

Week 1



Week 1 Summary

Religion Q: Who made the world?

A: God made the world.

Q: Who is God?

A: God is the Creator of heaven and earth, and of all things.

Latin **Signum Crucis**

In nomine Patris, et Filii, et Spiritus Sancti.

Amen

History *Genesis 1:1-2*: In the beginning God created the heavens and the earth. The earth was without form and void, and darkness was upon the face of the deep; and the Spirit of God was moving over the face of the waters.

Science Q: What are the classifications of living things?

A: Domain, Kingdom, Phylum, Class, Order, Family, Genus, Species

Math Multiples of One; Multiples of Two

Timeline Creation

Adam and Eve Fall from Grace

Noah and the Flood

Sumerians of Mesopotamia Use Cuneiform

Pharaoh Menes Unites Egypt

The Old Kingdom of Egypt and the Pyramids

Abraham's Covenant with God: 2000 B.C.

Abraham, Isaac, and Jacob: the Patriarchs

Geography North America

Map 1 South America

Europe

Asia

Africa

Australia

Antarctica

Great Words I "Rain"

by Robert Louis Stevenson

The rain is raining all around,

It falls on field and tree.

It rains on the umbrellas here,

And on the ships at sea.

Great Words II "The Village Blacksmith"

by Henry Wadsworth Longfellow

Under a spreading chestnut tree

The village smithy stands;

The smith, a mighty man is he,

With large and sinewy hands;

And the muscles of his brawny arms

Are strong as iron bands.

Religion

Q: Who made the world?

A: God made the world.

Q: Who is God?

A: God is the Creator of heaven and earth, and of all things.



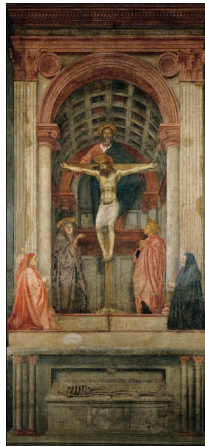
Christ Handing the Keys to Saint Peter, Pietro Perugino, 1481-82

Teaching Notes

- Questions #1 and #2 from the *Baltimore Catechism No. 1*.
- Use general teaching techniques for Religion on Page T-21.

Latin

Signum Crucis	The Sign of the Cross
In nomine Patris, et Filii, et Spiritus Sancti.	In the name of the Father, and of the Son, and of the Holy Spirit.
Amen	Amen



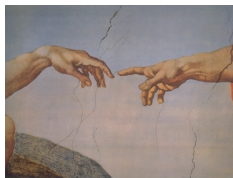
The Holy Trinity, Masaccio, 1426-1428

Teaching Notes

- Use general teaching techniques for Latin on Page T-21.

History

Genesis 1:1-2: In the beginning God created the heavens and the earth. The earth was without form and void, and darkness was upon the face of the deep; and the Spirit of God was moving over the face of the waters.



The Creation of Adam, Michelangelo, c. 1511

Teaching Notes

- Use general teaching techniques for History beginning on Page T-21.
- Refer to Timeline Card #1.

Most of the children will be very familiar with the story of Creation. Have them name the things God created. Talk about the difference between God's act of creation and what human beings can do. God created everything out of nothing (the Latin phrase for this is "ex nihilo"). We cannot create anything out of nothing; we make things using materials that already exist. Feel free to talk about any other aspects of God's creation of the world, as time permits (all of creation was good, the creation of Adam and Eve, the original sin of Adam and Eve, and God's plan for redemption).

With older children, questions may arise concerning the account of creation in Genesis versus other accounts they may have heard. In particular, they may have questions about whether the creation of the world took place in six days, or over a longer period of time. They also may have questions about whether the things God created came into being just as they are now, or whether they came from ("evolved from") other things. Catholic teaching allows for a very wide range of belief on these matters; thus, if you are teaching other people's children in a co-op, you should refer them first to their own parents. For informational purposes, the following is presented concerning Catholic teaching.

From the *Catechism of the Catholic Church* (CCC 290):

"In the beginning, God created the heavens and the earth": three things are affirmed in these first words of Scripture: the eternal God gave a beginning to all that exists outside of himself; he alone is Creator... The totality of what exists (expressed by the formula "the heavens and the earth") depends on the One who gives it being.

The Church teaches, then, that we must believe that everything that is in the universe came from God's action, creating out of nothing. The Church also teaches that there was a real Adam and a real Eve, and that original sin came from an actual deed of Adam that has marked the whole human race. CCC 390 states: "The account of the fall in Genesis 3 uses figurative language, but affirms a primeval event, a deed that took place at the beginning of history of man. Revelation gives us the certainty of faith that the whole of human history is marked by the original fault freely committed by our first parents."

The Church does not have an official position on when the universe came into being; nor does it have a position on whether specific things in the universe were created in one moment or developed over time. It does not have an official position on whether we are to understand creation as occurring over six 24-hour days, or over a longer period of time. Regarding questions about the possibility of biological evolution of human beings, the Church allows for the possibility that man's body developed from previous forms (under God's guidance), but that "the Catholic faith obliges us to hold that souls are immediately created by God" (from *Humani Generis*, 1950).

Science

Q: What are the classifications of living things?

A: Domain, Kingdom, Phylum, Class, Order, Family, Genus, Species



Teaching Notes

- Refer to the Planning for Science Activities section beginning on Page T-31.
- Possible supplies needed for today include eight boxes of different sizes, sidewalk chalk, animal cards, or pictures from the Science Appendix.

We begin discussing scientific classification (also called taxonomy) today, and will continue with this topic through Week 14. Therefore, it is important that students understand the basic concept today so that new information in upcoming weeks will make sense to them. Classification is simply the process of putting things (in this case, living things) into groups according to the ways in which they are alike. You can use the example of a grocery store to demonstrate this concept to the children. If everything in a grocery store was put in random places, instead of being organized with similar things, it would be very difficult to find what you wanted! To make it easier to shop, dairy items are grouped together; the meat is in its own section, all the cereal is in the same aisle, etc. Scientists do the same thing with living things, starting out with large groups and progressively putting them into smaller and smaller groupings.

Show animal cards (or pictures from the Science Appendix) of the following living things: a tree, a flower, a bird, a cat, a lion, a wolf, a zebra, and an octopus. Ask the children the following question: If you had to divide these living things into only two groups, with the most similar things together, how would you do it? Place the cards on the table and let them do it. They should put the tree and flower in one group and the animals in the second group. If they don't, you can ask them questions to help them out (for example, "Which of these things can move around on its own? Which can't? Which can make its own food and which has to find it?"). Next, invite them to consider only the group of six animals. Ask the question, "If you were going to divide these six animals into only two groups, with the five that are most alike together and the one that is most unlike the others in a separate group, how would you do it?" Then have them do it. They should put the octopus by itself and the other five together. Continue in this way a third time (this time, the cat, lion, wolf, and zebra should go together with the bird placed aside), a fourth time (this time the cat, lion, and wolf should go together, as they eat meat while the zebra doesn't), and a fifth time (put the cat and lion together as they belong to the cat family and place the wolf aside). When only the cat and the lion are together, point out that although these two animals share many characteristics, enough so that they have been part of the same group up until now, they are two different kinds of animals and now will finally be placed in their own separate groups (now separate them).

Science

Teaching Notes (continued)

After doing that exercise, the children should understand the concept of classification. Now explain that scientists give names to the different “levels” of groupings in which they place living things. The largest grouping is called a domain, and all living things are placed in one of three domains. You can imagine that although the living things in one domain must be alike in some way, there are many, many differences between them (a tree and a zebra are both in the same domain). (Note for the teacher: the three domains are archaea, bacteria, and eukarya. Living things are classified into domains based on characteristics of their cells. There is no need to provide that information unless the children ask, as this is not part of the science question and answer.)

Domains are then broken down into kingdoms. Living things that belong to the same kingdom are alike in some ways (more like each other than they are like the things in other kingdoms), but still they are very different.

Kingdoms are divided into phyla (plural of phylum). Living things that belong to the same phylum are still more alike in important ways, but have many differences.

A phylum is broken into classes. These things share more characteristics, but are still very different (as this is getting abstract, you can give the example of a spider and a bee sharing a phylum so they can have a general idea of how alike and how different are animals that belong to the same phylum).

Ask the science question and prompt them through the first three groupings that are the answer to the science Q and A (domain, kingdom, phylum).

Phyla are split into classes. In the exercise we did at the beginning of the discussion, the zebra, the wolf, the lion, and the cat belong to the same class.

Classes are broken into orders. The wolf, the cat, and the lion belong to the same order.

Orders are divided further into families. The cat and the lion belong to the same family.

Families are split into genera (plural of genus). The cat and the lion belong to different genera.

Finally, a genus then splits into individual “types” of animals called species. There is only one kind of animal in a species. The cat is a separate species from the lion.

Practice the entire Q and A now and throughout one or more of the following activities.

Tell the children that, when they are memorizing a list, it is often helpful to think of a mnemonic device to help them remember the items in the list. A mnemonic device is a phrase that uses the first letter of each of the items in the list. A possible mnemonic device for the classifications of living things is: **Drowsy Kings Play Chess On Fine Glass Sets**. If they can think of one themselves, that is even better, as they may remember it more easily. Note: With some lists that they will memorize, the order of the items is not important. For this list, order is important, as the groupings go from largest to smallest.

Activity 1(Lower Complexity): Using sidewalk chalk, draw eight circles outside on pavement. The circles should range from very large to very small, should be some distance from each other, and should go in order from largest to smallest. They should have a line drawn between them to show the pathway. Label each circle with the largest being “domain” and on down to the smallest circle, “species”. The children can run from circle to circle and shout out the name of that grouping.

Science

Teaching Notes (continued)

Activity 2 (Lower Complexity): For a variation of the above activity, draw one small circle, then a larger circle that encompasses the smaller one, then another larger circle that encompasses both, and so on until you have eight concentric circles inside of each other. Label them with the smallest circle “species” on up to “domain” for the largest circle. Have the children start in the largest circle, say the name (domain), then jump into the next circle and say its name (kingdom). Continue until they are in the innermost, smallest circle (species).

Activity 3 (Medium Complexity): Label eight boxes of different sizes with the names of the groupings, with the largest being “domain” and the smallest, “species”. Have the children start by placing the largest box on the floor and saying “domain”. Then have them place the next largest box inside that one and say its label (kingdom). Continue until they have placed all boxes inside each other and have said the names in order.

Note: The following is meant as helpful background information for the teacher, not necessarily to be shared with the students. As with many scientific topics, there is disagreement among scientists about what the “best” classification system is. In the 18th century, Charles Linnaeus proposed a system for ranking, naming, and classifying different organisms. Although many changes have been made since that time, the basic system is still in use. He classified organisms into three kingdoms: plant, animal, or mineral. Various changes occurred as scientists learned more about the world, and by 1969, five kingdoms had been proposed (animalia, plantae, fungi, protista, and monera). Advances in microbiology led to the promotion of the concept of “domains” in about 1990, by Carl Woese. Under this system, the kingdom of “monera”, which consisted of bacteria, was split into two groups, each of which became a domain (archaea and bacteria). The kingdoms of “animalia”, “plantae”, “fungi”, and “protista” remained in one domain called “eukarya”. As there is no consensus on some of these topics, different classification systems exist.

Math



Multiples
Of
One

1	2	3	4	5	6	7	8	9	10	11	12
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Multiples
Of
Two

2	4	6	8	10	12	14	16	18	20	22	24
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Teaching Notes

- Use general teaching techniques for Math beginning on Page T-23.

Timeline

Creation

Adam and Eve Fall from Grace

Noah and the Flood

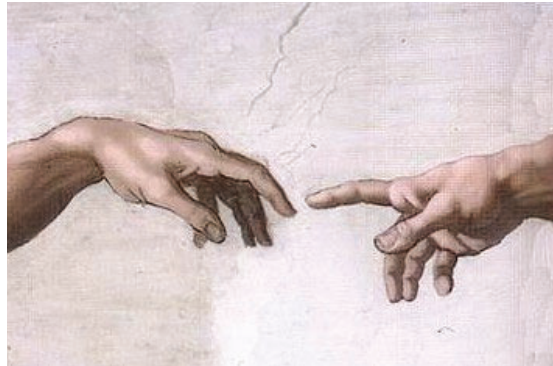
Sumerians of Mesopotamia Use Cuneiform

Pharaoh Menes Unites Egypt

The Old Kingdom of Egypt and the Pyramids

Abraham's Covenant with God: 2000 B.C.

Abraham, Isaac, and Jacob: the Patriarchs



The Creation of Adam, Michelangelo, c. 1511

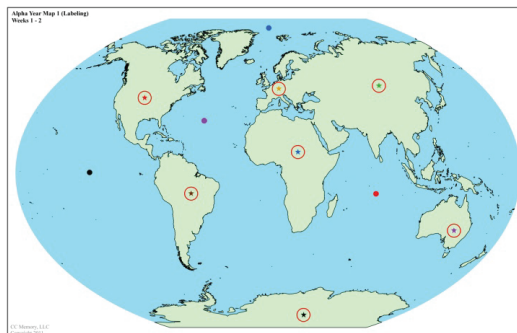
Teaching Notes

- Use general teaching techniques for Timeline on Page T-24.

Geography

Map 1

- ★ North America
- ★ South America
- ★ Europe
- ★ Asia
- ★ Africa
- ★ Australia
- ★ Antarctica



Teaching Notes

- Use general teaching techniques for Geography beginning on Page T-24.

Great Words I

“Rain”

by Robert Louis Stevenson

The rain is raining all around,
It falls on field and tree.
It rains on the umbrellas here,
And on the ships at sea.



Teaching Notes

- Use general teaching techniques for Great Words beginning on Page T-25.

Great Words II

Weeks 1 - 8

“The Village Blacksmith” by Henry Wadsworth Longfellow

**Under a spreading chestnut tree
The village smithy stands;
The smith, a mighty man is he,
With large and sinewy hands;
And the muscles of his brawny arms
Are strong as iron bands.**

His hair is crisp, and black, and long,
His face is like the tan;
His brow is wet with honest sweat,
He earns whate'er he can,
And looks the whole world in the face,
For he owes not any man.

Week in, week out, from morn till night,
You can hear his bellows blow;
You can hear him swing his heavy sledge,
With measured beat and slow,
Like a sexton ringing the village bell,
When the evening sun is low.

And children coming home from school
Look in at the open door;
They love to see the flaming forge,
And hear the bellows roar,
And catch the burning sparks that fly
Like chaff from a threshing-floor.

He goes on Sunday to the church,
And sits among his boys
He hears the parson pray and preach,
He hears his daughter's voice,
Singing in the village choir,
And it makes his heart rejoice.

It sounds to him like her mother's voice,
Singing in Paradise!
He needs must think of her once more,
How in the grave she lies;
And with his hard, rough hand he wipes
A tear out of his eyes.

Toiling,--rejoicing,--sorrowing,
Onward through life he goes;
Each morning sees some task begin,
Each evening sees it close;
Something attempted, something done,
Has earned a night's repose.

Thanks, thanks to thee, my worthy friend,
For the lesson thou hast taught!
Thus at the flaming forge of life
Our fortunes must be wrought;
Thus on its sounding anvil shaped
Each burning deed and thought!



The Blacksmith in Hornbaek, Peder Severin Kroyer, 1875

Teaching Notes

- Use general teaching techniques for Great Words beginning on Page T-25.

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