

Grade 7

Oak Meadow Teacher Manual

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Grade 7



Lesson

Summer of the Monkeys

Vocabulary Words

feudal system - The system or policy which prevailed in Europe in the Middle Ages, based upon a nobleman granting land to a peasant in exchange for homage and military service.

In the *feudal system*, a peasant held land in exchange for service to a landowner.

absolute - Free from limit, restriction, or qualification
Philip II was an *absolute* monarch.

secular - Not under church control
The Middle Ages was a time of *secular* government.

freedom - Liberation from slavery, imprisonment or restraint
The struggle for *freedom* continues for many people around the world.

etiquette - The forms required by good breeding, social conventions, or prescribed by authority, to be observed in social or official life
People in the court of Versailles practiced a specific *etiquette*.

decree - An authoritative order or decision
King Henry VIII *decreed* that the pope was no longer the head of the Church in England when the pope refused to allow Henry a divorce so that he could remarry.

persecute - To cause suffering because of belief, to harass or oppress with bad treatment

persecution - The state of being harassed or oppressed, or of receiving bad treatment

Summer of the Monkeys

(continued)

The Spanish Inquisition was responsible for the *persecution* of many non-Catholics in Spain during the 1500's.

oppression - Unjust or cruel exercise of authority or power, especially by the imposition of burdens

Many peasants suffered *oppression* under the feudal system.

injustice - Violation of another's rights

During the Age of Kings there was great *injustice* to common people.

democratic - Pertains to a government by the people in which the supreme power is retained by the people and exercised either directly or indirectly through a system of representation

Our country has a *democratic* form of government.

Grammar

- 1. Dictionary:** The student must have a good dictionary.
- 2. Declarative Sentences:** Social Studies questions are to be answered by restating the question as a declarative sentence. See the section called "Sentences" in the *English Manual*.
- 3. & 4. Writing Skills:** The student should develop the habit of using outlines for developing essays throughout the year. See the section called "Outlining" in the *English Manual*. The student is asked to write both rough and final drafts, carefully editing the rough draft so the final draft is an improvement. Both drafts should be sent to the teacher.
- 5. Reading:** The student should begin reading *Summer of the Monkeys*; he or she will write about this book in Lesson 4.

6. Phonetic Spelling:

kar - car	repete - repeat	phish - fish	enuf - enough
dum - dumb	brees - breeze	awften - often	owt - out
knear - near	pleeze - please	peeple - people	skwert - squirt

- 7. Spelling Quiz:** Explained in the introductions to the English Syllabus and Teacher's Manual.

Grade 7



Lesson

Summer of the Monkeys

Vocabulary

infamous - A very bad reputation, scandalous to the last degree
Genghis Khan was an *infamous* ruler.

dynasty - A race or succession of kings, of the same line or family
An attack by the Huns put an end to the Gupta *dynasty*.

caste - One of the hereditary classes of social organization in India
A Hindu's social position is defined by his or her *caste*.

plunder - To commit robbery or looting
Warriors invaded and *plundered* India's wealth of gold and silver during the 700's.

prolific - Abundant
Moslem and Hindu poets wrote *prolifically* in a variety of local languages.

epidemic - Common to, or affecting many in a community—as a disease
Epidemics could destroy entire villages.

incarnation - A person, animal or other being, embodying a spirit or deity
In India, Hindus consider cows to be an *incarnation* of the divine.

repugnant - Distasteful, repellent
Eating beef is considered *repugnant* in India.

tolerance - The acceptance of beliefs, practices or habits that differ from one's own
Akbar was a strong believer in religious *tolerance*.

Grammar

- 1. Research:** Your student should use two or three resources for Social Studies research.
- 2. & 3. Writing Skills:** Your student is reminded to outline the Social Studies report. See the section called “Outlining” in the *English Manual*. All written work should be carefully proofread and corrected.
- 4. Homonyms:** See the homonyms listed in the *English Manual*.

Examples:

Though they should have *already* returned, they haven’t, despite the fact that we’re *all ready* to go.

Jody *ate eight* chips with the leftover salsa.

After the leaves have fallen and the trees are *bare*, the brown *bear* hibernates for the winter.

Both the *bee* and hummingbird seem to *be* in search of pollen.

The wind *blew* Carey’s balloon out of his hand and up towards that bright October *blue* sky.

After the mechanic fixed the *brake*, he found a *break* in the valve cover.

Abe went out to *buy* the tent, then returned and set it *by* the door.

Mina can *cite* all the roads on that map along with the *sites* they lead to and unusual *sights* to see.

Be sure to *close* the *clothes* hamper when you see it open.

Did you *compliment* Mick on how well the colors in his painting *complemented* each other?

The *council* meeting decided to seek legal *counsel* before giving up its holdings.

I can’t believe Carlene would *desert* her *dessert* just to talk on the phone.

Do you know when the rent is *due*?

What is the *fare* for going across the lake on the ferry to get over to the country *fair*?

Be sure to buy some *flour* at the grocery and some nails to put the *flower* box together while you’re in town.

You can put *forth* your idea at the next meeting, which is on the *fourth* of next month.

Can you *hear* what’s going on *here*?



The Age of Monarchs

1. Shakespeare:

- a. Biography:** Lived from 1564 to 1616. Born in Stratford-upon-Avon, he married Anne Hathaway, went to London in 1580's, and by the 1590's had become well-established as a dramatist and poet. Was a member of Lord Chamberlain's Company, called the "King's Men" in 1603. Eventually they got their own theater, and Elizabeth I became their patron. Retired in Stratford in 1612, after writing 37 plays and many poems. Some people (called "anti-Stratfordians") believe that Shakespeare's plays were written by someone else. They believe that such a common man, about whom so little is known, could not so well understand human nature, history, law, politics, music, science, the military, mythology, sailing and navigation, sports, hunting, the *Bible*, and courtly life, and write in a verse language this beautiful and rich. Popular theories are that the plays were actually written by Edward de Vere, the 7th Earl of Oxford, or Sir Francis Bacon, or the playwright Christopher Marlowe.
- b. Shakespeare Play:** It may be surprising how well students can understand what is happening in a Shakespearean play, despite the language. It is said that if you do not understand what is being said, the actor is not doing his job. Acting is not merely the recitation of words; it is presenting the feelings and character of the person and how they act and react to situations in life.
- c. Shakespeare Sonnet/Performance:** This is intended to be fun and creative. It can be very effective to be dramatic with a Shakespeare sonnet, as if one is acting it.
- d. Globe Theatre:** Many of Shakespeare's plays were performed here. It was round in shape, and partially open to the sky. Plays were performed in the daytime to take advantage of the light.

The Age of Monarchs

(continued)

Sometimes Shakespeare makes reference in his plays to the “globe,” meaning the world, but perhaps also referring to the whole drama of life which was presented in this theater. The stage was roofed, and the section directly below and in front of the stage was called the “pit.” The pit was where the lower classes stood to watch the plays, subject to the weather coming in from above. Those in the pit made use of their freedom to boo, hiss or cheer on the action and characters, even throwing rotting vegetables if they did not like what was going on.

Women’s roles were played by young boys, which was sometimes cause for laughter. The upper classes were installed in boxes, called the “gallery,” lining the inside walls of the theater, which were protected overhead. The whole structure was made of wood, and eventually burned down, although it has recently been rebuilt. London was a play-going city, with theaters throughout which were often subject to similar fires; the Globe was just one of them.

2. Monarchs:

a. Life of a Monarch:

Henry IV of France: Also known as Henry of Navarre. He was a Protestant noble during a time of many bloody clashes in France between Catholics and Protestants (who were known as the Huguenots). In 1572, during Henry of Navarre’s wedding, the Catholics took the opportunity of so many Huguenots being assembled to kill almost 10,000 of them. This was called the St. Bartholomew’s Day Massacre. In 1589, Henry of Navarre inherited the throne and tried to restore peace. He converted to Catholicism, because uniting France was more important to him than how he practiced his religion. He was the first of the Bourbons to rule, and became well-loved. He issued the Edict of Nantes which gave the Huguenots equal protection under the law, freedom of faith, and the right to hold public office; reduced waste and corruption in the government, setting up many programs to help people prosper; and improved trade by building better ports and roads. He was murdered by a religious fanatic in 1610.

The Age of Monarchs

(continued)

Charles V of Spain: The grandson of King Ferdinand and Queen Isabella, he was born in 1500 as a member of the powerful Hapsburg family of Austria. He inherited the Netherlands, was crowned King of Spain in 1515, and had inherited much of Austria, Hungary and Bohemia by the age of twenty. He was named the Holy Roman Emperor. He funded the Spanish conquest of Central and South America, bringing great wealth to Spain, but had trouble ruling such a large empire. The Lutheran princes in Germany would not accept his title of Holy Roman Emperor, and the French fought off his attempts to take over Italy. Muslim Turks invaded Europe in the 1500's, and it took almost 100 years for the Hapsburgs to fend them off. Charles V gave up his throne in 1556 and retired to a monastery, giving the Hapsburg lands to his brother, Ferdinand I, and giving Spain, Italy, and the American holdings to his son, Philip II.

Peter the Great of Russia: He ruled from 1682 to 1725, making Russia a European power for the first time. While Czar, he disguised himself as a peasant to visit Western Europe and there saw the need for Russia to become more western if it wanted to compete with other countries. He began the Great Northern War with Sweden in 1700 to try to gain control of ports in the Baltic Sea so that Russia could trade more easily with the west, and eventually won. He set up efficient, provincial governments, and started government-funded industries, requiring all people to participate in the government in some way. Peasants were not well treated under his reign. He started western-style schools for the nobility, and forced everyone to adopt western clothing. He also simplified the alphabet, adopted the western calendar, and built the capitol of St. Petersburg near the Baltic Sea.

Frederich William I of Prussia: He became King in 1713. He despised the lavishness of Louis XIV and the French, and did away with the luxury his father, Frederich I, had enjoyed. Made the army twice as large, and ran the whole country like the military, including his children, whom he treated harshly. He had the habit of kidnapping tall men into a unit of his army called the Potsdam Guards, all of whom were like giants. He encouraged the civil service, trade and industry, and required all children to go to school.

The Age of Monarchs

(continued)

Catherine Howard: A cousin of Anne Boleyn, she was executed in 1542, on charges of adultery, after eighteen months of marriage to Henry.

Catherine Parr: She was a beautiful, intelligent widow who married Henry when she was 26. She survived him, after nursing him through his last years. It is said that he finally found peace with her.

d. Monarchy Dress: Your student will need to look at paintings, particularly portraits, of the rulers of the time. Some examples of clothing and hairstyles:

Elizabeth I: Often portrayed without a wig, her red hair dyed and her face carefully made up with a very pale foundation. Hair tightly curled; decorated with pearls, feathers, and jewels. A stiff, round lace collar around the neck. Her dresses were heavy and full, often of silk or velvet, with a bodice and an overskirt (which opened widely in the front) decorated with bows, ribbons, jewels and pearls. The sleeves and underskirt were usually a lighter, lacier, fabric, and were heavily embroidered and imbedded with pearls. The waist was very narrow, with the skirt coming out widely at the hips, so much so that narrower doors had to be entered sideways.

Henry VIII: Often painted with a round, flat, widely brimmed hat, decorated with jewels, pearls, and a feather on one side. No wig, but beard and hair were carefully groomed. A long vest-like robe, with very wide shoulders and short sleeves closing on the upper arms, was worn on top. This was made of a heavy fabric, with embroidery. Underneath was a long-sleeved tunic, heavily decorated with pearls, jewels and embroidery. Underneath the tunic was a similarly decorated pair of short, puffy breeches, and the legs were covered with hosiery.

Louis XIV: Wig was brown or black, very curly, high at the top, and then falling down over his shoulders. Hosiery on his legs, with high-heeled shoes sporting very wide bows. Over this there sometimes was a pair of decorated, short, puffy breeches, or alternatively, a pair of knickers that came to the knee before opening with a very full, lacy trim that fell down below the knee.



The Mughal Empire

1. Geography: A good atlas is needed. Your student is to locate various places in India on a map.

2. Taj Mahal: Although the Taj Mahal is a tomb or monument, it has similarities to the best-known type of Muslim building, the mosque. Mosques are always built around a central dome, sometimes with an almost onion shape. A tall, narrow tower called a *minaret* is built on one side, from which the daily calls to come and pray are made. This is also capped with a rounded roof. Some mosques are quite simple, of stone and clay. Others are very elaborate. Inside, there are usually many arched columns to hold up the ceiling, sometimes so many that it can seem like a forest of trees. Sometimes the arches are painted with stripes. Decorations never include icons, as this is considered unholy. They are usually geometric, sometimes floral, very elaborate, and colorful. Tile work and mosaics dominate.

3. Mogul Empire Topics:

a. Religion:

Hinduism: Roots are in prehistoric times, made dominant in India by the Aryans who came to India from the north. Teaches that all people are reborn after they die, and that the soul remains constant. Those who lead good lives are reborn in a higher caste, and those who live bad lives are reborn in a lower caste. Eventually the soul reaches perfection, no longer needing to come back to earth to live in a body. Many gods are worshipped, including Brahma (the creator), Vishnu (the preserver), and Shiva (the destroyer). The main goddesses are Kali (goddess of destruction), Lakshmi (goddess of wealth), and Saraswati (goddess of knowledge). All Hindu gods are born from Brahma. Most Hindus are vegetarian, believing cows are sacred. Some of the important

The Mughal Empire

(continued)

sacred writings are the *Vedas*, or sacred hymns. One of these divides people into different groups called castes. The four major castes include the Brahmins (which is the highest); the Vaishyas, or traders and merchants; the Shudras who are farmers, laborers and servants; and the very lowest caste are the “untouchables,” who are very poor and do the most menial labor. There are many sub-castes within each caste, with strict rules about interaction among the castes. Although the caste system has been legally abolished, it still exists in varying degrees, remaining more firmly in place in rural areas than in the cities.

Islam: One of the three Semitic religions, along with Judaism and Christianity. Muslims believe in one God called Allah, and believe that Muhammad is Allah’s messenger. Muhammad preached that people must stop worshipping idols, and that the other two Semitic religions were distortions of the original revelations from God, or Allah. The *Koran*, a book of Muhammad’s teachings, is the main book of faith. In it there are six articles of faith in which Muslims believe: 1) God is the creator of all, is loving, compassionate, and has absolute control over the universe, 2) Belief in angels, 3) Belief in the *Koran* as the word of God, 4) Belief in the prophets of early Judaism, the last of which is Muhammad, 5) Belief in Judgment Day, when two recording angels who keep track of good and bad deeds weigh them to see if people go to Paradise or not, and 6) that human life is the wish of God, who has it all under control. The five religious duties (or Pillars of Islam) are: 1) Accept and repeatedly state “There is no God but Allah, and Muhammad is his Prophet.” 2) Face the holy city of Mecca five times a day to pray. 3) Be generous to the poor. 4) Fast during the holy month of Ramadan. 5) make a pilgrimage to Mecca at least once during your life. There are no priests, and all Muslims are considered equal. There is a special concern for widows, orphans, the homeless and others in need.

The Mughal Empire

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e. Indian Music: Deeply intertwined with religious life. It sounds very different from Western music. Indian music is made up of many different microtones, which are sounds in between the notes we use in Western music. In Western music there are major scales and minor scales, and the notes are the same when going both up and down the scale. However, in Indian music there can be one set of notes going up and a different set coming down. The musician chooses which tonal scales, or ragas are to be used. A raga is a choice of any twelve and a half tones played in a particular scale sequence. Each tone has its own special character. There must be at least five and no more than seven different tones,. There are an immense number of possibilities of scales and melodies that can be made. In addition to the raga, many complex rhythms are used. Because they are so complex, many musicians have a stock of only about 18 or 20 ragas that they play regularly. Indian music is not written down. The musicians improvise and are free to create within the rules of the raga they are playing. There are different ragas for each time of day and different ragas for each season. While Western music usually portrays a range of emotions, a raga focuses on just one, elaborating on it in great detail. Music is considered to be sacred in India, and is thought to be a kind of spiritual discipline that can create inner peacefulness. Some music is not religious, but rather quite romantic, although some musicians sing only for God. When Indian music is played, it consists of three sections. During the first section the soloist is improvising and getting into the mood of playing. This is called the alap. The second section has a new rhythm, and the accompanying instruments join the soloist. The last section is fast and brilliant. It is during the playing of this section that the musician shows off his real talent. Except when recording the music, pieces have no time restrictions, and they can last for hours. A typical Indian musician may devote twenty years of his life or more to his instrument before he feels competent. His life is deeply intertwined with his teacher's, and even after he is a professional musician, he will often return to his teacher for further work. An important Indian instrument which has been made famous in recent years by the Indian musician Ravi Shankar, is the sitar. A sitar has seven



Observation and Science

- 1. Outdoors Observation:** The student starts his or her exploration into Earth Science by becoming very familiar with something, large or small, from nature. The object of the student's choice, whether it be rain, a bone, a patch of moss, or a rock face, needs to be accessible. The student is asked to make close observations using as many senses as possible. Yes, one can taste and smell rocks!

In naming the specimen, encourage the student to get specific and accurate over the course of the week, but not to delay the actual observation while in pursuit of this information. It is part of good observation to be able to identify the type of plant, rock, animal, geologic structure or whatever was chosen, however it is not the only, or even the most important part.

- 2. Observation Records:** The student can arrange a method of organizing the different sources, or senses, of the observations in a number of ways, either before the initial observation, during a series of observations, or once all the information is in. Propose these different possibilities to the student, solicit new suggestions, and allow him/her to choose the method. This may be challenging if the one chosen is not what you would have advised, but the learning the student can achieve by looking back at the effectiveness of a chosen method can far offset the challenges presented by a minor misjudgment. Oak Meadow's intent throughout is that the student not only learn about the topic but also become more knowledgeable about their personal learning styles and strengths.

Let the student make initial judgments about how detailed to get. Of course, encouragement will help the reluctant student to go a little further. Once some steps have been taken by the student, you and he or she can look back on what was done well and what might have been done differently.

Observation and Science

(continued)

3. Tools for Measurement: In the following lessons, #2 and #3, specific methods of observation are introduced. For now, see what the student suggests.

Some ideas: thermometer, litmus testing (for pH), magnifying glass, binoculars, trowel, rain gauge or other liquid measure, scale, linear measure, compass, barometer, time piece

4. Student's Perspective: Often the perspective of the student is solicited during this course. It is important for the student to have an awareness of what he or she thinks, feels, questions, wonders, and likes or does not, as well as for the teacher. Finding connections between the topic and the individual brings more meaning and deeper learning to the experience of studying something new. Questions to the student of this nature will be found in other lessons. Let the student know that what he or she thinks is important.

5. Observing Changes: Some possibilities for the student's lists:

Examples of Things That Change Quickly: sun or moon rising and setting, fire (fast oxidization), wind and water moving, animals awaking, emotions, animals moving (running, swimming, climbing, etc.), birth, death (sometimes), earthquakes, tornadoes, volcanoes, rivers flowing, waves breaking, objects falling.

Examples of Things That Change Slowly: flowers blooming, children and animals growing, trees growing, tides ebbing and rising, leaves opening or changing colors, metal rusting (slow oxidization), yeast and other microorganisms multiplying, ambient air temperature changing, shifting of continental plates.

a. Living or Non-living Things: Exploring whether something is alive or not begins the process of identifying the essential components of life. Many students will think they know exactly what is living and why, but when you really ask them to break the concept into its parts there may be some surprises. The least of these is not that many nonliving things have some lifelike qualities, such as movement, growth, expansion (reproduction), and consumption.

The indicators that something is a living thing should correspond to the following:

- Responds to stimuli in the environment, like heat, cold, touch, light, sounds, social situations, etc.
- Generates movement independent of external environmental influences
- Produces energy and growth when processing raw materials, specifically food, air, and water
- Will be able to reproduce when physically mature
- Requires some water and heat in addition to what is produced internally

b. Noticing Change in Things: The things that cause us to notice change are stimuli we pick up through our senses. If the student needs cueing, ask what is it he or she hears, smells, feels, sees, or tastes that might indicate change. Obviously, sight is used most, but there are many instances when smell, hearing, even taste alert us to evidence of change.

Examples: The milk tastes sour; I hear birds singing, it must be dawn; the food smells cooked, or burned.

c. What May Be Changing: This is an open-ended question allowing the student to wonder about what is happening with things on his or her list that change so slowly it is hard to notice them. It would be useful to look back at these hypotheses for discussion with the student after some further study takes place.

Observation and Science

(continued)

Lesson 1 Test Answers

1. Observation is the starting point of all science. Without good observational skills, scientists and people in general would not know what questions to ask, or where to begin to investigate something they have observed.
2. Answers will vary. Some tools students might think of are magnifying glasses, microscopes, telescopes, thermometers, compass, binoculars, rulers, etc.
3. The five main sensory perceptions and the organs they are associated with are: sight-eyes; hearing-ears; taste-mouth,tongue; smell-nose; and touch-skin.



The Scientific Method

- 1. Balls and Feather Experiment:** Gravity alone would pull objects down to the earth at the same speed, regardless of how large or heavy they are. On the other hand, you will notice that the feather falls more slowly than a ball. This is because the air pushes up against the feather, slowing its descent. If there was no air, the feather and the ball would fall at the same rate.
Capillary action: Capillary action happens when water molecules are more attracted to the surface they travel along than to each other. In paper towels, the molecules move along tiny fibers.
- 2. Student's Experiment:** Help the student keep it simple. Remind him or her that this is a preliminary exercise and that its purpose is to practice the basic steps and explore something fun. Using a measurement other than time (such as weight, temperature, pH, cardinal direction, etc.), the student develops a simple experiment and records the hypothesis, observation, result, and conclusion.

The Scientific Method

(continued)

Lesson 2 Test Answers

1. The steps in the scientific method are: problem or question, hypothesis or guess, materials needed, procedure to experiment or test hypothesis (in some explanations of the scientific method, this step includes the collecting and listing of materials needed), results, and conclusion.
2.
 - a. The problem or question is usually the result of an observation a person makes about something they have noticed which occurs that they do not know the explanation for.
 - b. The hypothesis is a guess as to the reason or answer for the observed behavior or question.
 - c. The materials needed. This is a list of materials needed to perform the experiment (sometimes included in procedure step).
 - d. The procedure describes how the experiment will be conducted step by step.
 - e. The results section lists the data collected from performing the experiment.
 - f. A conclusion is the interpretation of the results. (What do you think this all means, based upon the results?)
3. In terms of common sense, there is little difference in the way that an artist, a writer, a runner, or a scientist solves a problem he or she is confronted with. In each case, the individual makes a guess, then goes through the steps to test their “hypothesis”, then weighs the results and draws conclusions. Sometimes a hypothesis is tested over and over to be sure to be sure of the results.
4. The difference is that using the scientific method allows for setting up a controlled experiment, where usually only one factor is tested for at a time, thus eliminating the variables in drawing conclusions.