

Date:

Student Name:

Week 8 -Year 2 The Mongols, Marco Polo, and the Far East

General Information for All Grades

This week, grammar and dialectic students will learn about the Mongols, a cruel and savage warrior race that carved out the largest land empire of all time. The two most famous leaders of the Mongols were Genghis Khan and his grandson Kublai Khan. The Mongols conquered most of Asia, including China and India. As with the invasions of the Huns, the Mongol invasions affected many lives! In studying the Mongols, we will tie together and review what we've previously learned about Asian geography, the Russian peoples, the Caliphs of the Muslim world, and the religions of India and China.

In order to link their studies of Europe to these ancient cultures, grammar and dialectic students will trace the exciting travels of Marco Polo and his father and uncle from Europe, through the lands of the Mongols, to China and Japan. It will be important to remember what we learned last year about Chinese culture as we read Marco's account of all he saw and experienced in China. We will also learn new facts about nearby Japanese lands and culture; dialectic-level students may want to study details about Shinto, the religion practiced in Japan to this day.

Rhetoric students' focus will remain on western Europe, following the development of trade and towns. We will read about guilds and see how the re-establishment of towns weakened feudal relationships while strengthening central monarchies in Europe. We will also learn about the weaknesses of the English kings and Holy Roman Emperors of the late thirteenth century, and of the growing power of the French Capetian kings and King Peter of Aragon in Spain.

READING

ALL - ENRICHMENT or READ ALOUD

- Story of the World Vol II Chapters 8-9, 17, (second section) 21, 22**
- Streams of Civilization Vol 1: 281-283, 294(start at "Mongol Invaders")**
- Famous Men of the Middle Ages, by John H. Haaren Chapters about Marco Polo and Tamerlane**

LG Reading Assignments:

Coloring Book of the Middle Ages by Bellerophon Books
Where Am I? A.G. Smith p 29 - 33

UG Reading Assignments

- Marco Polo for Kids, by Janis Herbert
- Trial and Triumph by Richard Hannula, Chapters 14&16

- Usborne Encyclopedia of World Religions by Meredith and Hickman, p 12-23 (Hinduism review 36-47 (Buddhism review), 90-93 (Shinto and Chinese Religions)

- Canterbury Tales, by Barbara Cohen - Out Loud

DIALECTIC & RHET Reading

- Usborne Encyclopedia of World Religions by Meredith and Hickman, p 12-23 (Hinduism review 36-47 (Buddhism review), 90-93 (Shinto and Chinese Religions)
- Winning His Spurs: A Tale of the Crusades, by G.A. Henty
- Canterbury Tales, by Barbara Cohen - Out Loud
- Operation World by Johnstone and Mandryk Pray for the Spiritual needs of those in Asia.

Lower Grammar Words

samurai

shogun

khan

route

canals

nomads

bounty

transcontinental

representative

merchant

Upper Grammar Words (All Lower Grammar Words +)

yurts

convoy

exotic

mirage

ambassador

pagoda

astrolabe

gallery

quadrant

junks

oasis

Lower Grammar People

Marco Polo

Handwriting practice lines for the name Marco Polo, consisting of a solid top line, a dashed middle line, and a solid bottom line.

Multiple sets of blank handwriting practice lines for the name Marco Polo, each set consisting of a solid top line, a dashed middle line, and a solid bottom line.

Genghis Khan

Handwriting practice lines for the name Genghis Khan, consisting of a solid top line, a dashed middle line, and a solid bottom line.

Multiple sets of blank handwriting practice lines for the name Genghis Khan, each set consisting of a solid top line, a dashed middle line, and a solid bottom line.

Kublai Khan

Handwriting practice lines for the name 'Kublai Khan'.

Upper Grammar People

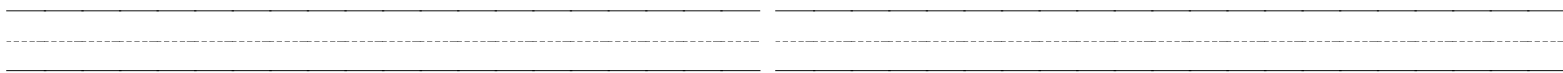
Marco Polo

Handwriting practice lines for the name 'Marco Polo'.

Niccolo Polo



Maffeo Polo



Dialectic and Rhetoric People

Peter of Aragon

Handwriting practice lines consisting of multiple sets of three horizontal lines (top, middle dashed, bottom) for tracing and writing practice.

Philip II of France

Preparing for Class in DIALECTIC AND RHETORIC

Week 8

Accountability Questions

1. List at least three things that you found interesting or unique about Mongol culture.
2. IN CLASS – Place Marco Polo and the Mongol Empire on a timeline. What events that we have studied in Week 7 relate to Polo's life and times?
3. What was the name of the book Marco Polo wrote detailing his journeys, and when was it finished?
4. In at least four paragraphs or in a detailed outline, summarize the life of Marco Polo, telling where he was and what he was doing at various stages of his life.

Thinking Questions

1. If the Mongol Empire was the largest land-empire in history, why don't historians spend more time studying it?
2. List ways that you see the quiet sovereignty of God in Marco Polo's life?
3. How did Marco Polo affect history?
4. Compare and contrast Chinese and Japanese cultures (if you studied China in Year 1, information from those studies too).
5. What are the major tenets of Japanese religion especially Shinto?