

UPPER GRAMMAR LEVEL

FINE ARTS AND ACTIVITIES

- Learn more Latin this week! Find out the meanings of the following Latin words, and then guess at the meanings of the English words taken from them. Look up the English words in a dictionary to see if you're right! (Before looking them up, note the following prefixes: *trans* means "across," *a* and *ab* mean "away from," *de* means "down from," *e* or *ex* means "out of," *pre* means "before," and *cum* or its elided form, *con*, means "with.")
 - Gladius* gives rise to the English words "gladiator" and "gladiolus."
 - Legatus* gives rise to the English words "legate," "delegate," "legator," and "legation."
 - Nuntio* gives rise to the English words "announce," "enunciate," and "enunciation."
 - Iacio* gives rise to the English words "eject," "ejaculation," "conjecture," and "ejector."
 - Ambulo* gives rise to the English words "amble," "ambulatory," "perambulator," and "preamble."
 - Duco* gives rise to the English words "duct," "conductor," "abductor," and "transduction."
 - Domo* gives rise to the English words "domicile," "domestic," and "domesticate."
 - Porto* gives rise to the English words "port," "portal," "portage," "deport," "export," and "transport."

Here are some other projects to do this week; detailed directions are found in *Ancient Rome!*

- Make stepping stones or a model of a Roman highway.
- Construct a Roman aqueduct out of a cereal box.
- Pretend to be part of a Roman legion, and make your division's standard.
- Practice physical training as if you were a Roman soldier.
- Learn more about Hannibal's battle tactics by modeling them using dimes and pennies.

GEOGRAPHY

- This week, our history studies take us to the Iberian peninsula. As your teacher directs, locate the following places:

<input type="checkbox"/> The Pyrenees Mountains	<input type="checkbox"/> Mediterranean Sea	<input type="checkbox"/> Guadiana River	<input type="checkbox"/> Cadiz
<input type="checkbox"/> Strait of Gibraltar	<input type="checkbox"/> Ebro River	<input type="checkbox"/> Jucar River	<input type="checkbox"/> Malaga
<input type="checkbox"/> Bay of Biscay	<input type="checkbox"/> Duero River	<input type="checkbox"/> Balearic Islands	<input type="checkbox"/> Barcelona
<input type="checkbox"/> Atlantic Ocean	<input type="checkbox"/> Tagus River	<input type="checkbox"/> Canary Islands	
- Identify these places in the western Mediterranean and northern Africa:
 - Numidia
 - Carthage
 - Greek colonies
 - Carthaginian colonies
- OPTIONAL: What was the Romans' name for the people they ruled on the Iberian peninsula?

BIBLE SURVEY AND CHURCH HISTORY

- Why do you think Jesus healed people and did other miracles? Look closely with your teacher at the miracles recorded in this week's reading. Ask these questions for each story:
 - What was the need?
 - What did Jesus do?
 - Who saw what He did, and how did they react?
 - How did Jesus use the miracle to reveal more about His character or kingdom?
- In general, how did different people react to Jesus and why?
- What was your favorite passage from this week's reading and why?
- What new things did King Jesus teach people about the Kingdom of God?

LITERATURE

Worksheet for *Twice Freed*, by Patricia St. John

In the spaces below, list details about Onesimus' life that you learn from your reading this week.

Desires

Duties as a Slave

Family and Friends

which casts faint shadows of the puppets on the wall. To such prisoners, “truth” would consist only of the shadows they could see. What would happen if a prisoner was released? He could finally turn his head to see the fire, which would dazzle him at first. He could even be dragged outside to see the sun, of which the fire in the cave is itself only a shadow; the sun would blind him entirely. If such a man stayed outside long enough, he would slowly come to understand what he was looking at, as his eyes adjusted. If he chose to go back down into the cave again, his sun-hardened eyes would hardly be able to see the faint shadows at all. Others would say that he went up seeing and came down blind.

The rest of Book VII spells out the education of future guardians, which the Middle Ages called the “Quadrivium”: arithmetic, geometry, astronomy, and music. Socrates caps it off with dialectic, the study of reason itself, but only after the student has mastered all the other disciplines and their interconnections, and not before he reaches the age of thirty.

Book VIII returns to the analogy of the city, the large-scale model of the individual, and considers the various types of government that are possible in it. Each of five types of government corresponds to a type of individual. These types are, in order, aristocracy (government by the best men, as outlined in the Republic), timocracy (government by those who are honored), oligarchy (government by the rich), democracy (government by the people), and tyranny (government by one evil person). “Timocracy” is an unusual term, but it corresponds fairly closely to Spartan society. Plato traces the decline and fall of a government from aristocratic perfection to perfect tyranny.

GOVERNMENT: RHETORIC DISCUSSION OUTLINE

Plato’s Republic, Book VII

- In Plato’s allegory, the “cave,” the “fire,” and the “sun” each have specific meanings. What are they?
The cave is this world of visible sight, the fire that casts shadows in the cave is our sun, and the sun above the cave is the idea of the Good.
- Socrates speaks of “the world of becoming” and “the world of being.” What does he mean by these terms?
The “world of being” refers to the world of “ideas,” or “Forms.” Nothing changes there—by definition, the Forms are those principles that remain the same in the midst of earthly change. The “world of becoming” is the world in which we live, comprised of changeable things that are merely poor copies of the eternal realities.
- Socrates observes that some teachers say they can impart knowledge. What does his allegory of the cave say about knowledge and one’s ability to find it?
Knowledge is not something that can be imparted. The eye can naturally see what is really there, if it is pointed in the right direction. But as a prisoner’s eye could not see the light without his whole body being turned in the right direction, so the mind can only gain knowledge by a movement of the whole soul. A teacher can prepare a person for knowledge by helping him turn in the right direction, but ultimately only the person himself can receive knowledge, just as only a person can receive sight—no one else can see for him.
- A person who has just returned to the cave won’t be able to see as well as the other prisoners at first. Will this get better over time?
Yes, it soon gets better. A person who has been outside will know which shadows he is seeing in the cave, after his eyes have readjusted. For this reason, the person who has perceived “the Good” in the world of being will eventually be the best judge of things in this world of becoming.
- What four subjects should young people study to find their way out of the cave, and why?
 - Arithmetic, because it forces the mind to work, instead of just the senses.
 - Geometry, because it aims at the knowledge of that which is eternal.
 - Astronomy, because in looking up to the skies we see how far they fall below the eternal.
 - Music, which is to the ears what astronomy is to the eyes.
- Once one has mastered these subjects and their interconnections, what higher discipline should he study, and when?
Dialectic, or reason itself, which is the capstone of all the sciences. But nobody should be allowed to study dialectic before they turn thirty, because it makes arrogant young people argumentative.

Plato’s Republic, Book VIII

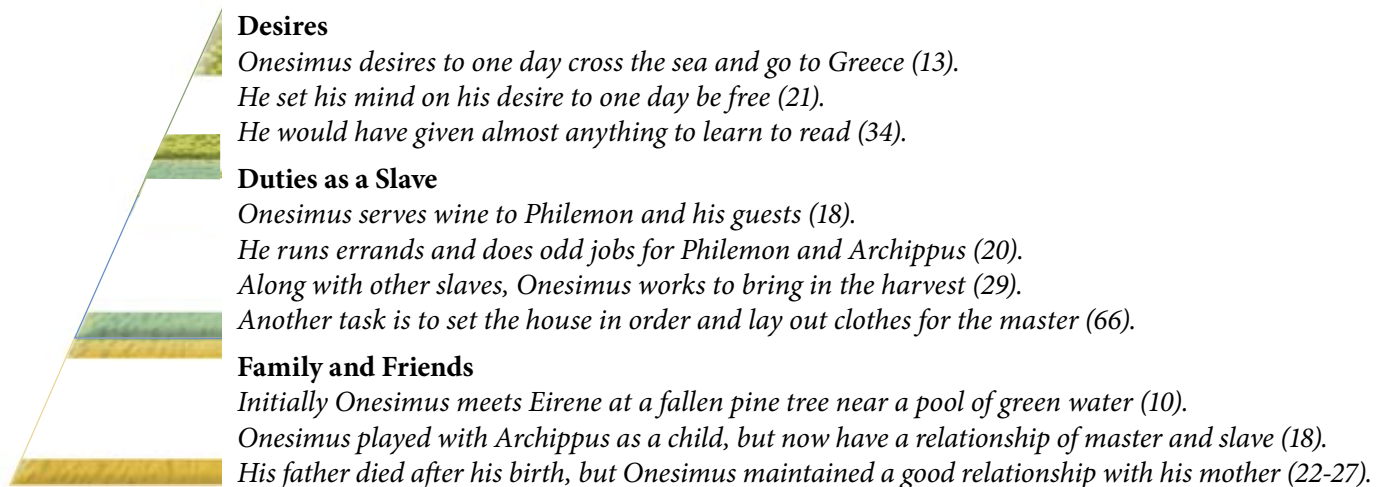
- Socrates has outlined good government for his ideal city, but he says there are four other possible ways that a city (or an individual soul) could be governed. What are these five types of government?
There is aristocracy (literally, government by the best men), timocracy (government by those who are honored, similar

to that of Sparta), oligarchy (government by the rich), democracy (government by the people), and tyranny (government by one evil person).


8. What makes an oligarchy weak?
It is not one State, but two: the rich and the poor, who live in the same place but are always set against each other.
9. How does Socrates describe democracy? What kind of individual lives out this “democratic” lifestyle?
- Democracy is like an embroidered robe which is decorated with every sort of flower, an attractive mix of variety and disorder, with a forgiving spirit and a “don’t care” attitude towards trifles, which dispenses a sort of equality to equals and unequals alike.*
 - The democratic type of man “lives from day to day indulging the appetite of the hour; and sometimes he is lapped in drink and strains of the flute; then he becomes a water-drinker, and tries to get thin; then he takes a turn at gymnastics; sometimes idling and neglecting everything, then once more living the life of a philosopher; often he is busy with politics, and starts to his feet and says and does whatever comes into his head; and, if he is emulous of any one who is a warrior, off he is in that direction, or of men of business, once more in that. His life has neither law nor order; and this distracted existence he terms joy and bliss and freedom; and so he goes on.”*
10. How does democracy turn into tyranny?
Democracy values freedom above all other things, but pure freedom soon turns into anarchy. There are three classes in a democracy: the useless drones, the productive traders, and the masses who work with their hands. The drones live off the productive class, squeezing them and sharing a little of what they get with the masses. Eventually, the productive class tries to defend themselves from such squeezing, but then they are accused of being oligarchs. The drones set themselves up as the “protectors” of the people, and then, with the mob at their disposal, they form a party to oppose “the rich.” Violence gives the drones a pretext for forming a bodyguard, a sort of personal army, and before long the tyrant rules by force, driving out the best of the citizens, promoting the worst.

LITERATURE: LOWER LEVEL QUESTIONS AND ANSWERS

Answers to Upper Grammar Worksheet for *Twice Freed*



Answers to Dialectic Questions for *In Search of a Homeland*

-  1 Finish your outline of the events in the plot.
Answers may vary slightly. Your student need not record every event, but major ones are listed below.
- Turnus, commander of the Latin forces, decides to attack the Trojans.*
 - The Trojan soldiers decide to search for Aeneas and his company.*
 - Seeing their unwary foes sprawled in a drunken sleep, the young soldiers begin slaughtering their enemies.*
 - Instead of escaping, the two groups of soldiers become embroiled in a bloody battle.*
 - When Aeneas returns, more people are slaughtered, including Pallas, the son of Aeneas’ new ally, Evander.*
 - Both sides take time off from the battle in order to bury their dead.*