

Classical School Solutions

Seventh Grade, Sample Week Overview

Day 1

	1. Math (pgs. 2)
	2. English (pgs. 3-5)
	3. Latin (pgs. 6-7)
	4. History (pgs. 8-11)
	5. Literature (pgs. 12) Chapter 3 of <i>A Wrinkle In Time</i> by by Madeleine L'Engle

Day 2

	1. Math (pgs. 13)
	2. English (pgs. 14-16)
	3. Latin (pgs. 17-18)
	4. Science (pgs. 19-21)
	5. Literature (pgs. 22) Chapter 4 of <i>A Wrinkle In Time</i> by by Madeleine L'Engle

Day 3

	1. Math (pgs. 23)
	2. English (pgs. 24-26)
	3. Latin (pgs. 27)
	4. History (pgs. 28-30)
	5. Literature (pgs. 31) Chapter 5 of <i>A Wrinkle In Time</i> by by Madeleine L'Engle

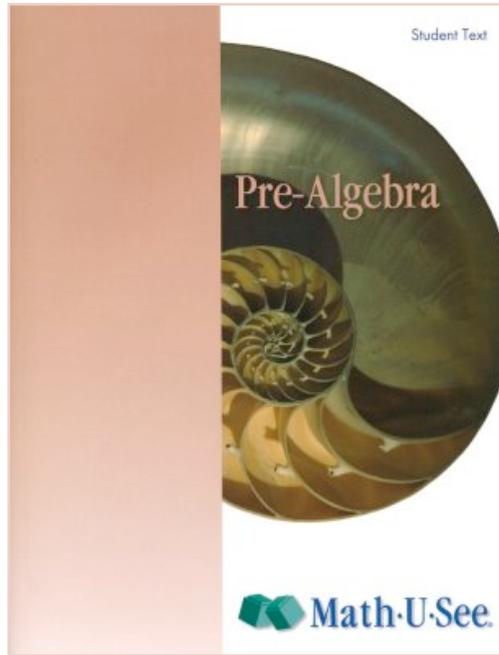
Day 4

	1. Math (pgs. 32)
	2. English (pgs. 33-35)
	3. Latin (pgs. 36-37)
	4. Geography (pgs. 38-41)
	5. Science (pgs. 42-43)
	6. Literature (pgs. 44) Chapter 6 of <i>A Wrinkle In Time</i> by by Madeleine L'Engle

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Math-U-See
Pre-Algebra Level
“A” Lesson

- On Day one of every week, the students should watch the video for the new lesson.
- They will then do a problem set per day (A-D), referring back to the video whenever necessary.
- Every 6th week the student will do cumulative lessons to review the work of the previous 5 weeks.

“Autumn Song”

by Dante Gabriel Rosetti

Know'st thou not at the fall of the leaf
How the heart feels a languid grief
Laid on it for a covering,
And how sleep seems a goodly thing
In Autumn at the fall of the leaf?

And how the swift beat of the brain
Falters because it is in vain,
In Autumn at the fall of the leaf
Knowest thou not? and how the chief
Of joys seems—not to suffer pain?

Know'st thou not at the fall of the leaf
How the soul feels like a dried sheaf
Bound up at length for harvesting,
And how death seems a comely thing
In Autumn at the fall of the leaf?

Dante Gabriel Rosetti was a poet, painter, illustrator, and a translator. He was part of one of the most extraordinary families of the 19th century in England. His father was Italian, a scholar and professor who specialized in the work of the Medieval poet Dante Allegheri (hence our poet's name).

He had a sister who was a poet and a brother who was a painter. Everyone in the family was famous in the arts in one way or the other.

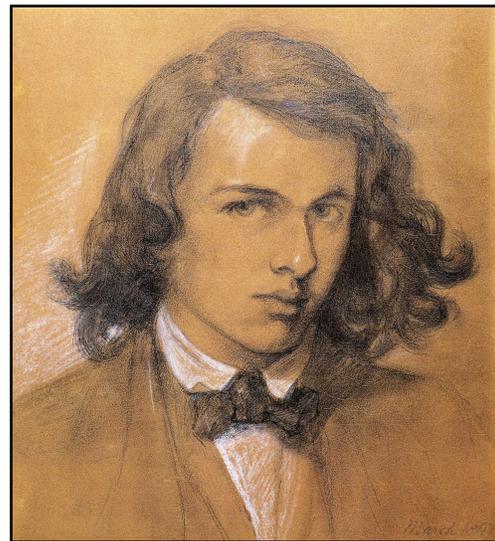
Dante Rosetti was an accomplished painter. He was one of the leaders of a group called *The pre-Raphaelite Brotherhood*. The group wanted English artists to paint rich, colorful, detailed paintings. Below is a few examples of their paintings.



The Lady of Shalott by John William Waterhouse (1888)



Autumn Leaves by John Everett Millais (1855)



Self-Portrait of Dante Gabriel Rosetti
(1847)

This week you will commit the first stanza of “Autumn Song” to memory. Using your best penmanship copy the first stanza below. Say each line out loud as you write it down.

“Autumn Song” (first stanza)

by Dante Gabriel Rossetti

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Know'st thou not at the fall of the leaf

How the heart feels a languid grief

Laid on it for a covering,

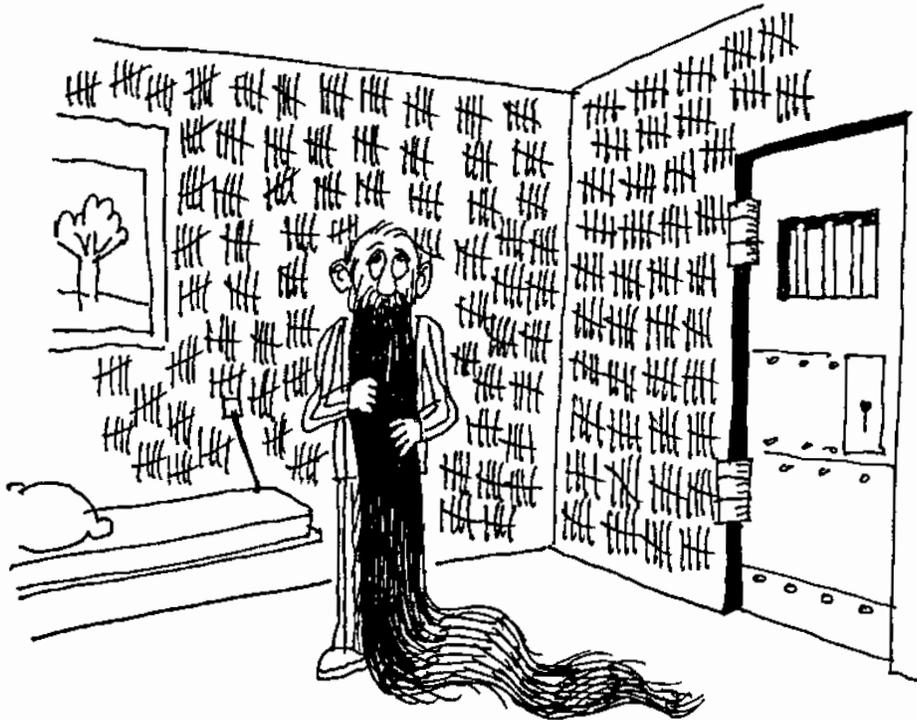
And how sleep seems a goodly thing

In Autumn at the fall of the leaf?

- Compose a sentence of your own using your vocabulary word of the day.

ATONE
(uh TONE) v.
to make amends

Link: **ALONE**



*"He who does not **ATONE**, ends up **ALONE**."*

-
- Rachel **ATONED** for skipping school by getting straight As on her next report card.
 - Nothing the convicted murderer said could **ATONE** for his crime.
 - After **ATONING** for his past indiscretions, the president quickly won back the support of the nation.

3. Latin

Verb/Noun agreement

Latin and English verbs both change from singular to plural to agree with their subjects. Singular subjects take singular verbs, and plural subjects take plural verbs.

1. **Puella** **laudat**. *The girl praises.*

2. **Puellae** **laudant**. *The girls praise.*

The subject and the verb have to match. If the subject is singular, the verb has to be as well. If the subject is plural, the verb must be plural. This matching is called **agreement**. A noun and verb are said to **agree**

In English, we don't really think about it. *The girl praises* sounds correct to us. *The girl praise* does not. If the subject is singular, the verb has to be as well.

In the first sentence, the subject, **puella**, is nominative singular because it has the nominative singular **-a** ending. So its verb, **laudat**, matches by using the singular **-t** ending.

In the second sentence, the subject, **puellae**, is nominative plural because it has the nominative plural **-ae** ending. So its verb, **laudant**, matches by using the plural **-nt** ending.

Circle the right noun to go with the verb:

example: Amica / Amicae videt

Amica Amicae vident

1. Femina / Feminae amat

4. Puella / Puellae laudat

2. Fabula / Fabulae monet

5. Puella / Puellae laudant

3. Fabula / Fabulae monent

6. Femina / Feminae amant

Vocabulary Review - use this list for the exercises this week. **Quiz on Day 4.**

Nouns

- | | |
|---|-------------------------------|
| 1. puella, puellae: girl | 9. fabula, fabulae: story |
| 2. femina, feminae: woman | 10. via, viae: road, way |
| 3. filia, filiae: daughter | 11. aqua, aquae: water |
| 4. ancilla, ancillae: maid, maidservant | 12. stella, stellae: star |
| 5. porta, portae: gate | 13. rosa, rosae: rose |
| 6. amica, amicae: friend | 14. insult, insulae: island |
| 7. terra, terrae: earth | 15. familia, familiae: family |
| 8. silva, silvae: forest | |

Verbs

- | | |
|------------------------------------|------------------------------|
| 1. laudat, laudant: to praise | 7. vocat, vocant: to call |
| 2. amat, amant: to love | 8. habet, habent: to have |
| 3. monet, monent: to warn | 9. est, sunt: is/are |
| 4. videt, vident: to see | 10. dat, dant: to give |
| 5. audit, audiunt: to hear | 11. narrat, narrant: to tell |
| 6. pulsat, pulsat: to hit or punch | |

Prepositions

- | | |
|--|------------------------------|
| 1. in: in or on | 6. prae: in front of, before |
| 2. ab (abrv. - a): from, away from | 7. pro: in front of |
| 3. cum: with | 8. sine: without |
| 4. ex (abrv. - e): out of | 9. sub: under |
| 5. de: down from, <i>also</i> about/
concerning | 10. super: over or above |

Cortes and the Conquest of Mexico

While the Spaniards were settling the West India Islands, peopled by simple, gentle natives, and exploring the coast lands of South America, where many of the inhabitants of which were warlike, they little dreamed that westward from Cuba lay a rich and populous country with highly developed arts and customs and a civilization of its own.

In 1517 Francisco de Cordova touched on the shores of this land, and, to his surprise, saw well-clad people and large stone buildings. Juan de Grijalva went there the next year. When he came back to Cuba, he brought startling news that stirred up the Spaniards as they had not been stirred since Columbus came back from his first voyage.



Hernan Cortes

They still had the idea that it was Asia that Columbus had reached, and looked in vain for the rich island of Cipango (Japan) and the great empire of Cathay (China), of which Marco Polo had brought back such glowing accounts. But where were the riches and magnificence of the East for which their souls craved? They had found only forest-grown countries, with simple villages instead of splendid cities, and loincloth-clad natives instead of civilized peoples.

It is not surprising that they grew hopeless and discontented, and that their hopes were kindled anew when Grijalva brought back news of a land profuse in gold and treasures and where a mighty king ruled over many cities and a great nation. This, they said, must be the Great Khan of Cathay ; this the land which Columbus had sought to reach. Here was a haven of glory and gold. The tidings roused the Spanish cavaliers like the sound of a martial trumpet.

Velasquez, the governor of Cuba, at once determined to send out an expedition for the conquest of this glittering prize. Volunteers were many among the adventurous spirits swarming around him. The important thing was to find a commander suited for so great and perilous an enterprise. As it chanced the man was at hand, a man formed by nature to make one of the great captains of the world. His name was Hernando Cortes.

Had he sought the world over, Velasquez could not have found a man better fitted for such an enterprise than the one whom fortune had placed at his right hand. In 1504 Cortes, an adventurous and ambitious young Spaniard, had come over seas to Hispaniola. In 1511 he had helped Velasquez in the conquest of Cuba, and was now alcalde, or chief judge, of the new town of Santiago in that island.

A genial, reckless, fun-loving fellow, as he had always seemed, he made friends wherever he went, getting into many scrapes by his wild pranks and getting out of them again by his bold

daring. Such was the man who asked Velasquez for the command of the expedition to Mexico, and to whom Velasquez granted it.

No one, not even Cortes himself, knew the kind of man that Cortes really was. He had abilities not yet developed. He was the man to rise to the height of a great opportunity. Brave as Achilles, crafty and persistent as Ulysses, fertile in **expedients**, **unscrupulous** in action, coolest and readiest when danger was greatest, with the faculty of winning the loyalty and affection of his followers, the daring to face the most perilous situations, and the intuitive knowledge of the right thing to do at the moment of greatest peril, Hernando Cortes was born to take rank with the great captains of the earth.

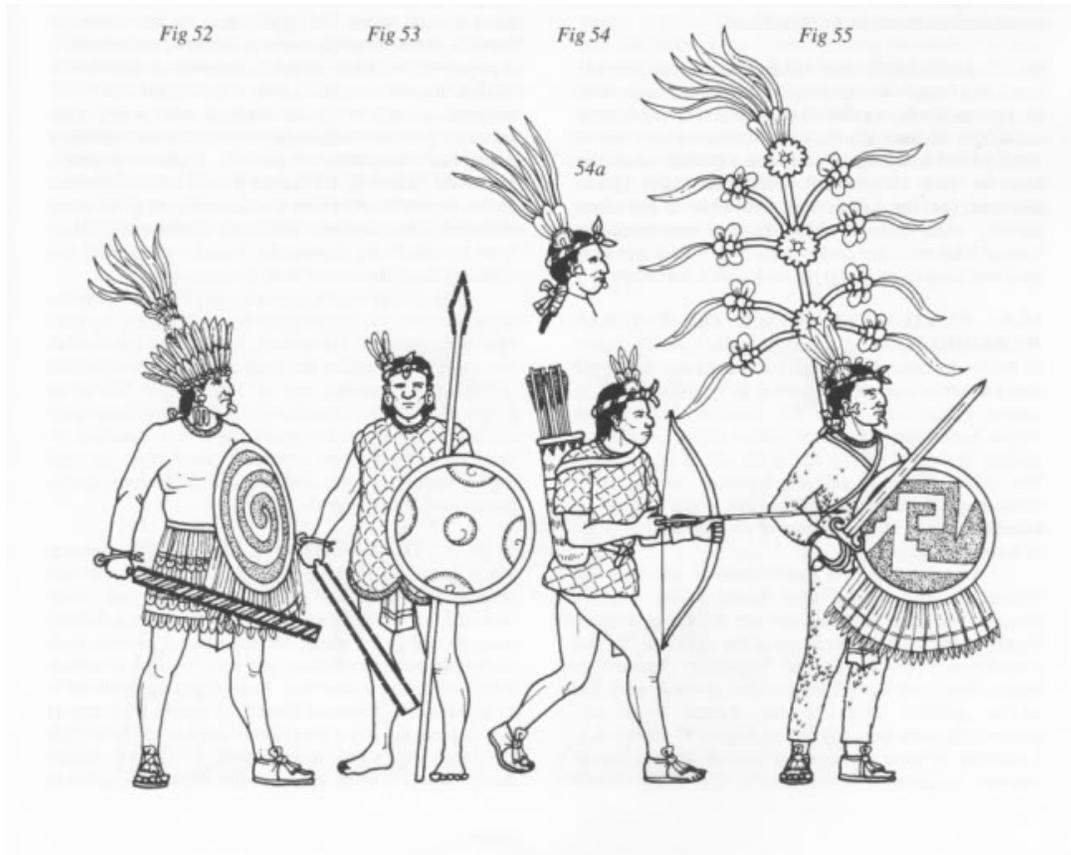
He showed what was in him at the start. Velasquez grew afraid to trust him, and resolved to take the command from his hands and put another man in his place. Cortes received his messages politely, but sailed away. He was not the man for a Spanish governor to play fast and loose with.

The expedition he commanded consisted of ten ships manned by six hundred and seventeen men, under experienced captains and well provided with weapons and munitions of war. He landed in Mexico on March 4, AD 1519, his ships, his artillery, his horses, the steel armor worn by himself and his men, their clothing, their complexion, all filling the Mexicans with awe and admiration. To them the new-comers seemed like divine beings.

Cortes quickly showed the metal of which he was made. Soon after landing he laid out a new town which he named Vera Cruz, framed a government, gave up his commission from Velasquez, and had the new government elect him captain-general of the expedition. Then he did the most daring thing of his life, he had his ships **scuttled** and sunk. This was the act of a man who meant conquest or death ; he had destroyed the means of return, and taught his men that all their hopes lay ahead, none lay behind. They stood on the shores of a populous and warlike kingdom which they must win or perish. It looked, indeed, as if only death lay before them, for the attempt to conquer an empire with such a force seemed the act of madness. The destruction of the ships was one of those acts of desperate valor which only men of genius perform.

It was a daring march which the band of Cortes made inward, four hundred and fifty armed men in all, with six small cannon and fifteen horses. It was the horses with steel-clad warriors on their backs that frightened the people far more than everything else. Terrible monsters they seemed, half man, half beast, from which the inhabitants fled in mortal terror. On and on went the Spaniards, Montezuma, the emperor of the Aztecs, sending messengers to stop them, but sending no soldiers to attack them. Gradually they climbed up from the coast lands to the upper level, seven thousand feet above sea level. The Aztecs seemed paralyzed by this steady invasion of their country, and even let the Spaniards throw down their idols without raising a hand in their defence.

The first active foes they found were the Tlaxcalans, a warlike tribe which the Aztecs had for years sought in vain to conquer. When the Spaniards marched into their territory the bold Tlaxcalans made a fierce attack upon them. They were armed with bows and arrows, lances, slings, and swords with sharp blades of obsidian, or lava glass. These weapons availed little against the steel swords, the muskets and cannons of the invaders, while the terrible horsemen swept through and through the native ranks, making havoc wherever they went.



Tlaxcalan Warriors

For two days the fight went on. By the end of that time a multitude of the brave Tlaxcalans had fallen, and only one or two of the Spaniards had been slain. Then the Tlaxcalans planned a night attack, but Cortes was alert and discovered their plans, defeating the host waiting to fall on his camp. This dismayed the Tlaxcalans. They were now glad to make an alliance with these irresistible strangers, who fought them with thunder and lightning and terrible beasts.

Cortes, by those few days of fighting, had made a remarkable gain. He had now for allies the most powerful enemies of the Aztecs. When he marched forward again, he had with him a large body of the brave warriors of Tlascala, men who had always held their own against Montezuma's strongest armies.

On reaching Cholula, a strong Aztec town, the Spaniards were met by a delegation from the chiefs, who gave them a warm welcome. The Tlaxcalans were left outside, but the Spaniards were invited in and kindly entertained. There was nothing to show that this was a mere trap, that the chiefs of the town had laid a plot to destroy the unwelcome invaders, and had prepared a strong ambush to attack them unawares.

We will continue the story of Cortes' conquest of the Aztec Empire next lesson

In the reading above I have 3 words in **bold type**. Find these words and look them up in a dictionary, putting the definition you think is best:

1. _____

2. _____

3. _____



A Wrinkle in Time Chapter 3

audio link - Chapter 3

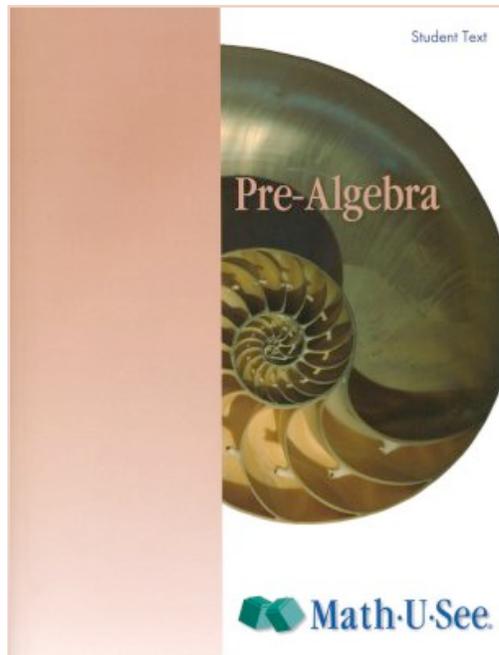
This will be a one day reading assignment.

Questions:

1. What is the difference between Calvin's home and the Murray's?:

2. Why does Meg say her father is not at home?: _____

3. Pick a word that best describes the character of Meg, Calvin, and Charles Wallace.



Math-U-See
Pre-Algebra Level
“B” Lesson

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More Pre-Raphaelite Paintings



Proserpine by Dante
Gabriel Rossetti



Ophelia by Sir John Everett Millais

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How the heart feels a languid grief

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And how sleep seems a goodly thing

In Autumn at the fall of the leaf?

- Write a sentence of your own using your vocabulary word of the day.

ATTRITION
(uh TRISH un) *n.*
a gradual reduction or
weakening; a rubbing away

Link: **FISHIN'**



*"Over-FISHIN' can lead to **ATTRITION**."*

- The war became a battle of **ATTRITION**, each side wearing down the other.
- Because our school has so many older teachers, the **ATTRITION** rate is high.
- Washed ashore, the once jagged piece of glass had become a smoothed gem due to the **ATTRITION** of the sea and sand.

English to Latin

This week we will give you English and you will provide the Latin. For each English sentence, give us the Latin equivalent.

Example

this is the subject, and there is more than one girl - use the Nominative plural form



English: The girls warn the island.

this is the direct object of the verb, and only one island - use the accusative singular form



the verb has to agree with the subject, so it will need to have the plural -nt ending

Latin: Puellae monent insulam



But remember - the verb usually goes at the end of the sentence



Final Latin: Puellae insulam monent.

Try one now. We'll leave you room around the English for you to make notes while you work. Don't be afraid to write on this page. Mark the subject, verb and direct object. **Better to take notes while you work rather than trying to keep everything in your head.** Not such a big deal with these easy sentences, but the habit will help you when things get more complex.

Q1. The girl loves the forest.

A1: _____

Recitation

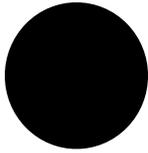
Read the following sentences out loud. Then have your parent click the link below and read along with the recording.

1. Filiae insulae viam silvarum vident.
2. Feminae amicam terrae vocant.
3. Ancilla filiae familiam feminae amat.
4. Fabulae filiae puellas feminae monent.
5. PATER NOSTER, qui es in caelis,
sanctificetur nomen tuum.
Adveniat regnum tuum.
Fiat voluntas tua,
sicut in caelō et in terrā.
Panem nostrum quotidianum da nobis hodie,
et dimitte nobis debita nostra
sicut et nos dimittimus debitoribus nostris.
Et ne nos inducas in tentationem,
sed libera nos a malō.

[Audio Recording - Recitation 2](#)

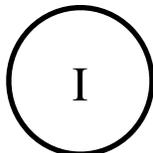
Scientists' View of the Atom

Democritus' Atom
(around 400 BC)

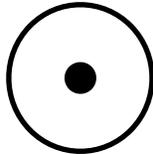


Democritus first popularized the idea of the atoms as the building blocks of matter, but he didn't really see atoms the way we do. He said the atom was the smallest thing matter could be divided into, but there was no difference between atoms. For him the atom was the same in all matter. Silver and iron all had the same kind of atoms, just arranged differently.

Dalton's Atom
(AD 1803)



Iron

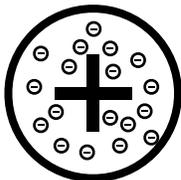


Hydrogen

John Dalton brought back the idea of atoms, but with more detail. He agreed that atoms were the smallest unit of matter, but he saw that each element had its own kind of atom. So an Iron atom was a different kind of element than a hydrogen atom - and different compounds came from mixing the different kinds of atoms.

Dalton is closer than Democritus to how we see atoms today, but he still agreed with the ancient philosopher that there was no smaller part of matter than the atom.

Thomson's Atom
(AD 1904)



Thomson's cathode ray tube experiments led to his discovery of electrons. These subatomic particles led him to look INSIDE the atom with his "plum pudding" model - negatively-charged electron "plums" held together in a "pudding" of positively-charged energy.

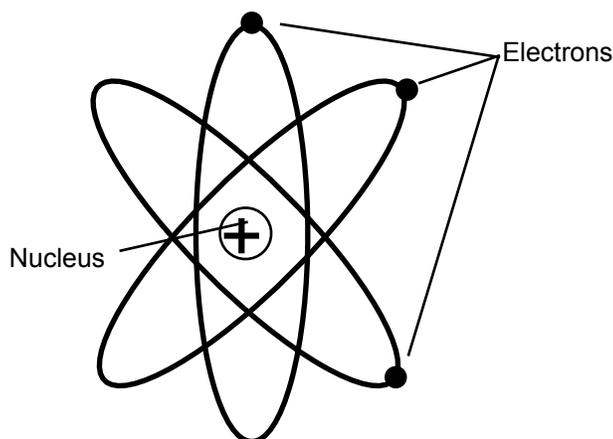
Thomson's discovery of electrons brought in the idea of SUBATOMIC particles. For the first time we now knew that what we had assumed was the smallest unit now had composite pieces of its own.

CONTINUED



Grade 7, Week

Rutherford's Atom
(AD 1911)



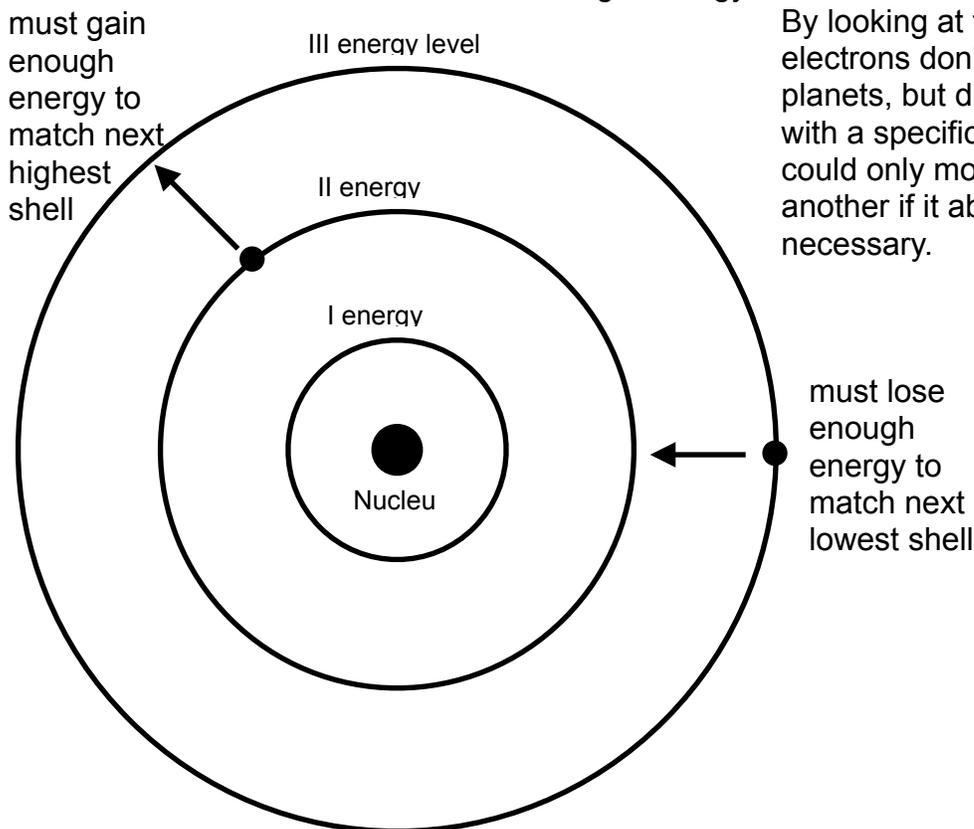
Rutherford's gold foil experiments discovered that the positive force keeping electrons in an atom was not a gooey, puling-like field, but instead a small, dense nucleus holding them in orbit like the sun does the planets.

This discovery of the nucleus helped us understand atoms much more clearly. The problem is that if the energy is constant in the orbit, the electrons would keep using a little bit of energy and eventually spiral down into the nucleus.

Niels Bohr readied the weakness in his mentor's model, and by observing how light worked, he got an answer.

Light moves like a wave, but it also moves in packets of energy called *photons*. Each photon is a specific amount of energy. He noticed that atoms gave off and absorbed light energy.

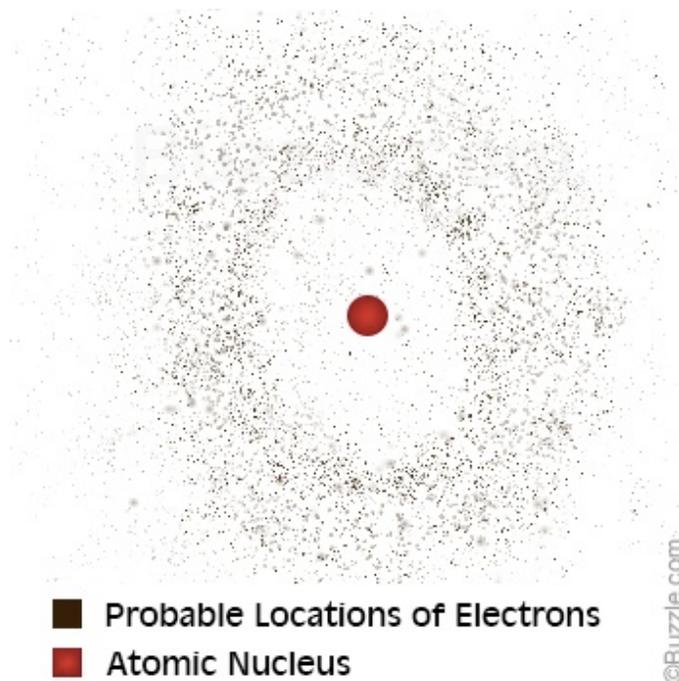
Bohr's Atom
(AD 1914)



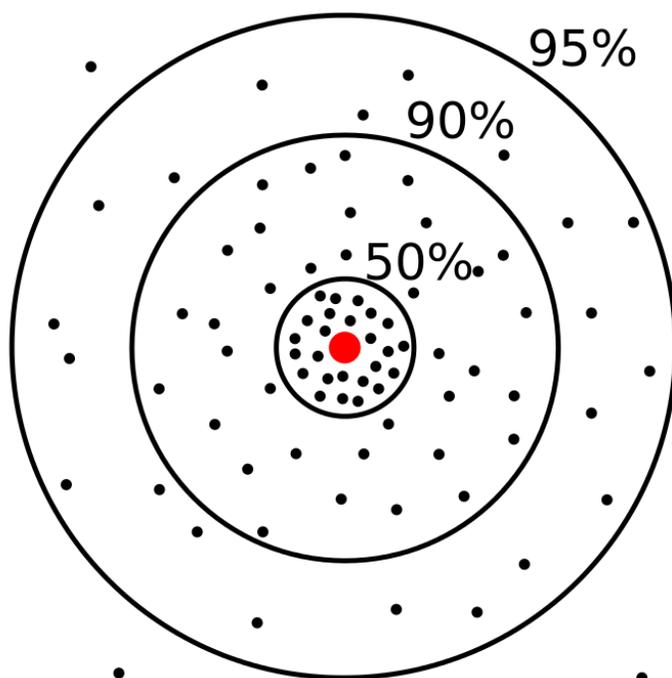
By looking at the two he realized that electrons don't have continuous orbits like planets, but different levels of orbits, each with a specific amount of energy. An electron could only move up or down from one orbit to another if it absorbed or lost ALL the energy necessary.

Schrodinger's addition to Bohr's model didn't challenge any of Bohr's underlying ideas, he added observations about electrons: they moved so fast that we could never catch exactly where they were at any instant. We could only calculate where they were PROBABLE to be at any on time.

So instead of the nice, neat linear models, Schrodinger showed that electrons moved in a kind of cloud where you might find an electron.



Shells were seen now as the zones where electrons were more or less likely to be seen



The percentages shown to the left are the likelihood that you will NOT find an atom in that shell.

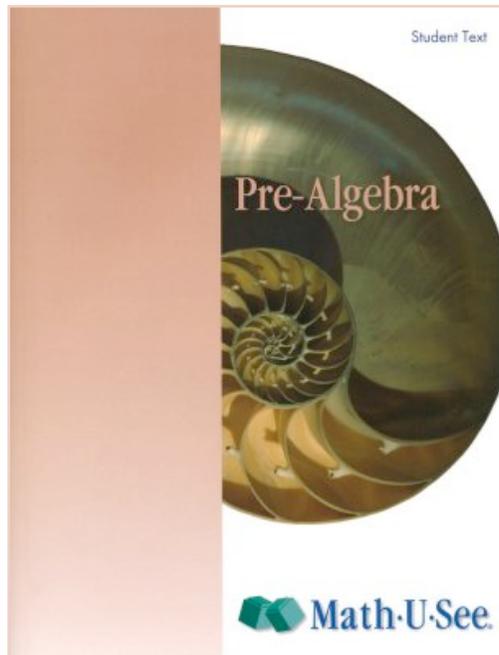
A Wrinkle in Time Chapter 4

audio link - Chapter 4

This will be a one day reading assignment.

What do you think the song that is sung on the planet Uriel means? What does it have to do with the Mrs W's?

What is the shadow that Meg sees?



Math-U-See
Pre-Algebra Level
“C” Lesson

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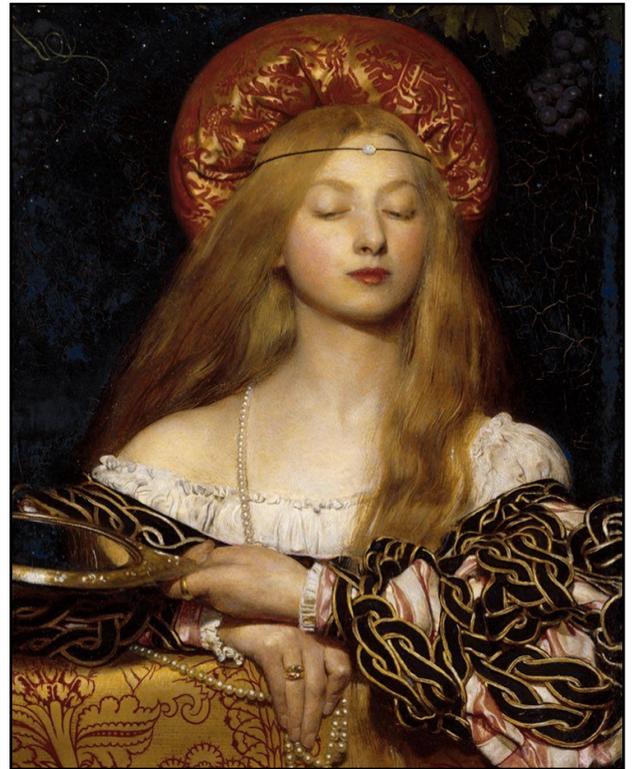
“Autumn Song”

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How the soul feels like a dried sheaf
Bound up at length for harvesting,
And how death seems a comely thing
In Autumn at the fall of the leaf?



Vanity by Frank Cadogan Cowper, 1908.
A later work of the Pre-Raphaelite
movement started by Rosetti



Joan of Arc by Dante Gabriel Rosetti,
1882.



Pandora by Dante Gabriel
Rosetti, 1871

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Know'st thou not at the fall of the leaf

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And how sleep seems a goodly thing

In Autumn at the fall of the leaf?

- Write a sentence of your own using your vocabulary word of the day.

AUGMENT
(awg MENT) v.
to make or become greater as in
size, quantity or strength

Link: **CEMENT**



*“How not to **AUGMENT** a driveway with **CEMENT**.”*

-
- Engineers **AUGMENTED** the engine of the fighter jet which increased its speed.
 - You can **AUGMENT** the water pressure by constricting the hose nozzle.
 - The president **AUGMENTED** his problems by denying his involvement in any wrong doing.

English to Latin

1. The stories warn the daughters.

A1: _____

2. The friend has a rose.

A2: _____

3. The family sees the star.

A2: _____

A3: Familia stellam videt.
A2: Amica rosam habet.
A1: Fabulae filias monent.

Last lesson we saw the beginning of Hernan Cortes' conquest of the Aztec Empire. He had made allies of the fierce Tlaxcalans, rivals of the Aztecs. He had seemed to frighten town of Cholula into submission - but this strong Aztec town had a surprise planned for Cortes on the way to the heart of Mexico.

Cortes Conquers the Aztec Empire

Cortes now faced one of the great perils of his life. Fortunately, he had with him a handsome young Indian woman, who had fallen in love with him. Maina, as she was named, was shrewd and quick-witted. She overheard the talk in the town, and discovered the whole conspiracy, which she reported to Cortes. The alert general lost no time. Cannon were placed during the night in readiness to sweep the streets. He invited the chiefs to visit him the next morning and receive his farewell. They came, not dreaming that their plot was exposed, and were thunderstruck when he told them they were his prisoners, and even picked out the most guilty of them.

As they talked a fearful noise met their ears, never before heard in the streets of Cholula. It was the roar of the cannon, whose balls were ploughing lanes of death through the host of waiting warriors. At the same time the Tlaxcalan allies rushed into the town and cut down all they met. Hundreds, perhaps several thousands, were slain before the massacre ceased. A few of the captured chiefs were burned at the stake, to fill the minds of the others with terror.

When the Spaniards marched out of Cholula, the land before them lay in mortal dread. Past town after town they went in peace and safety until the great valley in which now lies the Mexico City was reached. This populous valley was studded with cities and towns, and in its midst lay the Aztec capital, in the centre of a large lake, with narrow causeways connecting it with the main-land. It was a place that might have been defended against a hundred times their force if a soldier had sat on Montezuma's throne. But weak and vacillating, not sure even yet that his visitors were mortal men, the scared monarch opened his capital to them and invited them into the central citadel of his kingdom.



The island capital of the Aztecs

It was on November 8, 1519, that Cortes and his men, with their Tlaxcalan allies, marched into the inland city and took up their quarters in a great house set aside for them by the emperor. But they were not there a day before they saw their great danger. If Montezuma should grow hostile to them they would be like so many rats in a trap. How would they ever escape from this city in the heart of a lake, and with only narrow avenues leading to the land?

The situation was one that it needed a man of genius to meet. A decisive act, like that of the sinking of the ships at Vera Cruz, must be taken. The step taken by Cortes was one of extraordinary boldness. He seized Montezuma in the heart of his kingdom and held him prisoner. He had learned that the people looked upon their emperor as a god, and would take no step not commanded by him. With Montezuma in their hands the Spaniards were lords of the country.

Meanwhile, Velasquez, the governor of Cuba, was taking steps to punish Cortes for disobeying his orders. He sent Captain Panfilo de Narvaez with an expedition of eighteen ships and twelve hundred soldiers to Vera Cruz to arrest the rebel and bring him back. Cortes was not dismayed.

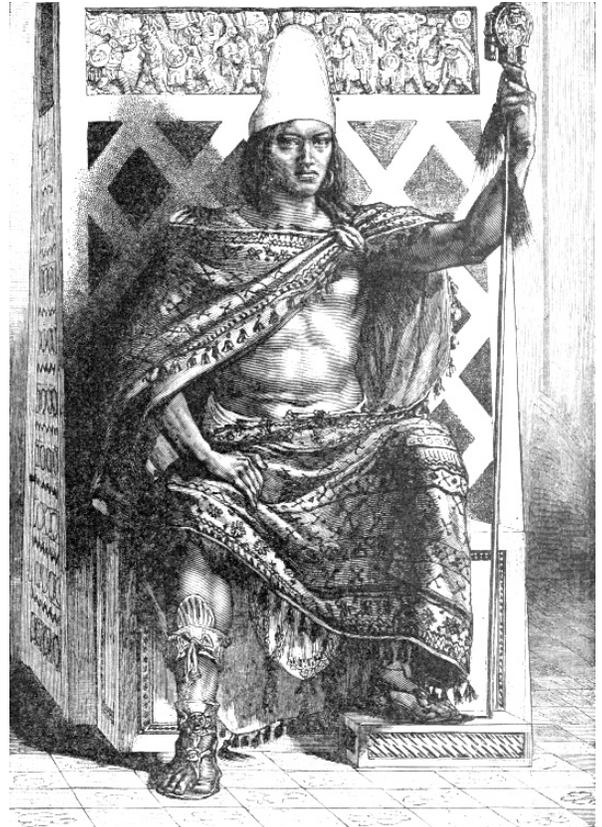
Leaving Alvarado, one of his captains, with one hundred and fifty men, in the Aztec capital, he marched with three hundred men to the coast, defeated Narvaez by a night attack, told his men that wealth awaited them in Mexico, and marched back with an army more than four times as strong as that with which he had come.

But meanwhile Alvarado was making mischief. Fearful of being attacked by the Aztecs, he fell upon them during a day of festival, and killed about six hundred of them, many of their chiefs being slain. This useless and cruel massacre maddened the people, and when Cortes entered the city he found them wild with rage. They called a council, elected Montezuma's brother emperor in his place, and attacked the Spaniards with a mighty host of warriors.

A frightful battle took place, in which the streets ran red with blood. Cortes, not knowing that a new emperor had been elected, brought Montezuma to the roof of their stronghold and bade him quiet the people. The attempt was fatal to the poor Indian. Darts and stones were hurled at him by the people, and one of these inflicted a fatal wound. He died after a few days of suffering.

Cortes had returned to the city on June 24. On July 1, the day after Montezuma's death, knowing that his men would be blockaded and starved if they remained, he led them from their stronghold and sought to leave the city. It was late at night. The city lay quiet. All seemed lost in slumber. There was no hindrance to the march of the Spaniards until they reached one of the great causeways leading from the city. Then the capital seemed suddenly to awake. The huge drums of the priests beat loudly from the temple heights. Armed men swarmed from every lane and street.

Other hosts appeared on the lake in canoes and attacked their enemies on the narrow road. The drawbridges that crossed the causeway had been removed, leaving wide gaps of water to be crossed. Rarely has there been a fiercer conflict or a more terrible night. It is still known in history as *la noche triste*, the night of sadness.



Montezuma



Aztec warriors with stone and obsidian weapons

men, horses, and cannon, and gathered a force of nearly a thousand well-armed men, eighty-six horses, and a dozen cannon. He was ready to return.

On Christmas Day of 1520 the march back began, Cortes being as determined as ever to conquer the Aztec kingdom, and win Mexico for Spain. With him were several thousand Indian warriors. As he neared the doomed city, the Tezcucans, a powerful tribe in alliance with the Aztecs, turned upon their old friends and joined Cortes. A fleet of brigantines was built and launched upon the lake. He was not going to trust again to the causeways without support. The siege that followed was long and bitterly contested. The Aztecs were noted for their desperate courage, and they now had a new leader, Guatemotzin, a brave and able soldier. The fighting was incessant and terrible. Step by step the besiegers fought their way inward. Food failed the people, their city being now hemmed in by foes, but they fought on through hunger and thirst, death and ruin, until there was scarcely a man left to fight. At length, on August 13, 1521, the terrible contest came to an end, and what was left of the capital of the Aztec kingdom lay in the hands of Spain.

Cortes had conquered where perhaps not another man then living in Spain could have succeeded. To win a great and populous empire with a handful of men demanded remarkable qualities, and Hernando Cortes possessed these qualities. In view of the surprising character of his conquest, he deserves to rank among the greatest conquerors of the world.

Next lesson we will look at the first Spanish expedition to North America.

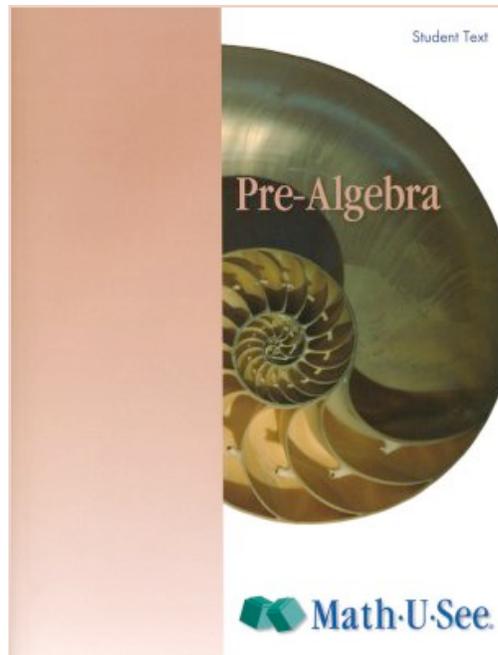
When the firm land was reached, of the twelve hundred and fifty Spaniards only five hundred remained; of six thousand Tlaxcalans four thousand had perished; the eighty horses had been reduced to twenty. The cannon were all gone, and forty Spaniards remained alive in Aztec hands to be sacrificed to their terrible god of war.

Cortes seated himself on a rock, buried his face in his hands, and shed bitter tears.

All seemed at an end. The only hope remaining to the Spanish leader was to reach Tlascala and seek for aid from his allies. But to reach there it was necessary to pass through the valley of Otumba, and this was found to be filled from side to side with furious foes. Thousands upon thousands faced the few hundreds of the Spaniards. There was only one thing to do; they must cut their way through this mighty multitude or die.

Die they would surely have done had not Cortes beheld the great standard of the Aztecs, cut his way through the dense throng surrounding it, seized it, and hurled it to the ground. On seeing it fall the Aztec host broke and fled in terror, and once more Cortes and his men were safe.

In the six months that followed, Cortes worked hard. He gained many allies among the tribes, most of whom hated the Aztecs. His great victory at Otumba had made them think him invincible. He sent some of the ships of Narvaez to Hispaniola for



Math-U-See
Pre-Algebra Level
“D” Lesson

- On Day one of every week, the students should watch the video for the new lesson.
- They will then do a problem set per day (A-D), referring back to the video whenever necessary.
- Every 6th week the student will do cumulative lessons to review the work of the previous 5 weeks.

Using your best penmanship copy the first stanza below. Say each line out loud as you write it down.

When you are finished it is time to gather as much of an audience as you re comfortable with (parents, grandparents, siblings, neighbors etc) to do your first recitation of the first stanza of "Autumn Song"

"Autumn Song" (first stanza)

by Dante Gabriel Rosetti

Know'st thou not at the fall of the leaf
How the heart feels a languid grief
Laid on it for a covering,
And how sleep seems a goodly thing
In Autumn at the fall of the leaf?

Know'st thou not at the fall of the leaf

How the heart feels a languid grief

Laid on it for a covering,

And how sleep seems a goodly thing

In Autumn at the fall of the leaf?

ATONE (uhTONE) V., to make amends, to make up for something

example: John ATONED for missing practice by running 20 extra laps after practice.

your sentence:

ATTRITION (uh TRISH un) n., a gradual reduction, weakening, or a wearing away

example: The war became a battle of ATTRITION, each side wearing down the other.

your sentence:

AUGMENT (awg MENT) V. to make or become greater in size, quantity, or strength

example: Engineers AUGMENTED the bridge's columns so it would hold more weight.

your sentence:

ASCRIBE (uh SKRIBE) V., to attribute to a specific cause, source, or origin

example: He climbed the mountain until he reached its APEX, which is also called the summit.

your sentence:

ASININE (ASS uh nine) adj., silly, unreasonably stupid

example: The trainers APPEASE the monkey by giving him extra bananas.

your sentence:

ASSAIL (uh SAIL) V., to attack violently

example: Our soldiers equipped themselves with an ARMAMENT no enemy could match.

your sentence:

APEX (AY peks) n. the highest point; peak

example: He climbed the mountain until he reached its APEX, which is also called the summit.

your sentence:

APPEASE (uh PEEZ) V, to soothe; to pacify or relieve by giving into

example: The trainers APPEASE the monkey by giving him extra bananas.

your sentence:

3. Latin

Nouns

- | | |
|-----------------------------|------------------------------|
| 1. puella, puellae: _____ | 9. fabula, fabulae: _____ |
| 2. femina, feminae: _____ | 10. via, viae: _____ |
| 3. filia, filiae: _____ | 11. aqua, aquae: _____ |
| 4. ancilla, ancillae: _____ | 12. stella, stellae: _____ |
| 5. porta, portae: _____ | 13. rosa, rosae: _____ |
| 6. amica, amicae: _____ | 14. insula, insulae: _____ |
| 7. terra, terrae: _____ | 15. familia, familiae: _____ |
| 8. silva, silvae: _____ | |

Verbs

- | | |
|---------------------------|----------------------------|
| 1. laudat, laudant: _____ | 7. vocat, vocant: _____ |
| 2. amat, amant: _____ | 8. habet, habent: _____ |
| 3. monet, monent: _____ | 9. est, sunt: _____ |
| 4. videt, vident: _____ | 10. dat, dant: _____ |
| 5. audit, audiunt: _____ | 11. narrat, narrant: _____ |
| 6. pulsat, pulsant: _____ | |

Prepositions

- | | |
|-------------------------|------------------|
| 1. in: _____ | 6. prae: _____ |
| 2. ab (abr. - a): _____ | 7. pro: _____ |
| 3. cum: _____ | 8. sine: _____ |
| 4. ex (abr. - e): _____ | 9. sub: _____ |
| 5. de: _____ | 10. super: _____ |

Audio Recording - Catullus et Pater Noster (click in PDF to open link)

First recitation: We are going to do this recitation for a few Day 4's. Our goal will be to recite these two pieces by heart. Don't worry, we'll have plenty of practice. Start this week by reciting both after you recite along with the video.

Catullus 101

Multas per gentes et multa per aequora vectus
advenio has miseras, frater, ad inferias,
ut te postremo donarem munere mortis
et mutam nequiquam adloquerer cinerem,
quandoquidem fortuna mihi tete abstulit ipsum,
heu miser indigne frater adempte mihi.
nunc tamen interea haec, prisco quae more parentum
tradita sunt tristi munere ad inferias,
accipe fraterno multum manantia fletu
atque in perpetuum, frater, ave atque vale.

English Translation

Brother, I come o'er many seas and lands
To the sad rite which pious love ordains,
To pay thee the last gift that death demands ;
And oft, though vain, invoke thy mute remains :
Since death has ravish'd half myself in thee,
Oh wretched brother, sadly torn from me!

N.B. - Have you read the English translation of this poem recently? It really is a sad, lovely poem about fraternal love (fraternal = "brotherly" from the Latin word for brother *frater*).

And now ere fate our souls shall re-unite,
To give me back all it hath snatch'd away,
Receive the gifts, our fathers' ancient rite
To shades departed still was wont to pay ;
Gifts wet with tears of heartfelt grief that tell,
And ever, brother, bless thee, and farewell!

Second recitation

PATER NOSTER, qui es in caelis,
sanctificetur nomen tuum.
Adveniat regnum tuum.
Fiat voluntas tua,
sicut in caelō et in terrā.
Panem nostrum quotidianum da nobis hodie,
et dimitte nobis debita nostra
sicut et nos dimittimus debitoribus nostris.
Et ne nos inducas in tentationem,
sed libera nos a malō.

N.B. #2 - have you figured out what this is, yet?

Americas Geography cont.

Last week we looked at the Caribbean and Central America - What might be called the Columbus and Cortez part of our readings.

We talked about how Central America, that area between Mexico and Colombia (which is the beginning of South America), is not an official geographical region. Central America is all officially in North America. But the area is very often referred to this way, so it is important you know about it.

Another unofficial, but important, regional division is “Latin America”. Latin America is the group of countries in North and South America that speak languages that derive from Latin (called Romance languages): Spanish, Portuguese, and French. Below is the map of Latin America. All dark gray countries on the map speak a Romance language. This map is for your edification and general knowledge, but you will not be asked to reproduce it.

On page 9 is the South American countries map, which we will ask you to reproduce.



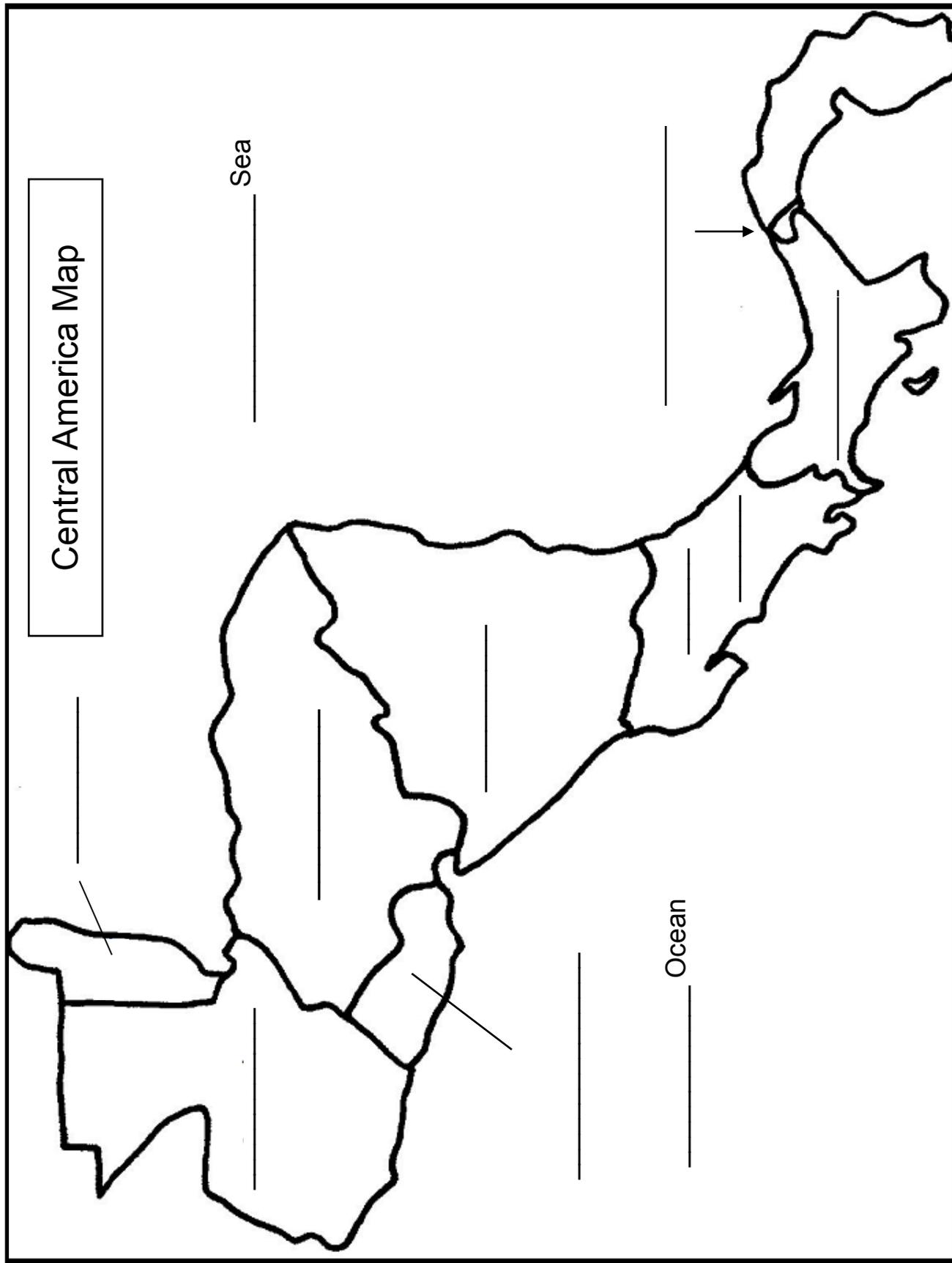
The light gray countries are:

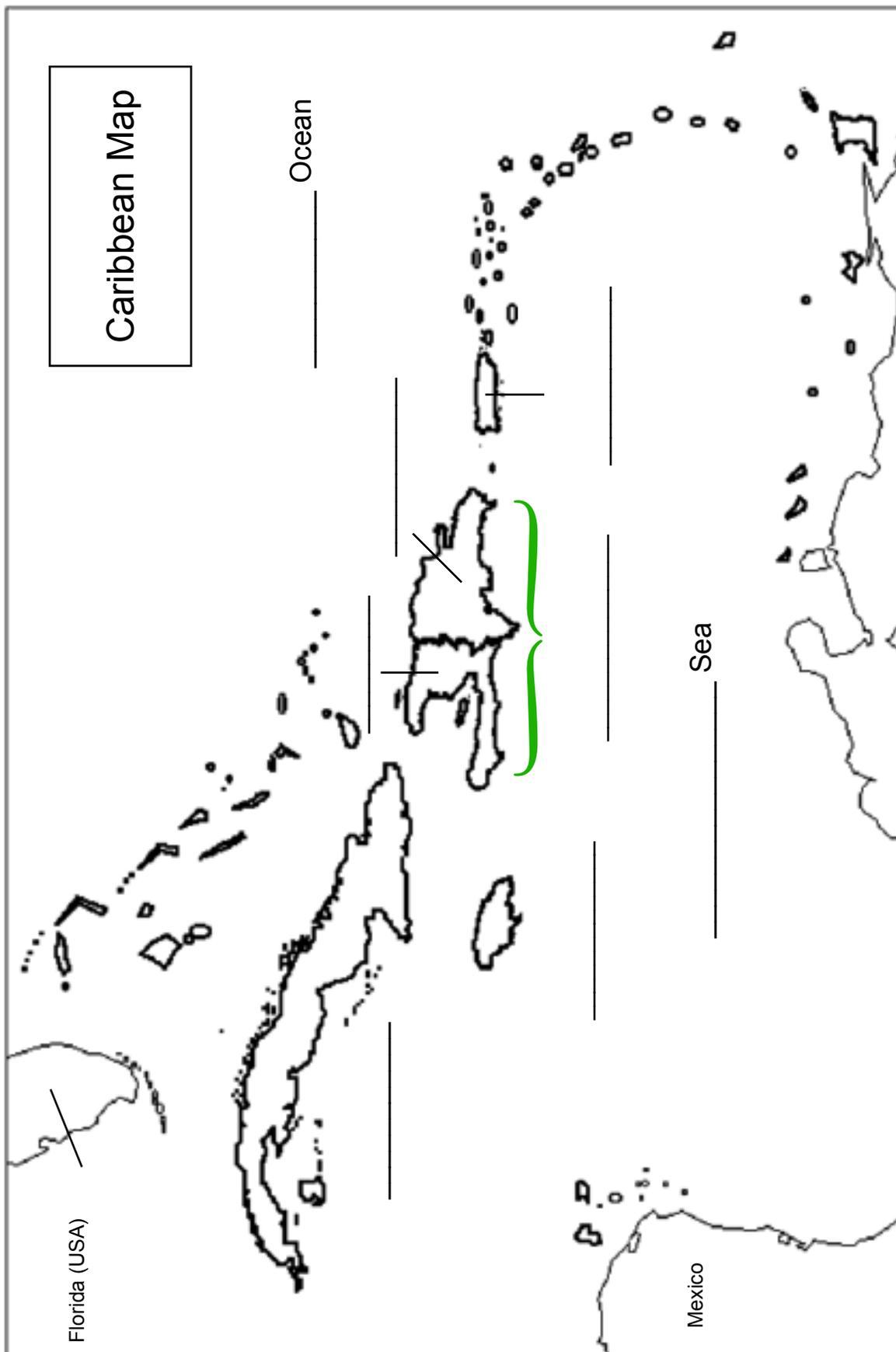
- Belize, Guyana, and Jamaica, which were British Colonies and have English as their official language
- Suriname, which was a colony of the Netherlands, whose official language is Dutch
- There are many small Caribbean Islands that are European or American territories and so speak a non-Latin Language (mostly English or Dutch)

South America



Fill in all the missing information on the two maps below (full maps at end of this week's packet)





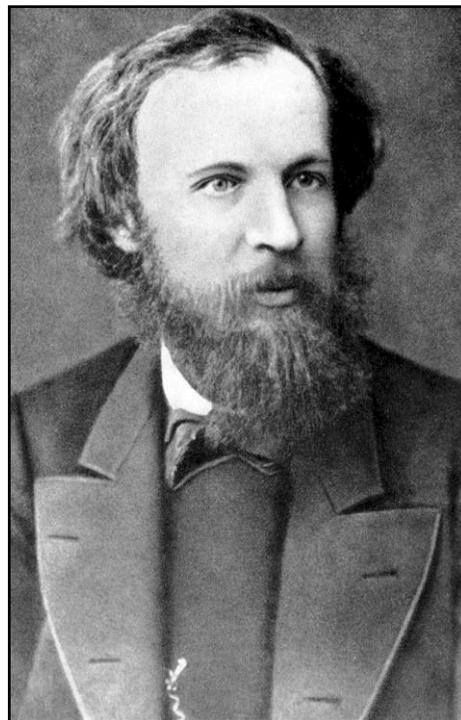
5. Science

Dmitri Mendeleev - The Creator of Periodic Table

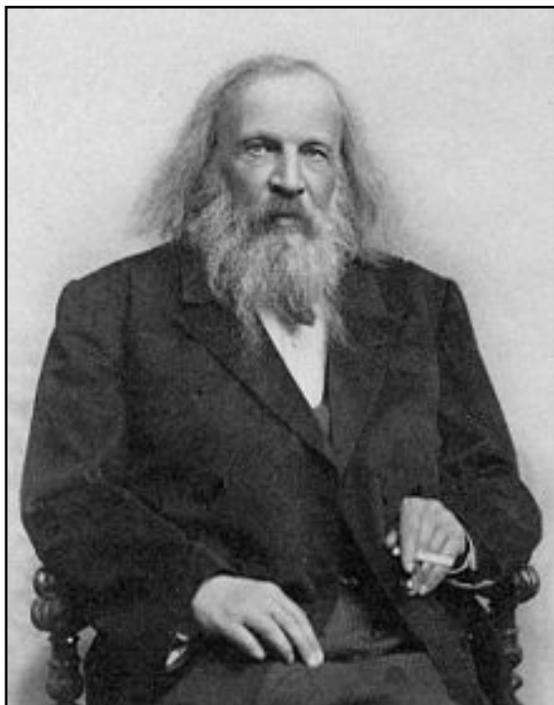
Dmitri Ivanovich Mendeleev was born on February 8, 1834, in the Siberian town of Tobolsk in Russia. Tobolsk is the farthest reach of the West, 1000 km closer to Beijing than Paris. His father, Ivan Mendeleev, went blind around the time Dmitri was born (Dmitri was the 11th of 11 children), and died in 1847. The scientist's mother, Mariya, worked as the manager of a glass factory to support herself and her children. When the factory burned down in 1848, the family moved to the capital of the Russian Empire - St. Petersburg.

Mendeleev attended the Main Pedagogical Institute in St. Petersburg and graduated in 1855. After teaching in the Russian cities of Simferopol and Odessa, he returned to St. Petersburg to earn a master's degree. Mendeleev continued his studies abroad, with two years at the University of Heidelberg in Germany.

As a professor, Mendeleev taught first at the St. Petersburg Technological Institute and then at the University of St. Petersburg, where he remained through 1890. Realizing he was in need of a quality textbook to cover the subject of inorganic chemistry, he put together one of his own, *The Principles of Chemistry*.



Mendeleev in 1871



Mendeleev in 1906, a year before his death

While he was researching and writing that book in the 1860s, Mendeleev made the discovery that led to his most famous achievement. He noticed certain recurring patterns between different groups of elements and, using existing knowledge of the elements' chemical and physical properties, he was able to make further connections. He systematically arranged the dozens of known elements by atomic weight in a grid-like diagram; following this system, he could even predict the qualities of still-unknown elements. In 1869, Mendeleev formally presented his discovery of the periodic law to the Russian Chemical Society.

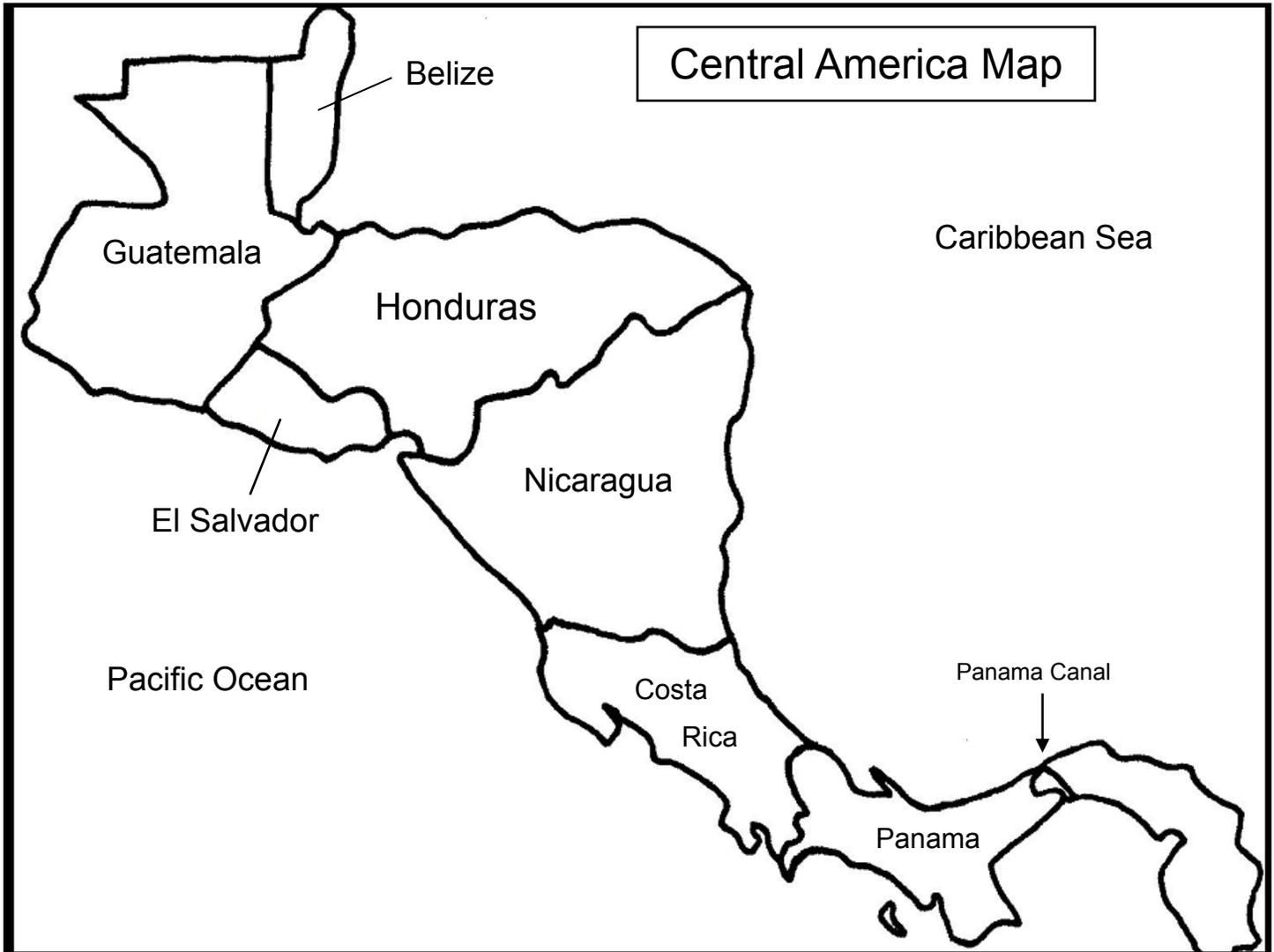
At first, Mendeleev's system had very few supporters in the international scientific community. It gradually gained acceptance over the following two decades with the discoveries of three new elements that possessed the qualities of his earlier predictions. In London in 1889, Mendeleev presented a summary of his collected research in a lecture titled "The Periodic Law of the Chemical Elements." His diagram, known as the periodic table of elements, is still used today.

Periodic Table of the Elements

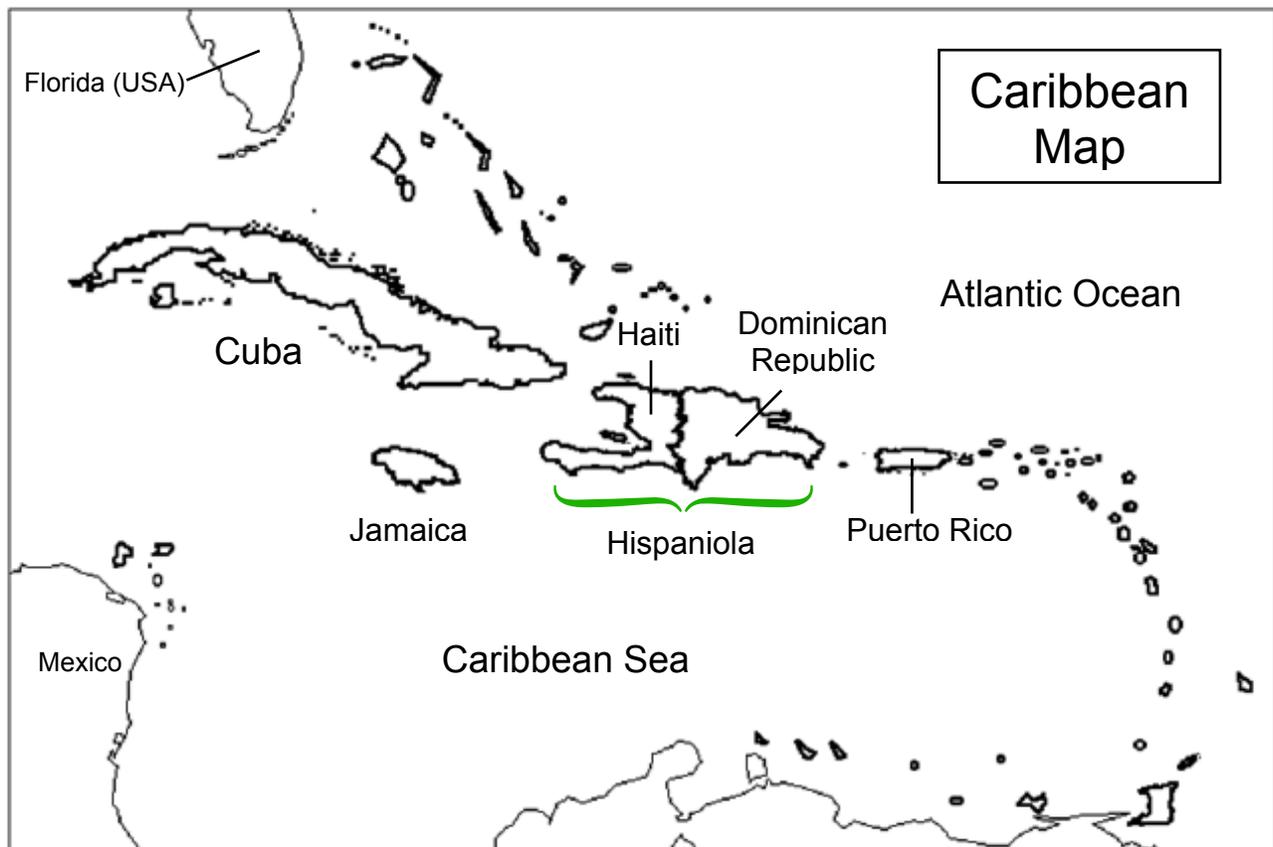
18 VIIIA 8A																																				
1 IA 1A	2 IIA 2A												17 VIIA 7A	18 VIIIA 8A																						
1 H Hydrogen 1.008	3 Li Lithium 6.941		4 Be Beryllium 9.012																	5 B Boron 10.811	6 C Carbon 12.011	7 N Nitrogen 14.007	8 O Oxygen 15.999	9 F Fluorine 18.998	10 Ne Neon 20.180											
11	12												13	14		15		16	17	18																
3B	3B												3B	4A		5A		6A	7A	8A																
11 Na Sodium 22.990	12 Mg Magnesium 24.305		13 Al Aluminum 26.982	14 Si Silicon 28.086	15 P Phosphorus 30.974	16 S Sulfur 32.066	17 Cl Chlorine 35.453	18 Ar Argon 39.948											19 K Potassium 39.098	20 Ca Calcium 40.078	21 Sc Scandium 44.956	22 Ti Titanium 47.867	23 V Vanadium 50.942	24 Cr Chromium 51.996	25 Mn Manganese 54.938	26 Fe Iron 55.845	27 Co Cobalt 58.933	28 Ni Nickel 58.693	29 Cu Copper 63.546	30 Zn Zinc 65.38	31 Ga Gallium 69.723	32 Ge Germanium 72.631	33 As Arsenic 74.922	34 Se Selenium 78.971	35 Br Bromine 79.904	36 Kr Krypton 83.798
37	38												49	50		51		52	53	54																
3B	3B												3B	4A		5A		6A	7A	8A																
37 Rb Rubidium 85.468	38 Sr Strontium 87.62		39 Y Yttrium 88.906	40 Zr Zirconium 91.224	41 Nb Niobium 92.906	42 Mo Molybdenum 95.95	43 Tc Technetium 98.907	44 Ru Ruthenium 101.07	45 Rh Rhodium 102.906	46 Pd Palladium 106.42	47 Ag Silver 107.868	48 Cd Cadmium 112.414	49 In Indium 114.818	50 Sn Tin 118.711	51 Sb Antimony 121.760	52 Te Tellurium 127.6	53 I Iodine 126.904	54 Xe Xenon 131.294																		
55	56												81	82		83		84	85	86																
3B	3B												3B	4A		5A		6A	7A	8A																
55 Cs Cesium 132.905	56 Ba Barium 137.328		57-71 Lanthanide Series	72 Hf Hafnium 178.49	73 Ta Tantalum 180.948	74 W Tungsten 183.84	75 Re Rhenium 186.207	76 Os Osmium 190.23	77 Ir Iridium 192.217	78 Pt Platinum 195.085	79 Au Gold 196.967	80 Hg Mercury 200.592	81 Tl Thallium 204.383	82 Pb Lead 207.2	83 Bi Bismuth 208.980	84 Po Polonium [208.982]	85 At Astatine 209.987	86 Rn Radon 222.018																		
87	88												113	114		115		116	117	118																
3B	3B												3B	4A		5A		6A	7A	8A																
87 Fr Francium 223.020	88 Ra Radium 226.025		89-103 Actinide Series	104 Rf Rutherfordium [261]	105 Db Dubnium [262]	106 Sg Seaborgium [266]	107 Bh Bohrium [264]	108 Hs Hassium [269]	109 Mt Meitnerium [278]	110 Ds Darmstadtium [281]	111 Rg Roentgenium [280]	112 Cn Copernicium [285]	113 Nh Nihonium [286]	114 Fl Flerovium [289]	115 Mc Moscovium [289]	116 Lv Livermorium [293]	117 Ts Tennessine [294]	118 Og Oganesson [294]																		
57	58												67	68		69		70	71																	
3B	3B												3B	4A		5A		6A	7A																	
57 La Lanthanum 138.905	58 Ce Cerium 140.116		59 Pr Praseodymium 140.908	60 Nd Neodymium 144.243	61 Pm Promethium [144.913]	62 Sm Samarium 150.36	63 Eu Europium 151.964	64 Gd Gadolinium 157.25	65 Tb Terbium 158.925	66 Dy Dysprosium 162.500	67 Ho Holmium 164.930	68 Er Erbium 167.259	69 Tm Thulium 168.934	70 Yb Ytterbium 173.055	71 Lu Lutetium 174.967																					
89	90												99	100		101		102	103																	
3B	3B												3B	4A		5A		6A	7A																	
89 Ac Actinium 227.028	90 Th Thorium 232.038		91 Pa Protactinium 231.036	92 U Uranium 238.029	93 Np Neptunium 237.046	94 Pu Plutonium 244.064	95 Am Americium 243.061	96 Cm Curium 247.070	97 Bk Berkelium 247.070	98 Cf Californium 251.080	99 Es Einsteinium [254]	100 Fm Fermium 257.095	101 Md Mendelevium 258.1	102 No Nobelium 259.101	103 Lr Lawrencium [262]																					

Answers for Geography Quiz

“Central America” is not an actual geographical region - the area called Central America is part of North America. The term is used to describe the Spanish-speaking countries south of Mexico (Mexico is sometimes included in Central America, but is usually left out).



Central America is the name of the most southerly part of North America. Mexico is also often considered part of Central America. All of these countries are former Spanish colonies and speak Spanish (Belize was formerly also a British colony, and so English is also an official language). The Panama Canal was built 1881 - 1904 and is the fastest route from the Atlantic to the Pacific.



“The Caribbean” refers to both the many islands that make up the region, as well as the sea that they are in. We have highlighted the largest, most important islands.

- The island of **Hispaniola** (where Columbus first landed) is divided into the nations of **Haiti** in the West (French-speaking) and the **Dominican Republic** in the East (Spanish-speaking).
- **Jamaica** is a former British colony and is English-speaking.
- **Puerto Rico**, which is Spanish-speaking, is a territory of the USA.
- **Cuba**, the largest island in the Caribbean, is Spanish-speaking and ruled by a Communist dictatorship.
- The smaller islands of the Caribbean are either independent nations or territories split between the USA, Britain, France, and the Netherlands,