

Grade 8

Oak Meadow Teacher Manual

Oak Meadow, Inc.
Post Office Box 1346
Brattleboro, Vermont 05302-1346
oakmeadow.com

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Grade 8



Lesson

The Giver, Chapters 1–6

Reading

The student should begin reading *The Giver*. Essay questions are given with Lesson 4.

Vocabulary

apprehensive: adj. anxious, fearful. *I'm apprehensive about the upcoming vocabulary test.*

aptitude: n. natural ability or tendency. *He has a great aptitude for spelling.*

bemoan: v. express sorrow or discontent. *She bemoaned the lack of adequate education.*

buoyancy: n. ability or tendency to float; an optimistic disposition. *His natural buoyancy protected him from depression.*

distraught: adj. deeply upset and agitated. *She was distraught at the loss of her dog.*

exuberant: adj. excited; jubilant. *He exuberantly headed off on his vacation.*

palpable: adj. able to be touched or felt (literally or figuratively). *The tension in the room was palpable.*

petulant: adj. childish, sulky. *This petulant kid needs a time-out.*

relinquish: v. voluntarily give up. *Prince Charles may relinquish the throne to his eldest son.*

reprieve: n. or v. cancel or postpone punishment. *The condemned man has been given a reprieve by the governor.*

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Lesson

The Giver, Chapters 7–11

Vocabulary

avert: v. prevent or ward off. *The last-minute talks failed to avert a strike.*

benign: adj. gentle, not harmful. *Although many monsters are frightening, some of them are benign.*

curb: v. restrain or keep in check. *When we're with my friends, try to curb your temper.*

emboss: v. carve or mold a design onto a surface. *His shield is embossed with his family crest.*

gradation: n. a scale or series of successive changes. *The evening sky showed several gradations in color.*

indolence: n. laziness. *Because of my indolence, I failed to get my taxes done on time.*

ineffable: adj. not able to be described in words. *I experienced the ineffable joy of working with my hands.*

logistic: adj. the detailed coordination of a complex operation. *The logistic details of this vacation are killing me.*

meticulous: adj. showing great attention to detail. *She meticulously stitched each star on the flag.*

profound: adj. deep, intense, meaningful. *A profound silence filled the room.*

quizzical: adj. indicating mild or amused puzzlement. *She looked at me quizzically when I suggested a vacation in Idaho.*

sheepish: adj. showing embarrassment or lack of self-confidence. *I returned a sheepish grin.*

The Giver,
Chapters 7–11

(continued)

subtle: adj. too delicate or precise to be clearly described. *This shade of blue makes a subtle difference in the room’s mood.*

torrent: n. a strong and fast-moving stream. *The dam broke and a torrent of water gushed forth.*

unanimous: adj. fully in agreement. *The delegates’ support for our candidate was unanimous.*

unwieldy: adj. too large or awkward to move easily. *Early portable computers were heavy and unwieldy.*

Assignments

1) **Grammar Skills:** The student should complete the exercise on page 3 of *100 Days*.

2) **Grammar Exercise:** The student should choose one of the three exercises indicated in the syllabus from *100 Days* to complete.

a. Wordiness and Word Economy Exercises

Exercise in Overdone Phrases — Examples:

at the present time: *now*

due to the fact: *because*

end result: *result*

large in size: *large*

past history: *past*

climb up: *climb, ascend*

red in color: *red*

repeat again: *repeat*

refer back: *refer*

thought to myself: *thought*

the honest truth: *the truth*

Revision — deleting empty expressions:

Dr. Buckwalter received a surprise when his neighbor, Mrs. Smithers, brought her sick dog into his office. Because he had patients in the waiting room, he asked Mrs. Smithers to postpone her visit until later.

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What is Civics?

- 1) **Equality:** The dictionary has several meanings for the word *equal*, including *identical*, *impartial*, *equivalent*, *identical in value*. However, not all these definitions apply in determining equality. A student's comments should allow for the reality that jobs, education, ability, money, etc. are not, and cannot be, identical. Comments may touch on the ideas of equal opportunity, social equality, and equal liberties. America is, at least in principle, a classless society in which the same rights are guaranteed to all.
- 2) **Freedom:** The possibilities are endless. Examples should include specific situations in which one person is infringing on another's sense of freedom. (Siblings sharing a room and disagreeing on the arrangement of furniture or state of chaos; teenagers playing music that is distasteful to parents and vice versa; etc.)
- 3) **Justice:** Justice is the quality of being fair; of having moral rightness. However, many disagree on what is fair or moral, so justice, in the context of civics, is usually discussed in terms of upholding the law. Examples from the student should make the meaning of justice clear through the circumstances of the story or situation described.
- 4) **Example of Inequality:** Examples should offer specific situations to back up the student's claim that unequal respect, freedom, or justice was present in the real or fictitious situation described. This is an opportunity for the student to think about how inequality exists in our daily lives, despite the ideals and principles we hold.
- 5) **Newspaper Project:** The student should follow stories in the newspaper for a period of two weeks (students have until the end of next week to finish this project). The final collage or booklet should contain at least several articles about positive news events. Students should briefly state the contribution made by someone described in each article.

Grade 8



Why Do We Need Government?

- 1) **Social Groups Paper:** The student should include in this paper a discussion of each of the questions asked in the syllabus. Be sure the student uses specific examples to demonstrate his or her points. The student will need to organize his or her thoughts on all the questions to make one paper.
 - a. **Three Social Groups:** The student should define, compare, and contrast the values of at least three social groups of which he or she is a part (family, friends, athletic groups, scouts, church, etc.).
 - b. **Meeting Needs:** The student should list several needs that are met by each of these groups. Examples may include companionship, food, safety, fun, shelter, education, etc.
 - c. **Rules:** The student should describe the basic social rules for each group.
 - d. **Rule Violations:** The response should include the description of a specific incident and the consequences that either did or would probably occur in each of the three sample social groups.
 - e. **Need for Rules:** The response should indicate some understanding of the need for rules and standards of behavior within social groups.

- 2) **Larger Social Groups:**
 - a. **Conflicting Values:** Students should list five ways in which the values of larger social groups in this country may clash with one another. Specific “real life” examples of current clashes in society are appropriate. (Examples include political parties or Internet groups battling on issues; religious groups with strong agendas; pro- versus anti-abortion activists; Ku Klux Klan/White supremacist groups versus blacks and Jews; etc.)

Grade 8



A Brief History of Physical Science

1) Choose one of the following projects:

- a. You have read about many scientists and thinkers so far in this lesson. Choose one of them that you think you take an interest in. Do a little research, and write a paragraph. In your paragraph, briefly paraphrase the main area or work of this scientist, and explain why this interests you. This is designed to be more of a preview than a detailed summary. You aren't expected to come out with a full understanding of this person's work.

Students will choose one of the many people mentioned: Newton, Einstein, Asimov, Aristotle, Archimedes, da Vinci, Copernicus, Galileo, Ptolemy, Maxwell, Franklin, and many others.

- b. Most of this course covers classical physics; the physics of observable phenomena. Modern physics deals with less tangible space-time relations, the kind that science fiction might cover! Review the web sites mentioned in the section on modern physics and Einstein, and briefly (one paragraph) explain your understanding of the difference between classical physics and modern physics.

Classical physics is concerned with matter and energy on the normal scale of observation. It includes the traditional topics that were recognized and developed before the 20th century, such as mechanics, sound, light, heat, electricity, and magnetism (most of this course). By contrast, much of modern physics is concerned with the behavior of matter and energy under extreme conditions or on the very large or very small scale. On these scales, ordinary, common-sense notions of space, time, matter, and energy are no longer valid. This is the crux of it; the student might give some examples of topics in modern physics.

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Measuring

1) For a. through f., show each step that is required to make the conversion using the conversion values given in the tables.

a. 16 yards = _____ meters

$$16 \times 1 \text{ yard} = 16 \times .91 \text{ meters} = 14.56 \text{ meters}$$

b. 3 fluid ounces = _____ milliliters

$$3 \times 1 \text{ fl oz} = 3 \times 29.57 \text{ milliliters} = 88.71 \text{ milliliters}$$

c. 4 liters = _____ quarts

$$4 \times 1 \text{ liter} = 4 \times 1.0567 \text{ quarts} = 4.2268 \text{ quarts}$$

d. 11 kilometers = _____ miles

$$11 \times 1 \text{ kilometer} = 11 \times 0.62 \text{ miles} = 6.82 \text{ miles}$$

e. 120 pounds = _____ kilograms

$$120 \times 1 \text{ pound} = 120 \times .4536 \text{ kilograms} = 54.43 \text{ pounds}$$

f. 2 centimeters = _____ inches

$$2 \times 1 \text{ centimeter} = 2 \times 0.39 \text{ inches} = 0.78 \text{ inches}$$

2) For a. through f., use the conversion values in the tables, and the prefixes given in the “Metric System” box to make the following conversions. Show each step that is required to make the conversion.

a. 1 inch = 25.4 millimeters

b. 1 mile = 1,610 meters

c. 1 liter = 0.26 gallons

d. 1 kilogram = 35.36 ounces

e. 1 pint = 0.475 liters

f. 1 gallon = 3.8 liters

Measuring

(continued)

- 3) **To complete this exercise, you will need a ruler, yardstick, or tape measure.** You can use one that measures either inches or centimeter units.

Linear Distance: A sample sketch is given in the lesson. A square or rectangular room is recommended as this is necessary for Assignment 4. If this is not possible, then choose a part of a room that is square or rectangular. Students should show the measured length in all five units of inches, feet, yards, centimeters, and meters. For example, 12 feet = 144 inches = 4 yards = 3.64 meters = 364 centimeters. If the ruler or yardstick does not show both U.S. Customary and Metric Systems, than the conversion charts in the Lesson may be utilized to make the conversions.

- Choose a square or rectangular room in your house and measure the length of one wall (or, if you like, you can measure one wall of the outside of your house).
- Make a sketch of the room and show the measured length on your sketch.
- Show the length of the wall in the following five units of measurement: inches, feet, yards, centimeters, and meters.

- 4) **In the room that you used for Assignment 3, measure the perpendicular wall** (starting at the end of the wall you measured before, and ending at the opposite wall).

Measuring Area: A sample sketch of the perpendicular wall to be measured is given in the lesson.

- Add the measured length to your sketch. Show this length using inches, feet, yards, centimeters, and meters.

Measured Lengths: Students should show the measured length in all five units of inches, feet, yards, centimeters, and meters, as in Assignment 3. For example, 8 feet = 96 inches = 2.666 yards = 2.426 meters = 242.6 centimeters.

- Multiply the length times the width to get the area of the room for each of the units of measurement listed above. Write these in the middle of your sketch.

Measuring

(continued)

- a. Write down the names of each of the objects.
- b. Measure each dimension (length, height, and width) of each object (see c. below). Write down your measurements.
- c. Multiply the length, height, and width to get the volume. Give your answers in the following units:

Object #1: inches³

Object #2: feet³

Object #3: meter³

Object #4: decimeter³

Object #5: centimeter³

6) You will need to find the following things:

A measuring cup

A drinking glass

Five liquids in your house in containers (milk, oil, vinegar, etc.)

- a. Examine the measuring cup. Make a sketch of the measuring cup on a piece of paper. Then look at the graduations on the cup (1/4 cup, 1/3 cup, 2 cups, etc.). Write down the graduations next to the sketch.

The measuring cup: The purpose of examining, sketching, and labeling the measuring cup is to help the student become familiar with the units for measuring volume.

- b. Fill your drinking glass with water to a comfortable drinking level. Use the measuring cup to find out how much water the glass holds. Using the conversion chart from earlier in the Lesson, convert the units from cup(s) to liters and record these measurements. Be sure to show the steps you take to make the conversion.

Drinking glass: The measuring cup is used to measure the volume of a drinking glass by using water to indicate volume, and then make a conversion for liquid volume. Use the conversion chart in the Lesson. Example: 1.5 cups = .3549 liters.

