

Classical School Solutions

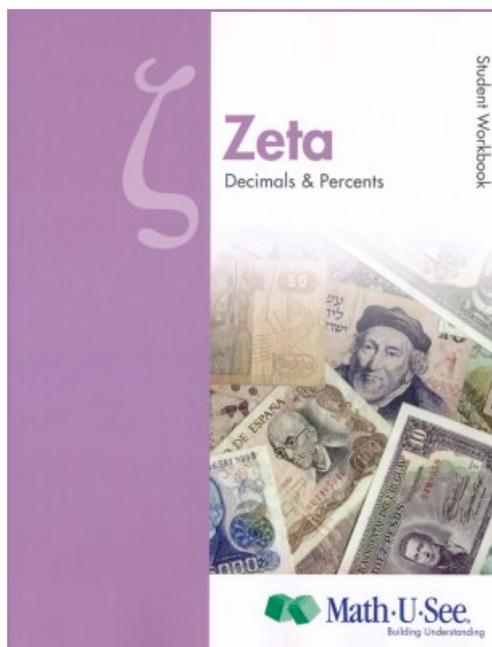
Sixth Grade, Sample Week Overview

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Math-U-See

Zeta Level

“A” Lesson

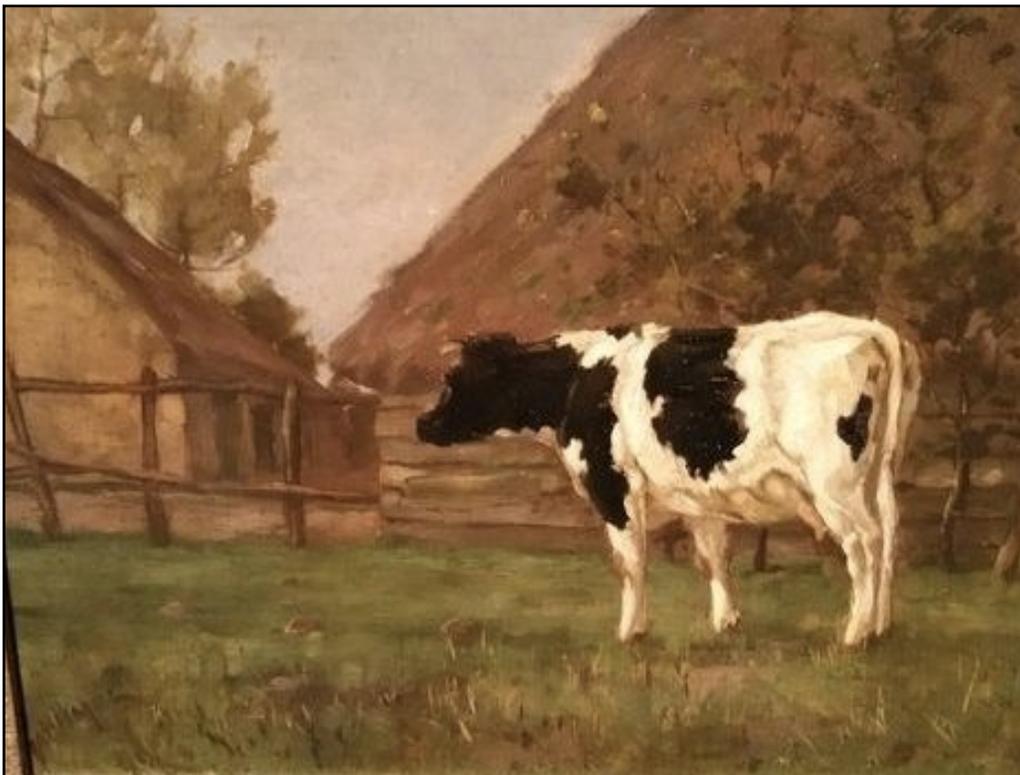
- On Day one of every week, the students should watch the video for the new lesson.
- They will then do a problem set per day (A-D), referring back to the video whenever necessary.
- Every 6th week the student will do cumulative lessons to review the work of the previous 5 weeks.

“Pied Beauty”

by Gerard Manly Hopkins

Glory be to God for dappled things –
For skies of couple-colour as a brinded cow;
For rose-moles all in stipple upon trout that swim;
Fresh-firecoal chestnut-falls; finches’ wings;
Landscape plotted and pieced – fold, fallow, and plough;
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All things counter, original, spare, strange;
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He fathers-forth whose beauty is past change:
Praise him.



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

“Pied Beauty” (last five lines)

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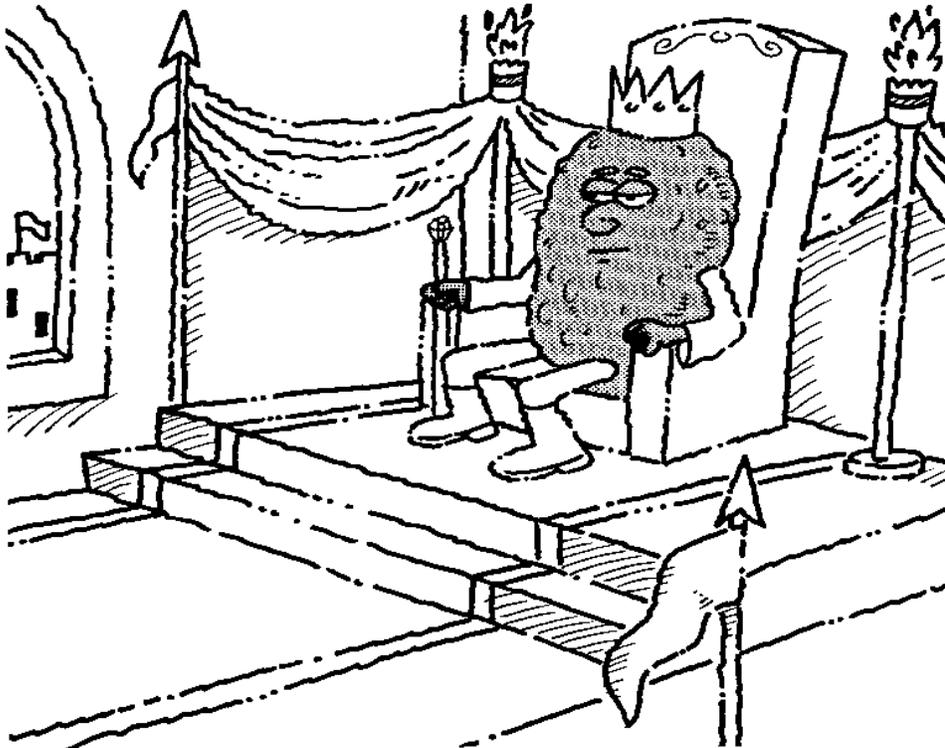
He fathers-forth whose beauty is past change:

Praise him.

Compose a sentence using the following word.

POTENTATE
(POHT n tayt) *n.*
a powerful ruler; an important person

Link: **IMPORTANT TATER**



*“A **POTENTATE** in ‘Tater Kingdom’ is an **IMPORTANT TATER.**”*

- ❑ **POTENTATES** are usually not elected officials, but the descendants of a line of rajahs, sheiks, or kings.
- ❑ The Shah of Iran was an Iranian **POTENTATE** who lived in the twentieth century.
- ❑ Ever since Sarah was elected president of the junior class, she walks around with her nose in the air, as if she thinks she is a **POTENTATE**.

Name _____

CUMULATIVE REVIEW

Date _____

F. Directions: Cross out any prepositional phrase(s). Underline the subject once and the verb/verb phrase twice.

1. The listener (sits, sets) with his hands on his head.
2. A tourist (lay, laid) his camera on the seat of the bus.
3. (Sit, Set) your foot on this board.
4. Those cinnamon buns are (raising, rising) in the pantry.
5. Her robe is (lying, laying) by the bed.
6. Charlotte (lies, lays) on a hammock often.
7. Has Mr. Charter (raised, risen) money for his club?
8. Those triplets have (laid, lain) on a raft in the water for an hour.

H. Directions: Cross out any prepositional phrase(s). Underline the subject once and the verb twice. Write A if the verb is action; write L if the verb is linking.

Remember: If you can place *is, am, are, was, or were* above the verb without changing the sentence meaning, it is usually a linking verb.

was

Example: L His aunt became a journalist.

1. _____ The sea remained calm throughout the day.
2. _____ That child smelled the flowers along the path.
3. _____ My Mexican food tastes too hot for me to eat.
4. _____ The witness answered all the questions quietly.

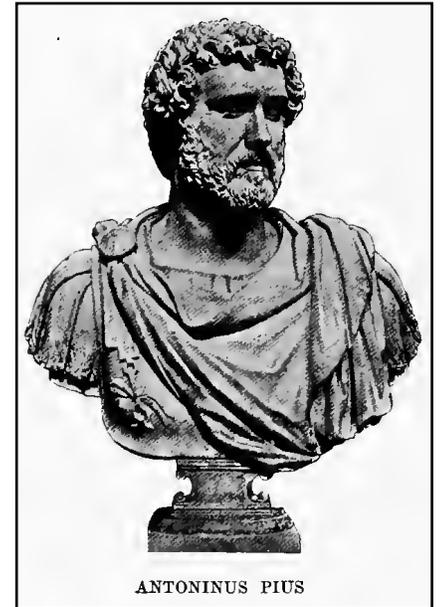
ANTONINUS PIUS

When the new ruler was called to the throne, he received the surname Pi'us because he was so very good to Hadrian when that emperor was ill - showing all the filial piety a son should.* Antoninus had no ambition to reign, but he accepted the crown because it had been Hadrian's wish that he should look after the welfare of the Roman people.

One of his first acts was to adopt another good man, Mar'cus Au-re'lius, as his successor, and to show clemency toward a few of the senators who conspired against him. The leaders of the conspiracy, fearing his wrath, killed themselves in their terror; but Antoninus would not allow any inquiry to be made into the plot, lest he should hear that there were other Romans who hated him.

All through his long reign of more than twenty years, his gentleness and moderation continued, and his first and constant thought was the good of his people. Once, during a famine, he was stoned by some of the most ignorant Romans, who fancied that their sufferings were his fault. But, instead of punishing them, he freely forgave them, and divided all the food he had in his palace among the famished multitude.

We are told that Antoninus built the great circus at Nimes, in Gaul, because his family had lived there; and that he ordered the construction of the huge aqueduct near there which is known as the "Bridge of the Gard."



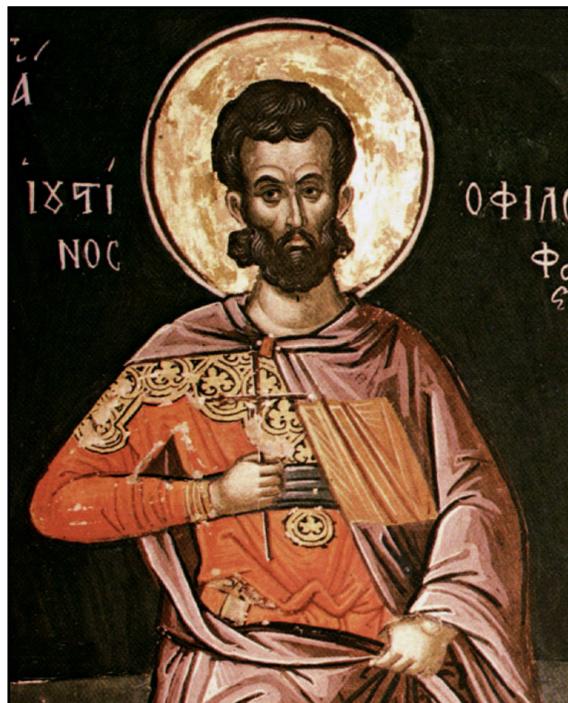
The "Bridge of the Gard" near the French city of Nimes. This *aqueduct* was built by Antoninus Pius, it carried 8.8 million gallons of water PER DAY to the city. Look up the word *aqueduct* in a dictionary.

* - Antoninus Pius was adopted by Hadrian as his son and heir. "Filial piety" is the honor and duty that a son should show to his mother or father.

Antoninus once read the works of a philosopher named Justin Martyr, who had been converted to Christianity. From them he learned that the Christians, whom the Romans despised and ill treated, taught their disciples nothing but good; and he therefore put an end to the persecutions against them.

Although the emperor himself was not a Christian, he allowed the new sect to practice their religion openly. Before this, the Christians had been obliged to hide in the Cat'a-combs, long, underground passages, where they had held their meetings in constant terror for their lives.

When Antoninus died, at the age of seventy-four, the people all mourned for him as for a father; and they erected a column in his honor, of which nothing but the base can now be seen. We are told that this monument bore the emperor's favorite maxim, which was "I would rather save the life of one citizen, than put to death a thousand enemies."



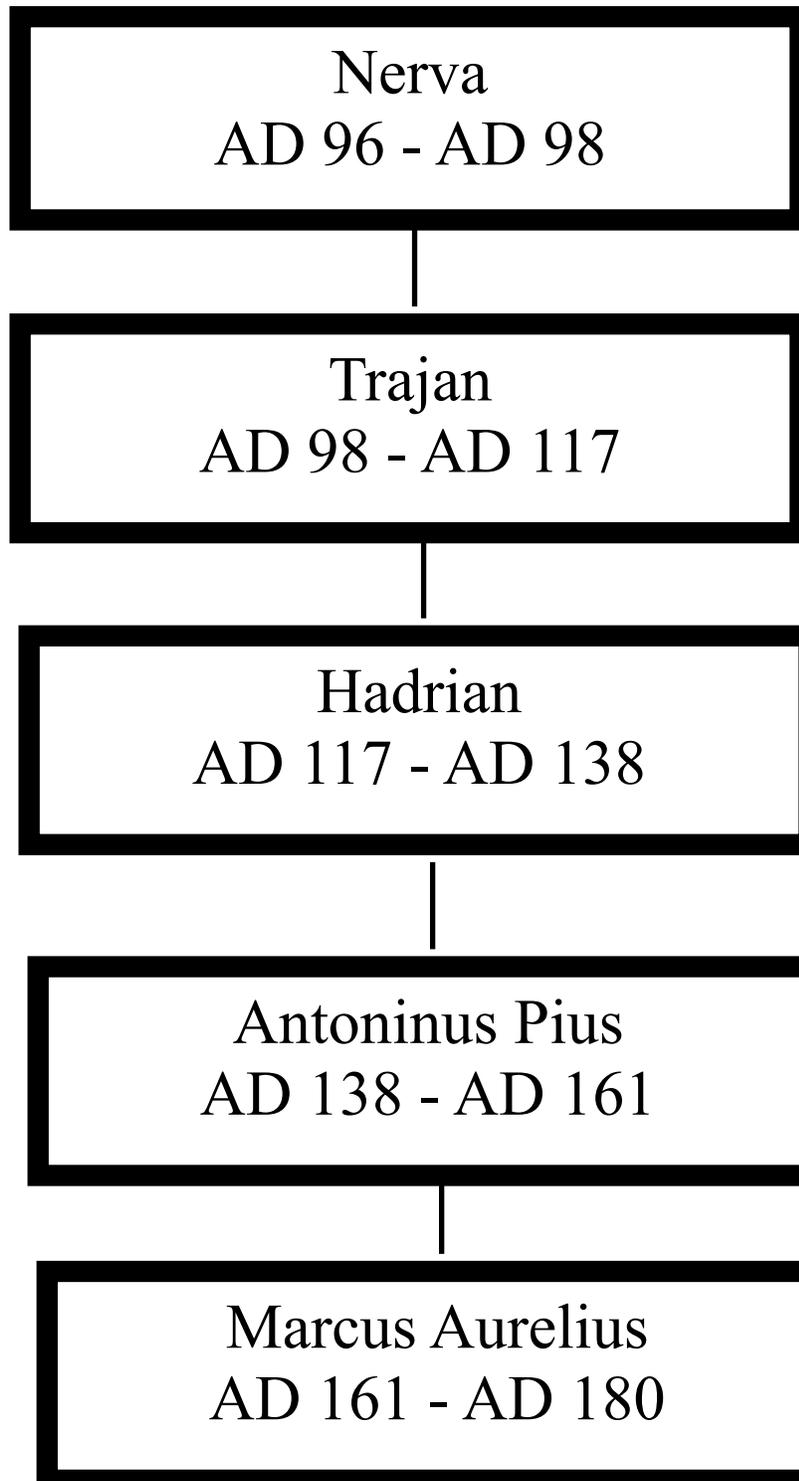
Justin Martyr, philosopher and teacher whose writings influenced Antoninus Pius to be less harsh to Christians



The circus at Nimes, built by Antoninus Pius

Here again is our chart of Five Good Emperors from Nerva to Marcus Aurelius. On Day 3 we will ask you to fill in a blank version of this chart. An excellent way to study is to draw a copy of this chart with just names, or just dates, and then try to fill in the missing information. Then draw and fill in the opposite chart.

The Nerva-Antonine Dynasty (The Five Good Emperors)



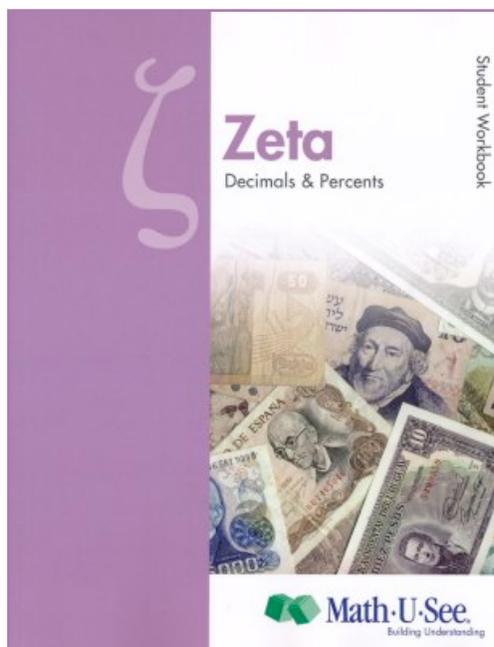
This lesson we begin our new book, *Carry on, Mr. Bowditch*. It is the story of Nathaniel Bowditch, an early American from Massachusetts who lived a fascinating life. To start you off there is below a map of the United States in about AD 1787, when Mr. Bowditch would have been about 14 years old.

Read Chapters 1 and 2, this is a two-day reading assignment.

The question you need to think about while reading is -

Why did Nat use the shilling he found to buy an expectation?





Math-U-See

Zeta Level

“B” Lesson

- On Day one of every week, the students should watch the video for the new lesson.
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“Pied Beauty”

by Gerard Manly Hopkins

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Handwriting/Poetry

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

“Pied Beauty” (last five lines)

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Compose a sentence using the following word.

PORCINE

(POOR sine) *adj.*
reminiscent of or pertaining
to a pig; resembling a pig

Link: **POOR SCENE**



*"It was a **POOR SCENE** when Mark arrived with his **PORCINE** date."*

- After an around the world cruise, where each meal is a grand feast, Bob and Helen returned home with **PORCINE** figures.
- She had a **PORCINE** attitude about food, that is to say, she would eat anything and everything.
- In order to endure the **PORCINE** smell of the pig sty, Frank tied a bandana around his head to cover his nose.

Name _____

NOUN TEST

Date _____

A. Directions: Write A if the noun is abstract; write C if the noun is concrete.

- | | | | |
|----------|-------------|-----------|-----------|
| 1. _____ | grace | 6. _____ | happiness |
| 2. _____ | ladder | 7. _____ | window |
| 3. _____ | marshmallow | 8. _____ | air |
| 4. _____ | safety | 9. _____ | pamphlet |
| 5. _____ | bulb | 10. _____ | patience |

B. Directions: Write C if the noun is common; write P if the noun is proper.

- | | | | |
|----------|--------------------|-----------|---------------|
| 1. _____ | LONDON BRIDGE | 6. _____ | MUSEUM |
| 2. _____ | SOUP | 7. _____ | PLUM |
| 3. _____ | SNAKE | 8. _____ | SENATOR JONES |
| 4. _____ | COPPERHEAD SNAKE | 9. _____ | FRUIT |
| 5. _____ | PHOENIX ART MUSEUM | 10. _____ | MEXICO |

C. Directions: Write A if the underlined word serves as an adjective (describing word); write N if the word serves as a noun.

1. _____ The dog chewed a bone.
2. _____ This catalog offers bone china.
3. _____ The cave explorer has arrived.
4. _____ Would you like to visit a cave in Kentucky?

Eclipses of the Sun and Moon.— Eclipses of the sun and moon can be explained by Fig. 81. The globe of the lamp stands for the sun, the ball *B* for the earth, the ball *C* for the moon.

Suppose you were on the earth (*B*) inside the shadow of the moon. (Take a pin and point out the place.) The sun would be hidden from you if you were there; the sun would be eclipsed to you. *An eclipse of the sun occurs for any place on the earth when that place is in the moon's shadow.* (See Fig. 51.)

The moon revolves around the earth, you know. Take the little ball *C* and suspend it on that side of the ball *B* which is farthest from the lamp. It will be in the shadow of the ball *B*. When the moon is in the shadow of the earth no light from

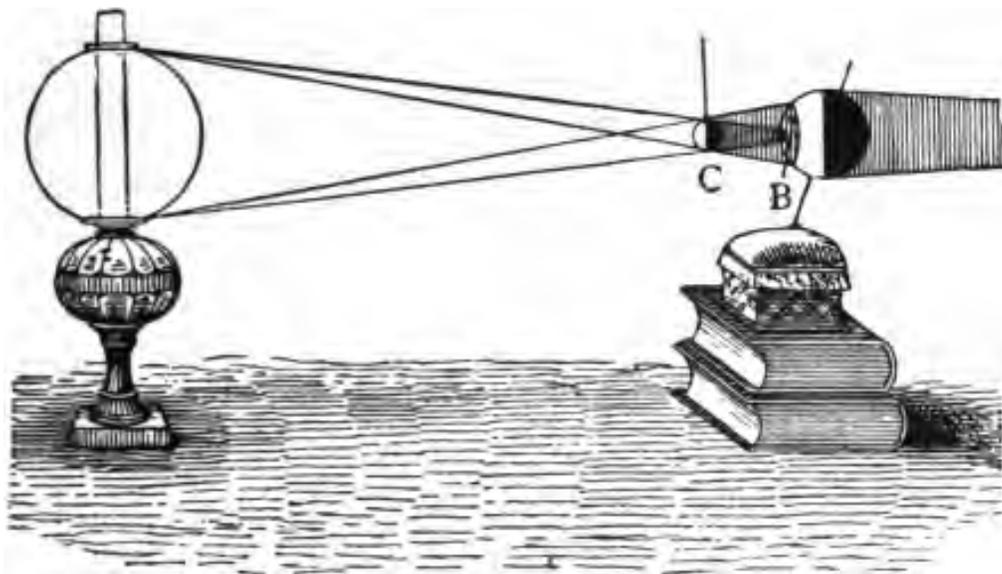


FIG. 81

A schoolroom experiment on shadows. The room must be dark and the lamp should have a ground-glass globe. The ball *B* may be an orange fastened to a pincushion by a knitting needle. The little ball *C* (a small ball of twine) can be suspended by a string so as to cast a shadow on the globe *B*. Notice that the ball *C* has two shadows, a dark central shadow (the *umbra*) and a less dark shadow around it (the *penumbra*). The *large* brilliant globe of the lamp makes two shadows to *C*. (By a little thinking you can see why.)

the sun can reach it, and it is eclipsed. *An eclipse of the moon occurs whenever the moon is in the shadow of the earth.*

Reflection of Light. — *Jack.* Light that falls on any surface is reflected from it. That is the way we see the surface. The

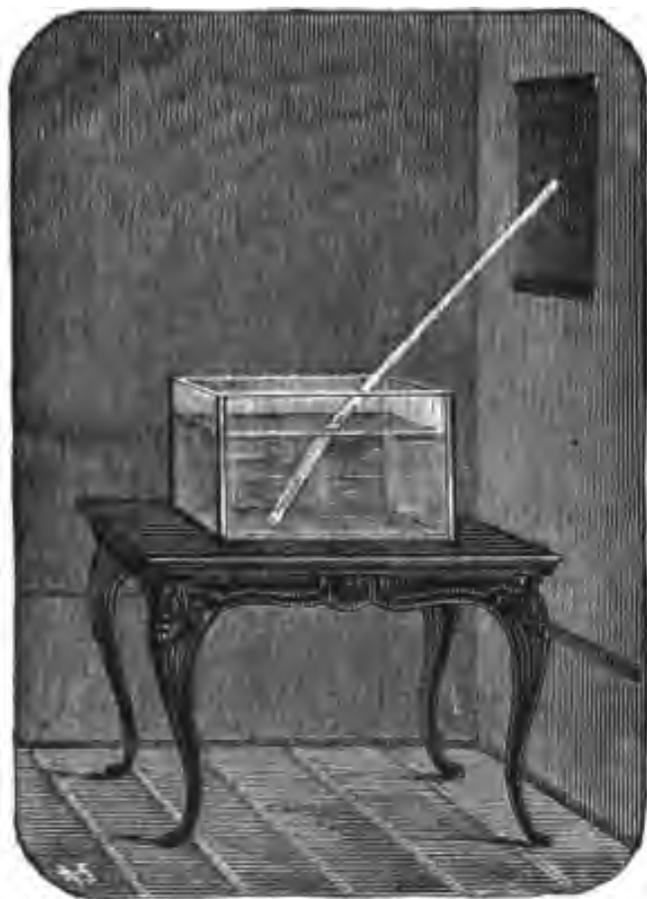


FIG. 83

A ray of sunlight enters a dark room through a hole in the wall, and it falls on water contained in a box with glass sides (a box with one glass side will do). The ray is bent (refracted) as soon as it enters the water.

shut off the sunlight, you would not see them.

Tom. The sunlight is shut off at night (at least it is shut off from everything on the earth) and you do not see the mountains and the houses then.

sunlight falls on the ground and is reflected up to our eyes, else we should not see the ground. A feather that is floating in the air reflects light to us, else we should not see it. The moon floating in the sky reflects the sunlight to us, else we should not see it.

Fred. The sun sends us its own light though. We do not see it by reflected light.

Jack. The sun, the stars, an electric lamp, a candle, have light of their own. They send us light directly. The moon, the planets, distant mountains and clouds, near-by houses and rocks and fields, reflect sunlight to us. If you could

Last lesson we began our new book, *Carry on, Mr. Bowditch*. It is the story of Nathaniel Bowditch, an early American from Massachusetts who lived a fascinating life. Read Chapters 1 and 2

There is only one question this lesson, answer it below. Included is a chart of some common old-fashioned nautical devices that will appear in the novel.

Question:

Why did Nat use the shilling he found to buy an expectation?

1.



sextant - an instrument used by navigators for measuring the distance of the sun or a star from the horizon in order to fix the position of the ship

2.



ship log or chip log - an instrument used for measuring the speed of a vessel. It consists of a triangular piece of wood to which a line is attached that has knots that divide the line into lengths

3.



compass - an instrument with a rotating magnetized needle used for determining direction

4.

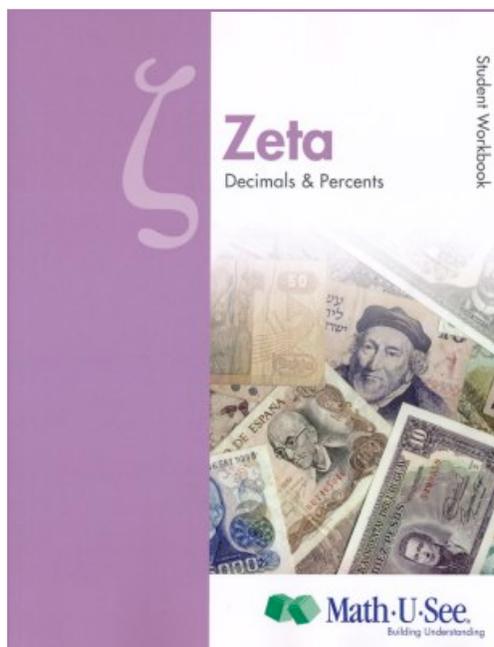


chronometer - a timepiece used in determining longitude at sea

5.



spyglass - a small telescope used to observe objects far away



Math-U-See

Zeta Level

“C” Lesson

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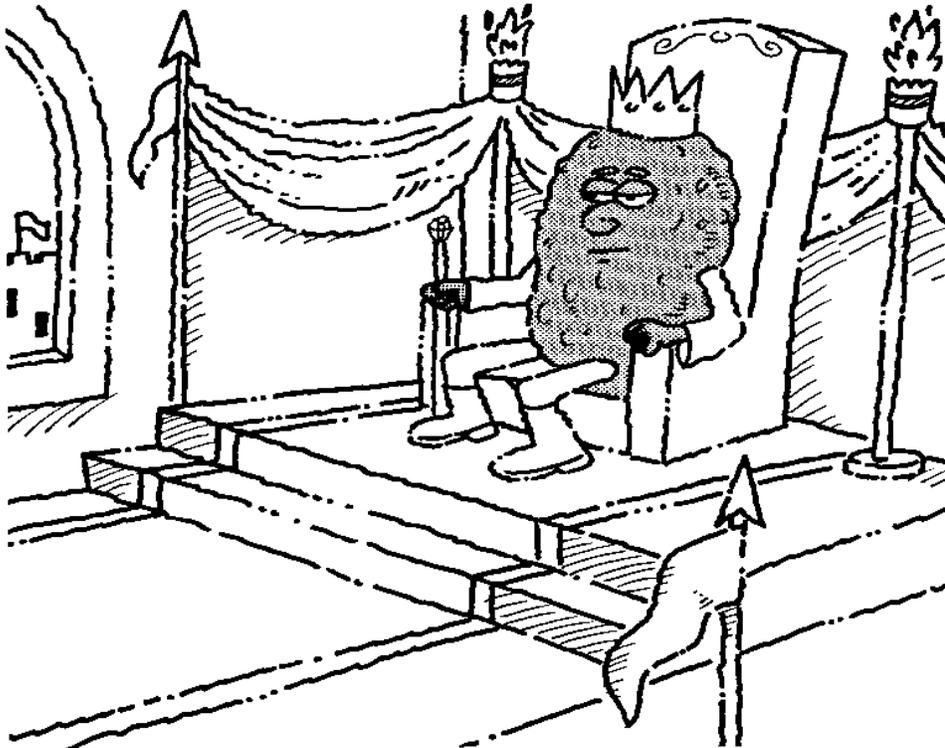
Compose a sentence using the following word.

POTENTATE

(POHT n tayt) *n.*

a powerful ruler; an important person

Link: **IMPORTANT TATER**



*“A **POTENTATE** in ‘Tater Kingdom’ is an **IMPORTANT TATER.**”*

-
- POTENTATES** are usually not elected officials, but the descendants of a line of rajahs, sheiks, or kings.
 - The Shah of Iran was an Iranian **POTENTATE** who lived in the twentieth century.
 - Ever since Sarah was elected president of the junior class, she walks around with her nose in the air, as if she thinks she is a **POTENTATE**.

Name _____

NOUN TEST

Date _____

A. Directions: Write A if the noun is abstract; write C if the noun is concrete.

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| 2. _____ | ladder | 7. _____ | window |
| 3. _____ | marshmallow | 8. _____ | air |
| 4. _____ | safety | 9. _____ | pamphlet |
| 5. _____ | bulb | 10. _____ | patience |

B. Directions: Write C if the noun is common; write P if the noun is proper.

- | | | | |
|----------|--------------------|-----------|---------------|
| 1. _____ | LONDON BRIDGE | 6. _____ | MUSEUM |
| 2. _____ | SOUP | 7. _____ | PLUM |
| 3. _____ | SNAKE | 8. _____ | SENATOR JONES |
| 4. _____ | COPPERHEAD SNAKE | 9. _____ | FRUIT |
| 5. _____ | PHOENIX ART MUSEUM | 10. _____ | MEXICO |

C. Directions: Write A if the underlined word serves as an adjective (describing word); write N if the word serves as a noun.

1. _____ The dog chewed a bone.
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3. _____ The cave explorer has arrived.
4. _____ Would you like to visit a cave in Kentucky?

The Philosopher Emperor

Marcus Aurelius was a worthy successor of the good Antoninus. He was one of the best and most remarkable men that ever lived. He traced his descent from the second king of Rome, Numa Pompilius, and he himself has said, "To the gods I am indebted for having good grandfathers, good parents, a good sister, good teachers, good associates, good kinsmen and friends, and nearly everything good."

The new emperor had been most carefully brought up and educated, and never did good teachers have so good a pupil. He was not a Christian, but a pagan who practiced all the virtues which the Christians taught. He belonged to a school of philosophers called the Sto'ics, who said that people ought to bear nobly all the ills of this life, and to seek to be good rather than happy.

He delighted in reading and hearing of the lives of great and noble men, and specially admired Ep-ic-te'tus the philosopher. This man, although only a lame slave, was one of the finest characters that ever lived; and the great emperor profited much by the teachings received from him. Marcus Aurelius thus learned to be simple, true, temperate, and good; and through the influence of Epictetus he became a model of pagan virtue.

During the course of his life, this emperor wrote down many of the beautiful thoughts which occurred to him, and many maxims for the education of his son. These writings have been preserved in a book called *Meditations of Marcus Aurelius* and his book is one of the most beloved works of philosophy and moral reflection ever written.

Marcus Aurelius, although so fond of peace, did not enjoy much of it during his reign, for there was constant trouble with the barbarians in Germany and Britain. As soon as these disturbances began, the Parthians in the East revolted also; and Lucius Verus, whom Marcus Aurelius had made associate ruler of Rome, was sent out to fight them.

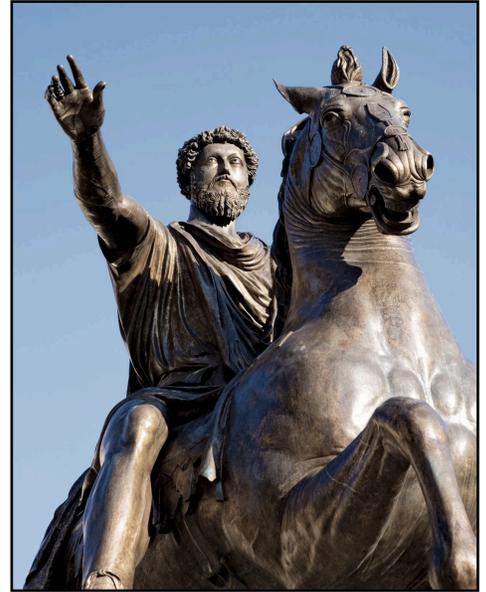
This Verus, unfortunately, was as bad as Aurelius was good. While he was in Rome he behaved very well, but when far away from his virtuous colleague, he began to live a very wicked life. Had not his generals fought bravely for him, the Parthians would never have been conquered; for he spent most of his time in idleness, or in eating and drinking to excess.

When Verus returned home, he claimed and received the honors of a triumph, although they belonged in reality to his generals. The joy of the Romans at his return, however, was soon changed to mourning, because the troops brought back from the East a horrible disease, which caused the death of hosts of people.

The Romans were almost wild with terror, owing to this disease and to the floods and famines which took place at about the same time ; but Marcus Aurelius showed great courage, and went among them trying to relieve their sufferings, and exhorting them to be patient.

Hoping to put an end to such scourges, the people made great offerings to the gods ; and when these failed to bring any relief, the pagan priests accused the Christians of causing all their woes. On the strength of such accusations, the Christians were again persecuted; and the only fault which can be found with Marcus Aurelius is that he allowed them to be tortured during his reign.

Many historians, however, say that the blame of the persecution does not really rest upon Aurelius, who knew nothing about the new religion, but upon the senators, who made him believe that the Christians were very wicked, and that they should be put down at any price.



Statue of Marcus Aurelius in Rome



Roman legionaries of the 2nd Century AD. They wear the *lorica segmentata* (segmented plate armor) and carry a *scutum* (shield), *pilum* (javelin), and *gladius* (short sword).

Verus having died, Marcus Aurelius now became sole ruler. Meanwhile, a great rebellion had broken out among the barbarians in the north, and the emperor himself took command of the army that marched against them. We are told that once during this campaign the Roman legions were in great danger. Had it not been for a sudden thunderstorm, accompanied by much hail, which fell upon the enemy, the emperor and his troops would surely have perished.

This timely thunderstorm has been considered a miracle. The pagan Romans said that it was worked by their gods, whom they had called upon in their distress; but the Christians believed that it was owing to the prayers of some of their brothers who were in the imperial army.

However this may be, Aurelius put a stop to the persecutions of the Christians on his return to Rome. He died not long after, at Vienna, during another campaign, leaving the empire to Com'mo-dus, his young son, and imploring the senators to give the new emperor good advice.

The victories and life of Marcus Aurelius were commemorated by a column, still standing in Rome, where the miracle related above is also represented. A better monument, however, is the book he wrote, which has been translated into many languages, so that everybody can read it; and best of all is the record of his life, which had been wholly devoted to doing good.



The Column of Marcus Aurelius in Rome. The story of the the Emperor's achievements are carved in a spiral on the column.

The Nerva-Antonine Dynasty (The Five Good Emperors)

AD 96 - AD 98

AD 98 - AD 117

AD 117 - AD 138

AD 138 - AD 161

AD 161 - AD 180

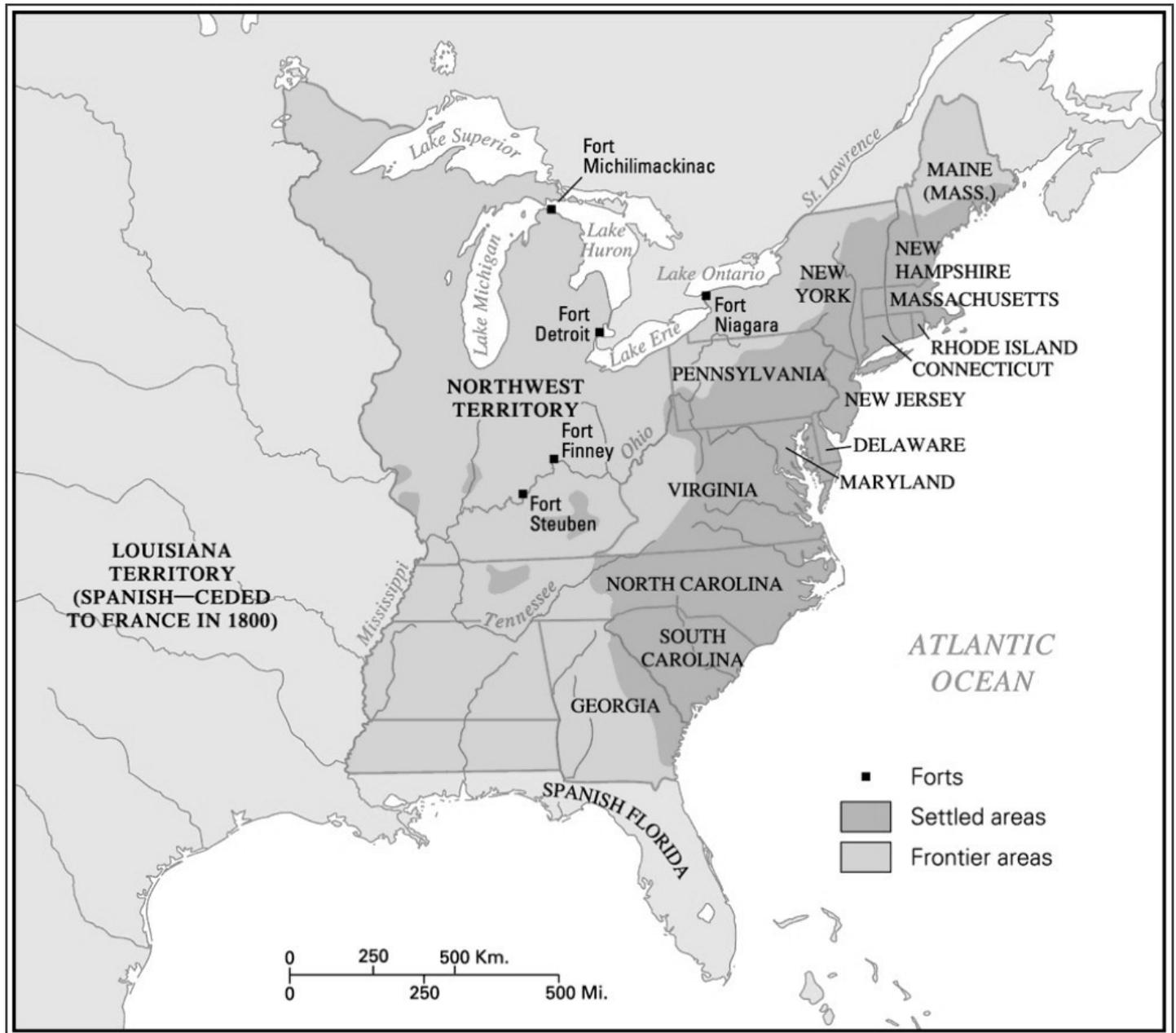
This lesson we continue reading *Carry on, Mr. Bowditch*.

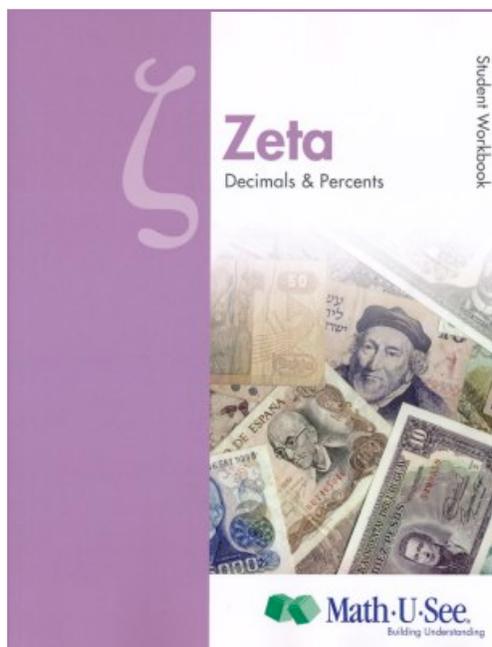
Read Chapters 3 and 4, this is a two-day reading assignment.

The two questions you need to consider while reading are -

Why was Nat unable to continue in school?

What is a letter of marque ship?





Math-U-See

Zeta 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.

This lesson we are going to take a break from Fr. Hopkins poem and read some from Emperor Marcus Aurelius' book *The Meditations*. The book is a long series of reflections on what he was taught by his teachers, as well as his own ideas, about how to live life in a good way. Choose one to write down and memorize, and then recite it to your family, explaining what you think it means.

Some excerpts from *Meditations* by Marcus Aurelius

“The first rule is to keep an untroubled spirit. The second is to look things in the face and know them for what they are.”

On how to look at life when things go wrong:

“Here is a rule to remember in future, when anything tempts you to feel bitter: do not say, ‘This is misfortune,’ but ‘To bear this worthily is good fortune.’”

On the need to worry about yourself first and foremost:

“How much time he gains who does not look to see what his neighbor says or does or thinks; but only at what he does himself, to make it just and holy.”

On appreciating the beauty of everyday things:

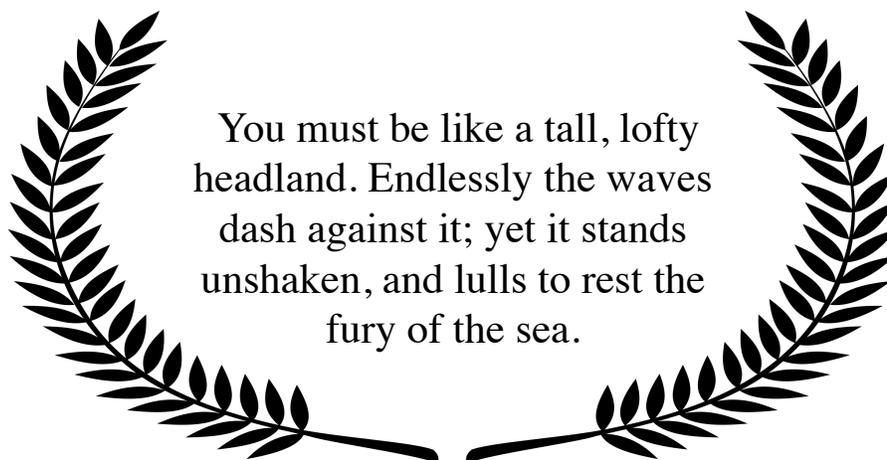
“So that if a man has an appreciation of, and an insight into, the purpose of the Universe, there is hardly a part of it that will not seem to him that it was made to give delight.”

On living well:

“This is moral perfection: to live each day as though it were the last; to be tranquil, sincere, yet not indifferent to one’s fate.”

On loving and forgiving wicked men:

“If it is in your power, teach men to do better. If it is not, remember it is always in your power to forgive. God is so merciful to those who err, that for some reason he grants to such men health, riches, and honor. What prevents you from doing likewise?”



This lesson we will learn a passage from Marcus Aurelius' *Meditations*. As always, say the lines out loud as you copy, and recite the passage several times when you are finished.

Meditations, Book viii., § 59

by Marcus Aurelius

Men are created that they
may live for each other.
Teach them to be better or
bear with them as they are.

Men are created that they

may live for each other.

Teach them to be better or

bear with them as they are.

Vocabulary

PLIGHT (plite) n., a distressing situation

example: The man hanging from the tree branch needed to be saved from his PLIGHT.

your sentence: _____

PORCINE (POOR sine) adj., reminiscent of or pertaining to a pig; resembling a pig

example: They named the dog “Oinker” because of his strikingly PORCINE face.

your sentence: _____

POTENTATE (POHT n tayt) n., a powerful ruler; an important person

example: The Napoleon was a leading POTENTATE of his time.

your sentence: _____

PIED (pide) adj., having patches or blotches of two or more colors

example: The Dalmatian has a PIED coat of black and white.

your sentence: _____

PILLAGE (PIL lühj) v., to rob of goods by violent seizure, plunder; to take as spoils

example: The barbarians PILLAGED the city and took everything that wasn't nailed down.

your sentence: _____

PIQUE (peek) n./v., irritation, resentment stemming from wounded pride; to arouse curiosity

example: (noun) After Jim was shown to be wrong in class, he displayed his PIQUE by slamming the door on his way out. (verb) The sound of the ice cream truck PIQUED Jim's interest in what was going on in the front yard.

your sentence: _____

Name _____

NOUN TEST

Date _____

A. Directions: Write A if the noun is abstract; write C if the noun is concrete.

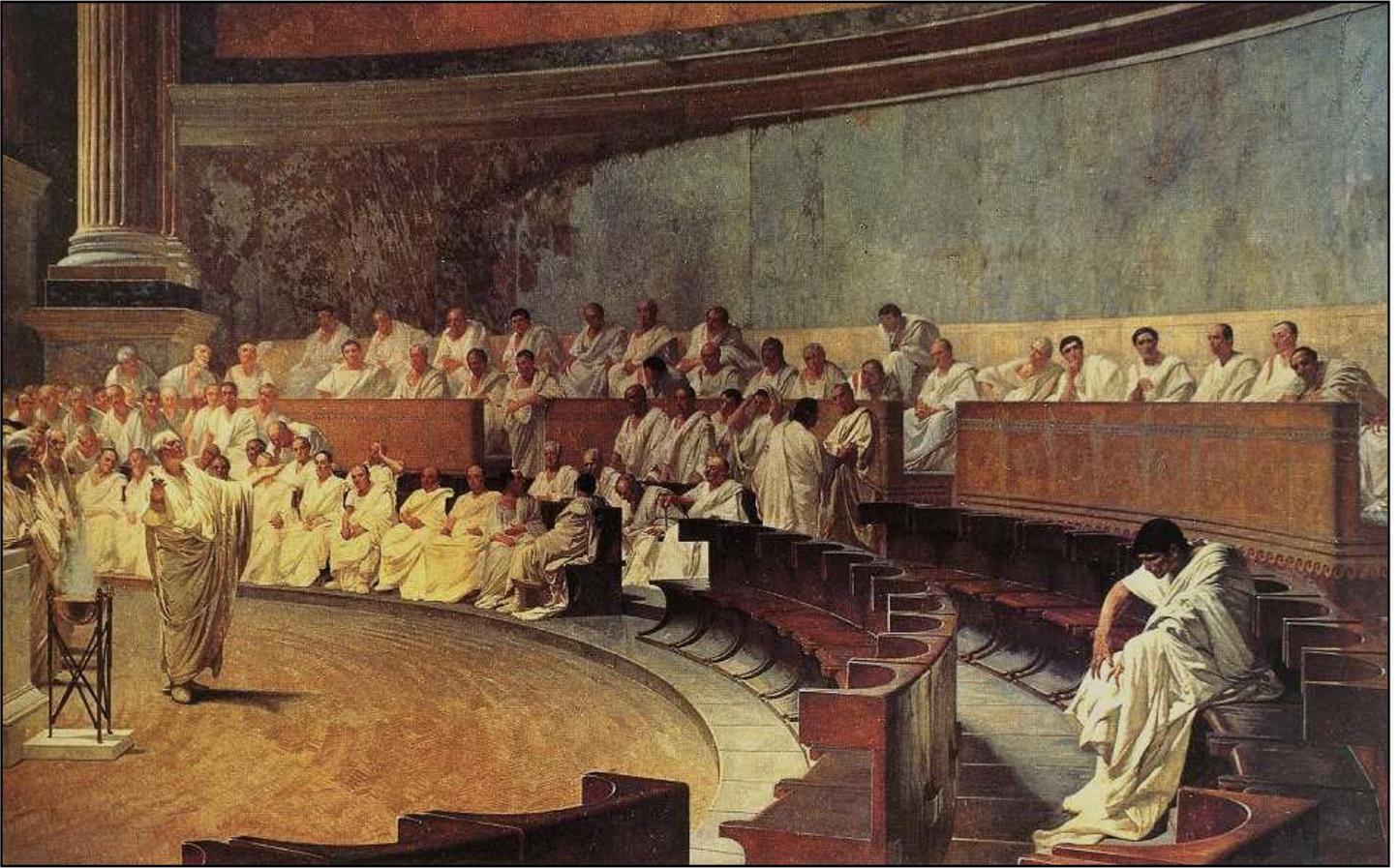
- | | | | |
|----------|-------------|-----------|-----------|
| 1. _____ | grace | 6. _____ | happiness |
| 2. _____ | ladder | 7. _____ | window |
| 3. _____ | marshmallow | 8. _____ | air |
| 4. _____ | safety | 9. _____ | pamphlet |
| 5. _____ | bulb | 10. _____ | patience |

B. Directions: Write C if the noun is common; write P if the noun is proper.

- | | | | |
|----------|--------------------|-----------|---------------|
| 1. _____ | LONDON BRIDGE | 6. _____ | MUSEUM |
| 2. _____ | SOUP | 7. _____ | PLUM |
| 3. _____ | SNAKE | 8. _____ | SENATOR JONES |
| 4. _____ | COPPERHEAD SNAKE | 9. _____ | FRUIT |
| 5. _____ | PHOENIX ART MUSEUM | 10. _____ | MEXICO |

C. Directions: Write A if the underlined word serves as an adjective (describing word); write N if the word serves as a noun.

1. _____ The dog chewed a bone.
2. _____ This catalog offers bone china.
3. _____ The cave explorer has arrived.
4. _____ Would you like to visit a cave in Kentucky?



Cicero Denounces Cataline by Cesare Maccari (1888)

Cesare Maccari painted this, his most famous work, in 1888. The scene is of Marcus Tullius Cicero delivering the first of his famous speeches against Cataline, a Roman senator who had conspired to overthrow the senate take over the city.

There are several historical mistakes in this painting. The location is incorrect - Maccari painted the scene in senate house chamber rather than in the Temple of Jupiter where the trial was really held.

Refraction of Light. — *Jack.* Light always travels in straight lines; but when a ray of light that has been traveling along one straight line in the air enters something different from air — water or glass, for instance — it is bent (refracted) into another line. This second line is straight, too; but it is not the same line as the first one.

Water will bend a ray of light, and so will glass. You know what a prism is? A glass pendant to a chandelier is a prism, for instance.

If you let sunlight pass through a prism and then fall on a sheet of paper, you will get a beautiful *spectrum* of all the colors of the rainbow. If a plate of glass or a metal mirror is ruled with fine parallel lines equally distant, say 1000 or 10,000

to the inch, you can get a beautiful spectrum by laying it out in the sunshine. The colors of mother-of-pearl are made in this way. The inside of the oyster shell is made up of very fine parallel ridges, and the light reflected from them is scattered into a spectrum of colors. You can prove that it is the ridges that make the colors by taking an impression of the inside of the mother-of-pearl shell in wax. The wax gives just the same colors. The scattering of sunlight by raindrops in somewhat the same way has to do with forming the rainbow.

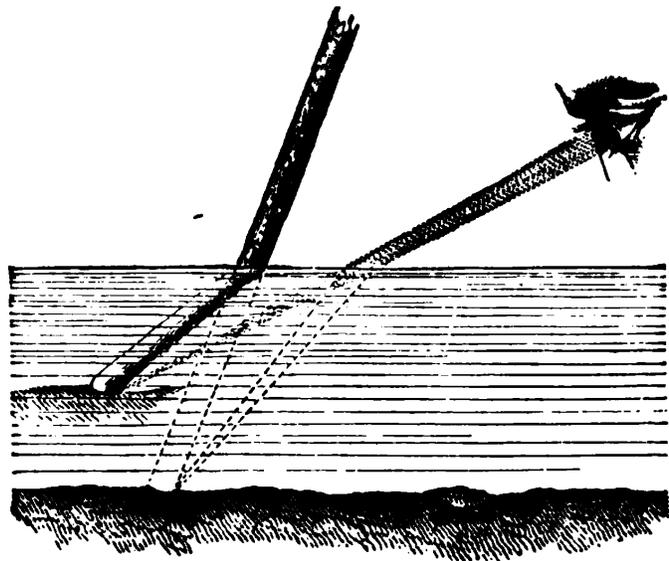


FIG. 84

A straight stick partly out of water and partly in the water *looks* as if it were bent just where it enters the water. Of course it is not really bent, but it looks so. Try the experiment with a pencil in a shallow basin full of water.

Lenses.—“Pieces of glass of certain shapes are called *lenses*. We use them to make magnifying glasses, spectacles, microscopes, telescopes. You children had better get some old spectacle glasses and try experiments with them. (See Figs. 45, 88–90.)

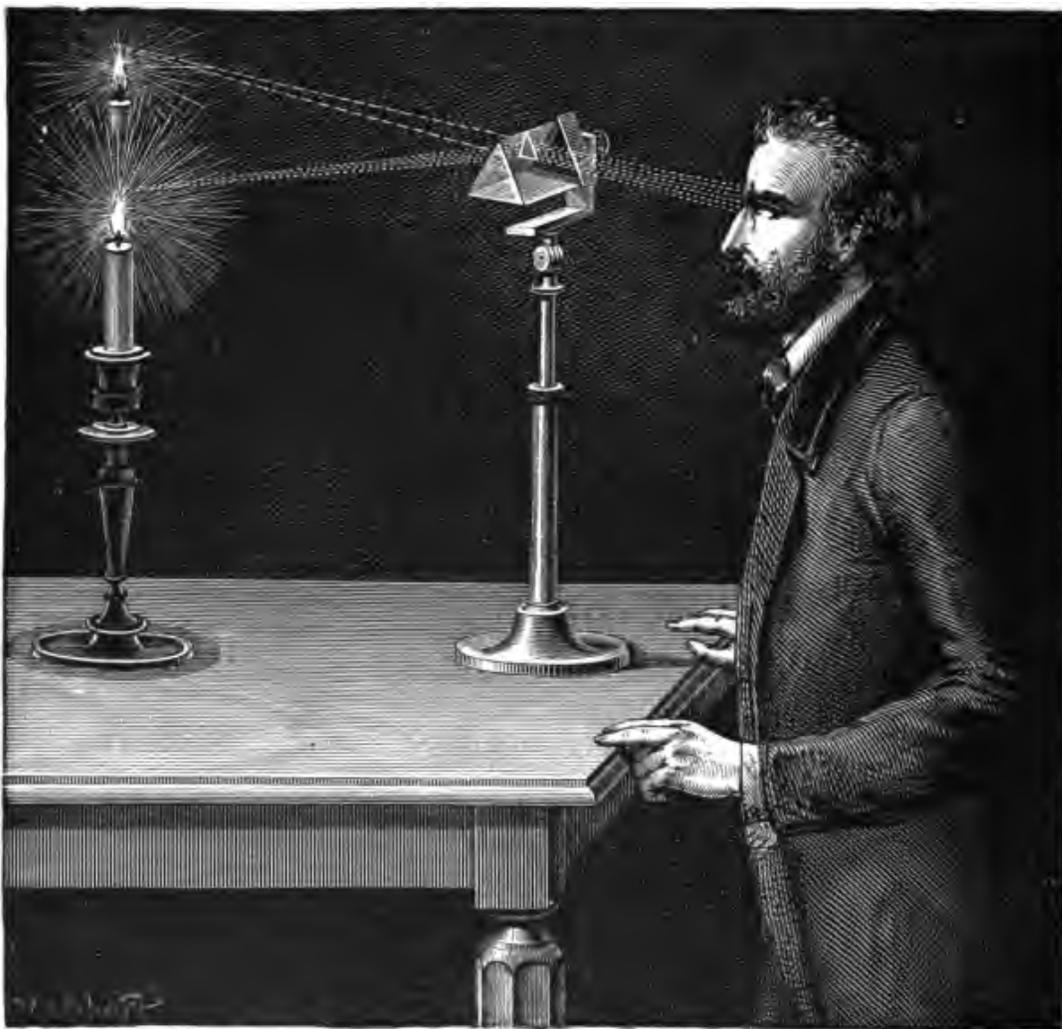


FIG. 85

A glass prism is mounted, for convenience, on a stand ; but the experiment can be tried by a prism held in the hand. The candle flame seen through the prism seems to be in a different place from the real candle flame, because the rays of light sent out by the flame are bent by the prism and when they come to the eye they seem to come from a place where the real candle is not.

“Two (or more) lenses used together make a telescope, you know.¹ Convex lenses concentrate the light that falls on them (Fig. 89), and concave lenses disperse the light that falls on

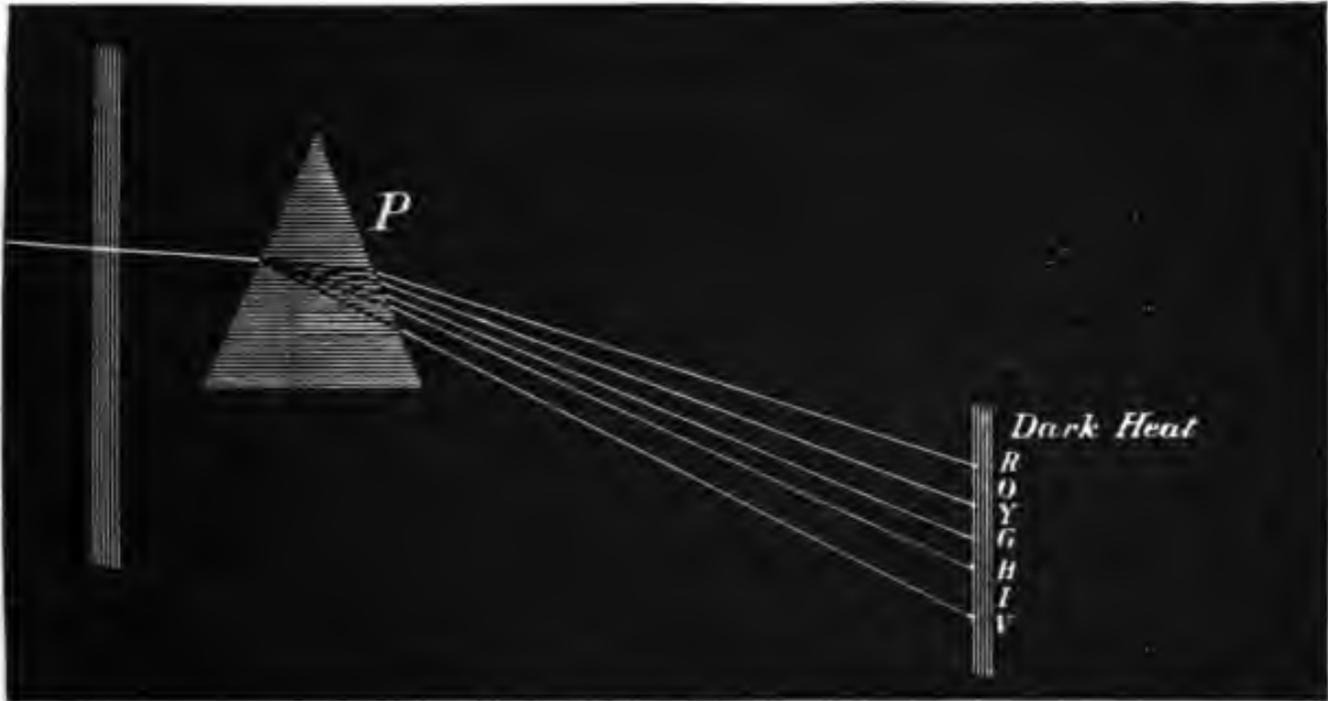


FIG. 86

A beam of sunlight (white light) is separated by a prism into rays of violet, indigo, blue, green, yellow, orange, and red, and most of the heat in the beam falls near the red end of the spectrum. The heat rays are invisible.

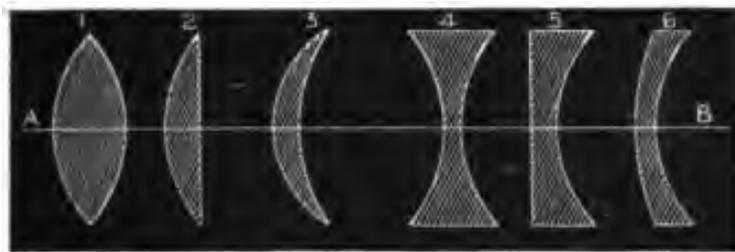


FIG. 87. GLASS LENSES OF DIFFERENT SHAPES

The three to the left of the middle of the picture are *convex* lenses; the other three are *concave* lenses.

them. Persons who are nearsighted use concave lenses in their spectacles, and persons who are farsighted use convex lenses.”

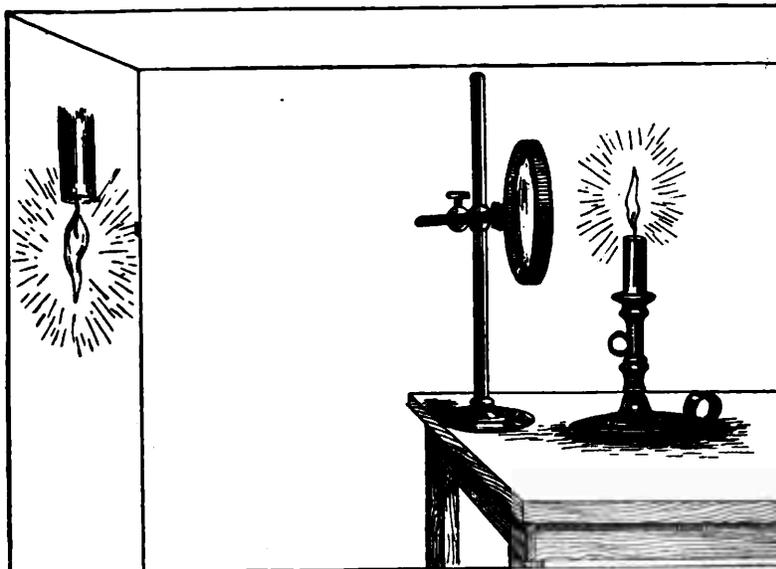


FIG. 88

A convex lens in a dark room will make a sharp image of a candle flame on the wall if the lens is at the right distance. (The distance to the wall must be different for different lenses and can be found by trial.)

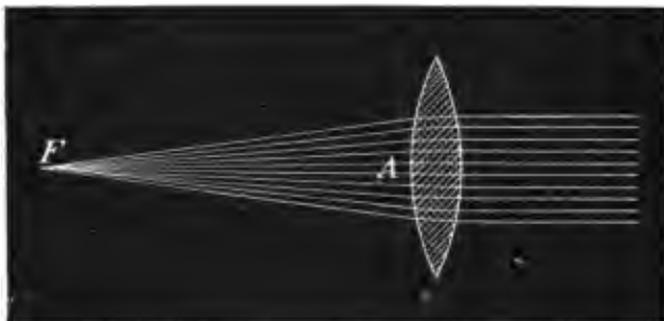


FIG. 89

A convex lens concentrates light falling on it to a focus (at F in the picture).

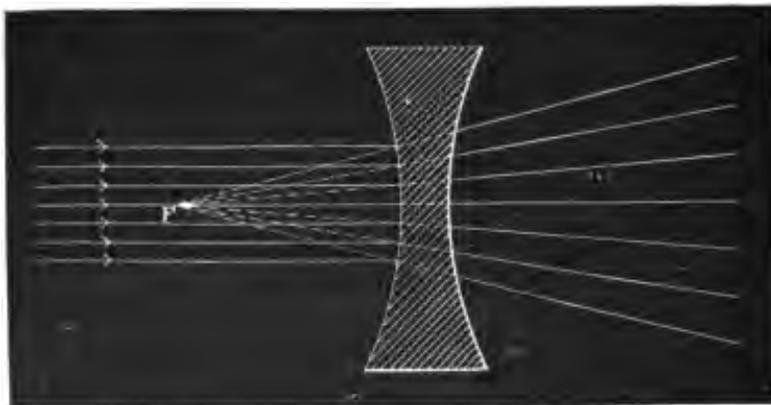


FIG. 90

A concave lens disperses light falling on it. (The light comes from F in the picture and is dispersed by the lens.)

6. Literature

Read Chapters 3 and 4 of *Carry On, Mr. Bowditch*

Question:

Why was Nat unable to continue in school?

What is a letter of marque ship?

