

**UPPER GRAMMAR LEVEL****FINE ARTS AND ACTIVITIES**

1. The Romans learned from the Etruscans how to make coins, but they did not standardized their coins until Augustus' day. Design a coin currency to be used for fun within your family this week. You can pay someone for favors they do for you (such as your mom taking you on an extra trip to the library!) or for doing their normal chores. Who will you represent on the coins and why?
2. Start a two-week project making a model of a wealthy Roman merchant's villa.
  - Research the architecture of the day using your printed resources (also see the illustration on page 11).
  - Plan your materials for your model carefully. You will want to find some long, skinny boxes to make the wings of the house around a courtyard.
  - Construct removable roofs out of cardboard and paper. Curl a strip of paper lengthwise around a pencil to form a trough, and then cut it into small sections to use as roof tiles. Spray paint them reddish brown after gluing them to a piece of cardboard, then varnish. (The paint and varnish will stiffen the "tiles" considerably.)
  - Use fabric, Model Magic™, and cardboard to create furniture, people, and accessories for various rooms. The more detailed your model, the more observant you will learn to be!
  - Purchase moss and miniature plants for the garden at craft or hobby stores.
  - Make a garden fountain and benches using Model Magic™ or other clay. Paint them when dry.
3. Using a roll of brown butcher paper or big sheets of newsprint, paint a mural to decorate your walls the way the Romans did. See online links on the Year 1 Arts/Activities page of the *Tapestry* website for designs.

Here are more ideas, from your activity book, *Ancient Rome!*

4. Make a mosaic trivet with some pretty pebbles or sea glass. (Find these at your building supply store.)
5. Take a bath, Roman style! Make some aromatherapy bath oil and relax in your tub after a long day of schoolwork.
6. Honey omelet, anyone? This recipe and other menu ideas for a Roman feast are found in your resource. Or if you prefer something different, peruse our online links and cook up your favorite Italian food.

**GEOGRAPHY**

1. Paint and label your dry salt map, if you started one last week. (Week 2 of 2)
2. Look with your teacher at a historical atlas of the Roman Empire. How much land was added to the empire during the reign of Augustus? How about under Tiberius, Caligula, Claudius, and Nero?
3. During whose reign did the Roman Empire reach its greatest extent? In what year did this emperor die?

**BIBLE SURVEY AND CHURCH HISTORY**

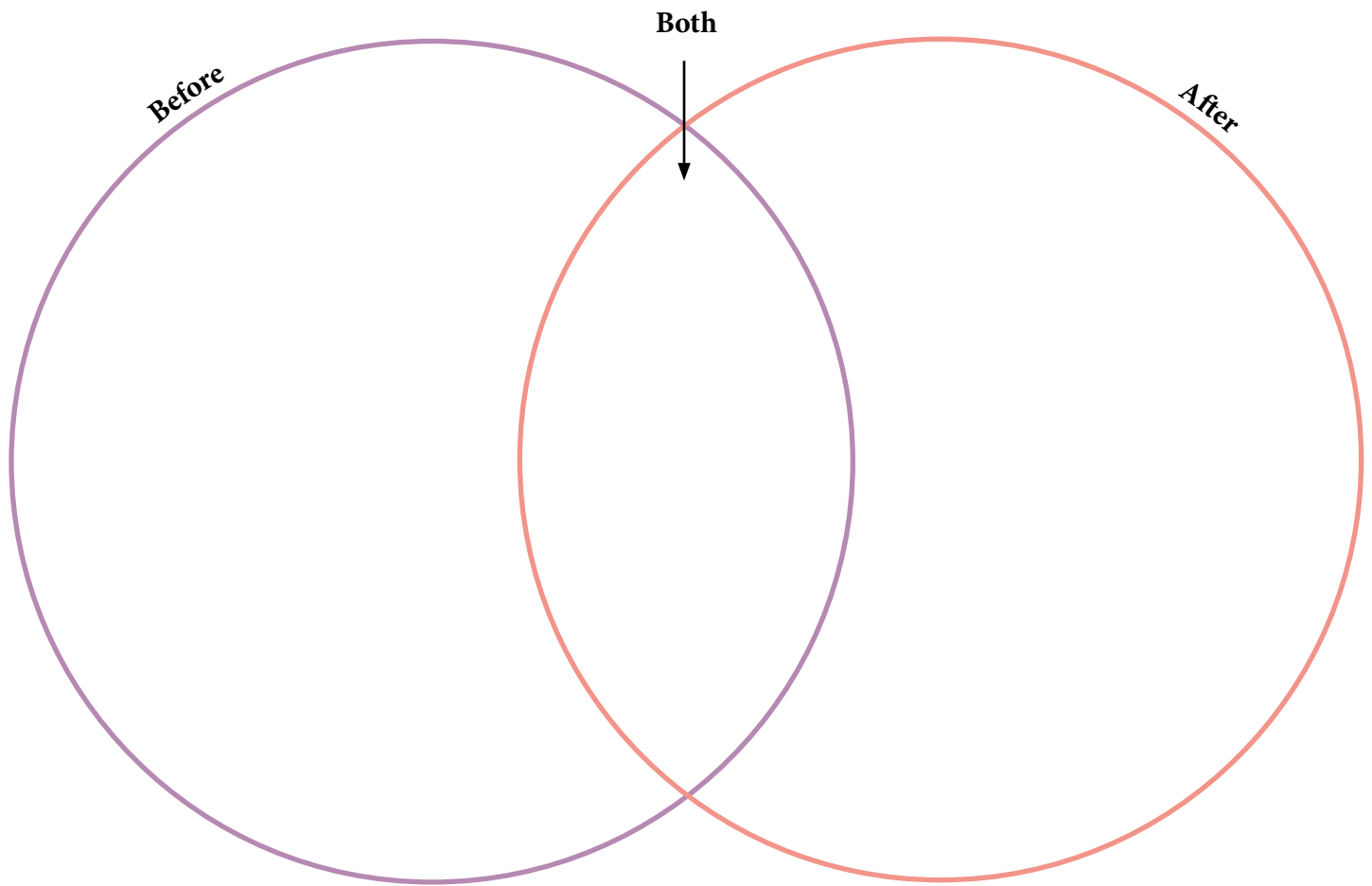
Discuss these questions with your teacher:

1. Describe the trial process that Jesus underwent. There were three: with whom was each one, and what was the verdict and action taken next in each case? Which of his trials were before Romans?
2. What was the Roman custom at Passover? For whom did the people call, and why?
3. What happened in the Temple and under the ground at the same time that Jesus committed His spirit to the Father?
4. What did people say and do after Jesus died on the cross?
5. Who buried Jesus, and how did they do it?
6. What happened after three days? Who made the discovery that this had happened?
7. What does Jesus' death and resurrection mean to you?

LITERATURE

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

Compare and contrast Onesimus' life before and after his acceptance of Christ by completing the Venn diagram below.



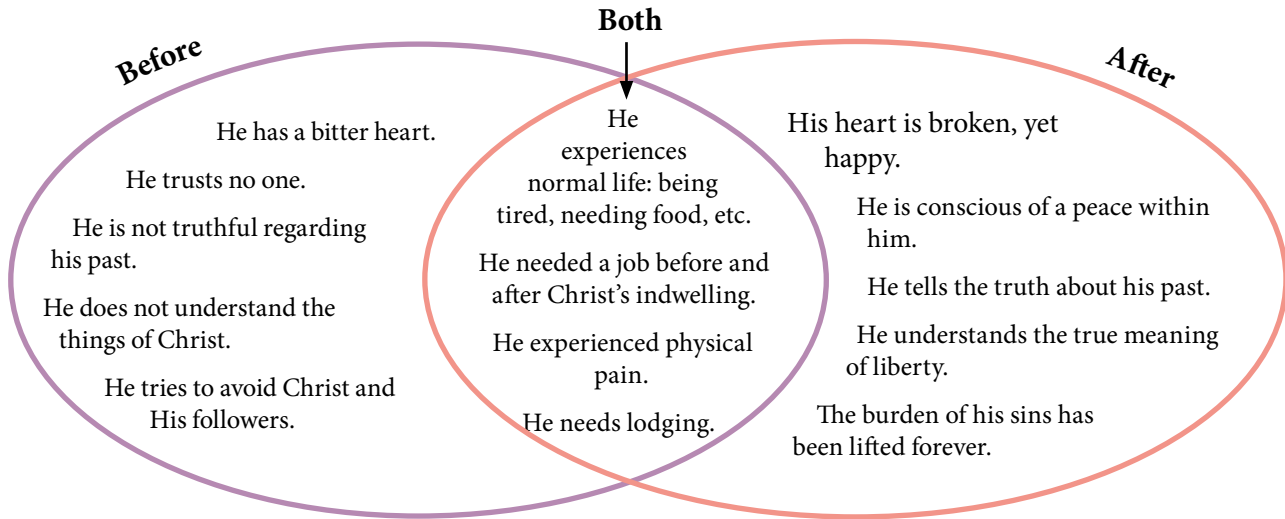
and foresees, and governs, regulates and moves the body over which it is set, as the Supreme Ruler does the world which is subject to him.”

8. What does Cicero say happens to the souls of those who give themselves up to pleasure in this life? *Those who obey the passions and appetites of the flesh are doomed to “flutter” continually down here below, and cannot reach the delights of the heavens until they have been purified for many ages.*

**LITERATURE: LOWER LEVEL QUESTIONS AND ANSWERS**

**Answers to Upper Grammar Worksheet on *Twice Freed***

Students were asked to compare and contrast Onesimus’ life before and after he accepted Christ. Answers may vary.



**Answers to Dialectic Questions for *The Ides of April***

**W**ho is the victim of the crime?  
*Senator Caius Pomponius Afer*

**W**hat is the setting of the crime?  
*Apparently the murder occurs sometime during the night. The senator’s body is found in the morning in his bedroom. He is lying on his side, facing the doorway.*

**N**ame four suspects, and give a brief description of why each one is considered.  
 (The following list is not exhaustive, but it names major suspects. Your student need only list four of them.)

<i>Aulus</i>	<i>The senator’s valet, who exited the master’s bedroom with blood-covered hands. However, Aulus died quickly in prison, and quite soon was discounted as a suspect.</i>
<i>Hylas</i>	<i>The senator’s secretary was concerned that he would be blamed because he was missing from the group of prisoners.</i>
<i>Domina Faustina</i>	<i>The senator’s stepmother seemed impenetrable, somewhat cold-hearted, and seemed to be hiding something.</i>
<i>Decianus Gallus</i>	<i>The senator’s stepbrother had a quarrel with the senator the night before the crime took place.</i>
<i>Assinius</i>	<i>The steward of the household was not in the house that night, and his whereabouts were unaccounted for.</i>

**W**hat are two clues that help to solve the crime? (Answers may vary)

*Hylas searches until he finds a narrow scroll tucked into the supports of a shelf in the atrium (Chapter IX). The scroll reveals that Caius Pomponius was conspiring against the emperor, and that he was killed when he became too dangerous (Chapter XI).*

*Merope, Domina Blandina's maid, goes to Hylas with her suspicions about Assinius and the fear and shame that it seems Blandina is experiencing (Chapter XII).*

*From her balcony, Matidia sees movement—someone with gray hair wearing dark clothing, going toward the master's bedroom (Chapter XII).*

**D**escribe two moments of suspense. (*There are many to choose from; answers may vary*)

*Hylas escapes from the villa after darkness falls, although he feels it likely that he will be discovered (Chapter IV).*

*As Camillus enters the prison, he fears that it will become clear that he is not there for an official reason (Chapter VI).*

*When approaching Domina Faustina with leading information, suspense rises as the reader wonders as to the outcome of the mystery (Chapter XIV).*

**W**rite two of the steps taken to catch the criminal.

*Hylas re-enters the villa in hopes of finding a scroll or small tablet with information that may have led to the senator's demise (Chapter IX).*

*A trap is set for Domina Faustina using questions that she would either confirm or deny (Chapter XIV).*

## LITERATURE: RHETORIC DISCUSSION OUTLINE

This week, your student completed several factual exercises designed to help him scrutinize Ryken's analysis of the Gospels. However, these exercises do not need to be discussed in class. After checking your student's work for accuracy, we suggest that you give him a chance to express any confusion or objections that he may have from this week's reading. Then we propose that you spend the rest of your class time on a leisurely analysis of the Gospel of Mark. The goal of this in-class exercise is to give your student practice in applying Ryken's framework to a specific Gospel.

There is no subject for recitation or reading aloud from this week.

### Answers to Rhetoric Questions for *Words of Delight*

#### Chapter 16

- Complete the following outline, using pages 355-366 in *Words of Delight*. Keep it as a study tool for the final exam!
  - "Is the New Testament 'Literature'?" (355-357)
    - "Modern Viewpoints": Three Main Paths (356)
      - A. *Writers of the New Testament are unlitrary and interested only in religious content.*
      - B. *The New Testament is literary, but its forms are so unique that we can't analyze it using normal literary criteria.*
      - C. *The New Testament is literary, and its forms resemble other literary forms of the historical period or of literature in general.*
    - "The Approach of This Book" (356-357)
      - Ryken's approach to the New Testament will "stress its literary primacy and show that its literary traits are a mingling of convention and innovation" (356-357).
      - Four Dominant Genres of the New Testament:
        - A. *Gospels*
        - B. *Acts*
        - C. *Epistles*
        - D. *Apocalypse*
  - "What Makes the New Testament Literary?" (357-364)
    - Three Types of Writing (357-358)
      - A. *Expository or theological*
      - B. *Historical*
      - C. *Literary*