s and 90s		
	Phyllis Schlafly		
	Contract with America		
	Heritage Foundation		
	Moral Majority		
	National Rifle Association (NRA)		

AP U.S. History

Assignment for the week of April 27th – May 1st:

- A. The Chapter 26 Guided Reading Questions are due by April 27th.
- B. Complete the Chapter 27 Guided Reading Questions, answers are due by May 4th and can be sent to lblock@mpisd.net, submitted through Schoology or dropped off at the High School at specific times.
- C. Read Chapter 27 in the AP U.S. History book.
- D. I have created a Schoology page, if you have not signed up please send an email to me to receive the code.
- E. AP College Board is providing lessons and reviews taught by teachers online. You can go to the College Board website to locate these videos.

Chapter 27 Questions

- 1. Why was the World Trade Organization founded in 1994?
- 2. What was considered "the concept of the 1990s"?
- 3. President Bush and President Clinton both said what was the American mission?
- 4. What was the "velvet revolution"?
- 5. What was apartheid?
- 6. Explain the events in the Persian Gulf that leads to Operation Desert Storm.
- 7. President Bush said to Congress that the Persian Gulf War was the first step to what?
- 8. Explain the views of Joint Chiefs of Staff Colin Powell and Secretary of State Dick Cheney in regards to America post-Cold War.
- 9. Who became the first female attorney general?
- 10. What did the North Atlantic Treaty Organization create?
- 11. Speaker of the House Newt Gingrich devised a platform called "Contract with America," what did this entail?
- 12. During President Clinton's second term what occurred with the federal budget?
- 13. The Internet was developed to be used how?
- 14. What occurred on April 14, 2000?
- 15. How did the repeal of the Glass-Steagall Act affect banking?
- 16. When it came to distribution of income and wealth, how did the United States compare with the world?
- 17. Explain the term "rebellion of particularisms."
- 18. What caused a deadly uprising in Los Angeles in 1992?
- 19. How did the Americans with Disabilities Act affect the lives of disabled Americans?
- 20. What was the Native American population recorded by the Census in 2000?
- 21. What was California Proposition 187, and did it go into effect and explain the reason?
- 22. What was considered the worst act of terrorism in U.S. history until 2001?
- 23. What were the legal reasons that the House of Representatives voted to impeach President Clinton?
- 24. Why did the Supreme Court have to get involved in the 2000 presidential election?
- 25. What became the dominant definition of freedom in the United States?

Answer the following questions by using a computer or phone.

1. Who should have the right to vote in a democracy?
2. What are the provisions of the Voting Rights Act of 1965?
3. How are the terms suffrage and disenfranchise related?
4. What factors influence voters to vote for a candidate in a political campaign? What skills or experiences do you look for in a candidate?
5. What are the steps that a person must take to register to vote?

Write a one page essay on how this coronavirus has affected you and your family since the shutdown of schools and business.

Economics Apr 27-May 1



Name _____ Date _____

PAYCHECK MATH

Directions: In the following example, employees are paid an hourly rate of \$8.80 for the first 40 hours within a given week. Any hours over 40 are paid at the "time and a half" rate," which is \$13.20. Calculate the gross pay in the table below. The first one has been done for you.

Hours Worked	# hrs @ \$8.80	Regular Pay	# hrs @ \$13.20	Overtime Pay	Gross Pay
52	40 hours	\$352.00 (40 x \$8.80)	12	\$158.40 (12 x \$13.20)	\$510.40 (352 + 158.40)
25					
32					
40					
47					
50					
54					
60					

Assume that the required income withholdings are 27% of the total. Record the Net Pay below.

Hours Worked	Gross Pay	Deductions	Net Pay
52	\$510.40	\$137.81 (510.40 x .27)	\$372.59 (510.40 - 137.81)
25			
32			
40			
47			
50			
54			
60			