

**LOWER GRAMMAR LEVEL**

**LITERATURE**

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

Answer the following questions about the three trees.

<p>What does the first tree want to be when he grows up?</p>		<p>What does the first tree become when he grows up?</p>	
<p>Draw a picture of what the first tree wants to be when he grows up.</p>			
<p>What does the second tree want to be when he grows up?</p>		<p>What does the second tree become when he grows up?</p>	
<p>Draw a picture of what the second tree becomes when he grows up.</p>			
<p>What does the third tree want to be when he grows up?</p>		<p>What does the third tree become when he grows up?</p>	
<p>Draw a picture of what the third tree wants to be when he grows up.</p>			

## UPPER GRAMMAR LEVEL

### LITERATURE

#### Worksheet for *Galen: My Life in Imperial Rome*, by Marissa Moss

Create a newspaper page explaining what you have learned about life in Rome. Ask your teacher for specifics on what to put in each section.

The form is a newspaper page layout template. It features a large rectangular header box at the top. Below the header, the page is divided into two main columns. The left column is wider and contains a large rectangular box with horizontal lines for writing. The right column is narrower and contains two smaller rectangular boxes, one above the other, both with horizontal lines for writing. At the bottom of the page, there is a footer area with horizontal lines for writing.

3. In chapter 15, Augustine considers the justice of God’s severe judgment on Adam and Eve. Explain his reasoning in your own words.  
*Adam and Eve were given a very light duty by a very holy God with the threat of a very great punishment. What great wickedness it was, therefore, to break such a small command! We honor obedience more when it is difficult, as it was when Abraham offered Isaac as a sacrifice; therefore, we should blame disobedience more when it is trivial.*
4. In chapter 28, Augustine offers another way to describe the difference between the two cities. What is it?  
*The “two cities have been formed by two loves: the earthly by the love of self, even to the contempt of God; the heavenly by the love of God, even to the contempt of self.”*

**Augustine’s City of God, Book XIX**

5. In chapter 4, Augustine reviews various human ideas of what constitutes the “supreme good.” He quickly dismisses the Epicureans, who thought pleasure was the ultimate good, and spends the rest of the chapter addressing those who viewed virtue or human freedom as the ultimate blessing. How does he prove that virtue cannot be the supreme good?  
*Virtue is good, but it consists of warring against vice, and that war is within us. The reason we fight is to seek victory, but victory is better than the battle that precedes it. Therefore the war of virtue cannot be as good as the peace we fight for.*
6. In chapter 5, Augustine approves of one human idea about the life of the wise man. What is that idea? What makes it difficult? How does that affect the City of Man?  
*The philosophers generally agreed that human life should be social, and Augustine agreed. But human society can be bitter—even our closest friends or our own family may betray us. If our own homes aren’t safe, how much more dangerous and distressing is the City of Man as a whole!*
7. In light of the social nature of man, Augustine uses a new term to describe our supreme good in chapter 11. What is that term, and how does it add to the concept of eternal life?  
*Augustine uses the word “peace” to describe what he means by “eternal life.” This contrasts with mere immortality, which might include the eternal torments of the wicked.*
8. In chapter 17, Augustine describes the areas of agreement and disagreement between the City of God and the City of Man. What human laws can the citizens of God’s city obey, and which must they disobey? Why would God’s people want to obey human laws?  
*The citizens of God’s city are free to obey the laws of the earthly city except for those which command them to worship other gods. God’s people on earth obey human laws in order to take advantage of the limited peace such laws provide.*
9. In chapter 26, Augustine reviews several biblical examples of the relationship between God’s people and earthly governments. What do these examples show?  
*It is good and right for God’s people to enjoy the limited peace that human governments provide. We should therefore pray for those who govern, “that we may live a quiet and tranquil life in all godliness and love.”*

**LITERATURE: LOWER LEVEL QUESTIONS AND ANSWERS**

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

Discuss with your student the differences between fiction and nonfiction. Point out that some fictional stories can contain nonfiction elements. However, if there is any fiction in the story whatsoever, the work is labeled as fiction overall. Help your student identify this story as fiction.

What does the first tree want to be when he grows up?	<i>The first tree wants to be the most beautiful treasure chest in the world.</i>	What does the first tree become when he grows up?	<i>He becomes a feed box for animals that is coated with sawdust and filled with hay. Read Luke 2:8-12.</i>
Draw a picture of what the first tree wants to be when he grows up.	<i>Your student should draw a picture of a treasure chest.</i>		

What does the second tree want to be when he grows up?	<i>He wants to be the strongest ship in the world.</i>	What does the second tree become when he grows up?	<i>He becomes a simple fishing boat. Read Matthew 8:23-27.</i>
Draw a picture of what the second tree becomes when he grows up.	<i>Your student should draw a picture of a simple fishing boat.</i>		
What does the third tree want to be when he grows up?	<i>The third tree wants to be the tallest tree in the world.</i>	What does the third tree become when he grows up?	<i>He is cut into the beams that form Jesus' cross. Read Matthew 27:32-40.</i>
Draw a picture of what the third tree wants to be when he grows up.	<i>Your student should draw a tall tree.</i>		

**Answers to Upper Grammar Worksheet on Galen: My Life in Imperial Rome**

Your student has been asked to create a page in a newspaper this week, using the information he learned from his literature selection. Here are some guidelines you may choose to have him follow.

- In the top rectangle, he may think of a name for his newspaper.*
- Text boxes can be used to describe the Troy Games, portray daily life in Rome, or depict the Appian Way.*
- Blank boxes can be used for advertisements (for oil, food items, togas, chariots, etc.) and illustrations (of aqueducts, gardens, famous people, etc.).*

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

1. Who accuses Marcus of stealing a horse?  
*The Decurion of the gate guard*
2. What do Esca and Marcus hear in the dark of the night?  
*A familiar song that is a favorite with the legions*
3. What gives Marcus a clue that Guern is from Rome?  
*On his chin, there is a scar from wearing a Roman helmet.*
4. Where does Marcus see a vestige of the lost Eagle?  
*"The Place of Life"*
5. What does Tradui have that formerly belonged to Marcus' father?  
*A signet ring engraved with the dolphin badge*
6. What problem do Marcus and Esca discover?  
*The ring-brooch has been torn from the cloak.*
7. Where do the two men hide during the chase, after they get off their horses?  
*Under a steep overhang in the cold water*
8. Who helps the two men escape?  
*Guern the Hunter*
9. What benefit does Esca have in remaining with Marcus?  
*Being a free man among free men*
10. What possession is Uncle Aquila surprised to see?  
*The signet ring on Marcus' finger*
11. Where does Marcus decide to make his home?  
*Britain*