



The Wonder of
Grade 7

Curriculum Sample

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**Welcome to the Wonder of Grade Seven!**

Your child is in a transitional phase from child to adult, and it comes with physical and emotional changes. Daily Wonder is here to offer you parent education and reflective tools to help support you as the parent of a 12-13 year old. Remember, dear parents, take a deep breath!! Your child is exactly where they should be, on their path towards independence. Your child is now wanting to engage with the world in a new way. They are making the shift to meet the world through their logic, rather than just pure feeling. This shift to a new intellectual way of thinking makes them hungry to know more about the world in new ways. Daily Wonder offers chemistry, physiology, physics, history, math, geography and the deepening of writing skills that will satiate your child's appetite for knowledge and inspire their love of learning.

Year Overview

Month	Curriculum Areas	Social Emotional Learning Competencies	First Peoples' Principles of Learning	Description
MONTH 1: The Wonder of Africa	<ul style="list-style-type: none">• Social Studies• Language Arts	<ul style="list-style-type: none">• Critical thinking• Social Awareness	<ul style="list-style-type: none">• Learning involves generational roles and responsibilities.• Learning recognizes the role of Indigenous knowledge.	Students will explore this vast continent both geographically and historically. Wonder will be awakened through a research and artistic endeavour.
MONTH 2: Wonder of Chemistry	<ul style="list-style-type: none">• Science• Language Arts	<ul style="list-style-type: none">• Critical Thinking• Creative Thinking	<ul style="list-style-type: none">• Learning involves patience and time.	Chemistry not only as a laboratory science, but as a means of extending the students moral vision to encompass the earth and all of humanity.
MONTH 3: The Wonder of the Middle Ages	<ul style="list-style-type: none">• Social Studies• Language Arts	<ul style="list-style-type: none">• Critical Thinking	<ul style="list-style-type: none">• Learning is embedded in memory, history, and story	Students will explore the historical figures and series of events leading to change in Europe.
MONTH 4: Wish, Wonder and Surprise	<ul style="list-style-type: none">• Language Arts• Social Studies	<ul style="list-style-type: none">• Communication• Positive Personal Identity	<ul style="list-style-type: none">• Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).• Learning requires exploration of one's identity.	This marks the first independent creative writing block. Students will look at three states of soul, expressed as "Wish", "Wonder" and "Surprise. Inspiration will be drawn from great poets and orators.



Month 5: The Wonder of Physics	<ul style="list-style-type: none"> • Science • Language Arts 	<ul style="list-style-type: none"> • Critical thinking • Communication 	<ul style="list-style-type: none"> • Learning involves patience and time. 	Students will focus on Mechanics. Learning about the 6 simple machines through design and experimentation.
MONTH 6: The Wonder of the Renaissance	<ul style="list-style-type: none"> • Social Studies • Language Arts • Arts Education 	<ul style="list-style-type: none"> • Communication 	<ul style="list-style-type: none"> • Learning is embedded in memory, history, and story. 	Students will explore the “rebirth” of art and thinking, and how the Renaissance was a bridge between the medieval era and the modern age.
MONTH 7: Wonder of Algebra	<ul style="list-style-type: none"> • Math 	<ul style="list-style-type: none"> • Personal Awareness 	<ul style="list-style-type: none"> • Learning involves patience and time. 	Students will be awakened to the golden rules of algebra.
MONTH 8: The Wonder of Asia	<ul style="list-style-type: none"> • Social Studies • Arts Education • Math 	<ul style="list-style-type: none"> • Communication Collaboration 	<ul style="list-style-type: none"> • Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place). 	Students will be introduced to the history and geography of this continent through story, discussion and artistic activities.
MONTH 9: The Wonder of European History: The Age of Exploration and Exploitation	<ul style="list-style-type: none"> • Social Studies • Language Arts 	<ul style="list-style-type: none"> • Critical Thinking, Social Awareness 	<ul style="list-style-type: none"> • Learning involves recognizing the consequences of one’s actions. 	Exploring Europe's reasons for the Age of Exploration and Exploitation and its impact on Africa and South America.
MONTH 10: Wonder of the Physiology	<ul style="list-style-type: none"> • Science • Language Arts • Arts Education 	<ul style="list-style-type: none"> • Personal Awareness and Responsibility 	<ul style="list-style-type: none"> • Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors. • Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations. 	The goal for this block is to awaken deep wonder and reverence for the intricacies of the human body. Students will be introduced to the major systems of the body, with special attention to the transition to adolescence.



The Morning Lesson

Rhythm and Routine

At Daily Wonder we talk a lot about rhythm and routine. That's because we know that young children feel a sense of good health when they are held by boundaries, including the lay-out of the day, week, month.... Children are meant to learn through play and doing until they reach high school. This means we need to provide them with lots of activities that spark their creativity and provide space for wonder. When they know what is expected of them the children are freed up to be in the moment. It is up to the adults to create the boundaries to free the children.

A friend recently told us that she was not expecting the freedom that came with building a fence around her property. It sounds kind of backwards, that a fence creates freedom, but think about it...she has a dog that had to be tied up or managed all the time. Once the fence went up, the dog knew how far it could go and the people trusted that the dog would just do dog things. We aren't comparing children and dogs, but we are comparing the freedom fence to boundaries.

Rhythm – this is your wide level organization such as your year, when you start school, what holidays or celebrations you participate in, what time you get up each day, what time you start and end your morning lesson...

Routine – these are the details within your rhythm such as singing a song to begin the morning lesson, lighting a candle before story, and how you end the day. Routines are kind of like the rules for 'how we do things'.

Your Daily Wonder teachers suggest the following rhythm for your morning lesson (framework for sample taken from "The Roadmap to Literacy" by Langley and Militzer-Kopperl):

Portion	Time amount	Content – each portion has a balance of loud and quiet
Opening	12-15 min	Begin, verse, singing, speech, movement, nature observation, riddle, etc. Here you are welcoming the day, becoming present for the lesson.
Skills/Practice*	20-40 min	Practice skills and activities associated with concepts from previous days, here you are building competencies (knowledge and abilities) on the path to understanding concepts.
Intro/Review*	10-25 min	New and on-going concepts, new subject content, new skills, review previous day, multi-sensory activities
Bookwork*	15-35 min	Portfolio for writing/drawing, copy, picture; practice books for rough draft, rules, etc.
Story	15-20 min	The key! Preferably told rather than read. Used to intro new concept or as soul food, can be moved to Intro section

*can include one or two transition activities of 2-3 minutes

Transition – Integrated Movement Activities (IMA) such as singing, clapping, speech, movement, developmental exercises, bean bag, Simon says, etc

**What Else?**

As you can see, we are suggesting a morning lesson that is between 1 – 2 hours each morning. We recommend this is followed five days per week. That leaves you a lot of day to fill before bedtime!

Numeracy – In addition to the Morning Lesson, your Daily Wonder team recommends that your child spend 15 – 30 minutes each day working on math foundation skills. DW is committed to introducing the big math concepts in Monthly Units throughout the year but your child needs to practice these skills daily. The amount of practice will be unique to your child, your schedule and their grade level. **We suggest using a provincial/state math book available at your local bookstore and working through this chapter by chapter.** Have a look at our Numeracy Scope and Sequence PDF to see what and when big concepts will come up for your child in a Monthly Unit, that way you can avoid the skill building portions for that topic in your math skills book until your child has been introduced to it properly.

Literacy – Your Daily Wonder team recommends that in addition to the Morning Lesson and Numeracy Practice time, your child spend 15 – 30 minutes each day reading. Again, DW will introduce literacy concepts along the way but reading and writing are foundational skills that need practice every day. Your child will have plenty of practice writing through the daily lesson, but reading is necessary to practice outside the lesson time. Depending on your child's relationship to reading at this time it can be great to read to your child, have them read aloud to you, or give them quiet space for silent reading. You'll know what combination suits your child best. Books you choose should be enjoyable, minimally but consistently challenging, contain appropriate content for the age of the reader, and provide examples of characters that share your child's frame of reference whenever possible.

Your Daily Wonder team also recommends a good balance of unstructured play time or creative time, and down time. Here is a sample of a daily rhythm used by some of our DW members:

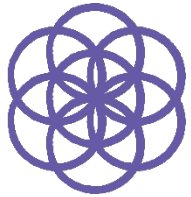
Time	Activity
8 – 10 am	Morning Lesson
10 – 10:30 am	Snack and chores
10:30 – 11 am	Numeracy skills practice
11 – 12:30 pm	Play time/Creative time - unstructured
12:30 pm	Lunch and chores
1:30 – 3 pm	Play time/Creative time – structured (lessons, outings etc)
3 – 4 pm	Quiet time/Reading time



You are going to have unique rhythms and routines because your family's needs are unique. Our number one suggestion is, have fun! Our number two suggestion is, no matter how you organize your day and week, for best results keep it consistent.

Here are some ideas for activities to do after the morning lesson is finished:

1. Outdoor hike, adventure
2. Painting-- free painting or guided
3. Beeswax, clay, play-dough modelling---can have them create things based on morning lesson or seasonal themes
4. Knitting
5. Music lesson/practice
6. Free drawing- crafting time--based on morning lesson or seasonal themes
7. Cooking/baking
8. House chores
9. Journal writing
10. Older students could catch up on morning lesson work
11. Story time/ silent reading
12. Gardening
13. Woodwork
14. Building projects



The Wonder of
Grade 7

The Wonder of Africa

Year 7 Month 1

This is a 5 day sample. Full unit includes 15 days of guided lessons and a 5 day flex week with suggestions for projects and independent work.



Month Overview

Content warning. This unit addresses the transatlantic slave trade and encourages discussions around racism today and may be distressing to some readers.

CURRICULUM AREAS/LEARNING OUTCOMES — CONCEPTS/BIG IDEAS

Language Arts: Concept: Exploring stories and other texts helps us understand ourselves and make connections to others and to the world.

Connection: Through the story, your child will recognize and identify the role of personal, social, and cultural contexts, values, and perspectives.

Concept: Questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens.

Connection - Your child is taking the time to consider the values of indigenous living and how they compare to the ancient civilizations that arose in Africa.

Concept: Developing our understanding of how language works allows us to use it purposefully.

Connection: Your child is developing their ability to summarize their learning into concise written paragraphs.

Social Studies: Concept: Geographic conditions shaped the emergence of civilizations.

Connection: Through exploring and studying the map of Africa, understanding the importance of the Nile River, as well as other geographical features, your child can see why civilizations emerged around these life-giving sources.

Concept: Economic specialization and trade networks can lead to conflict and cooperation between societies.

Connection: Your child is learning about the natural resources that led to economic trade routes through the sub-Saharan, and the relationship that developed between Muslims and Africans in the Empire of Ghana.

Concept: Increasingly complex societies required new systems of laws and government.

Connection: With the stories and information about the fight for independence in African countries throughout the continent, your child can come to see the challenges the African people face in creating their own governments.

Concept: Religious and cultural practices that emerged during this period have endured and continue to influence people.

Connection: Many of the indigenous tribes of Africa are still present today and have maintained ancient cultural and religious practices.

Math: Concept: Decimals, fractions, and percentages are used to represent and describe parts and wholes of numbers.

Connection: Have your child work on these portions of the Grade 7 math workbook, as review practice.

Science: Concept: Earth and its climate have changed over geological time.

Connection - Through looking at the history and geography of Africa, your child is gaining an understanding of this concept. The ancient civilizations who settled by the Niger river, experienced a very different climate and land conditions than we see there today.



FIRST PEOPLES' PRINCIPLES OF LEARNING

Principle: Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits and the ancestors.

Connection: As your child gains a feeling for the diverse cultures and practices in Africa, it supports not only their learning and growth, but also the health of those they relate to through conversation. It helps to heal trauma, with truth and honesty.

Principle: Learning recognizes the role of indigenous knowledge.

Connection: Through learning about indigenous cultures and practices, your child gains an understanding of the wisdom in their tribal societies.

Principle: Learning recognizes the consequences of one's actions.

Connection: Your child will be looking at the topic of slavery and colonialism in our human history. It creates opportunity to investigate it from various angles, and to acknowledge consequences of these actions that are still felt today

SOCIAL EMOTIONAL LEARNING

Critical and Reflective Thinking: People who think critically and reflectively are willing to question and challenge their own thoughts, ideas, and assumptions and challenge those of others. They reflect on the information they receive through observation, experience, and other forms of communication to understand events, and address issues.

Social Awareness and Responsibility: A socially aware and responsible individual contributes positively to their family, community, and environment; empathizes with others and appreciates their perspectives; resolves problems peacefully; and develops and sustains healthy relationships.

CURRICULUM OVERVIEW

This study of the Wonder of Africa is an effort to present the rich history of Africa to your child. Of course, Africa is a huge continent with a very diverse history, so it is impossible to bring the full history of all the various regions in the time we have. This means that Daily Wonder has chosen highlights throughout the history of the continent to serve as examples of what was taking place throughout Africa at various points in history. Please feel free to add an additional region for your child's study, if you feel called to do so.

This unit offers daily lesson plans for 4-weeks, instead of the typical 3-week guided plans and 1 optional Flex Week. As the parent, you can choose how to use these plans. If you choose to work with the 3 week schedule, your child will be studying the history of Africa in various regions. They will learn about indigenous tribes, civilizations and empires, and the Trans-Atlantic Slave Trade. The 4th week focuses on the African diaspora, the effect of colonialism on Africa, and the fight for African Independence.

Please Note: The Wonder of the Animal World is brought in Grade 4, and this brings focus to the animals of the continent of Africa. There is not a study of animals in this unit. If you feel called to add some time in for animal study, please go ahead!

The Wonder of Ancient Egypt is brought in Grade 5, and this covers the geography of Egypt and the importance of the Nile River.

Your child will study The Age of Cultural Encounters in Grade 7. This will fill out the study of European colonialism, and its effect on Africa.



MATERIALS NEEDED

- Each day, in the “What you need to know for today” section, you will find links to important reading to prepare you for that day’s lesson. You may want to read these to yourself the night before so you are prepared for the next day’s lesson.
- Learning Portfolio
- Atlas
- Library books on Africa
- Daily Grade 7 math practice book
- Dictionary
- Consider choosing a recipe from a region of Africa to prepare and enjoy on Day 15

Optional Ideas for Reading

- Order the book -[Facing the Lion: Growing Up Maasai on the African Savanna](#)
- Ideas for [Books on Slavery](#) for children.

PARENT PREPARATION

All the lesson plans are ready for you! What you need to do is a little preparation each day! We hope that you feel excited to dive into this rich study, to fill out your own understanding of the continent of Africa. The daily lessons will offer you website links for personal research, as well as facts to share with your child on the day’s topic. Please always take some time to read and digest the information, before sharing it with your child. We want it to be living in you, rather than reading something from a disconnected place. **refer daily to the “What you need to know for today” section for important links to read ahead of time to prepare you for the day’s lesson.*

There are many excellent documentaries to add to your preparations. Recommended: High on the Hog, a documentary taking a look at the African diaspora’s contribution to North American cuisine.

There are many African dances or clapping games that would be fun and challenging to learn. See our Resource Hub on our website for a few suggestions, or check out YouTube for inspiration.

SUGGESTED FIELD TRIPS

- Contact a local African drumming teacher for some lessons
- Search out African dance classes or a nearby dance performance
- Contact a local Black Cultural Organization and inquire if there are any educational speakers available to highlight an aspect of the history of Africa.



DEVELOPMENTAL CONNECTION

The Daily Wonder curriculum in Year 7 provides a lot of opportunity for learning about cause and effect. Up until the 12th year of life, your child is not yet equipped to fully grasp the consequences of their own actions. It takes time to develop the ability to make these connections. Throughout the Year 7 program, your child will have many opportunities to connect with lessons in history or science and take the time to practice their skills of critical thinking.

Your child at this age is critical, they do notice a lot of things around them that they like to critique, but it is still often driven by emotion. This is the beginning of the phase of strengthening this logical thinking.

PARENT REFLECTION

Questions to consider before going into this unit:

What is your relationship to the continent of Africa? What have you learned, and where did you learn it? Do you feel it was a healthy and well-rounded perspective, reflecting the true African history, or a colonialist view of Africa? What is your perspective on racism throughout the world, and its effect in North America on Black culture?

Questions to consider at the end of the unit:

Has your understanding of the history of Africa changed? In what ways? What have you gained from participating in this study with your child? What do you think your child has gained, that you did not receive at their age?



Verses, Poetry & Song Suggestions

OPENING VERSE FOR GRADE 7

*Reaching outwards through the starlight
Reaching downwards, depths below
I am a channel
Earthly vessel
Bringing wisdom through my soul*

CLOSING VERSE FOR GRADE 7

*Mediating between Heaven and Earth
Through learning and accessing deep knowledge
Wisdom is revealed
And I span worlds*

UNIT POEM SUGGESTION

Africa

by Joseph Seamon Cotter

A thousand years of darkness in her face,
She turns at last from out the century's' blight
Of labored moan and dull oppression's' might,
To slowly mount the rugged path and trace
Her measured step unto her ancient place.
And upward, ever upward towards the light
She strains, seeing afar the day when right
Shall rule the world and justice leaven the race.

Now bare her swarthy arm and firm her sword,
She stands where Universal Freedom bleeds,
And slays in holy wrath to save the word
Of nations and their puny, boasting creeds.
Sear with the truth, O God, each doubting heart,
Of mankind's need and Africa's gloried part.



UNIT SONG SUGGESTIONS

Siyahamba

[Here's the tune](#)

Phonetic Lyrics:

Si ya ham ba ku kan yen kwen kos
We are marching in the light of truth

The direct translation is

"We are marching in the light of God", however the translation is often secularized when sung.

Kwaheri

[Here's the tune](#)

Phonetic Lyrics

Kwa heri kwa heri
mm pen si kwa heri (x2)
Tu ta na na tena
tu kee ja lee wa (x2)

Translation:

Goodbye, goodbye
loved one, goodbye
We'll meet again,
God willing



DAY 1

GOALS OF THE LESSON

Your child will get a general overview of the wonder of the continent of Africa, specifically looking at geographical regions.

WHAT TO KNOW BEFORE YOU BEGIN TODAY

- Read for parent prep: [African History to 1500](#)
- Print or refer to this website for information to share with your child: [Getting to Know Africa, Interesting Facts](#)

Since information readily available in North America tends to focus on issues like drought, famine, and war in Africa, North Americans have many common misconceptions about Africa. In addition to associating Africa with extreme hardships, a plethora of western-made TV shows focus on wildlife and the rainforests. However, these popular images don't give an accurate portrayal of the everyday experiences of most Africans or tell us much about the history of the continent.

One of the main points glossed over by these popular images is that the African continent is large and diverse. Africa is the second largest continent in the world. Today, it has over 50 independent countries. You can also find just about every imaginable environment, from savannahs, rainforests, and deserts, to glaciers and snow-capped mountains in Africa. Its over 1,000 languages (or about one-third of the world's languages) also demonstrate the continent's diversity. Africa is home to more than a billion people, who are living, working, and raising their families.

TODAY'S LESSON

Step 1. Opening: Begin the morning lesson with the morning verse. We suggest sticking with the same opening verse for the whole school year. Here's our suggestion for Grade 7:

*Reaching outwards through the starlight
Reaching downwards, depths below
I am a channel
Earthly vessel
Bringing wisdom through my soul*



You may add any other poetry or verse that speaks to you and relates to the subject or the season. See our suggestions above or choose your own.

Step 2. Intentional Movement Activity (IMA): This is a great time to have your child do some movement activity to support their mental focus. There are many African dances or clapping games that would be suitable. See our Resource Hub on our website for ideas, or search YouTube for inspiration.

Step 3. Math Practice: Five-minute Math Activities. *Please make sure you have watched the video called Math Activities. Begin review of math concepts using your grade 7 math workbook. Observe your child's review of math. It is normal that math concepts that have been learned, "go to sleep" when not being used. It will take a few weeks to review and recall all the math that was previously learned!

Step 4. Review/Inquiry: Ask your child—what do they already know about Africa? If they studied Grade 5 The Wonder of Ancient Egypt, they may be able to recall facts about the Nile River.

Step 5. New Material: Refer to the websites above for information to share with your child and look at the map with your child. Look at the bodies of water surrounding the continent, how it sits in relation to other continents, its size, the number of countries. Look at the geographical regions and read about what is unique to each area. Look at Mt. Kilimanjaro. Ask your child what conditions are required for a group of people to want to live in a specific area of the land. Looking at the modern map, and the demographics of the population, have your child recognize what the geographical condition is that supported the expansion of a population into each region. Discuss the diversity of people and languages on this continent.

Step 6. Learning Portfolio: Have your child create the title page for this unit. They can draw the map of the continent of Africa. Include a bold title at the top of the page. This map drawing might take two sessions or more to complete. The map does not need to be detailed with countries, but rather with the feel for the 5 geographical regions, and major rivers and lakes. Use colour to highlight the different regions. A beautiful drawing technique for maps is to sharpen pencil crayons and collect the shavings. Sprinkle the coloured shavings of your choice over the area you want to shade and rub them lightly into the page.

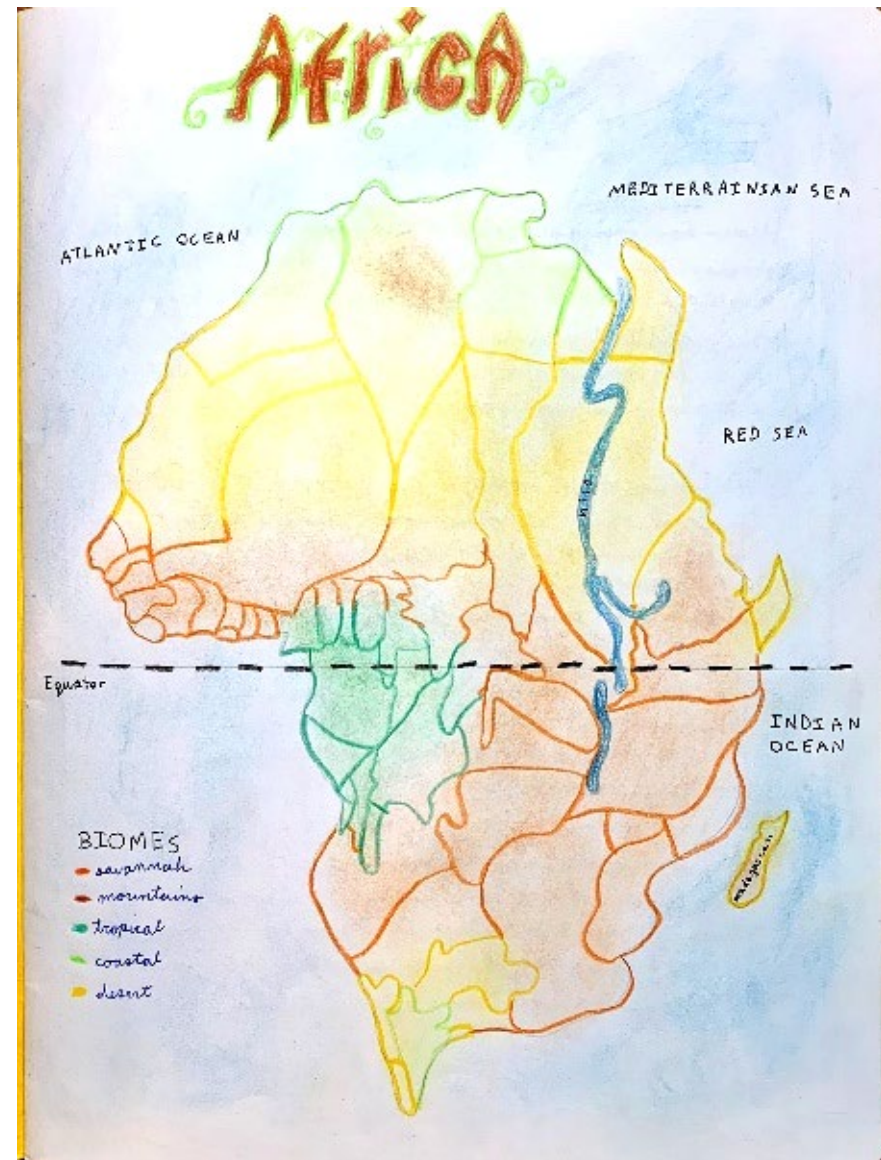
Step 7. Story: Create a reverent space. Light a candle. Have a story to share or a chapter book to begin reading. You can have your child read independently, or you can read to them.



Step 8. Closing: Recite your closing verse to end the morning lesson. Here's one suggestion, but feel free to choose your own.

*Mediating between Heaven and Earth
Through learning and accessing deep knowledge
Wisdom is revealed
And I span worlds*

**Example Map of Africa from our children's Learning Portfolio
when they studied Africa at Comox Valley Waldorf School:**





Day 2

GOALS OF THE LESSON

Your child will work on recalling the information from yesterday and writing a summary paragraph. They will review the connection between a geographical condition and the emergence of a civilization. They will gain an understanding of the challenges of documenting the history of Africa, and the importance of the griot.

WHAT TO KNOW BEFORE YOU BEGIN TODAY

You will need access to the same resources and maps as yesterday. You will also be exploring the role of the griot in African culture. Read the background info, to be able to share the main points with your child.

- Print or refer to this website for information to share with your child: [Getting to Know Africa, Interesting Facts](#).
- Information about the [Griot](#).

TODAY'S LESSON

Step 1. Opening: Begin the morning lesson with the morning verse. You may add other poetry or songs that speak to you and relate to the subject or the season.

Step 2. Intentional Movement Activity: This is a great time to have your child do some movement activity to support their mental focus. There are many African dances or clapping games that would be suitable. See our Resource Hub on our website for ideas, or search YouTube for inspiration.

Step 3. Math Practice: Five-minute Math Activity. Begin review of math concepts, using your grade 7 math workbook. Observe your child's review of math.

Step 4. Review: Have your child recall what they learned yesterday about the continent. What interesting information did they learn? Have them discuss the 5 major geographical regions. Have them make connections between geographical conditions and the emergence of civilizations. (i.e. Living near the coast provided fish, ease of travel - living near the Nile provided fertile land for crops, as well as water and food source)



Language Arts Writing: Have your child write a rough copy paragraph (5-6 sentences) as the introduction to the Africa unit. They can include the geographical information they recalled today, as well as some of the connections they have made about where people settled.

Step 5. New Material: The Griot

Many ancient African societies had special people tasked with orally transmitting official histories and preserved traditions. For example, **griots** in parts of West Africa memorized chronologies, cultural traditions, and legal precedence to advise kings and state leaders. Griots also travelled and performed theatre and praise-songs throughout empires to spread cultural values and communicate news from governments. Griots held honoured places in their societies, reflecting their importance to both rulers and people's everyday lives. Locally produced proverbs and oral teachings also played vital roles in many ancient African societies. Additionally, African communities honored older generations for their knowledge of the past, leading Amadou Hampate Ba, a famous author from Mali, to write, "In Africa, when an old man dies, it's a library burning." These examples are just some of the ways that ancient peoples used oral traditions. Since the 1960s, scholars of Africa have recognized the importance of studying these oral sources as they convey a great deal of information about the past. Using oral sources is not without its challenges, but their inclusion has broadened the scholarly understanding of African societies.

Step 6. Learning Portfolio: Have your child continue to work on the map. Labelling important bodies of water, and specific regions. They can create a beautiful border with African design motifs. See examples below for some border inspiration.

Step 7. Story: Create a reverent space. Light a candle. You can have your child read independently, or you can read to them.

Step 8. Closing: Recite your closing verse to end the morning lesson.





DAY 3

GOALS OF THE LESSON

Your child will recall the important role of the griot. They will gain an understanding of the main indigenous tribes of Africa.

WHAT TO KNOW BEFORE YOU BEGIN TODAY

Today your child will proofread and edit their rough copy work. They may require an editing checklist to help them. Dictionary can be used for incorrect spelling. Now that your child has looked at the general overview of the continent, it is time to go back thousands and thousands of years, to gain an understanding of some of the indigenous tribes of Africa.

Today's Reading:

- [African Tribes, African Culture, African Traditions.](#)
- [Oldest Tribes in Africa.](#)

TODAY'S LESSON

Step 1. Opening: Begin the morning lesson with the morning verse. You may add other poetry or songs that speak to you and relate to the subject or the season.

Step 2. Intentional Movement Activity: This is a great time to have your child do some movement activity to support their mental focus.

Step 3. Math Practice: Five-minute Math Activity. Begin review of math concepts, using your grade 7 math workbook. Observe your child's review of math.

Step 4. Review: What role does the griot play? Why is it so important for historical reference? Can you think of modern day forms of the griot in Black culture? What are the challenges of relying on oral tradition to pass down history? What are the challenges when there is no written record of the history of an ancient people, and the oral story tradition is not included in the history?

Language Arts Writing: Have your child proofread and correct their rough copy from yesterday. You may need to be a second editor!



Step 5. New Material: A glimpse into the lives of the indigenous people of Africa.

Let's start with a look at some of the oldest tribes of Africa. (see links up above). Share about these tribes with your child. These are the indigenous people of the land of Africa.

Unlike some other regions in Africa, Ethiopia had very fertile, volcanic soils that supported large populations. Climatic variation found at the different elevations throughout Ethiopia also encouraged agricultural diversification and trade. Around 7000 BCE, there was population growth in the region that corresponded with the Agricultural Revolution. While some domesticated animals and crops were introduced from Northeast Africa and the Fertile Crescent, Ethiopians domesticated other crops themselves. Most notably, Ethiopians domesticated teff, a grass, and nsete, known as the "false banana," that they ground to make bread and porridge. We also have Ethiopians to thank for coffee! Since the Neolithic Revolution, Ethiopia stands out for its agricultural productivity and innovation, both of which sustained large populations in the region.

Many indigenous African tribes are direct descendants of some of the earliest modern human (*Homo sapiens*) groups and have unique DNA markers. These tribes also have unique genetic features as well as languages that are not closely related to any others that exist today. Additionally, these tribes have been able to maintain their cultural traditions for thousands of years despite European colonization in nearby regions. Remarkably, all of the tribes on this list are still around and practicing their ancient traditions.

Archaeologists help us to have a better understanding of ancient Africa, based on items they have found, like tools and cave paintings.

The Ngwenya Mine is located on Bomvu Ridge, northwest of Mbabane and near the northwestern border of Eswatini (Swaziland). It is known to be the oldest mine in the world. The age of the oldest mining activities has been determined to be 41,000 to 43,000 years ago, based on tools discovered in the mine. The site was known to early humans for its deposits of red and specular haematite, used in cosmetics and rituals. Red ochre from here was extracted by the ancestors of the San and used in rock paintings. By about 400 AD, Bantu tribes had arrived from the north. They were familiar with the smelting of iron ore, and traded their iron widely throughout the African continent.

Step 6. Learning Portfolio: Have your child write the good copy paragraph in their learning portfolio. Include a beautiful title, neat handwriting, and a designed border.

Step 7. Story: Create a reverent space. Light a candle. You can have your child read independently, or you can read to them.

Step 8. Closing: Recite your closing verse to end the morning lesson.



DAY 4

GOALS OF THE LESSON

Your child will recall the 7 main indigenous tribes of Africa, and consider the values that support their survival over thousands of years.

WHAT TO KNOW BEFORE YOU BEGIN TODAY

Your child will be reviewing the indigenous tribes of Africa. Today these cultures have maintained much of their ancient traditions. If you are interested, there are excellent documentaries that could enhance your child's learning. It is fascinating to see these ancient tribes participating in aspects of the modern world, such as sending their children to school. Hopefully you have been able to get the book, *Facing the Lion: Growing Up Maasai on the African Savanna*.

Today your child will be learning about the some of the first ancient civilizations that arose in Africa.

Links for today:

- [Timeline of Ancient Africa.](#)
- [Daily Life of Ancient Africa.](#)

TODAY'S LESSON

Step 1. Opening: Begin the morning lesson with the morning verse. You may add other poetry or songs that speak to you and relate to the subject or the season.

Step 2. Intentional Movement Activity: This is a great time to have your child do some movement activity to support their mental focus.

Step 3. Math Practice: Five-minute Math Activities. Begin review of math concepts, using your grade 7 math workbook. Observe your child's review of math.

Step 4. Review: Have your child recall what they learned yesterday about the lifestyle of the main indigenous tribes of Africa. Which one did they find the most fascinating? Why? What qualities have allowed these small groups of people to survive together for many thousands of years? What values do you think could help support our modern culture?



Language Arts Writing: Have your child write 2-3 sentences describing the qualities and values of tribal living. Have it proofread and ready to be written in good copy.

Step 5. New Material: The Sudan area has been inhabited since the Neolithic period. We know this because archaeologists have found lots of Iron Age objects and the remains of abandoned villages. Parts of this area now suffer from droughts. In times gone by, the River Niger used to flood and create lots of fertile grasslands. It was perfect for farming. This is what happened with the Nile River as well. Each year it would flood, and deposit rich soil onto the land. This would create very fertile land for farming. Ancient cultures settled along these rivers that nourished the land.

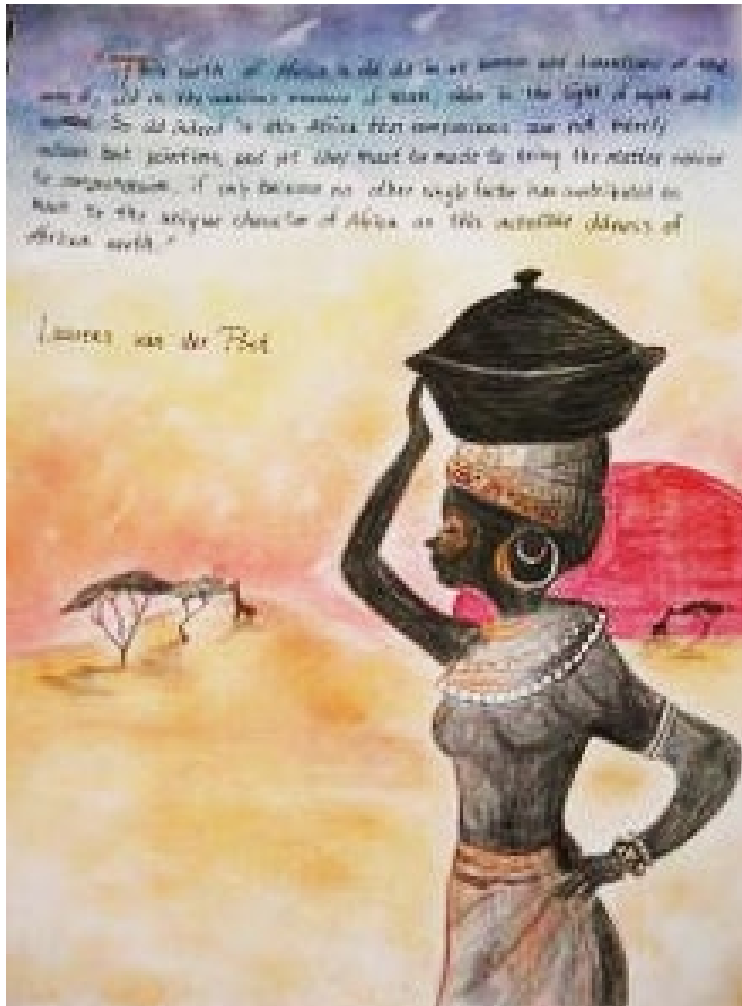
Africa has seen the rise and fall of many great civilizations and empires throughout its history. The oldest and longest lasting of these being the Ancient Egyptians who are still famous today for their pyramids and pharaohs. However, the Egyptians weren't the only civilization to develop in Ancient Africa.

The Kingdom of Kush was an ancient civilization in Africa. It is often referred to as Nubia and had close ties to Ancient Egypt. The Kingdom of Kush was located in **Northeast Africa** just south of Ancient Egypt. The Kingdom of Kush lasted for over 1400 years. It was first established around 1070 BCE when it gained its independence from Egypt. The empire began to weaken after Rome conquered Egypt and eventually collapsed sometime in the 300s CE.

Two of the most important resources of Ancient Kush were gold and iron. Gold helped Kush to become wealthy as it could be traded to the Egyptians and other nearby nations. Iron was the most important metal of the age. It was used to make the strongest tools and weapons.

Outside of the Pharaoh and the ruling class, the priests were the most important social class in Kush. They made the laws and communicated with the gods. Just below the priests were the artisans and scribes. Artisans worked the iron and gold that was such an important part of the Kushite economy. Farmers were also respected as they provided the food for the country. At the bottom were servants, labourers, and slaves.

Central Africa is a large region covered with rainforest and savanna grasslands. People have lived in this region for thousands of years. One of the first civilizations to develop here was the Sao Civilization in modern-day Chad and Cameroon. The Sao civilization began as early as 500 BCE. Archaeologists have found bronze sculptures and terra cotta statues of human and animal figures, coins, funerary urns, household utensils, jewelry, highly decorated pottery, and spears. The largest Sao archaeological finds have been made south of Lake Chad.



Step 6. Learning Portfolio: Have your child choose one of the indigenous tribes, and find a picture of a member of the tribe. Your child will copy this picture into their learning portfolio. Include the short writing on the tribal qualities on the same page. Each page requires a clear title. See example Learning Portfolio for inspiration.

Step 7. Story: Create a reverent space. Light a candle. You can have your child read independently, or you can read to them.

Step 8. Closing: Recite your closing verse to end the morning lesson.



DAY 5

GOALS OF THE LESSON

Your child will recall information about the ancient civilizations discussed yesterday. They will recall the structure of the ancient society and compare it to the tribal structure.

WHAT TO KNOW BEFORE YOU BEGIN TODAY

Your child will be reviewing the lesson on the first ancient civilizations that arose in Africa. Your child will be introduced to some key elements of African history between the 7th and 11th century CE.

- The Empire of Ghana
- The role of the trade routes

Links for today:

- At story-time you can share the story, [The Black Snake Bida](#).
- [Ancient Ghana](#).
- Ancient Africa: [Empire of Ancient Ghana](#).

TODAY'S LESSON

Step 1. Opening: Begin the morning lesson with the morning verse. You may add other poetry or songs that speak to you and relate to the subject or the season.

Step 2. Intentional Movement Activity: This is a great time to have your child do some movement activity to support their mental focus.

Step 3. Math Practice: Five-minute Math Activities. Begin review of math concepts, using your grade 7 math workbook. Observe your child's review of math.

Step 4. Review: Recall the first ancient civilizations that arose in Africa. Where did they arise? What were the geographical conditions? Why did so many people come to settle in this region? How was this society structured? How would you describe the values of this ancient society based on what you have heard? How did it differ from the indigenous tribal way of life? Through discussion, compare and contrast these two ways of life.



Language Arts Writing: Have your child write 2-3 sentences describing the lifestyle and values of the Kingdom of Kush. Have it proofread and ready to be written in good copy.

Step 5. New Material: How the Empire of Ghana was built

Ancient Ghana ruled from around 300 to 1100 CE. The empire first formed when a number of tribes of the Soninke people were united under their first king, Dinga Cisse. The government of the empire was a feudal government with local kings who paid tribute to the high king, but ruled their lands as they saw fit.

Complex societies based on trans-Saharan trade in salt and gold had existed in the region since ancient times, but the introduction of the camel to the western Sahara in the 3rd century CE, opened the way to great changes in the area that became the Ghana Empire. By the time of the Muslim conquest of North Africa in the 7th century, the camel had changed the ancient, more irregular trade routes into a trade network running from Morocco to the Niger River. The Ghana Empire grew rich from this increased trans-Saharan trade in gold and salt, allowing for larger urban centres to develop. The traffic furthermore encouraged territorial expansion to gain control over the different trade routes.

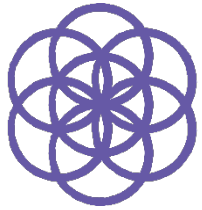
Use the website links above on ancient civilizations, and share more facts and history of the Empire of Ghana.

Step 6. Learning Portfolio: Have your child choose a picture or a map of the Kingdom of Kush. Your child will draw this into their learning portfolio. Include the short writing on values and lifestyle of the Kingdom of Kush. See below examples of some possible drawings.

Step 7. Story: Create a reverent space. Light a candle. You can read or tell them the myth of Bida the Snake.

Step 8. Closing: Recite your closing verse to end the morning lesson.





The Wonder of
Grade 7

The Wonder of Chemistry

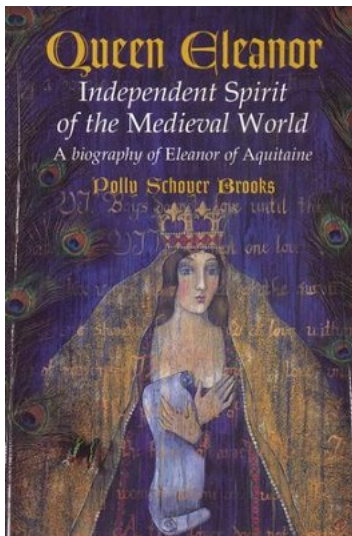
Year 7 Month 2

This is a 5 day sample. Full unit includes 15 days of guided lessons and a 5 day flex week with suggestions for projects and independent work.



Heads up! Recommended Reading for Next Month

Heads up for next month's unit, Grade 7, Month 3 The wonder of the Middle ages. We recommend you purchase, borrow from your local library, or find an online eBook of: [Queen Eleanor, Independent Spirit of the Medieval World](#) by Polly Schoyer Brooks. This biography of Eleanor of Aquitaine is meant to be pre-read before the next unit begins. Your child can read it on their own, or you can read it together, whatever works best for you. We are letting you know about this now, so you have plenty of time to acquire this book.



You can buy it here from [Christianbook.com](https://www.christianbook.com)

Or here from [Thriftbooks.com](https://www.thriftbooks.com)

Or you if you can't wait for your copy to arrive or if it's taking too long to get to you, you could read the first 50 pages online here on [Google Books](https://books.google.com/books).



Month Overview

CURRICULUM AREAS/LEARNING OUTCOMES — CONCEPTS/BIG IDEAS

Science: Concept: Elements consist of one type of atom, and compounds consist of atoms of different elements chemically combined.

Connections: You will present the meaning of the periodic table and the role of elements over this first week. The second week you will present the idea of acids and bases via combining elements. The third week you will demonstrate the combining of elements at work all around us. And in the fourth week your child will explore their own interest regarding combustion, salt formation, and solutions and solvents.

Language Arts: Concept: Questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens.

Connections: Your child will be given an opportunity to reflect on past knowledge as they prepare to learn through demonstrations. Your child will work on their own interest and prepare a presentation of their work.

Art Education, Career Education, and Applied Design are also covered in this unit. Check your Ministry's website for details.

Creative Thinking: Facet: Evaluating and Developing. **Profile:** I get new ideas within the constraints of materials.

Critical Thinking: Facet: Questioning and Investigating. **Profile:** I can use my observations, experience, and imagination to draw conclusions and make judgements.

FIRST PEOPLES' PRINCIPLES OF LEARNING

Principle: Learning involves patience and time. **Connection:** You'll draw on ancient knowledge as well as your child's past experiences to show that learning happens over time as we perceive new, ever deepening levels of complexity to our understanding.

OVERVIEW

You will cover three areas of study during this unit: Combustion; Salt-Formation; and Solutions and Solvents. Each area of study will take a week. During the fourth week, Flex Week, your child will do an independent project. The approach that will resonate with your child on a soul level is to observe the phenomena directly, not abstractly. You will notice that you will not cover molecular theory in this unit as you might find in most textbooks for this subject. This is intentional. At Daily Wonder we want to inspire kids to learn from the living pictures that they take in through their senses directly to their feeling and then to their understanding.

**MATERIALS NEEDED**

- Verses, music and movement activities for your opening, transitions and closings. See our suggestions or choose your own.
- Your math workbook to continue to work on math skills. A novel for reading practice.
- A small portfolio for science as well as pencils, ruler, eraser
- Water colour paints/brushes/etc. and water colour paper that will fit into portfolio
- Kitchen Science materials and project materials – See the start of each week for lists and below.

Materials Needed for Week 1

You will perform demonstrations for your child so that they can observe scientific phenomena. Below you will find a list of materials for week one as well as important links. For some lessons background reading is necessary or helpful, links are provided for your support.

Materials needed for Week One

- A camp stove and metal plate
- Paraffin candles, about 5
- Glass jars, about 3 different sizes
- Wood matches
- Things to burn- sugar (mineral), leather or feather (animal), plant parts
- A piece of glass or very heavy paper

Important Links for Week One

- The Fire Sermon by Buddha: https://en.wikisource.org/wiki/Fire_Sermon
- Prometheus, Bringer of Fire: <https://www.youtube.com/watch?v=F3mbNWJo3Go> or this version: <https://www.youtube.com/watch?v=5RHbK6YnbWU>



Materials Needed for Week 2

You will perform demonstrations for your child so that they can observe scientific phenomena. Below you will find a list of materials for week 2 as well as important links. For some lessons background reading is necessary or helpful, links are provided for your support.

Materials needed for Week Two

- A head of purple cabbage (to make indicator: chop whole head, place in pot and cover with water, bring to boil, simmer for 10 minutes, remove from heat and use sieve to collect only the liquid, let cool, store liquid in large jar with lid. Enjoy the smell;)
- One large jar to host indicator, many small clear ramekin style containers (can get these at the dollar store in plastic form)
- Litmus paper or pH testing paper (drug store), just a few pieces
- Pipette or dropper
- Household substances for testing for example: lemon juice, vinegar, bleach, laundry soap, other scrubbing agent, baking soda, apple cider, orange pop, etc.
- Ziploc bag

Important Link for Week Two

- Baking soda and Vinegar demo: https://www.youtube.com/watch?v=gwOOpd_1aA



Materials Needed for Week 3

You will perform demonstrations for your child so that they can observe scientific phenomena. Below you will find a list of materials for week 3, Solutions and Solvents, as well as important links. For some lessons, background reading is necessary or helpful, links are provided for your support.

Materials needed for Week Three

- A clear glass bowl or the jar listed below
- Vegetable oil
- A large clear glass jar
- Day 14 demo liquids in order of density (most to least): corn syrup, glycerin, dawn liquid detergent, vegetable oil, isopropyl rubbing alcohol, 10 weight motor oil.
- To drop into Day 14 demo: cork, wax, wood, rubber, metal.
- Two twin glass jars of the same size with an ability to hold boiling water
- Granulated sugar

Important Links for Week Three

- How stalagmites and stalactites are formed: <https://science.howstuffworks.com/environmental/earth/geology/stalactite-stalagmite1.htm>
- How the chalk bed is formed: <https://en.wikipedia.org/wiki/Chalk>
- Calcium in the body: <https://www.merckmanuals.com/en-ca/home/hormonal-and-metabolic-disorders/electrolyte-balance/overview-of-calciums-role-in-the-body>
- Xylem: A tree and its trunk: <http://dendro.cnre.vt.edu/forsite/tait2.htm>
- Thales, about. Scroll down to Water as a first principle: https://en.wikipedia.org/wiki/Thales_of_Miletus
- About oil spills in our oceans: <https://www.britannica.com/science/oil-spill>



PARENT PREPARATION

It is really helpful if you are able to try the experiments/demonstrations the night before you bring them to your child. Allow your child to take in the impressions from the demo without telling them the ending (talking about the law they are observing). They will form their own conclusions and you will draw the concept out of their understanding through your questioning after the demo.

SOCIAL EMOTIONAL LEARNING

Your child will hear the scientific perspectives of historical figures and begin to develop a way of reinterpreting this information based on what they see - this is *creative thinking*. They will also use *critical thinking* skills as they gather evidence to make conclusions. As they hear the stories of the development of scientific thinking, they will come to an understanding that *learning involves patience and time*.

PARENT REFLECTION

What do you remember about Chemistry? Do you feel that when you studied Chemistry the world was brought into your soul and that in the story of chemistry you saw yourself reflected? What did/would that feel like? What value do you think there is in the phenomenological approach to science (this means learning through observing as opposed to reading about it or being told about it)? Is this important to you?

DEVELOPMENTAL CONNECTION

Daily Wonder was inspired by The Educational Tasks and Content of the Steiner Waldorf Curriculum, edited by Rawson and Richter, and Chemistry, by Live Education in the writing of this unit.

The Grade 7 child is in a phase of development characterized by two opposites: an appetite for knowledge of and about the phenomena of the world, combined with a growing capacity for self-reflection. Children of this age can be encouraged to take a closer look at the world and to understand the laws and ideas around them. It is important to develop in the Grade 7 child balance between the recognition that they are world citizens, and that they are individuals with responsibilities. You'll bring Chemistry to draw their attention to some of the phenomena around them; sometimes we call this unit Kitchen Chemistry. You'll also present ways for your child to take up more and more independent work as they express their unique personal take on the science and history presented.



Verses, Poetry & Song Suggestions

OPENING VERSE FOR GRADE 7

Reaching outwards through the starlight
Reaching downwards, depths below
I am a channel
Earthly vessel
Bringing wisdom through my soul

CLOSING VERSE FOR GRADE 7

Mediating between Heaven and Earth
Through learning and accessing deep knowledge
Wisdom is revealed
And I span worlds

UNIT POETRY SUGGESTION

Nothing Gold Can Stay

by Robert Frost

Nature's first green is gold,
Her hardest hue to hold.
Her early leaf's a flower;
But only so an hour.
Then leaf subsides to leaf.
So Eden sank to grief,
So dawn goes down to day.
Nothing gold can stay.



UNIT SONG SUGGESTION

Rise Up Old Flame!

[Here's the tune](#)

Flamme empur

*Ô flamme, monte - Rise up, oh flame - May God supply
round*

t. German: Fritz Jöde (1887-1970)
t. French: William Lemit (1908-1996)
m. Christoph Praetorius (1574-1609)

Flam - me em - por, leuch - te uns!
Ô, flam - me, mon - te que ta lu - miè - re
Führ uns zum Heil in dir!
nous pu - ri - fi - e. Gui - de nous cœurs!

finish one after the other

English text variant I:

Rise up, oh flame, by thy light glowing!
Show to us beauty, vision and joy!

English text variant II:

May God supply the wants of my brother
and give me a truly thankful heart!



Week 1

You will perform demonstrations for your child so that they can observe scientific phenomena. Below you will find a list of materials for week one as well as important links. For some lessons background reading is necessary or helpful, links are provided for your support.

Materials needed for Week One

- A camp stove and metal plate
- Paraffin candles, about 5
- Glass jars, about 3 different sizes
- Wood matches
- Things to burn- sugar (mineral), leather or feather (animal), plant parts
- A piece of glass or very heavy paper

Important Links for Week One

- The Fire Sermon by Buddha: https://en.wikisource.org/wiki/Fire_Sermon
- Prometheus, Bringer of Fire: <https://www.youtube.com/watch?v=F3mbNWJo3Go> or this version: <https://www.youtube.com/watch?v=5RHbK6YnbWU>



DAY 1

GOALS OF THE LESSON

Today you will set up the unit with some background connections in order to contextualize the study of chemistry.

WHAT TO KNOW BEFORE YOU BEGIN TODAY

Today you will introduce the subject of chemistry and specifically combustion. Your child will paint a water colour image of fire that will later be posted into the portfolio as a title page. Prepare your notes for introduction and your materials for painting.

TODAY'S LESSON

Step 1. Opening: Begin the morning lesson with the morning verse followed by things such as singing, instrument practice, and a review of the day's schedule. We suggest sticking with the same opening verse for the whole school year. Here's our suggestion for Grade 7:

*Reaching outwards through the starlight
Reaching downwards, depths below
I am a channel
Earthly vessel
Bringing wisdom through my soul*

You may add any other poetry or verse that speaks to you and relates to the subject or the season. See our suggestions above or choose your own.

Step 2. Intentional Movement Activities (IMA): This portion of your day can take 5-10 minutes and will include movements that support your child's unique development such as clapping or body percussion exercises. Check in regularly at the Resource Hub for new ideas.

Step 3. Math Minute: Provide time now for math: begin with a game or fun activity followed by work in a leveled math workbook.

Step 4. Practice & Review: For this unit it is here that you will offer demonstrations and complete data collection. Today you can skip to Step 4.



Step 5. New Material: Begin by introducing the subject of chemistry. Follow the summary below or research and compile in a way that suits you.

Summary of Chemistry unit: This unit will be three weeks of guided curriculum followed Flex Week during which your child will be invited to complete an independent project. In this unit you will revisit some of the themes from the grade 6 unit Mineralogy, the grade five unit Botany, and the grade four unit Zoology (don't worry if your child didn't do those units). We will look at three world processes: Combustion; Salt Formation (this can also be called Acids and Bases); and Solvents and Solutions.

Let's start with a description about **combustion**. Combustion is at work in our digestive processes, in the air around us (oxidation), and in the depths of the earth in the form of magma. What do all of these processes have in common? Fire. The opposite process of combustion is at work on the earth around us too. You'll remember from studying the rocks last year that magma from the volcano goes up as it bursts forth into the air; its opposite is a settling or pressing down kind of process. The bursting magma rocks were called igneous, the settling and pressing rocks were called sedimentary rocks. These rocks are formed from processes called precipitating and crystallizing and are part of the earth's grand process called **salt formation**. The vehicle of all of this transformation is water. Water carries the calcium from the sedimentary process to the streams, rivers, lakes and oceans where it is received by the sea creatures to build their shells. The shells become part of the sea floor and build the earth. This is a similar process that happens in your own bloodstream as it circulates the fluids that will dissolve and replenish your bones and teeth. The study of the water as a vehicle will bring us the processes of **solvents and solutions**.

Step 6. Learning Portfolio: Today your child will paint a water colour picture as the bookwork. Using your transition verse, move to the workspace and take out the painting materials. *Guide your child to ensure that the paper size will work to paste the picture into the portfolio tomorrow.* Briefly discuss the colour of fire, light a candle if necessary. Ask your child to paint a fire that takes up the entire page. The picture could be an image of a campfire that shows the coals and the background or it can be a kind of abstract image of just fire colours that take up the whole page. Set aside to dry.

Step 7. Story: Have your child read 'The Fire Sermon' written by the Buddha (available [here](#)). They can collect any thoughts in their journal. Tomorrow they can share what they think the sermon is about. On days when there is not specific story to tell, have your child read from a personally chosen novel during this time.

Step 8. Closing: Recite your closing verse to end the morning lesson. Here's one suggestion, but feel free to choose your own.

*Mediating between Heaven and Earth
Through learning and accessing deep knowledge
Wisdom is revealed
And I span worlds*



DAY 2

GOALS OF THE LESSON

To provide an opportunity for your child to observe the concept that combustion is transforming fire. To explore the idea that craving is fire is death.

WHAT TO KNOW BEFORE YOU BEGIN TODAY

Today you will perform one demonstration. You will also discuss The Fire Sermon.

TODAY'S LESSON

Step 1. Opening: Begin your morning lesson with a verse/song followed by things such as singing, instrument practice, and a review of the day's schedule.

Step 2. Intentional Movement Activities (IMA): This portion of your day can take 5-10 minutes and will include movements that support your child's unique development such as clapping or body percussion exercises. Check in regularly at the Resource Hub for new ideas.

Step 3. Math Minute: Provide time now for math: begin with a game or fun activity followed by work in a leveled math workbook.

Step 4. Practice & Review: Today you will begin by exploring The Fire Sermon. Ask your child what they thought of the Sermon. Ask questions and lead the discussion to a recognition of the following: For the Buddha, the intent of the sermon was to show his pupils that craving and desire that is out of control is like a fire that burns away our human freedom.

Step 5. New Material: Introduction to Combustion: Use the following summary or create your own: *Combustion can be seen at work in many places around us, including our stomachs. The stomach produces hydrochloric acid to break down the food we swallow. This same solution will melt zinc right before your eyes. When an acid is at work it transforms substances just like fire will transform a log into heat. We can even transform fire. When we add more oxygen to a fire, it gets hotter. Some metals, like iron or copper, will break down by this form of combustion called oxidization. One of the first philosophers of Greece, Heraclitus, wondered if everything in the world was created by fire. It makes one wonder about anger in humans. You can see the red glow arise on the cheeks and feel the heat there when you are angry; where does this fire come from? This kind of fire is contained within the person, it isn't shared, unless violence results. In this way, fire can consume a person, just as Buddha said.*



Step 6. Demonstration: Your goal is to show that substance is transformed – heat, flame, smoke, and gas rise and expand while ash and coal/carbon contract and remain visible.

- Turn on the camp stove to a medium high heat and place the metal tray/plate onto it
- Begin burning different things by placing them on the hot plate – begin with mineral=sugar, then plant=any flower/stem/leaf/root, then animal=leather.
- Have your child observe what is happening and make notes of what they notice
- Reiterate the actions you performed: We turned on the stove to medium/high, we place the item here, we watched as it reacted to the heat, etc
- Leave the rest of the information with your child as Wonder, you'll return to it tomorrow

Step 7. Learning Portfolio: Using your transition verse, move to the workspace and take out the portfolio. Have your child paste their painted fire onto the first page of the book. They can write in any creative font, the title Combustion, onto the painted page. On the next page they can either write out The Fire Sermon or their summary of the sermon. Be sure to set the expectations of what you want to see such as using lines to get straight writing, using cursive, rough draft first, etc.

No specific story for today, have your child do some silent reading from a novel/chapter book of their choice.

Step 8. Closing: Close the morning lesson with a verse once all materials are put away.



DAY 3

GOALS OF THE LESSON

To provide an opportunity for your child to observe the concepts that: oxygen is necessary for combustion, and that combustion consumes oxygen.

WHAT TO KNOW BEFORE YOU BEGIN TODAY

Today you will perform two demonstrations.

TODAY'S LESSON

Step 1. Opening: Begin your morning lesson with a verse/song followed by your routine of singing, instrument practice, and a review of the day's schedule.

Step 2. Intentional Movement Activities (IMA): Begin your movement routine including things such as clapping or body percussion exercises. Check in regularly at the Resource Hub for new ideas.

Step 3. Math Minute: Provide time now for math: begin with a game or fun activity followed by work in a leveled math workbook.

Step 4. Review: Ask your child to recall the demonstration of burning different things yesterday. Ask them to describe what was happening. Lead them to understanding the concept through questions like 'where is the fire?', 'what is the process of combustion that you saw?', 'what became of the sugar/rose/leather?' 'what was left?' 'where did the rest of it go?', etc.

Step 5. New Material:

Demonstration #1. Your goal is to show that oxygen is necessary for combustion and that combustion consumes oxygen.

- Begin by setting up paraffin candles, all of the same type and height, up to 5.
- Light the candles one by one.
- You will place clear glass jars over the candles one by one but first have your child write down the volume of each jar (it is good to have different size jars).
- Once the first jar is placed over the flame, have your child record how many seconds it takes for the flame to go out.



- Move onto the next flame and repeat until all are out.
- Reiterate the demo: we lit candles, we placed jars overtop, we watched what happened to the flame.
- Leave your child to Wonder about the details until tomorrow, move onto demo #2.

Demonstration #2. Your goal is to show again that oxygen is consumed by the flame; in this demo your child will see how the volume of oxygen becomes less and less.

- One paraffin candle lit and placed in its holder in a shallow bowl of water.
- The jar is placed over the flame and creates a seal within the water.
- Have your child observe what happens to the water and flame.
- Reiterate the demo: we lit a candle, we placed it in water, we put a jar overtop, we watched what happened to the water and the flame.
- Leave your child to Wonder about the details until tomorrow.

Step 6. Learning Portfolio: Using your transition verse, move to the workspace and take out the portfolio. Today your child will collect a list of some of the most commonly used elements and their chemical symbols from the periodic table. This can act as a vocabulary and spelling list as well. The title can be 'Chemical Elements and their Symbols'. Just focus on the following: Hydrogen=H, Helium=He, Nitrogen=N, Oxygen=O, Carbon=C, Sodium=Na, Potassium=K, Phosphorus=P, Sulphur=S, Chlorine=Cl, Calcium=Ca, Aluminum=Al, Zinc=Zn, Gold=Au, Silver=Ag, Lead=Pb, Iron=Fe, Copper=Cu and the compounds where two or more atoms are joined together: Water=H₂O and Carbon dioxide=CO₂

No specific story for today.

Step 6. Closing: Close the morning lesson with a verse once all materials are put away.



DAY 4

GOALS OF THE LESSON

To provide an opportunity for your child to observe that fire produces carbon.

WHAT TO KNOW BEFORE YOU BEGIN TODAY

Today you will perform one demonstration. Today and tomorrow will bring demos that show the chemical processes that are produced by combustion.

Your child will paint today, have materials ready and set aside.

You will tell the story of Prometheus today. There are two video links below, these are where you will get the story. If you want to allow your child to get the story from the videos, we suggest you watch them yourself first, to ensure that they match your boundaries.

TODAY'S LESSON

Step 1. Opening: Begin your morning lesson with a verse/song followed by your routine of singing, instrument practice, and a review of the day's schedule.

Step 2. Intentional Movement Activities (IMA): Begin your movement routine including things such as clapping or body percussion exercises. Check in regularly at the Resource Hub for new ideas.

Step 3. Math Minute: Provide time now for math: begin with a game or fun activity followed by work in a leveled math workbook.

Step 4. Review: Ask your child to recall the demonstration of the flame inside the jars. What did their data tell them? Guide a conversation to arrive at an understanding that combustion requires oxygen, and that combustion consumes oxygen. You could ask, "what happened to the flame when the jar went over it?", "why do you think the flame went out?", "What was missing for the flame once the jar went over it?", "What did the water do?", "What did it show us?", "Where did the space come from that the water began to take up?", etc.

Step 5. Practice: Take 10 minutes to do a spelling quiz on the elements and their chemical symbols.



Step 6. New Material:

Demonstration: Your goal is to show that combustion produces carbon.

- Begin by lighting a candle.
- Use a piece of glass or heavy paper to pass over the flame. If you are using paper, you will have to move quickly to avoid the paper catching fire. Do this action a few times to create soot/carbon on the surface.
- Try to create patterns on the glass/paper like a drawing of carbon.
- Set this carbon drawing aside.
- Reiterate the demo: We lit a candle, we passed glass/paper over the flame.
- Leave your child to Wonder about the details until tomorrow.

Step 7. Learning Portfolio: Using your transition verse, move to the workspace and take out the painting materials. Ensure that the paper is the size to match the portfolio. Light a candle nearby the workspace. Instruct your child to paint a candle that shows the glow of the flame, the state of the wick, and the warmth created. They can paint the candle before them or use it for inspiration of a different image.

Step 8. Story: Tell, or have your child listen to, the story of Prometheus, Bringer of Fire: <https://www.youtube.com/watch?v=F3mbNWJo3Go> or this version: <https://www.youtube.com/watch?v=5RHbK6YnbWU>

Step 9. Closing: Close the morning lesson with a verse once all materials are put away.



DAY 5

GOALS OF THE LESSON

To provide an opportunity for your child to observe that paraffin vapors are in the smoke that rises from the flame of the candle, and that hydrogen is a chemical that is part of combustion.

WHAT TO KNOW BEFORE YOU BEGIN TODAY

Today you will perform two demonstrations.

Your child will write a summary today and use the carbon produced yesterday for the title. Have materials ready and set aside.

TODAY'S LESSON

Step 1. Opening: Begin your morning lesson with a verse/song followed by your routine of singing, instrument practice, and a review of the day's schedule.

Step 2. Intentional Movement Activities (IMA): Begin your movement routine including things such as clapping or body percussion exercises. Check in regularly at the Resource Hub for new ideas.

Step 3. Math Minute: Provide time now for math: begin with a game or fun activity followed by work in a leveled math workbook.

Step 4. Review: Ask your child to recall the demonstration of the glass/paper over the flame. Lead them to understand that carbon/soot is produced by combustion with questions such as: "What happened when we passed the glass over the flame?", "What happened to the glass?", "What do you call that?", "We can also call it carbon." Etc.

Recall the story of Prometheus that you would have told in Grade 5 during the study of Greek Mythology but is useful to bring back now with the study of the importance of fire and combustion. Ask your child to tell you about the role of fire for Prometheus and the humans. Ask them to consider what would have happened if Prometheus did not give fire to the humans, what would life have been like for them?

Step 5. New Material:

Demonstration #1. Your goal is to show that paraffin vapors are present in the smoke given off by the flame.

- Begin by lighting a paraffin candle, allow it to burn for a minute and prepare the next step.



- Light a second match at the same time you blow out the candle.
- As the smoke is rising up, place the flame from the match into the smoke stream.
- You should observe that the flame ignites the vapors in the smoke, travels to the wick, and relights the candle.
- Observe the relit candle, notice the flame sits on top of liquid at the base of the wick, it is the vapour that saturates the wick that is alight.
- Reiterate the demo.
- Leave the Wonder. Move on to demo #2.

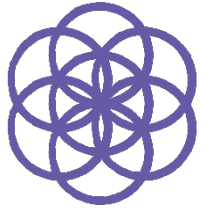
Demonstration #2. Your goal is to show that water is formed during combustion.

- Begin with a lit candle on the table and a clear glass jar in the freezer (just long enough to be cold to the touch)
- Hold the glass jar over the flame (don't create a seal, just hold it over the flame)
- Observe dew drops form on the inside of the jar. Remove the jar and see beads of water inside the jar.
- Reiterate the demo.
- Leave the Wonder.

Step 6. Practice: Have your child write a summary of their favorite discovery: Combustion is transforming fire, Oxygen is necessary for combustion and is consumed by combustion, Carbon is produced by combustion, or Vapours can be produced by combustion. They can do this in a practice book so that they can check spelling and grammar before putting it into portfolio on Day 6. They can include as much information as they want from the week such as Buddha's words and the story of Prometheus.

Step 7. Learning Portfolio: Using your transition verse, move to the workspace and take out the portfolio. Paste candle painting into book. On the next blank page of the book have your child prepare a page for the summary entry on Day 6. They can choose a title, create a flourish for the corners, write lines in pencil in preparation for writing. The carbon set aside can be used to write the title or even just the first letter of the title using a toothpick to scrape it from the glass then onto the paper. You can mimic this with an expired match as well. Set this page aside for Day 6.

Step 8. Closing: Close the morning lesson with a verse once all materials are put away.



The Wonder of
Grade 7

The Wonder of the Middle Ages

Year 7 Month 3

This is a 5 day sample. Full unit includes 15 days of guided lessons and a 5 day flex week with suggestions for projects and independent work.



Month Overview

CURRICULUM AREAS/LEARNING OUTCOMES — CONCEPTS/BIG IDEAS

Language Arts: Concept: Language and text can be a source of creativity and joy. **Concept:** Developing our understanding of how language works allows us to use it purposefully. **Connection:** Based on the assigned book that your child has read, they will be making connections throughout the Middle Ages unit. They will choose a book for independent reading. They will develop an understanding of how language works through the written essay, as well as the oral presentation. They will focus on tone, volume, pace and gesture.

Math: Concept: Computational fluency and flexibility with numbers extend to operations with larger (multi-digit) numbers. **Connection:** Your child will be playing math games and working in their Grade 7 math workbook, in order to strengthen their fluency and flexibility with numbers.

Social Studies: Concept: Increasingly complex societies required new systems of laws and government. **Concept:** Economic specialization and trade networks can lead to conflict and cooperation between societies. **Connection:** Your child is learning about the economic changes in the late Middle Ages.

FIRST PEOPLES' PRINCIPLES OF LEARNING PRESENT IN THE LESSON

Principle: Learning is embedded in memory, history, and story. **Connection:** Your child is learning about the late Middle Ages historical period, and how these events led to a new phase in human history. Understanding the context for major historical events helps us see how change occurs. It further connects us to the human story.

SOCIAL EMOTIONAL HIGHLIGHTS – CORE COMPETENCIES

Communication: The Communication competency encompasses the knowledge, skills, processes and dispositions we associate with interactions with others. Through their communication, students acquire, develop and transform ideas and information, and make connections with others to share their ideas, express their individuality, further their learning, and get things done. The communication competency is fundamental to finding satisfaction, purpose and joy. **Connection:** Your child will develop these skills through their research project.

Personal Awareness & Responsibility: People who are personally aware and responsible demonstrate self-respect, persevere in difficult situations, and exercise responsibility. They understand that there are consequences for their decisions and actions. A personally aware and responsible individual takes steps to ensure their well-being, sets goals and monitors progress, regulates emotions and manages stress, and recognizes and advocates for their own rights. **Connection:** Your child will develop these skills through the way they manage and relate to the challenges and expectations of the research project.



MATERIALS NEEDED

- Choose a suitable reader for your child that has a theme of the Middle Ages. Possible ideas:
 - King Arthur's tales, Robin Hood (if your child did not read these in Grade 6)
 - [Teen and young adult medieval fiction](#)
- Calligraphy pen and online source for alphabet to copy
- Gregorian monks chanting music—it can add a certain mood during quiet work time!
- Grade 7 math workbook
- Suggestion: Middle Ages feast for Day 15. Your child will do an oral presentation. It is wonderful to invite friends and family to attend!

PARENT PREPARATION

Suggestion: search for documentaries to bring you clarity around the Middle Ages:

- [History for kids: Middle Ages](#)
- [Middle Ages for Kids](#)

The Hundred Years' War:

- [History of England: The 100 Years War](#)
- [Middle Ages: The Hundred Years War](#)
- [Hundred Years War: Facts for Kids](#)

CREATE THE CONTEXT FOR THIS UNIT

Daily Wonder curriculum teaches three history units in Grade 6 that tie in with this unit on the late Middle Ages. Students are led through the founding of Rome; the Fall of the Roman Empire and the spread of Christianity and the rise of Islam; and the high Middle Ages with a focus on Medieval times and King Arthur's Knights. Children learn best when they have a context and a meaningful connection to what they are learning. If your child did not receive Grade 6 Daily Wonder curriculum, it is advisable to take some time now to provide you and your child with a deeper foundation for why they are now learning about the late Middle Ages. The following websites can offer brief history lessons about Rome, the Fall of Rome, and the early and high Middle Ages.

- [Ancient Rome for Kids](#)
- [Ancient Rome: The Fall of Rome](#)
- [History for Kids: The Amazing Middle Ages](#)

PARENT REFLECTION

Questions to consider before going into this unit: What is my connection to history? What is my connection to the Middle Ages? Did I learn about it in school? How was history taught when I was in school? How do I feel about approaching this topic (be honest)? Do I feel bored, uninspired, excited, eager, curious? How will I work with my own feelings, in order to keep an open heart and clear channel for my child to embrace this topic in a new way?

Questions to consider at the end of the unit: How do I feel about history now? Do I have a different connection to the Middle Ages, and history in general? What have I learned about the human story, about myself, and about the evolution of humanity? What can take place during greatly devastating events? What have I learned about my child while observing them during this research project? What will benefit them as we move into the next unit?



CURRICULUM OVERVIEW

Daily Wonder brings history to the child through deep and meaningful connection. The legends and mythology of the early grades transitions from grand story to history in grade 5 and 6. The child is then ready and eager for biographies of real life people. Daily Wonder teaches the Roman mythology and history, and the early and high Middle Ages in Grade 6. Once the child reaches grade 7, ideally they have a wonderful foundation of legend, myth and biography that forms the context of the human story. Thus, when approaching the late Middle Ages in Grade 7, they are eager to find out the next piece of our story and how it unfolds, because these stories have been delivered within an age- appropriate and meaningful context.

If your child is new to Daily Wonder, it would benefit them to take some time in other areas of your day, and connect with the Roman mythology, and history. [Here is a source for Roman Mythology](#). As well, King Arthur's legends will be very entertaining and informative. There are many choices you could find in the library.

Your child will come to understand that the period of the late Middle Ages, with its devastating events, is what eventually leads to a new understanding, a new way of seeing humans and the world, a rebirth or Renaissance. With Christianity as the widespread religion, the effects of The Black Death leaves the population of Christians terrified and confused as to the meaning of faith and observance. The weakened population, filled with fear and superstition, looks to understand these events by laying blame on outsiders. Common punishment was burning at the stake. In the late Middle Ages, suspicion and fear was replaced by the earlier optimism and faith.

Between the years 1200-1350 CE, there was significant political, economic, and religious developments in Europe. Politically, there was development in the area of civic government, putting attention on the needs of the citizens. The focus was on creating cities that were centres for art, culture, and business. Although most people still lived rurally, 90% of the action was taking place in the rising popularity of the city. University study became important; the banking economy began, and literature and art had a huge opening and innovation. These innovations impact our lives today. In the area of business—the introduction of the Arabic numbers began, and they did away with the regular use of the Roman numerals. Rates of exchange standardized, there was now a proliferation of paper business documents, and eyeglasses were invented in order to read all these documents! Charities which developed at this time still exist today. The rich and powerful middle class took the reins from the nobility and the church and laid the foundation for modern government. Paved streets, underground water systems and fireplaces in homes were now demanded and received. The art and architecture during this time remain unsurpassed.

The late Middle Ages mark a time when the consciousness of the people of Europe is beginning to shift. It is preparing for a time when people will move beyond blind faith. The plague was a catalyst for a new spirit of inquiry and curiosity about the way the world works, and would be a catalyst for new development in the arts, philosophy, and technology. These developments were fuelled by a new way of thinking about ourselves as humans: our feelings, actions, and relationship to God, nature and each other. St. Francis of Assisi brought an awareness of our individuality and the gifts in the world around us. He saw the greatness of God in nature. This spurred artists to look intently at the natural world and paint with more realism. Writers, visionaries, and philosophers were inspired to contemplate the human's place in the universe, to delve into the human body and the universe, and to describe and depict more accurately than ever before.



Verses, Poetry & Song Suggestions

OPENING VERSE FOR GRADE 7

*Reaching outwards through the starlight
Reaching downwards, depths below
I am a channel
Earthly vessel
Bringing wisdom through my soul*

CLOSING VERSE FOR GRADE 7

*Mediating between Heaven and Earth
Through learning and accessing deep knowledge
Wisdom is revealed
And I span worlds*

UNIT POEM SUGGESTION

Peace Prayer of Saint Francis of Assisi

Lord, make me an instrument of your peace:
where there is hatred, let me sow love;
where there is injury, pardon;
where there is doubt, faith;
where there is despair, hope;
where there is darkness, light;
where there is sadness, joy.

O divine Master, grant that I may not so much seek
to be consoled as to console,
to be understood as to understand,
to be loved as to love.

For it is in giving that we receive,
it is in pardoning that we are pardoned,
and it is in dying that we are born to eternal life.
Amen.



UNIT SONG SUGGESTION

St. Martin Round

[Here's the tune.](#)

St. Martin Round

1) 2)

Martin mas is here good people let us all re-

3) joyce. Let us sing of Martin with a gleeful voice

he drew his sword and cut in two his only coat,

he gave it to the beggar on the wintry road

This Round comes from an old Monastery in upper Austria around 1400



DAY 1

GOALS OF THE LESSON

Gain a context for the late Middle Ages. Understand the various historical periods of the Middle Ages. Use a timeline for understanding events.

WHAT TO KNOW BEFORE YOU BEGIN TODAY

Please make sure you have watched the brief introductory video for this unit. The video will explain why this unit is developmentally appropriate for the child of this age. As well, if you are new to Daily Wonder, please make sure you have visited the Documents & Videos section and review the material there.

The first week of this unit is for your child to follow their interest in learning about an aspect of the late Middle Ages. Each day you will introduce a topic related to this period of time in Europe, and your child (independently, or with you) will follow leads through the websites provided, or library books gathered, to learn about the importance of the event in the larger context of this historical period. The difficulties in the late Middle Ages were catalysts for change that eventually led to the Renaissance.

The gaining of information this week on a variety of topics, will allow your child to choose an area to focus on for their Middle Ages Research Project.

TODAY'S LESSON

Step 1. Opening: Begin the morning lesson with the morning verse. This is a great time to include Latin verses. If your child did not learn the Lord's Prayer in Latin in Grade 6, see resources on the Hub. You may add any other poetry, verse or song that speaks to you and relates to the subject or the season. See song samples on hub.

Step 2. Intentional Movement Activity (IMA): Choose a suitable warm-up activity. See hub for ideas.

Step 3. Five Minute Math Activity: Choose a math activity from hub resources. You can use this game/activity for at least a week or two before switching it up. Follow this activity with 10-15 min review of previously learned concepts in Grade 7 math workbook.

Step 4. Review: What does your child know about the Middle Ages? Have they studied it before? Did they receive the Daily Wonder Grade 6 history units? If so, what can they recall? Gather information from your child, to see what they remember. The Middle Ages is a period in history that refers to events that took place in Europe. Can they recall the Africa study from September? What was happening on that continent during



the Middle Ages? Are there similarities in the lifestyle of the people and the ruling powers? The Middle Ages cover about 1000 years, from the Fall of the Western Roman Empire in 476 CE to the end of the Eastern Roman Empire, in 1453 CE. Does your child understand the meaning of CE? Do they know what AD means? Have them look up the meaning of AD, as well as BC and understand why there has been a shift to BCE and CE.

Useful website: [BC and AD, BCE and CE: What's the Difference?](#)

Step 5. New Material: The Middle Ages can also be referred to as Medieval Times or the Dark Ages. When the Middle Ages are called the Dark Ages, people are often referring to the first half of the Middle Ages, from about 500 CE to 1000 CE. This is because after the Fall of the Roman Empire, much of the knowledge and Roman culture was lost. The Roman Empire had significant contributions in the areas of engineering, and technology, and they greatly respected art and history. They kept excellent records and were very organized. We know much about the Roman civilization because of their record keeping. However, when this civilization crumbled, there was no central government, for quite some time, that could record new discoveries, events and cultural life. This is why historians refer to this time as the Dark Ages.

Since the Middle Ages is such a long period of time, it can be divided into smaller parts. The first part of the Middle Ages is known as the Early Middle Ages or Dark Ages. The second part of the Middle Ages, between approximately 1000 CE and 1250 CE, is known as the High Middle Ages. The final period of the Middle Ages is known as the Late Middle Ages, and is from approximately 1250CE- 1500 CE.

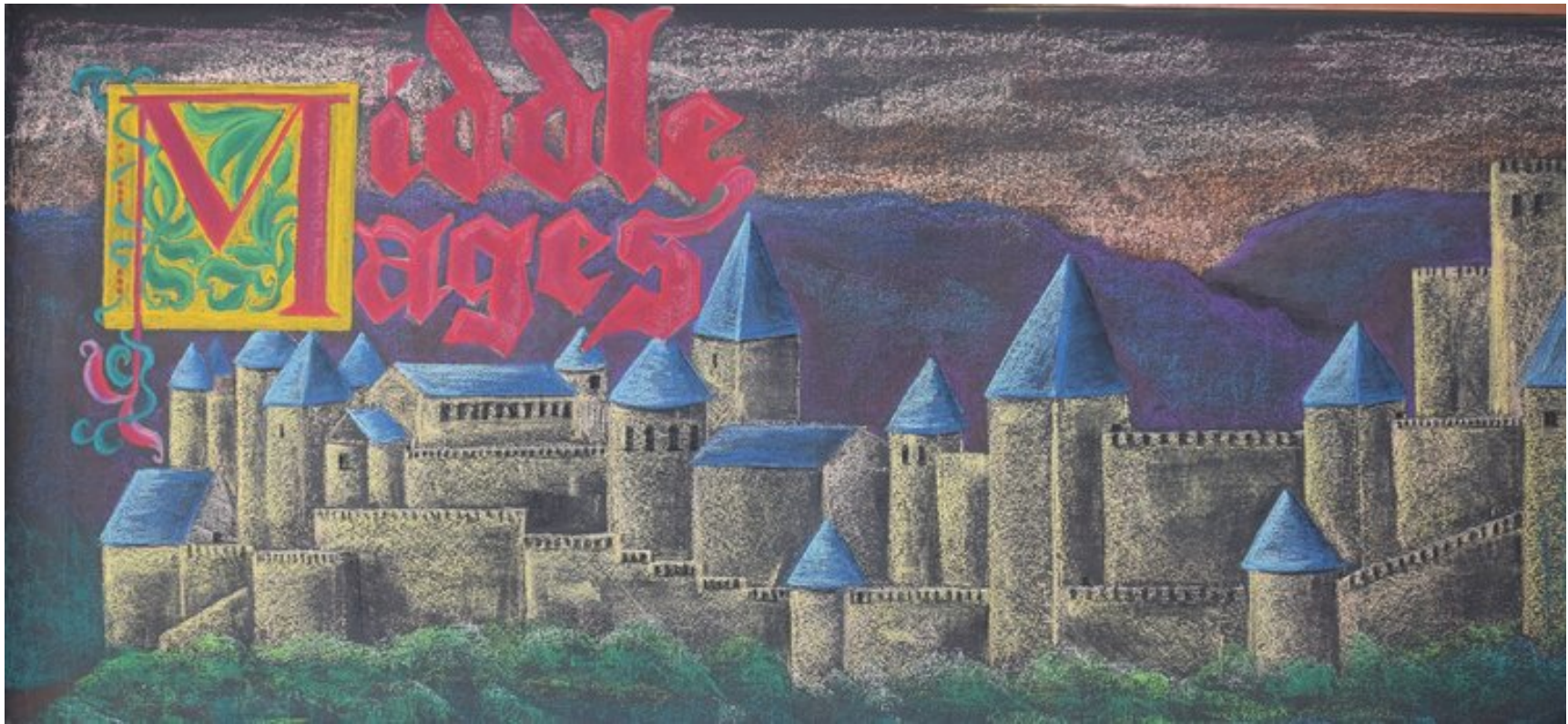
If your child has read the recommended book [Queen Eleanor](#), discuss Eleanor of Aquitaine's contribution during the Middle Ages. Discuss what made her so different from other women of her times. Discuss the ways she saw the world that were against what society expected from her. Discuss the role she played in ushering in a new era, a new birth, known as the Renaissance.

See this website for the [timeline of events for the Middle Ages](#). Look at the whole timeline but focus on the events in the late Middle Ages.

Step 6. Learning Portfolio: Have your child draw the title page for their learning portfolio. See image below for inspiration. *Please make sure you have watched the video titled The Learning Portfolio.

Step 7. Story: Create your reverent storytime moment. Light a candle if this helps to set the mood. You may want to read a chapter book to your child, or they can read it on their own.

Step 8. Closing: Recite your closing verse to end the morning lesson.





DAY 2

GOALS OF THE LESSON

Introduce your child to the events of the Great Famine and The Black Death, and how these events greatly weakened Europe.

WHAT TO KNOW BEFORE YOU BEGIN TODAY

Today your child will do some research into the effects of The Great Famine and The Black Death on the people and economy of the late Middle Ages.

Suggested reading:

- [Middle Ages: The Great Famine and The Black Death](#)

Suggested Video: (attention that there is one image of the effect of necrosis on a human hand)

- [Famine & Plague in the 14th Century](#)
- [Dawn of the Renaissance - Episode 4: Plague \(1/2\)](#)

TODAY'S LESSON

Step 1. Opening: Begin the morning lesson with the morning verse. Add any other poetry, verse or song that speaks to you and relates to the subject or the season. See song samples on hub.

Step 2. Intentional Movement Activity (IMA): Choose a suitable warm-up activity. See hub for ideas.

Step 3. Five Minute Math Activity: Choose a math activity from hub resources. You can use this game/activity for at least a week or two before switching it up. Follow this activity with 10-15 min review of previously learned concepts in Grade 7 math workbook.

Step 4. Review: Have your child share what they remember about the periods within the Middle Ages. Why is it often referred to as the Dark Ages? Review the timeline of events together and recall the big events that played out in the late Middle Ages. What does AD stand for? Why is it more commonly referred to as BCE now?

Step 5. New Material: The Great Famine and The Black Death.

Use the above websites as a starting point to gain an understanding of the devastation of these two events on the late Middle Ages. Look specifically at the fears and superstitions brought about by the uncertainty of the times. The once very optimistic and faithful Christians were



now confused by how The Black Death escaped no one. Explain why flagellation became a path for some people. Look at the reasons for why the Jewish people were blamed and persecuted at this time.





Step 6. Learning Portfolio: Calligraphy Practice. Practice the letters of the alphabet. See alphabet below. If you're ready, use them for your title in your portfolio today. Illuminated letters were extra special! They were used at the beginning of a long passage. See some examples above. Have your child create the timeline for the late Middle Ages. Draw this timeline of events into their learning portfolio. Be sure to create a beautiful title and a decorative page.

Step 7. Story: Create your reverent storytime moment. Light a candle if this helps to set the mood. You may want to read a chapter book to your child, or they can read it on their own.

Step 8. Closing: Recite your closing verse to end the morning lesson.



DAY 3

GOALS OF THE LESSON

Introduce your child to the events of the Hundred Years' War.

WHAT TO KNOW BEFORE YOU BEGIN TODAY

Your child will gain an overview of the Hundred Years' War- you can look at this site together for an understanding of the events leading up to the war. As well, the Daily Wonder summary is below in Step 6.

- [Middle Ages: Hundred Years War](#)
- [Hundred Years' War: Facts for Kids](#)

TODAY'S LESSON

Step 1. Opening: Begin the morning lesson with the morning verse. Add any other poetry, verse or song that speaks to you and relates to the subject or the season. See song samples on hub.

Step 2. Intentional Movement Activity (IMA): Choose a suitable warm-up activity. See hub for ideas.

Step 3. Five Minute Math Activity: Choose a math activity from hub resources. You can use this game/activity for at least a week or two before switching it up. Follow this activity with 10-15 min review of previously learned concepts in Grade 7 math workbook.

Step 4. Review: Explain the devastating effects of The Great Famine and The Black Death. Explain the fear and confusion for Christians at the time. How did these events change the way that humans saw the world? Describe how the people would have felt at this time, as there was no understanding of how the plague began, and how it traveled. How could this lead to a disruption in the people's faith in God?

Language Arts Writing: Have your child write a paragraph summarizing the main points discussed in the review. Using a dictionary, have your child proofread and edit their work.

Step 5. New Material: Hundred Year's War

Look at the above websites. Read or share the below Daily Wonder summary of the war with your child. Have your child understand the circumstances and events leading up to and during this war.

Facts to Share with your child regarding the Hundred Years' War



This was not a single war, but a series of conflicts that lasted 116 years. The origins of the war can be traced back to 1066 CE, with the Norman Conquest of England, by the Duke of Normandy. There had been tense relationships between England and France, and after this conquest, the King of England was considered a vassal of the French king. Regardless of being a vassal, England always seemed to be strong and have the upper hand.

In 1328-- right before war—there was no direct heir to the throne in France. Everyone began looking for who had the strongest claim to the throne. The King of England, Edward III, had a strong claim to the throne. He could have claimed it, but it would have been difficult to be king of two countries. As well, the French don't want an English King, so they put forth Philip VI. Edward gives up his right. However, what specifically precipitated the war and caused Edward to again try to reclaim the throne by name at least, was that England lost territory in France. The French king says that the English king hasn't been a proper vassal and so reclaims his rights. The Hundred Years' War begins. England is stronger, with better armed forces and better tactics. From 1337-1360, Edward has a unique tactic for warfare. He doesn't have face to face combat, he has mini attacks and retreats. This demoralizes the French. He also creates an alliance with Flanders, so that he has a home base on the continent. The Battle of Crecy and the Battle of Poitiers both are big moments for England, and their rights over France. The locals in France are angry because their country is losing the war. There is a Peasant Revolt by the French. The Treaty of Bretigny is signed in 1360. The French king is forced to create this treaty because they are losing the war and because of the Peasant Revolt. England keeps most of the land it has conquered, and the King of England is no longer a vassal. At the Battle of Poitiers, the French king is captured. The English king ransomed the French king back for a lot of money. The English king can no longer call himself heir to the French throne. Even with this treaty signed, still the truce does not happen.

In 1369 conflict and battle resumes.

Henry V comes to the throne of England. His legacy is so large. Henry takes the fight to France with a new tactic. He has a systematic approach to the occupation of France. He now has a technological development—the longbow is now adopted into the English army. Formerly, the mounted knight, sitting high on his horse, was well protected. The horse could cause damage, the lance barrelling down on a foot soldier was deadly, the chain mail was hard to pierce, and the only projectile to reach a knight was a short bow, that couldn't pierce knightly armour. The crossbow had velocity, but it was also very cumbersome. It could have a lethal impact, but it took a minute or so to rearm, which allowed a knight to come at you. The longbow was able to neutralize the speed and power and armour of a mounted knight. It was cheap compared to the knight. Arrows could come from the back line. Henry V used longbows to battle the French. For the first time, the average foot soldier stood a chance against the mounted knight.

1415: The decisive battle of Agincourt took place in 1415—with the defeat of the French.

The Treaty of Troyes was drafted and signed. Charles VI of France names Henry V of England, as heir to the French throne. Henry took Charles' daughter for his wife.

1422 both kings die in the same year. So England never took France for itself.



Instead there is a French recovery. Joan of Arc, the legendary figure of France, salvages France from near annihilation. No one knows when she was born, as was common among peasants at the time. At the age of 13, she heard voices....she felt messages from angels. At the age of 16, the voices are encouraging her to visit the heir apparent to the French kingdom. She tells this man that God has told her to lead the French armies. The French are actually desperate enough, and allow her to go and be a figure head over the army. She goes to the armies and tells them that if they are going to win the war, they must take the cities of Orleans and Reims. They were both important and historic cities.

The French recapture these regions. Joan becomes a popular figure, and France believes that if she has had visions, and brought success, the people need to listen to her.

During the final stage of the war, France claws its way back, taking back areas owned by England. At the end of the war, all the victories and successes that England had gained, have been reduced to just Calais. And this city would eventually be lost to France in the years to come.

Joan of Arc is captured by the Burgundians, a separate group from the French. They believed that they could ransom her. They offered a ransom for Joan of Arc, to the French king. The French King realized that if he pays for her to come back to a certain popularity, his power would be weakened. He passes on the ransom. They offer the ransom to England. As England is angry that they lost the war, and that Joan of Arc played a key role in this, she is burned at the stake as a witch in 1431. As she was said to have been directed by a spiritual force, the English believed she was listening to demonic voices.

The results of this war can be seen in our modern world today.

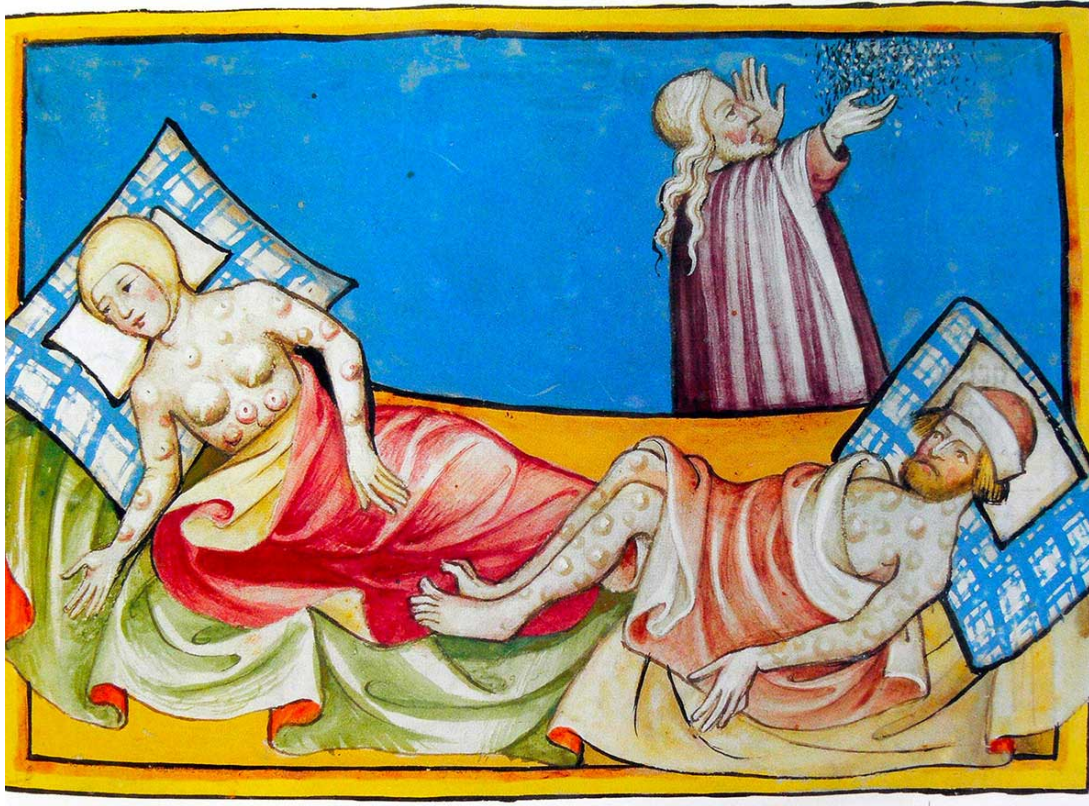
Land ownership has similar rules as it does today.

France decided to keep a standing army after that war. This was not a normal thing in the Middle Ages due to cost and population, but because it was such a long war, they wanted to be prepared if war came again. Now keeping a standing army is common for countries.

Taxation changed. The King used to tax for wars in specific cases. The King had to ask Parliament if he could levy a tax. England and France changed to a regular tax system that looks similar to today. This change will create future issues in England in the next centuries to come.

The Hundred Years' War was a gateway from the late Middle Ages to the modern period. We see changes to kingdoms, land holdings, taxation, armies, and the reduction of the power of the knight—for he is now beatable with a longbow. This churns Europe into the early modern time period.

1453: The war ends in 1453, and England and France appear to be in a new phase, which is the beginning of our modern time period



Step 6. Learning Portfolio: Have your child draw a picture depicting The Black Death, into the portfolio. Here is a possible drawing below. Write the good copy of the summary on the next page to accompany the drawing. Remember to practice calligraphy and use it whenever possible. It looks great!!

Step 7. Story: Create your reverent storytime moment. Light a candle if this helps to set the mood. You may want to read a chapter book to your child, or they can read it on their own.

Step 8. Closing: Recite your closing verse to end the morning lesson.



DAY 4

GOALS OF THE LESSON

Your child will learn about the economy of the late Middle Ages and the reason for the changes.

WHAT TO KNOW BEFORE YOU BEGIN TODAY

Do some research on the economy during the late Middle Ages. Look into Guilds as well. What was the importance of establishing the guild?

- [Economy of England in the Middle Ages](#)

TODAY'S LESSON

Step 1. Opening: Begin the morning lesson with the morning verse, poetry, and/or song that you have chosen.

Step 2. Intentional Movement Activity (IMA): Choose a suitable warm-up activity. See hub for ideas.

Step 3. Five Minute Math Activity: Choose a math activity from hub resources. You can use this game/activity for at least a week or two before switching it up. Follow this activity with 10-15 min review of previously learned concepts in Grade 7 math workbook.

Step 4. Review: Explain the main events leading up to the Hundred Years' War. What was the role of the longbow in England's stronger position? What role did Joan of Arc play in the Hundred Years' War? Why was she burned as a witch? What were the main outcomes of the war that assisted in creating our modern period?

Language Arts Writing: Have your child write a paragraph summarizing the main points discussed in the review. Using a dictionary, have your child proofread and edit their work.

Step 5. New Material. [Do some research](#) on the economy during the late Middle Ages. Read the below information to add to the discussion. Look into Guilds as well. What was the importance of establishing the guild?

In the high Middle Ages, the Manor System was how the economy was run for hundreds of years. What caused a change, and an expansion, was the agricultural boom. In the warmer climates around the Mediterranean, abundance of cereal crops was grown. They had new inventions for



the horse. The horseshoe was created, which allowed the horse to travel further distances, and pull plows better. The horse harness, allowed the weight of the plow to sit on the horse or cow's shoulders, rather than neck or chest. This allowed for more farmers, more food, and a population boom. Greater population means that not everyone needs to be a farmer. This is when people look to trade as a profession. The area in Italy, the Republic of Venice, was at the forefront of this economic change. They traded with the Ottomans, Arabs, and Jews. They expanded their power, and accessed more knowledge by having access to more people. It made them very powerful. The Pope allows them to mingle with other groups, because they are making so much money. This inspires other regions in Europe to follow this new model. One Venetian, Marco Polo, was very influential; he lived from 1254 – 1325. Since not everyone needs to be a farmer, the growth of the city occurs. There is a reemergence of the merchant class. As well, there are more artists, performers, brewers, glass makers and a variety of artisans. The trade system expands beyond Europe. This marks the beginning of capitalism, and ties directly to the spread of knowledge. Banks are reestablished, much like what we see today. These banks would finance journeys and business travel, helping people to get ships to make trade journeys and start larger trade businesses.



Step 6. Learning Portfolio: Have your child draw a picture depicting The Hundred Years' War. Draw this picture into the portfolio. Here is one possible picture below, but you could choose your own online. Write the good copy of the summary on the next page to accompany the drawing. How's the calligraphy coming along?

Step 7. Story: Create your reverent storytime moment. Light a candle if this helps to set the mood. You may want to read a chapter book to your child, or they can read it on their own.

Step 8. Closing: Recite your closing verse to end the morning lesson.



DAY 5

GOALS OF THE LESSON

Your child will learn about the printing press and its impact on the Middle Ages.

WHAT TO KNOW BEFORE YOU BEGIN TODAY

Today we will look at the [invention of the printing press](#), and its impact on the Middle Ages.

TODAY'S LESSON

Step 1. Opening: Begin the morning lesson with the morning verse, poetry, and/or song that you have chosen.

Step 2. Intentional Movement Activity (IMA): Choose a suitable warm-up activity. See hub for ideas.

Step 3. Five Minute Math Activity: Choose a math activity from hub resources. You can use this game/activity for at least a week or two before switching it up. Follow this activity with 10-15 min review of previously learned concepts in Grade 7 math workbook.

Step 4. Review: Explain the economy and how it functioned in the high Middle Ages. What circumstances caused changes to this economic system? What did the economy look like in the late Middle Ages? What changes took place that have influenced our modern economic system?

Language Arts Writing: Have your child write a paragraph summarizing the main points discussed in the review. Using a dictionary, have your child proofread and edit their work.

Step 5. New Material: The Invention of the Printing Press by Johannes Gutenberg in 1455.

With the information provided below, as well as some online or library research, discover the [impact this invention](#) had on the people of the Middle Ages.

During the Middle Ages, the monks in the monasteries were some of the only people who knew how to read and write. A monastery was a building, or buildings, where people lived and worshipped, devoting their time and life to God. The people who lived in the monastery were



called monks. They provided education to the rest of the world. The monks also wrote books and recorded events. If it wasn't for these books, we would know very little about what happened during the Middle Ages.



Step 6. Learning Portfolio: Have your child draw a picture depicting the trade economy of the Middle Ages. Draw this picture into the portfolio. Write the good copy of the summary on the next page to accompany the drawing.

Step 7. Story: Create your reverent storytime moment. Light a candle if this helps to set the mood. You may want to read a chapter book to your child, or they can read it on their own.

Step 8. Closing: Recite your closing verse to end the morning lesson.