

7/8 SCIENCE & SOCIAL STUDIES NEWS

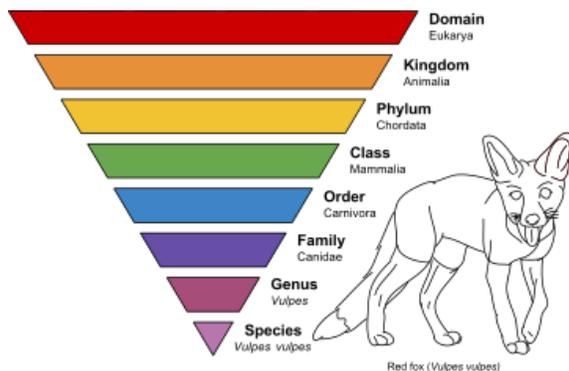
October 27, 2020 Edition

ON THE SCIENCE FRONT

Last week we started talking about taxonomy. We learned that now it is a system of classifying living things.

However, we discovered that Aristotle was the first to use such a system and he included non-living things. He called it the “Ladder of Life.” The 14th century philosophers made some adjustments to his system and renamed it the “Great Chain of Being.” Their system included spiritual beings at the top with humans just below that. I pointed out that was likely a nod to Psalm 8:5 or Hebrews 2:7 where the Bible writers state that God made man a little lower than the angels.

As we learn more about taxonomy, we will discover that over the years there have been many other changes made to the classification system. We will also learn why it is useful to scientists and what it teaches us about creation and the creator.



HISTORY HEADLINES

As the new quarter begins, we will begin learning about how the newly formed country of the United States of America began to operate under the newly written Constitution. We will discover if that document fixed all of the issues our country experience while under the Articles of Confederation or if we were still a bit wobbly on our legs as we began learning to walk through life and the world as a new country, free of our mother country?

We will cover the first five presidents and the events that unfolded during their time in office. This will be taught as one unit, even though it is divided up into three chapters in our book.

I am putting it to a class vote as to whether we cover this material in the traditional means of reading, discussing, making class notes and taking chapter tests or whether we will have individual projects which we will share with each other at a gallery walk in which we will teach our classmates. There would be certain questions for each person to explore and present about. There would be a visual to display in the gallery. I would provide a rubric near the beginning of the project so students would have clarity about the expectations and what the grading will be. The gallery walk would entail each person filling in a flow chart as we progress through the walk. The unit would conclude with a brief summary or short quiz over the major theme/concept.