

LOWER GRAMMAR LEVEL

LITERATURE

Worksheet for *The Tale of Three Trees*, retold by Angela Elwell Hunt

You will read this book through twice—once this week and once next week. Each week you will complete a different worksheet about the book. This week, fill in the blanks below:

1. “The first little tree looked up at the stars twinkling like _____ above him.”
2. “I want to travel mighty _____ and carry powerful _____.”
3. “I want to grow so tall that when people stop to look at me they will raise their eyes to _____ and think of _____.”
4. “Now I shall be made into a beautiful _____.”
5. “She stood straight and tall and pointed bravely to _____.”
6. “Instead his work-worn hands fashioned the tree into a _____ for _____.”
7. “Instead the once-strong tree was hammered and sawed into a simple _____.”
8. “But one night golden starlight poured over the first tree as a young woman placed her newborn _____ in the _____.”
9. “And suddenly the second tree knew he was carrying the _____ of _____ and _____.”
10. “One _____ morning, the third tree was startled when her beams were yanked from the forgotten _____.”
11. “But on _____ morning when the _____ rose and the _____ trembled with joy beneath her, the third tree knew that God’s _____ had changed everything.”

UPPER GRAMMAR LEVEL

LITERATURE

Worksheet for *Mystery of the Roman Ransom*, by Henry Winterfeld

Complete the following chart about this book.

DETAILS ABOUT THE TEXT	Title of Book: _____ Author: _____ Illustrator: _____
MAIN CHARACTERS	_____ _____ _____ _____ _____
SETTING	_____ _____ _____ _____
WHAT IS THE PROBLEM TO BE SOLVED?	_____ _____ _____ _____ _____ _____ _____
HOW IS THE PROBLEM SOLVED?	_____ _____ _____ _____
WOULD YOU RECOMMEND THIS BOOK? WHY OR WHY NOT?	_____ _____ _____ _____ _____

8. In chapter 10, Augustine examines the relationship between human will and God’s will. Does he see any conflict between human freedom and God’s foreknowledge of the future?
Augustine sees no such conflict. He starts by dismissing the bogeyman of “necessity,” by pointing out that logical necessity is not the opposite of freedom. God is no less “free” because it is “necessary” that He should live forever. In a similarly logically necessary way, we “will” whatever we freely choose, whether or not God foreknows what we will choose.
9. At the end of chapter 10 and in chapter 11, Augustine relates the question of freedom back to the topic of justice and the art of government. How do these things go together?
Since human beings are not compelled by any external cause, it is appropriate to praise them for what they do right or blame them for what they choose to do wrong. Laws, therefore, are not in vain or unjust. God the Creator has given humanity being, life, sensation, and will in a perfect arrangement. He who has ordered the smallest details of the tiniest animals cannot have left the kingdoms of men outside the laws of His providence.
10. Since human choices and governments are governed by the laws of God’s providence instead of fate or chance or pagan “gods,” Augustine can examine how those laws work in practice. In chapter 11, which human virtues does he identify as leading to Rome’s earthly success? Were these common or rare in Rome’s best days?
The Romans were “greedy of praise, prodigal of wealth, desirous of great glory, and content with a moderate fortune.” The best Romans were ambitious for an honor that only their own conscience could provide. Even in Rome’s best days, however, these virtues were rare.

LITERATURE: LOWER LEVEL QUESTIONS AND ANSWERS

Answers to Lower Grammar Worksheet on *The Tale of Three Trees*

Fill-in-the-blank worksheets will help young students develop the skill of reading for specific information and transferring this information correctly. Have him correctly note spelling, order of words, and capitalization.

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|------------------|----------------------|------------------------|------------------------------|
| 1. diamonds | 4. chest | 7. fishing boat | 10. Friday, woodpile |
| 2. waters, kings | 5. heaven | 8. baby, feed box | 11. Sunday, sun, earth, love |
| 3. heaven, God | 6. feed box, animals | 9. king, heaven, earth | |

Answers to Upper Grammar Worksheet on *Mystery of the Roman Ransom*

DETAILS ABOUT TEXT	Title of Book: <i>Mystery of the Roman Ransom</i> Author: Henry Winterfeld Illustrator: Fritz Biermann
MAIN CHARACTERS	<input type="checkbox"/> Xantippus, also known as Xanthos, is the teacher of the seven boys. <input type="checkbox"/> The seven pupils are Mucius, Caius, Publius, Julius, Flavius, Rufus, and Antonius. <input type="checkbox"/> Udo is the slave that the boys bought as a gift for Xanthos. <input type="checkbox"/> There are other characters that play lesser roles at various times in the story.
SETTING	In general, the setting is Rome. Specific settings include the classroom, alleys, a cemetery, the arena, a boat, and more. The plot takes place over several days, but it begins on September 11, 773.
WHAT IS THE PROBLEM TO BE SOLVED?	Udo is a personal slave of Marcius Patricius Pollino, who is in Rome to deliver a letter from his master. The letter reveals, in secret code, the name of the senator who is slated to be killed. Unfortunately, the cloak in which the letter was hidden is accidentally left behind as Udo tries to run away from the conspirators. Therefore, the problem to be solved is finding the letter, and warning the correct senator.
HOW WAS THE PROBLEM SOLVED?	(Your student may give details about any one or more of the events summarized here.) After cracking the code, the boys figure out that Vinicius, Caius’ father, is the senator in danger. They are attacked by men looking for Udo in an attempt to retrieve the letter. The prefect, Lucius Terrentius Manilius, is the only man still living who knows the whereabouts of the gold that had disappeared during a battle eleven years previous. By order of the emperor, Vinicius is to hand over the treasure by a certain date, or he and his family will be sentenced to work at the marble quarries at Paros for life. After several dangerous diversions and a number of twists and turns, the boys and their teacher determine that the gold is hidden under a double floor in a bear cage.
WOULD YOU RECOMMEND THIS BOOK? WHY OR WHY NOT?	Answers will vary.

Answers to Dialectic Worksheet on *The Eagle of the Ninth*

1	F	He lived on the family farm near Clusium.	9	F	Marcus and Uncle Aquila plays draughts.
2	T		10	F	Marcus initiates the hand signal.
3	T		11	T	
4	T		12	F	Esca's father is clan chieftain of the Brigantes.
5	F	The call for help did make it to the allies.	13	T	
6	F	Cradoc drives the chariot.	14	T	
7	T		15	T	
8	F	The replacement officer is Cassius.	16	F	Cottia wishes it were she who was injured, rather than Marcus.

LITERATURE: RHETORIC DISCUSSION OUTLINE

The year is winding down and your student may be trying to finish up many things at the same time. For this reason we have not provided much discussion material for this week, and there will be no discussion at all next week. If you have extra time, we suggest that you spend it reviewing everything you've done this year in Literature (this will be especially helpful if your student is taking a final exam on rhetoric-level Literature). Since there is no assignment or discussion for next week, you may want to consider doing review instead of a class then as well.

If you choose the lighter option, we suggest that you go over your student's thoughts on oratory with him (especially if he is working on a speech this week) and check his genre description for apocalyptic literature. We also recommend that you review his outline work (Student Question #3), as you did in Weeks 32 and 34. The oratory (Student Question #1) and the "Grand Finale of the Bible" (page 505 in Ryken, Student Question #4) are the only really "discussable" items from this week's assigned work. For the Grand Finale question, be aware that this is your opportunity to hear his thoughts on the whole story of the Bible and his study of it. You might draw him out about his favorite biblical genres or stories, or what he most enjoyed from what he learned in Ryken this year.

The subject for recitation or reading aloud for this week is Revelation 21:1-8 or Revelation 22:12-21.

Chapter 22

1. Be prepared to share your thoughts on this chapter with your teacher. You may be able to apply some of the principles to your own work, if you are working on a speech this week. What most interested you in this chapter? What do you think of the idea that Jesus is a great orator? What lessons in oratory can you take away from the Sermon on the Mount? What do you think of Paul's *exordium*? What do you think of the encomium in 1 Corinthians? Why all the threefold repetition? Do you think that having things come in threes is pleasing to humans in general? Jot down a few things from this chapter that you noticed or that interested you, and be ready to share in class. (Student Question #1) *Above are some "starter questions" for your student, but the goal is that he should have the opportunity to talk about whatever interested him in this chapter. If he is working on a speech of his own, it will probably be more interesting to him. If not, he may have very little to say. We suggest that you draw him out a little bit but not press him if he didn't find the chapter particularly fascinating.*

Chapter 23

2. Complete a genre description for apocalyptic literature, and check it against the one in the Teacher's Notes. See Ryken, pages 480-481, for the necessary information. (Student Question #2)

Apocalyptic Literature:

- Definition: A type of visionary work that "transport[s] us to an alternate world." The word apocalypse means "unveiling" or "revelation" (Ryken 480).*
- Characteristics (Ryken 480-481)*
 - Content*
 - It divides its view of the world clearly into good and evil.*
 - It is eschatological in content, looking forward to future events (especially those at the end of history).*