

**SECONDARY 2**  
**Week of April 20<sup>th</sup> 2020**

# Photo Essay

## Information for students

How has being isolated changed your life?

- Document, through a series of photographs, how being isolated in your home has changed your life. Consider the use of colour, or black and white. Think about telling your story through a series of close ups . . . Or focus on objects, once banal, that have become essential. Perhaps your story is best told through a series of Polaroids with captions underneath (if you have access to a Polaroid camera). You may want to play around with different filters to give your images a certain vibe.
- Take it to the next level! Hang or pin your photos on a wall in your home. Have a gallery tour with family members, allowing the photos to stimulate a discussion.
- If you don't have a printer, you could use a free app to create a collage of your images and present them on a screen.

## Materials required

- Phone, tablet or camera. Optional: printer, paper.
- Consider free apps like Picsart if you want to create a collage of your images.

## Information aux parents

### Activity details

Above all, this activity is designed to be simple! We hope it will appeal to your child whatever their grade level. The best things your child can do are:

- Read every day.
- Write every day.
- Talk every day.

# J'apprends, je partage!

## Consignes à l'élève

- Lis un article de journal, un livre, un site web, quelque chose qui te plaît.
- Quand tu as terminé ta lecture, parle de ce que tu as appris ou de ce que tu as apprécié à un membre de ta famille ou à un de tes amis en ligne.

*Pour aller plus loin...*

- Tu peux prendre des notes sur ta lecture pour t'aider à te rappeler des informations les plus importantes et les plus intéressantes. Tu peux aussi écrire une entrée de journal pour réagir à ce que tu as lu et le partager avec tes parents ou tes amis.

## Matériel requis

- Journal, livres, magazines de la maison.
- Livres et livres audio en ligne: <https://www.learnquebec.ca/fr/secondary-french-second-language>

## Information for parents

### About the activity

This activity will help students successfully accomplish the following [#MISSIONFLS](#) challenge:

- Mission en équipe - Je lis en français et je parle de ma lecture avec mes proches.

In this activity, students will practise:

- reading for pleasure
- identifying the important elements of a text
- sharing what they have read

Parents could:

- suggest to students a text they might like, or let students choose a text based on their interests

Reference: [bit.ly/MissFLSSecCycle1](https://bit.ly/MissFLSSecCycle1)

# Une entrevue: trois générations

## Information pour l'élève

Chaque personne vit le contexte présent de confinement de manière différente. Ton travail est d'interviewer trois personnes de générations différentes qui sont dans ton entourage, de comparer leurs réponses et d'écrire le compte rendu sous forme d'article.

- Choisis trois personnes de ton entourage que tu pourras interviewer. Essaie de choisir **un enfant** (*frère, sœur, cousin/cousine*), **un adolescent** (*un ami, cousin/cousine*), **un adulte** (*un parent, un oncle/une tante, un enseignant*) et/ou **une personne plus âgée** (*grand-parent*).
- Prépare ton questionnaire. Compose au moins cinq questions qui porteront sur leur façon de vivre présentement. Tu peux les questionner à propos :
  - de ce qui a changé;
  - de ce dont ils s'ennuient;
  - de ce qu'ils font pour occuper le temps;
  - de leurs activités préférées;
  - de nouvelles découvertes (activité, nouvelle recette, nouveau livre, jeu de société, etc.);
  - de leurs sentiments;
  - etc.
- Contacte chacune des trois personnes que tu as choisies par téléphone ou par vidéo conférence. Pose-leur tes questions et n'oublie pas de noter leurs réponses.
- Tu peux maintenant comparer ce que chacun a répondu en cherchant les similarités et les différences. *Est-ce que chaque génération vit le confinement de la même manière?*
- *Pour aller plus loin* : Écris un article d'une page pour rendre compte de tes entrevues. Qu'as-tu découvert? Comment chacun vit-il le confinement? Quelles réponses sont semblables ou différentes? Personnalise ton texte en y ajoutant tes réflexions personnelles.
- Présente ton article aux membres de ta famille. Partage ton expérience et tes découvertes.

## Matériel requis

- Papier, crayon
- téléphone

## Information for parents

- Help the student find three people to interview in French, if possible.
- Read the instructions to the student, if necessary.
- Discuss the results of the interviews and read the student's article.

### TROIS PERSONNES CHOISIES

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### 5 QUESTIONS À POSER

1.
2.
3.
4.
5.

### RESSEMBLANCES / DIFFÉRENCES SELON LES RÉPONSES OBTENUES

<i>Ressemblances</i>	<i>Différences</i>

### UN ARTICLE

**Introduction:** *Présente ton projet et les personnes choisies*

**Développement :** *Présente les réponses de chacun en mettant l'importance sur les similarités et les différences remarquées. (Tu peux choisir seulement les réponses que tu juges les plus intéressantes.)*

**Conclusion :** *Termine ton article en soulignant ce qui t'a marqué, tes constats et ta réflexion personnelle.*

# Equations

## Instructions for students

- Use your knowledge of algebraic equations to find solutions to the four equations below, using the digits 1 to 9.
- Trial and error may work, but you can think structurally about equations to make your trials more efficient.
- Challenge yourself to find a solution to all four equations.
- Hints and possible solutions can be found on the third page.

## Materials required

- paper, writing materials, calculator

### Equation 1<sup>1</sup>:

Directions: Using the digits 1 to 9 at most one time each, fill in the boxes to find the largest (or smallest) possible values for  $x$ .

$$\square x - \square = \square$$

### Equation 2<sup>2</sup>:

Directions: Using the digits 1 to 9 at most two times each, fill in the boxes to make an equation with no solutions (never true).

$$\square x + \square = \square x + \square$$

<sup>1</sup> Orton, C. & Goldstein, M. (n.d.) *Two Step Equations 2*. Open Middle. <https://www.openmiddle.com/two-step-equations-2/>

<sup>2</sup> Kaplinski, R. (n.d) *Solving Equations with Variables on Both Sides*. Open Middle. <https://www.openmiddle.com/solving-equations-with-variables-on-both-sides/>

**Equation 3<sup>3</sup>:**

Directions: Using the digits 1 to 9 at most one time each, fill in the boxes to find the greatest possible values for x.

$$\frac{\square}{\square}x + \square = \square$$

$$\frac{\square}{\square}x - \square = \square$$

**Equation 4<sup>4</sup>:**

Directions: Using the digits 1 to 9 at most one time each, fill in the boxes to create an equation where x has the greatest value.

$$\frac{\square}{\square}(\square x + \square) + \square x = \square x + \square$$

### Information for parents

- Read the instructions with your child if needed.
- Encourage your child to keep trying. They may need to come back to a problem several times before finding a solution that works.
- If you wish, try the challenge with your child.

<sup>3</sup> Orton, C. & Goldstein, M. (n.d.) *Exploring Equations*. Open Middle.

<https://www.openmiddle.com/exploring-equations/>

<sup>4</sup> Luevanos, D. (n.d.) *Multi-Step Equations – Smallest (or Largest) Solution*. Open Middle.

<https://www.openmiddle.com/multi-step-equations-smallest-or-largest-solution/>

## Hints and Possible Solutions

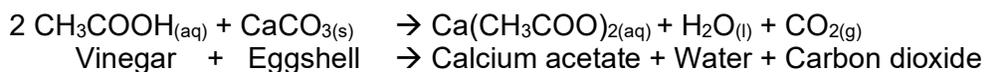
<p><b>Equation 1:</b></p> <p><u>Hints:</u></p> <p>Where do you want to put the 9? Where should the 1 go or NOT go?</p> <p><u>Possible Solutions:</u></p> <p><math>1x-9=8</math> and <math>1x-8=9</math>, both have a solution of 17 (largest possible value of <math>x</math>)</p> <p><math>9x-1=2</math> and <math>9x-2=1</math>, both have a solution of <math>1/3</math> (smallest possible value of <math>x</math>)</p>	<p><b>Equation 2:</b></p> <p><u>Hint:</u></p> <p>How can you tell when an equation has no solutions (is never true)? How can you tell when an equation has an infinite number of solutions (is always true)?</p> <p><u>Possible Solutions:</u></p> <p>There are many possible answers, but the coefficient of both <math>x</math> terms has to be the same, and the constants must have different values. For example: <math>5x + 6 = 5x + 3</math>. If we cancelled out the <math>x</math> terms, it would mean that <math>6=3</math>, which is not correct so there is no solution.</p>
<p><b>Equations 3:</b></p> <p><u>Hint:</u></p> <p>Where should the 9 go or not go? Where should the 1 go or not go?</p> <p><u>Possible Solutions:</u></p> <p><math>(1/8)x + 2 = 9</math> yields a solution of 56</p> <p><math>(1/9)x - 8 = 7</math> and <math>(1/9)x - 7 = 8</math> both have a solution of 135.</p>	<p><b>Equation 4:</b></p> <p><u>Hint:</u></p> <p>Where do you want to put the smaller (or larger) numbers? How does the value of the coefficient or constant affect the value of the variable?</p> <p><u>Possible Solutions:</u></p> <p>Largest solution found so far is <math>x=8</math></p> <p><math>(4/8)(6x + 2) + 1x = 3x + 9</math></p>

# Kitchen Chemistry – Rubber Egg<sup>5</sup>

## Information for students

- Eggshells are made up of calcium carbonate (CaCO<sub>3</sub>), which is; a base
- Vinegar or acetic acid (CH<sub>3</sub>COOH) is an acid
- When an egg is placed in vinegar, a chemical reaction occurs.
- What is a chemical reaction?
- The reaction of the eggshell in with the vinegar is known as an acid-base reaction.

The chemical reaction looks like this:



## Materials

- 1 raw egg (or a hard-boiled egg)
- 1 cup or glass
- Enough vinegar to cover your egg

## Procedure

- Place the egg in a cup and cover the egg with vinegar.
- Leave the egg in the vinegar for at least 24 hours. The longer the egg is in the vinegar the better the result will be.
- Carefully remove the shell-less egg from the vinegar.

## Questions

- When you cover the egg with vinegar, what did you see?\_
- What are the bubbles on the shell's surface?
- What evidence is there of a chemical reaction?
- What is keeping the egg contents from spilling out?

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<sup>5</sup> Sick Science. (2014, April 22). *Naked Egg – Sick Science! #031*. YouTube. <https://youtu.be/vyOnGA0cmp0?t=5>

## Information for parents

- Be careful! If the egg's membrane tears when the egg is removed from the vinegar, the contents will spill out and make a big mess! You can avoid this by doing the same experiment with a hard-boiled egg instead of a raw egg.
- Instead of vinegar you can also use cola, orange juice or lemon juice. What happens if you replace vinegar with water?

# Skill-related Fitness

## Information for students:

### Brain Bite

You can think about fitness in two ways - **Health-Related Fitness** and **Skill-Related Fitness**. *Health related fitness* is about your personal fitness level and quality of life - you need a certain level of fitness to carry out every day activities, feel good about yourself and prevent disease. **Skill-related fitness** is more about *performance* - the ability to do a movement efficiently and well. If you are getting good at a sport, chances are you are improving your skill-related fitness. Below are the six components to skill-related fitness. Is there a component that you are particularly skilled at?



[Image Source: ThePhysical Educator.com](http://ThePhysicalEducator.com)

### Activity 1 - Speed Stacking

- Watch the speed stacking video and try out some of the activities: [Speed stacking Activities](#)
- What did you find easy or difficult? What strategies did you use to help yourself learn?
- What components of skill-related fitness does speed stacking develop?

### Activity 2 - Everyday Mindfulness

- Watch this video on everyday Mindfulness:
  - [Everyday Mindfulness for Teens](#)
- What are your thoughts on mindfulness? Do you practice it? Do you think it could help you? Discuss with a family member.

### Materials required

- Device with Internet access

## Information for parents

### About the activity

Student should:

- complete the speed stacking activities;
- watch the mindfulness video and reflect.

Parents could:

- support their children in carrying out the activities;
- discuss mindfulness with their child.

# Dance with Nature

## Information for students

- Walk around your neighbourhood (if possible), or your house and select an item from nature. Examples include pebbles, flowers, a feather, a stick, seashells, etc.
- On a piece of paper use adjectives to describe what the item looks like and its texture. Try to select a minimum of three adjectives for each one.
- Using your adjectives as a guide, create a dance sentence (8 to 16 counts) to describe your object. For example, if you selected a rock, will your movements be sharp? To help you, you can also brainstorm and write down corresponding dance movements for your adjectives.
- Imagine the object that you selected and place it back in nature. Would it be able to survive in today's current climate and environment? Do you think that your object would be able to survive for 50 years? Write down your thoughts on a piece of paper about whether this is possible.
- Consider the following quotes:
  - “We do not inherit the earth from our ancestors, we borrow it from our children.” – Native proverb
  - “Our identity includes our natural world, how we move through it, how we interact with it and how it sustains us.” – David Suzuki
  - “We deserve a safe future. And we demand a safe future. Is that really too much to ask?” – Greta Thunberg
- On a piece of paper, write down your reaction to these quotes. It can be words, sentences, or paragraphs. Does it remind you of anything else that you have read or seen?
- Choreograph a solo dance (minimum 2 minutes) in response to the quotes and brainstorming activities, connecting it to the world around you. Here are things to consider to help with your choreography:
  - You can use one of the quotes as your theme or even come up with a specific message of your own.
  - You can incorporate the dance sentence you had created into your solo.
  - Think about the music that you will set your dance to.
  - The possibility of using a prop, perhaps the object from nature
  - Body shapes and types of movement; energy; space; time.
- Here is an example of a [dance](#) in response to climate change.

### Materials required

- Device with Internet access
- Paper, writing and drawing materials
- Objects from nature (feathers, rocks, sand, flowers, grass, sticks...)
- Variety of music
- iPod/ CD player/Bluetooth speakers

### Information for parents

- Go for a walk with your child, and (if necessary) help them select an object.
- Have a discussion with your child about brainstorming ideas throughout the process.
- Act as an audience member for their performance.

# Nature Is Speaking, but Are We Listening?

## Information for students

- Watch these short videos in which nature (voiced by celebrities) speaks to us: <https://www.conservation.org/nature-is-speaking/>.
- Ask yourself: Which aspect of nature would you choose to represent?
- Read the nature conservation facts found after the video (scroll down).
- Create a collage of images (taken from a copyright-free site) of your favorite aspect of nature, and paste one or more conservation facts in the middle, to create a “Nature Is Speaking” poster.
- Further research one of the aspects of nature in connection to the effects of the COVID-19 pandemic. Read the following interview for inspiration: <https://www.conservation.org/blog/expert-to-prevent-pandemics-like-COVID-19-take-care-of-nature>.
- Then, create your own video to speak for nature!

## Materials required

- Device with Internet access
- Video camera

## Information for parents

- Explore the following blog with your child: <https://www.conservation.org/blog>.

# Highlight Tourist Attractions in Your Region

## Information for students

- Begin by exploring the following [World Tourism Sites](#) Google Earth project, which provides visual access to some important tourist regions from around the world.
  - Consider where each region is located in the world.
  - What makes each region a popular tourist destination?
  - At the end of the tour you will see some arrows showing some of the important flow patterns for tourism. Do these arrows match your expectations?
- Create something that highlights your own region as a tourist destination.
  - You could create a tour in Google Earth like the one you just viewed.
    - You can search for locations and information about them using Google Earth or add your own pins to hidden gems and share the special knowledge of a local resident.
    - If you have your own photos of some locations, you can add those too!
    - The following tutorial videos will show you the basics:
      - [Google Earth Tutorial: Intro to Creation Tools](#)
      - [Google Earth Tutorial: Adding Features](#)
      - [Google Earth Tutorial: Styling Places](#)
  - You could make a short video in the form of a television ad.
    - You can use video clips, but also still images, text and voiceovers.
    - Use any video editing tool that you prefer.
    - You can either use your own photos and videos (if you have them or can go take them) or use images from other sources, with appropriate permissions and credits.
  - You could make a hand-drawn promotional item such as a poster or sketchnote.
    - Be sure to include both text and images.
- Reflect on your creation. Did you consider and include information about the locations of the attractions that you highlight and why someone would want to visit these attractions?
- Share your creation. Send it to your teacher or consider posting it to your town's Facebook group.

## Materials required

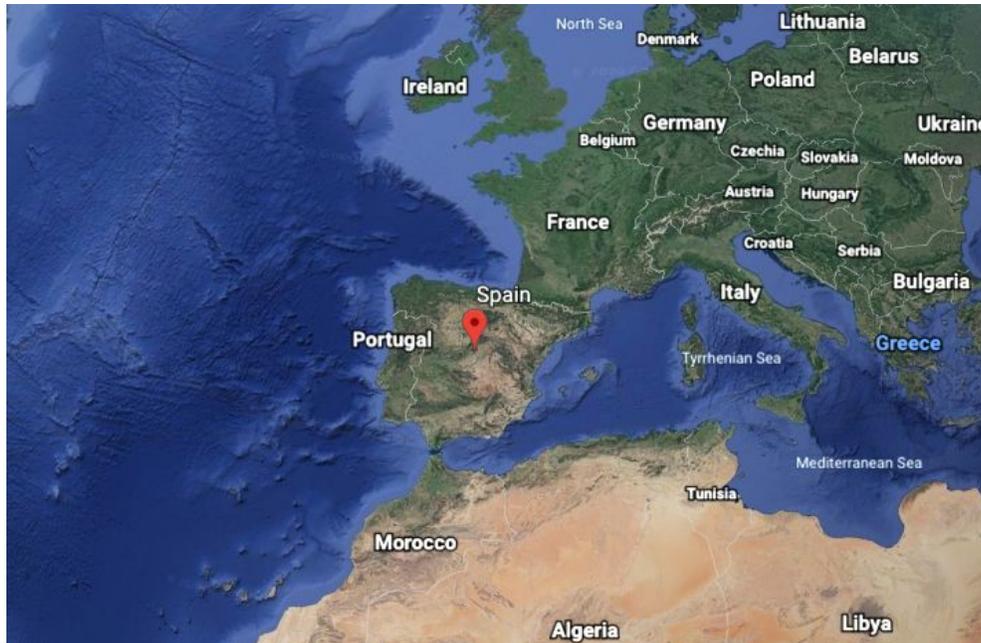
- device with Internet access
  - The link to the World Tourism Sites Google Earth Project:  
<https://earth.google.com/web/data=Mj8KPQo7CiExTnJxX3ByOXV5MXZMMXR5eIFIMHp6NV93c3dzVkm1eDkSFgoUMDIyODUyQjkwNDEyQiNDNTM1QzE>
- options:
  - Google account to create a Google Earth tour  
or
  - device for editing video to create an ad  
or
  - paper, writing and drawing materials to create a poster or sketchnote
- For students without Internet access: Printed document about the tourist locations around the world.

## Information for parents

- Help your child to brainstorm the highlights of your town or region in terms of tourist attractions.
- Consider taking a drive to collect photographs of the attractions if they would be useful additions to the chosen project.
- If your child does not have access to the Internet, they may refer to the printed materials to gain a sense of the tour that was provided. If you have an atlas at home, it could be interesting to explore this as well.

## Tour of Important Tourist Destinations

### Mediterranean Coast of Spain



### Valencia

City in Spain

The port city of Valencia lies on Spain's southeastern coast, where the Turia River meets the Mediterranean Sea. It's known for its City of Arts and Sciences, with futuristic structures including a planetarium, an oceanarium and an interactive museum. Valencia also has several beaches, including some within nearby Albufera Park, a wetlands reserve with a lake and walking trails.

Population

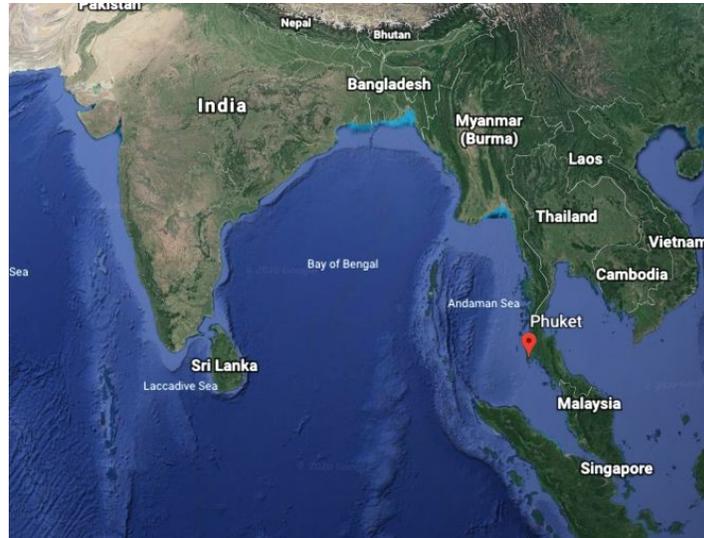
**2.541 million (2019)** Eurostat

Province

**Valencia**



## Phuket Region of Thailand



### Phuket

Phuket, a rainforested, mountainous island in the Andaman Sea, has some of Thailand's most popular beaches, mainly situated along the clear waters of the western shore. The island is home to many high-end seaside resorts, spas and restaurants. Phuket City, the capital, has old shophouses and busy markets. Patong, the main resort town, has many nightclubs, bars and discos.

Area  
**543 km<sup>2</sup>**  
 Elevation  
**529 m**



### Big Buddha Phuket

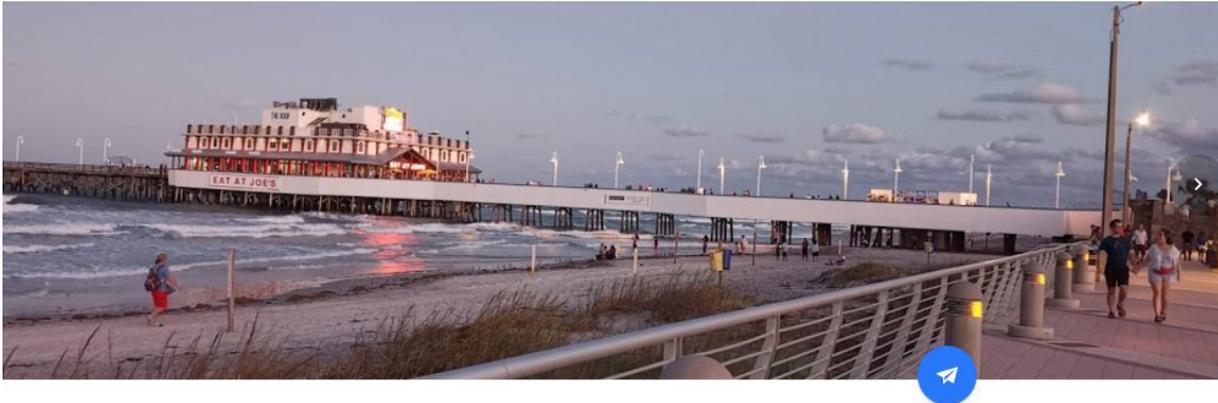
Tourist attraction in Karon, Thailand

Phuket Big Buddha, or The Great Buddha of Phuket, is a seated Maravija Buddha statue in Phuket, Thailand. The official name is Phra Phutta Ming Mongkol Akenakiri, shortened to Ming Mongkol Buddha. Sitting atop Nakkerd Hill near Chalong, construction began in 2004. Expansion of the base was ongoing as of 2015. Wikipedia

Height  
**45 m**  
 Completion date  
**2014**

**Coast of Florida, Daytona Beach**





## Daytona Beach Main Street Pier

Tourist attraction in Daytona Beach, Florida

This wooden pier stretches from the boardwalk into the ocean & features a seafood restaurant.

# Islands of Hawaii



## Hawaii

US State

Hawaii is a state of the United States of America located in the Pacific Ocean. It is the only U.S. state located outside North America and the only island state. The state encompasses nearly the entire Hawaiian archipelago, 137 islands spread over 1,500 miles.

Wikipedia

Capital

**Honolulu**

Population

**1.416 million (2019)**



## Atlantic Coast of Senegal



### Senegal

Country in West Africa

Senegal, officially the Republic of Senegal, is a country in West Africa. Senegal is bordered by Mauritania in the north, Mali to the east, Guinea to the southeast, and Guinea-Bissau to the southwest.

Wikipedia

Capital

**Dakar**

Population

**15.85 million (2018)** World Bank



### Lake Retba

Body of water

Lac Rose lies north of the Cap Vert peninsula of Senegal, some 30 km north-east of the capital, Dakar, in northwest Africa. It is named for its pink waters caused by *Dunaliella salina* algae and is known for its high salt content, up to 40% in some areas. Wikipedia

Area  
**3 km<sup>2</sup>**

Max depth  
**3 m**

## Tokyo, Japan



Tokyo

### Tokyo

Capital of Japan

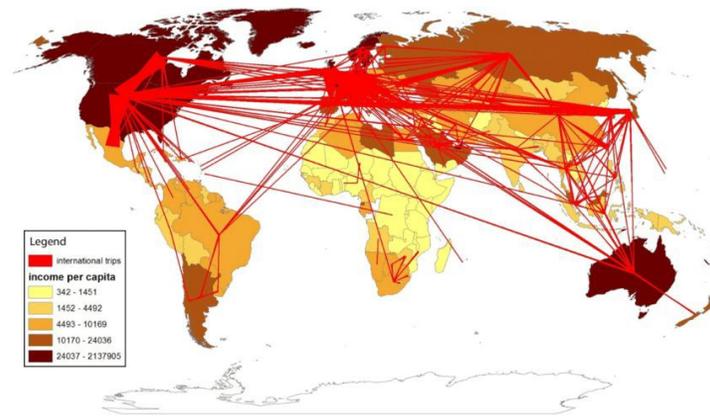
Tokyo, Japan's busy capital, mixes the ultramodern and the traditional, from neon-lit skyscrapers to historic temples. The opulent Meiji Shinto Shrine is known for its towering gate and surrounding woods. The Imperial Palace sits amid large public gardens. The city's many museums offer exhibits ranging from classical art (in the Tokyo National Museum) to a reconstructed kabuki theater (in the Edo-Tokyo Museum).

Area  
**2,188 km<sup>2</sup>**

Elevation  
**40 m**

Population  
**9.273 million (2015)** United Nations

## Major Tourist Flow Patterns



### Important flows to notice:

- Western Europe to the United States
- Western Europe to South-East Asia
- United States to the Caribbean

# All the World's Information That's Fit to Print

## Information for students

- Inventions and innovations have changed the world and advanced society greatly.
- One of humanity's greatest achievements is the development of the printing press.
- In this package, you will find some information about the printing press.
- Your task is to come up with a small presentation explaining why the printing press is one of the greatest inventions of all time.
- In your presentation, you should also compare it with other inventions and, if you believe there is something more important than the printing press, feel free to make that part of your presentation too. Just be sure to back up your statements with facts and information.
- Your presentation should last 2-3 minutes. If you're writing your presentation as an essay instead, it should be approximately 400 words.
- You don't need to use all the documents or the entire encyclopedia article, but you should reference some documents and parts of the article in your presentation.
- Share your presentation with a family member or friend.

## Materials required

- encyclopedia entry for the printing press
- document bank

## Information for parents

- Read the instructions to your child, if necessary.
- Discuss the task with your child and outline the steps they need to carry out.
- Make sure that your child references their information properly; they shouldn't simply be coming up with facts off the top of their head.
- Once the task has been completed, go over the presentation together.

## Appendix – Encyclopedia Entry on the Printing Press (Edited Version)

A printing press is a mechanical device to print many copies of text on a medium such as paper or cloth. The machine applies pressure to an inked surface resting on the medium, thereby transferring an image. Invention of the printing press has been attributed to various people, including Laurens J. Coster of the Netherlands and Panfilo Castaldi of Italy, but most scholars credit Johannes Gutenberg, a German goldsmith, with its invention.

Both woodblock printing and movable type printing technologies had been developed in ancient China and Korea a few hundred years earlier, but their presses differed from that used by Gutenberg and their impact was limited. Printing methods based on Gutenberg's printing press spread rapidly first across Europe and then the rest of the world. Books became widely available and affordable, leading to a dramatic rise in the adult literacy rate throughout Europe. In addition, scientists and scholars were able to publish their discoveries and ideas and communicate with one another through scholarly journals. This development contributed to the coming of the scientific revolution.

The earliest form of printing, known as woodblock printing, appears to have originated in East Asia. In this technique, carved wooden blocks were pressed against sheets of paper to produce impressions on the paper. This method was used in China to print the Buddhist scripture known as the Diamond Sutra in the mid-ninth century CE. Recently, another Buddhist scripture, dating to about 750 C.E., was discovered in a Korean pagoda and is regarded as the earliest known printed work in the world.

The invention of printing with movable type has been attributed to Bi Sheng of China, who used clay type in 1041. Later, Wang Zhen produced wood type, which was more durable, and metal type was produced by members of the Korean Goryeo dynasty. The Jikji, printed in Korea in 1377, is the oldest extant book printed with movable metal type.

The overall invention of Gutenberg's printing method depended for some of its elements on a combination of technologies from East Asia, including paper, woodblock printing, and possibly Bi Sheng's movable type printing technology. In addition, there was a growing demand by the general European public for the lower-cost paper books, instead of the exorbitantly expensive parchment books. By 1424, Cambridge University library owned only 122 books, each of which had a value equal to that of a farm or vineyard. The demand for these books was driven by rising literacy among the middle class and students in Western Europe. At this time, the Renaissance was still in its early stages, and the populace was gradually removing the monopoly the clergy had held on literacy.

Having previously worked as a professional goldsmith, (Johannes) Gutenberg made skillful use of the knowledge of metals he had learned as a craftsman. He was the first to make type from an alloy of lead, tin, and antimony, which was critical for producing durable type that produced high-quality printed books and proved to be more suitable for printing than the clay, wooden or bronze types invented in East Asia. To create these lead alloy types, Gutenberg used what some considered his

most ingenious invention, a special matrix enabling the quick and precise molding of new type blocks from a uniform template.

Gutenberg is also credited with the introduction of an oil-based ink that was more durable than the earlier water-based inks. For printing material, he used both vellum and paper, the latter having been introduced in Europe a few centuries earlier from China by way of the Arabs.

By contrast, the impact of Gutenberg's printing press in Europe was comparable to the development of writing, or the invention of the alphabet or the Internet, regarding its impact on society. Just as writing did not replace speaking, printing did not achieve a position of total dominance, and handwritten manuscripts continued to be produced. However, the cost of books was drastically reduced, and many copies of each book became quickly available. The wider availability of printed materials led to a drastic rise in the adult literacy rate throughout Europe.

The printing press became valuable for scientists and scholars, as it enabled them to publish their discoveries and ideas and communicate with one another through scholarly journals. This development contributed to the coming of the scientific revolution. Moreover, even as the printing press allowed for rapid production and distribution of information, it led to an awareness of the importance of authorship and the need to cite references accurately. Before the advent of the printing press, the author's name was often lost.

Within about 50 or 60 years from the invention of the printing press, practically the entire classical canon had been reprinted and widely promulgated across Europe.[1] Now that more people had access to knowledge both new and old, more people could discuss these works. Furthermore, with the rise of book production as a commercial enterprise, the first copyright laws were passed to protect what we now call intellectual property rights.

An additional consequence of this popularization of knowledge was the decline of Latin as the language of most published works. Latin was replaced by the vernacular language of each area, increasing the variety of published works. Paradoxically, the printed word also helped unify and standardize the spelling and syntax of these vernaculars, thereby "decreasing" their variability. The rise in importance of national languages (as opposed to pan-European Latin) has been cited as one factor that led to the rise of nationalism in Europe.

Source: [https://www.newworldencyclopedia.org/entry/Printing\\_press](https://www.newworldencyclopedia.org/entry/Printing_press)

\* Some content was removed to reduce the size of the article down to the relevant information for this activity. It is encouraged, if possible, to use the link above to read the entire article.

# Appendix – Document Bank

## Document 1

“By 1605, the first official newspaper, Relation, was printed and distributed in Strasbourg. Newspapers appeared all across Europe, formalizing the printing press’ contribution to the growth of literacy, education, and the far-reaching availability of uniform information for ordinary people.”

<https://www.history.com/topics/inventions/printing-press>

## Document 2

“When books were made by hand, scribes used water-based inks; these inks did not stick to printed pages very well, so printers had to invent oil-based inks. The oil-based inks spread over the metal type more evenly. Printers sometimes used ingredients from their homes to create inks. Soot, for example, made a good homemade black ink.”

<https://www.folger.edu/cool-printing-facts>

## Document 3 Books Written by Hand (Before the Printing Press)



<https://www.khanacademy.org/humanities/medieval-world/medieval-book/making-medieval-book/a/words-words-words-medieval-handwriting>

## Document 4 Books Made with a Printing Press (in 1568)



[https://commons.wikimedia.org/wiki/File:Printer\\_in\\_1568-ce.png](https://commons.wikimedia.org/wiki/File:Printer_in_1568-ce.png)

## Document 5

“In 1467, two German printers established the first press in Rome and produced twelve thousand volumes in five years, a feat that in the past would have required one thousand scribes working full time for the same number of years.”

Hunt, Lynn et al.. *The Making of the West: Peoples and Cultures*. Bedford-St. Martin's, 2001. Boston. Pg. 494,

## Document 6

“The new invention gained wide popularity because printed books were not only much cheaper than manuscripts but also less prone to copyists’ errors. By 1500 the total number of volumes in print had reached the millions, and Italy alone had some seventy-three presses employing movable type.”

Winks, Robin W. and Wandel, Lee Palmer. *Europe in the Wider World: 1350-1650..* Oxford, 2003. New York. Pg. 83