

UNIT 1: GROUP 7 TEST

**Exercise 1:** Classify each sentence. Use SN for subject noun, V for verb, Adv for adverb, Adj for adjective, and A for article adjective.

1. The large ship sailed smoothly away.
2. Eight funny yellow ducks quacked loudly.
3. Nine angry bees buzzed around angrily.
4. The curious little children peeked inside.
5. The four large turtles traveled slowly.

97E  
Superb!  
☺

Sentence Work

**Exercise 2:** Underline the syn if the words are synonyms. Underline the ant if the words are antonyms.

1. sweet, sour      syn ant      3. giant, huge      syn ant      5. follow, lead      syn ant
2. young, old      syn ant      4. wet, dry      syn ant      6. start, begin      syn ant

**Exercise 3:** Write S for singular or P for plural.

Noun	S or P
7. lakes	P
8. store	S
9. plants	P
10. animal	S
11. camels	P
12. saddle	S

**Exercise 4:** Write C for Common or P for proper.

Noun	C or P
13. girl	C
14. Mrs. Smith	P
15. Ted	P
16. Dallas	P
17. city	C
18. England	P

**Exercise 5:** Write the two sentences below on a sheet of paper. Begin each sentence with a capital letter and put an end mark at the end. (Declarative sentence: Use a period. Interrogative sentence: Use a question mark.)

19. tom leaves early Tom leaves early. -3

**Exercise 6:** Write a declarative sentence and an interrogative sentence of your own on a sheet of paper. Begin each sentence with a capital letter and put an end mark at the end.

D. I went to the zoo yesterday.

Z



Int. Did you go to the grocery store?

## Spelling Test 5



1. shrub

2. swim

3. strap

4. snug

5. school

6. stem

7. sprig

8. snap

9. squid

10. twin

11. scrub

12. quit

13. split

14. spin

15. throb

16. twig

17. squ<sup>x</sup>

18. step

19. scrap

20. quiz


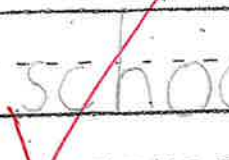
21. shrug

22. swam

23. strip

24. span

97E

Superb! 25. Have you quit swim school? 

Esther

Fall

There are many signs that tell us fall is coming. One sign that fall is coming is leaves <sup>begin to</sup> change color. There are pumpkins at the store. Your mom might buy pumpkin candles. It starts to get cold outside, and you start wearing long sleeve shirts, pants and jackets. The pool closes, but you start drinking hot chocolate. The store will start selling fall clothes, fall food, candy and fall decorations. Fall is on the way.

of love that you said (one sign)

Wearing sleeved

clothes

chocolate

Great job Esther!

~  
Fall

There are many signs that tell us fall is coming. One sign that fall is coming is leaves begin to change color. There are pumpkins at the store. Your mom might buy pumpkin-candles. It starts getting cold outside and you start wearing long sleeved shirts, pants, and jackets. The pool closes, but you start drinking hot chocolate. The store will start selling fall clothes, fall food, candy, and fall decorations. Fall is on the way.

Whale Poster and Paper Rubric

97

Name:

	Excellent:	Fair:	Needs Work:
Poster:			
<b>Title/Presentation:</b> <i>Very neat + professional!</i>	The poster includes a neat and attractive title, and the information and pictures are creatively and beautifully arranged. (16-11 pts) <i>16</i>	The poster includes a title, and the information and pictures are neatly arranged. (10-5 pts)	The poster is missing a title and/or the information and pictures are arranged hastily or without care. (4-0 pts)
<b>3-5 pictures of whale:</b>	The poster includes at least 3 pictures of the whale. (17 pts) <i>17</i>	The poster includes 2 pictures of the whale. (10-5 pts)	The poster includes one or no pictures of the whale. (4-0 pts)
<b>Sketch/painting:</b>	The poster includes a sketch or painting done accurately and with great care. (17-11 pts) <i>15</i>	The poster includes a sketch or painting done accurately. (10-5 pts)	The poster includes a hasty sketch or painting, or no art. (4-0 pts)
<i>48</i> / 50 pts			
Paper:	Excellent:	Fair:	Needs Work:
<b>Introduction/Conclusion:</b> <i>great job!</i>	The paper includes both an introduction and conclusion that introduce the whale, and then wrap up the paper. (9-7 pts) <i>9</i>	The paper includes an introduction and conclusion. (6-4pts)	The paper is missing an introduction and/or conclusion. (3-0 pts)
<b>Paragraph on appearance/size/coloring:</b>	The author describes the whale's appearance, size, and coloring accurately and with great detail. (8-6 pts) <i>8</i>	The author describes the whale's appearance accurately, but with few details. (5-3 pts)	The author inaccurately/incompletely describes the whale's appearance. (2-0 pts)
<b>Paragraph on location/migration:</b>	The author explains where the whale lives and where it migrates with accuracy and good descriptions. (8-6 pts) <i>8</i>	The author explains where the whale lives and migrates with accuracy. (5-3 pts)	The author inaccurately/incompletely describes where the whale lives/migrates. (2-0 pts)
<b>Paragraph on diet:</b>	The author accurately explains what the whale eats, with detail and clarity. (8-6 pts) <i>8</i>	The author accurately explains what the whale eats. (5-3 pts)	The author inaccurately or incompletely describes what the whale eats. (2-0 pts)
<b>Paragraph on other interesting info:</b> <i>More interesting!</i>	The author has one paragraph including at least one or two interesting facts about their whale that have not been covered in the paper so far. (8-6 pts) <i>8</i>	The author has at least one interesting fact about their whale. (5-3 pts)	The author did not include any additional facts about their whale. (2-0 pts)
<b>Neatness/Spelling/Grammar:</b> <i>A few spelling errors + run-ons, but overall great job!</i>	The paper is written neatly, clearly, and with no spelling or grammar errors. (9-7 pts) <i>8</i>	The paper is written neatly and with few spelling and grammar errors. (6-4 pts)	The paper is not neatly written, or includes many spelling or grammar errors. (3-0 pts)
<i>49</i> / 50 pts			

Well done, learning from you! We enjoyed!

## Pilot Whale

Have you ever heard of a Pilot Whale? I haven't until now. Now I know so much about this wonderful whale (our pun intended) that God created. I am going share the facts that I know of the Pilot Whale ~~to~~ with you.

The pilot whale has a big melon, like the humpback whale, that it uses for sonar. It's dorsal fin is four mts on its body. Usually they're black or dark brown. It's slender pointed flippers help it glide through the water. Calves can get up to 6 ft. long! Did you know that pilot whales are called the 'Chestnuts of the Ocean'? That's because they can swim up to 20 mph! This whale has no teeth.

Now, enough of appearance, <sup>how can you fix this run-on?</sup> It's more on to food! Pilot Whales eat mainly squid, but occasionally will eat octopus or fish (cod or haddock). They have 40-48 teeth. They eat 30 LBS of food each day. <sup>sp.</sup>

Pilot Whales, usually live off the coast of the continental shelf. They have been found to also live in deep open ocean. They live in all oceans except for the arctic. Long-finned pilot whales do not live in tropical waters or arctic waters. Some pilot whales just right out stay in one place all year long like Hawaii or California. <sup>sp.</sup>

A pilot whale's defense includes <sup>how can you fix this ? run-on.</sup> mimicking, they make the predator think that it's one of <sup>sp.</sup> their kind. They also use their teeth to bite, which causes bleeding and the predator may bleed out, or it just causes pain which gives pilot whales the advantage. They could use their tail to stop the attacker, their lips could help capture prey from under they make and chase!

Traveling in large groups intimidates the attacker.  
Pilot whales are a feared enemy of orcas. Although there is evidence of an orca occasionally eat a pilot whale; they mostly stay clear of them. Whenever pilot whales see orcas they attack. This may be because they don't <sup>want</sup> orcas to attack surprisingly. Many orcas stay clear of pilot whales because of their big herds of hundreds or even thousands. Pilot whales are the second largest dolphin in the world, beside the orca, which is in fact the largest. Both long-finned and short-finned pilot whales are about 13-20 ft. long. Males of both species are larger than females. A pilot whale is actually a large dolphin; they are second largest member of the oceanic dolphin family. Second only to the orca, they stick together no matter what, even if that means putting them at risk.

I thank you listening to my whale project. I hope you find all my information useful. If you wanted to, you could look up even more information about this amazing creature that God made.



## The Whatsit? and the Tiger

Once upon a time Mrs. Whatsit, a tall creature with wings and hooves purple, grey, and pink, came along a rocky road in Camazotz (Far from C.S.), stowly flapping his muscular wings and clapping his hooves in a "song beat, clip-clip clopity clopity-clip". Soon he came upon a caged tiger. "O gracious dear Mrs. Whatsit! Please, oh please let me out. I'm dying of thirst!!" said the tiger.

But Mrs. Whatsit was very wise and said, "Oh, but foolish young tiger! You would do nothing but pounce!"

"Oh, oh, never, I would do such a horrid thing! Just a little sip Mrs. Whatsit?" said the tiger. "Fine! But you will jump on me!" he said.

As he opened the cage the tiger sprang on him. "I forgot to say a bit of meat too!!" said the tiger.

"Ha! Stupid tiger! I knew you would!" said Mrs. Whatsit. "Here on Camazotz it is a terrible place because I get control of you and you never live happily again, besides who would want to save you from C.S.? I could get you out before you can say 'prowler!'" said Mrs. Whatsit.

"Oh" said the tiger dejectedly. So they

← run on

held each others hands and started to disappear. Mrs. Whatsit suddenly let the tigers hand go and found <sup>him</sup> himself on his home planet. He kept walking, slowly flapping his scathery wings and clapping his hooves in a song beat clipity clop-clop, clip.

THE

END

99

Name:

## Brahmin and Tiger Rewrite Rubric:

	Excellent:	Good:	Needs Work:	Much Work:
<b>Content:</b> <ul style="list-style-type: none"> <li>Protagonist meets a tiger. ✓</li> <li>Tiger asks to be freed. ✓</li> <li>Character agrees and frees the tiger. ✓</li> <li>Tiger is about to eat the protagonist but is convinced to wait. ✓</li> </ul>	30 All content is included. 30 ✓	20 One main part of the story is not included.	10 Two main parts of the story are skipped.	9-0 Three or more main parts of the story are not included.
<b>New Character:</b> <ul style="list-style-type: none"> <li>Character is clearly introduced and developed with interesting traits.</li> <li>Character is described well, and remains consistent throughout the story. He/she acts in a way we would expect them to act!</li> <li>Character traits appear consistently throughout the story.</li> </ul>	✓ 30 30 Character is described clearly, consistently, and in an interesting and vivid manner.	20 Character is described well, but traits may not be consistently present.	10 Character is described, but doesn't remain consistent throughout the story.	9-0 Character is not described vividly, and does not act in characteristic ways.
<b>Dialogue:</b> <ul style="list-style-type: none"> <li>The story has dialogue between the tiger and the protagonist that is in character for both.</li> </ul>	20 There is clear, interesting in-character dialogue between the tiger and protagonist.	15 There is in-character dialogue between the tiger and protagonist.	10 There is dialogue between the tiger and the protagonist.	9-0 There is weak or no dialogue.
<b>Grammar/Spelling/Punctuation:</b> <ul style="list-style-type: none"> <li>Correct grammar, spelling, and punctuation is used.</li> </ul>	10 ✓ No errors. 9	7 A few errors.	5 Several errors.	3-0 Many errors.
<b>Handwriting:</b> <ul style="list-style-type: none"> <li>Neat and uniform handwriting is used</li> </ul>	5 ✓ Very neat, uniform. 5	4 Fairly neat.	3 Some messy areas.	2-0 All messy.
<b>Title:</b> <ul style="list-style-type: none"> <li>Author titles paper "The ____ and the Tiger" with appropriate capitalization.</li> </ul>	5 5 ✓ Correct title	4-3 Capitalization errors	2-1 Incorrect title	0 No title
<b>Total:</b>	99 /100 pts available			

You did a great job describing Mrs. Whats-it from A Wrinkle in Time, and including her as your protagonist. Your dialogue was interesting and in-character. "

96%

# The What's it? and The Tiger

Once upon a time Mrs. Whatit came along a rocky road in Camazotz (far from El S), slowly flapping his muscular wings and clapping his hooves in a song beat, clip-clip: "clopity clopity-clip."

Soon, he came upon a caged tiger. "Oh <sup>gracious</sup> ~~gracious~~ dear Mrs. Whatit!" ~~please, oh,~~ ~~please,~~ "let me out! I am dying of thirst!!" said the tiger.

"Well, old tiger, I'm sorry but you will simply just pounce!"

More Dialogue

"Oh, never, sweet Mrs. Whatit!"

Oh he finally said. As he opened

What?

(it) the tiger leaped on him.

"Ha! I knew you would!" - said when?

"Dear! I ~~want~~ <sup>meant</sup> for some food

Good dialogue!  
Maybe explain to the tiger why it's trouble? <sup>place?</sup>

too!" the tiger said. "Listen, here on Camazotz, it is a horrible place! I'll get you out of here before you can say Meg-Charles-Alvin." - David Whinn  
"fine," the tiger grunted. So they started to disappear and Mrs. Whatsit let go of the tiger's paw and was back on <sup>his?</sup> her own planet. So he continued slowly flapping his feathery wings and beating his hoofs on the ground in a song beat. clip-clip, clipety clipety clip: clap clap.

Great Start! Careful with quotation marks + speakers.

Name:

## Brahmin and Tiger Rewrite Rubric:

	Excellent: ✓	Good:	Needs Work:	Much Work:
<b>Content:</b> <ul style="list-style-type: none"> <li>Protagonist meets a tiger. ✓</li> <li>Tiger asks to be freed. ✓</li> <li>Character agrees and frees the tiger. ✓</li> <li>Tiger is about to eat the protagonist but is convinced to wait. ✓</li> </ul>	30 All content is included.	20 One main part of the story is not included.	10 Two main parts of the story are skipped.	9-0 Three or more main parts of the story are not included.
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<b>Handwriting:</b> <ul style="list-style-type: none"> <li>Neat and uniform handwriting is used</li> </ul>	5 Very neat, uniform.	4 ✓ Fairly neat.	3 Some messy areas.	2-0 All messy.
<b>Title:</b> <ul style="list-style-type: none"> <li>Author titles paper "The ___ and the Tiger" with appropriate capitalization.</li> </ul>	5 ✓ Correct title	4-3 Capitalization errors	2-1 Incorrect title	0 No title
<b>Total:</b>	<div style="display: flex; justify-content: space-between; align-items: center;"> <span>96</span> <span><u>100</u> / 100 pts available</span> </div>			

1  
 30  
 30  
 20  
 7  
 4  
 5  
 96

# Charlemagne

Charlemagne or Charles the Great created the first great western empire since the fall of Rome. He was the first emperor of the Holy Roman Empire. Charlemagne was king over the Franks and the Lombards. He ruled from what is <sup>current</sup> modern day France to what is modern day Romania.

Charlemagne was born 747 AD. Not much was known about his childhood, but we do know that he had received some practical training. He loved to swim and hunt. In 751 AD, Pippin, Charlemagne's father, was crowned the new king of the Franks, but in 768 AD Pippin died. So the land of the Franks was split between his two sons, Charlemagne and Carloman. In 771 AD, however, Carloman died and so Charlemagne inherited all of the land. In 800 AD Charlemagne was crowned emperor by Pope Leo III.

For most of Charlemagne's reign he was fighting in wars. His army only had one <sup>now!</sup> defeat in battle. The longest war he fought in was against the pagan Saxons. The war against the Saxons took over 30 years. In 788 AD, Charlemagne made Bavaria a part of his kingdom. He was a great warrior and an amazing general. He was so skilled on the battlefield he was named a warrior king.

In January of 814 Charlemagne got a fever

after swimming in the warm springs of Aachen.  
Sadly he died only one week later.  
Charlemagne's grandson said that he "Left all of  
Europe filled with every goodness." Charlemagne  
was a very important historical figure  
because of his renewal of the western Roman  
Empire.

2000 Years of Christ's Power Part Two:  
The Middle Ages - N.P. Needham. (underline book titles)

[www.britannica.com/biography/charlemagne](http://www.britannica.com/biography/charlemagne)



Name \_\_\_\_\_ Topic Charlemagne

Introduction	Clearly introduces the topic, and states why it is important to history and/or relevant to today.	<u>10</u> /10
Content/Body	Includes sufficient information on the subject. - For people, this includes information about their early life (especially anything relevant to what they are mainly known for). - For events, this includes contextual information about what led up to it, major people who participated, all important parts of the event, and relevant effects of the event. - An excellent body will not raise questions that go unanswered, or will state if the answers are unknown.	<p><i>Would like to hear about what he tried to do during his reign apart from the battles. Good info though!</i></p> <p><u>50</u> /55</p>
Conclusion	Briefly summarizes main points and reiterates the relevance of the subject. - An excellent conclusion will leave the reader with something more significant to continue thinking about even after reading the essay. Think big picture!	<p><i>Nice quote</i></p> <p><u>10</u> /10</p>
Grammar, Spelling, Mechanics	Uses proper grammar, punctuations, spelling, capitalization, sentence structure, etc.	<u>13</u> /15
Writing	Style, smooth transitions/flow between paragraphs, word choice and variety appropriate to grade level	<u>5</u> /15
Bibliography	Includes the title, author and website address (as applicable) of each source. Comprises at least two sources, including at least one book (not the textbook). ✓	<u>5</u> /15
		<b>TOTAL:</b> <u>93</u> /100

*Good job. Good!*

## King Arthur and His Knights of the Round Table

by Roger Lancelyn Green

### Essay Assignment Sheet

**Assignment: Write a five-paragraph characterization essay.** Choose one character that you find particularly interesting in *King Arthur*. Think about three distinct qualities, traits, or adjectives to describe the character, such as “deceitful, a prideful braggart, and motivated by greed” or “humble, valiant, and a gentleman who follows the order of chivalry.” You will write an essay proving your character has each of these traits using support from the text. First, you will outline the paper; then we will walk through the writing process.

*Example thesis: Sir Gawain is one of the most worthy knights of the Round Table because he repents of his mistakes, fights with prowess for what is right, and is a loyal servant to King Arthur.*

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#### Basic Structure:

##### I. Introduction

- A. Brief overview of character
  1. Hook (interest grabber)
  2. Background/history
  3. Physical appearance
  4. Character's significance in the overall story
- B. Thesis Statement (Claim and three points)

##### II. First Body Paragraph

- A. Topic sentence stating the first trait.
- B. Illustrations, examples, quotes, and thoughts to prove the character has that trait.

##### III. Second Body Paragraph

- A. Topic sentence stating the second trait.
- B. Illustrations, examples, quotes, and thoughts to prove the character has that trait.

##### IV. Third Body Paragraph

- A. Topic sentence stating the third trait.
- B. Illustrations, examples, quotes, and thoughts to prove the character has that trait.

##### V. Conclusion

- A. Summary of thesis (in different words)
- B. Final thoughts or application to life

#### Tips:

1. Remember the seven ways an author reveals a character's personality. Use those as ideas to help you find support in proving each trait.
2. When you find a quote in your book that might help illustrate the trait, mark it with a sticky note so that you can find it again.

## Characterization Essay Rubric (King Arthur character)

\_\_\_\_/10 **Introduction and Thesis:**

- The opening sentence offers a interesting thought or question geared toward your topic.
- The introduction gives a *short*, broad background or description of the character that is tailored toward your specific thesis.
- The thesis is clear in making a claim about the character and three points that will be proved in the essay.

\_\_\_\_/20 **First Point:**

- There is a topic sentence that tells which character trait will be discussed.
- There is enough evidence/supporting detail to convince your audience
- The paragraph is well-written and flows smoothly.
- A direct quote from the story effectively supports or illustrates your point.

\_\_\_\_/20 **Second Point:**

- There is a topic sentence that tells which character trait will be discussed.
- There is enough evidence/supporting detail to convince your audience
- The paragraph is well-written and flows smoothly.
- A direct quote from the story effectively supports or illustrates your point.

\_\_\_\_/20 **Third Point:**

- There is a topic sentence that tells which character trait will be discussed.
- There is enough evidence/supporting detail to convince your audience
- The paragraph is well-written and flows smoothly.
- A direct quote from the story effectively supports or illustrates your point.

\_\_\_\_/10 **Concluding Paragraph:**

- Paraphrases your thesis
- Offers final thoughts in a clear, relevant way.

\_\_\_\_/5 **Paper Requirements:**

- Includes a title
- Written in neat cursive, skipping lines or typed (double spaced, 1" margins, 12 pt font)

\_\_\_\_/15 **Grammar:**

- There are little or no errors in spelling, grammar, capitalization, or punctuation.
- The essay is written in complete sentences with no fragments or run-ons.
- Only third person is used in the body paragraphs. No contractions are used.
- Quotes are inserted and punctuated correctly.

Total: \_\_\_\_\_ out of 100

Hard Copy Essay  
Low  
Draft

# Sir Kay the Ungentle

Who is the rudest, meanest person you know of? If you heard of Sir Kay, you might change your mind. Sir Kay, foster brother to King Arthur, appears throughout King Arthur and His Knights of the Round Table, by Roger Lancelyn Green. He is "first seen" riding to the "jousts" while Arthur serves as squire. Once Arthur is king, he is given a seat at the Round Table. Sir Kay is underlining as a member of the Round Table because he is a power-hungry braggart and an unchivalrous knight.

no comma needed

Sir Kay is shown to be a power-hungry knight motivated by greed <sup>and</sup> for <sup>his own</sup> glory ~~and~~ selfishness. When the sword in the stone is discovered and brought to Kay by Arthur, he

seizes an opportunity for power and falsely

informs Sir Ector that it was he who removed the sword. Later, when he sees

*Might be a good place for the quote "I must be the true born King of Britain" (-).*

a knight who he doesn't recognize, he says,

*not*

"Here comes a stranger knight! I will joust with him!" (110), which shows his reckless desperation for honor. When

Beauvais is entrusted to him, he receives the authority gladly. However, when

Beauvais leaves him, he is not ready to give up his power and rides out against

*to challenge Beauvais*

the advice of Sir Tawain. Likely, he is jealous that Beauvais is chosen for a quest and he is not to prove honor

Sir Kay is often a braggart but is

repeatedly proven not to possess the skill

*comma before conjunction only when joining two complete sentences.*

he claims. One young knight says of Sir

Kay, "He thinks no knight is as good as

no knight is as good as

*Avoid contractions in formal writing.*

*Nice topic sentence!*

Excellent  
quote selection!

to him!" (140), which shows the way  
many knights think of him. Sir Kay is  
afraid to ride out for fear of attack from  
these knights. One knight, Sir Degremore, even  
specifically names him a braggart. His reckless  
assault of many knights, such as Terriant and  
Beaumains, proves that even he believes, to  
an extent, that he has skill. However, in  
the case of Terriant and Beaumains, he is  
knocked clean off his horse.

Finally, Sir Kay is highly unchivalrous, a  
trait undesirable in knights. He lies to his  
father, Sir Ector, a deed clearly addressed by  
Merlin in the *Tristan and Isolde*. The fact that  
that the lie is recognized immediately by Sir Ector  
suggests that Kay lies regularly. Later, he strikes  
a damsel, violating the ~~code~~ *chivalry* in the extreme. He even

goes so far as to insult her and say, "Be silent, withers wench!" (236). During his overseeing of Beaumains, Sir Kay treats him poorly, making fun of him and repeatedly insulting him, which breaks the Code through cruelty.

Clearly, Sir Kay has obvious vices; he is often power hungry, repeatedly boasts, and behaves unchivalrously. Because of his unworthy character, he is unfit to be a Knight of the Round Table. He makes enemies at the Round Table, such as Beaumains and Percivale, which also attests to his ungentle disposition. Let Sir Kay's inconsiderate behavior be a lesson to live humbly and kindly.

## Chreia

Final  
copy

King Arthur once wisely said, "If you be of prowess and worthiness, you shall be a knight of the Noble Round."

He had these qualities and wanted his knights to be the same. He was skilled in battle when driving out the invading Saxons. He was also worthy because he only loved one woman and did not lie or cheat or steal.

These wise words make it clear that King Arthur only wanted the best knights in his court.

You could also say, "If you want to be a knight of the Round



"Sable, you must be skilled in battle and have worthy character."

This saying is useful for choosing soldiers or leaders.

Good topic sentence

They must be skilled in battle and be kind and merciful.

King Arthur did not want cruel or weak knights, just as we do not want cruel or weak leaders.

Many kings and knights were not as honorable as King Arthur. One such king was King Pyon. He conquered eleven kings, but then this

swage King demanded Arthur's homage or his head. King Ryon would not be worthy of the Round Table.

On the other hand, Gawain was an excellent fighter, who was also very truthful and merciful.

On his first quest, he slew a lady, but when he came back to Camelot, he did not hide anything but humbly repented.

He vowed afterwards to give mercy to anyone who asked for it.

one long sentence.  
Divide into two, breaking up ideas.

indent new ¶

King Arthur's saying can also be applied to us. We should always work skillfully for the Lord, just as knights

could fight skillfully. We also  
should be honest and fair  
in all of our deeds, as knights  
should fight honestly and  
fairly ☺

ra

ra

Include the first copy and rubric!

Name: \_\_\_\_\_

Date of Assignment: Final copy due Tues. Oct. 17

Content 81.5 /87

**Paragraph 1:**

Does the paragraph address the prompt? (2 points)

2

Is there a topic sentence? (2 points)

2

Does it quote the saying? (5 points)

5

Does it praise the sayer? (8 points)

7.5

**Paragraph 2:**

Does the paragraph address the prompt? (2 points)

2

Is there a topic sentence? (2 points)

2

Does the new version of the saying demonstrate understanding of the saying?  
(3 points)

3

**Paragraph 3:**

Does the paragraph address the prompt? (2 points)

2

Does it thoroughly explain the saying's usefulness? (10 points)

8.5

**Paragraph 4:**

Does the paragraph address the prompt? (2 points)

2

Is there a topic sentence? (5 points)

5

Does the contrast describe a historical or literary figure who didn't follow the  
advice of the saying? (15 points)

13

**Paragraph 5:**

Does the paragraph address the prompt? (2 points)

2

Is there a topic sentence? (5 points)

5

Does the comparison describe a historical or literary figure who did follow the  
advice of the saying? (15 points)

14

**Paragraph 6:**

Does the paragraph address the prompt? (2 points)

2

Does the epilogue wrap up the chreia with relevant thoughts or examples?  
(5 points)

7.5

Form 13 /13

Number of spelling errors

3 or fewer per page: 3 points

4-6 per page: 2 points

7-9 per page: 1 point

10 or more per page: 0 points

3

Number of punctuation/capitalization errors

3 or fewer per page: 3 points

4-6 per page: 2 points

7-9 per page: 1 point

10 or more per page: 0 points

3

Number of sentence errors (run-ons or fragments)

1 or fewer per page: 3 points

2-4 per page: 2 points

5-6 per page: 1 point

7 or more per page: 0 points

3

Is the cursive neat and legible?

Yes: 2 points

No: 0 points

2

Are the sentences varied?

(In other words, they do not all sound the same.)

Yes: 2 points

No: 0 points

2

Total: 94.5 /100

95

# Chreia First Copy

King Arthur once wisely said, "if you be of prowess and worthiness, you shall be a knight of the Table Round."

He had these qualities and wanted his knights to be the same. He was skilled in battle when driving out the <sup>invading</sup> saxons. He was also worthy because he only loved one person and did not lie or cheat or steal.

These wise words make it clear that King Arthur only wanted the best knights in his court. You could also say, "If you want to be a

Character

knight of the Round Table,  
you must be skilled in  
battle and have worthy  
character."

This saying is useful <sup>useful</sup>  
for choosing soldiers or leaders.  
They must be skilled in battle  
and be kind and merciful.

King Arthur did not want  
cruel or weak knights, just  
as we do not want cruel or  
weak leaders.

Many kings and knights  
were not as honorable as  
King Arthur. One such king  
was King Ryoan. He conquered

eleven kings, but then he demanded Arthur's homage on his head. King Ryon would not be worthy of the Round.

Could add more detail to make him sound bad.  
He sent a cruel threatening message to King Arthur.  
"Savage" King

Fable.

On the other hand, Gawain was an ~~excellent~~ <sup>excellent</sup> fighter, ~~but~~ <sup>who was</sup> (no contrast) also very truthful and merciful. On his first quest, he slew a lady, but when he came back to Camelot, he did not hide anything, <sup>but humbly repented</sup>. He became, in later days one of the most merciful knights in Logres.

merciful

He vowed (p. 70) to always show mercy.

How about Gawain's prowess?

King Arthur's saying can



also be applied to us. We  
should always work skillfully  
for the Lord, just as knights  
should fight skillfully. We

↓ Fragment (combine with previous)

also should be honest and  
fair <sup>in all of our deeds,</sup> as knights should fight  
honestly and fairly.

↓ Fragment,  
combine  
with  
previous  
sentences

Name: \_\_\_\_\_

Date of Assignment: \_\_\_\_\_

**Content** 80 /87

**Paragraph 1:**

Does the paragraph address the prompt? (2 points)

2

Is there a topic sentence? (2 points)

2

Does it quote the saying? (5 points)

5

Does it praise the sayer? (8 points)

7.5

**Paragraph 2:**

Does the paragraph address the prompt? (2 points)

2

Is there a topic sentence? (2 points)

2

Does the new version of the saying demonstrate understanding of the saying?  
(3 points)

3

**Paragraph 3:**

Does the paragraph address the prompt? (2 points)

2

Does it thoroughly explain the saying's usefulness? (10 points)

8.5

**Paragraph 4:**

Does the paragraph address the prompt? (2 points)

2

Is there a topic sentence? (5 points)

5

Does the contrast describe a historical or literary figure who didn't follow the  
advice of the saying? (15 points)

13

**Paragraph 5:**

Does the paragraph address the prompt? (2 points)

2

Is there a topic sentence? (5 points)

5

Does the comparison describe a historical or literary figure who did follow the  
advice of the saying? (15 points)

12.5

**Paragraph 6:**

Does the paragraph address the prompt? (2 points)

2

Does the epilogue wrap up the chreia with relevant thoughts or examples?  
(5 points)

4

Form 11 /13

Number of spelling errors

2.5

3 or fewer per page: 3 points

4-6 per page: 2 points

7-9 per page: 1 point

10 or more per page: 0 points

Number of punctuation/capitalization errors

2.5

3 or fewer per page: 3 points

4-6 per page: 2 points

7-9 per page: 1 point

10 or more per page: 0 points

Number of sentence errors (run-ons or fragments)

2

1 or fewer per page: 3 points

2-4 per page: 2 points

5-6 per page: 1 point

7 or more per page: 0 points

Is the cursive neat and legible?

2

Yes: 2 points

No: 0 points

Are the sentences varied?

2

(In other words, they do not all sound the same.)

Yes: 2 points

No: 0 points

Total: 91 /100

### 'Fox team makers'

The world needs more peacemakers! Peace does  
allow the world to be more productive and  
and it is what we all need (letter 97).

A trouble-maker would speak lies to stir up  
anger, while a peacemaker would speak  
the truth to reason against it.

A trouble-maker like Tom from the  
play Much Ado About Nothing, lies to  
create anger and mischief. Don John did  
not like to see people make merry  
and he happily so he devised a  
malicious plan to lie to Claudio  
and ruin his marriage to Hero.  
Claudio believes his lie and abandons<sup>?</sup>  
and abandons Hero on their wedding  
day. This causes confusion, anger and

is this a quote from  
something?

redemption to many people. E. untud

when Ben John is recognized for the  
truth and known he caused, he is  
forced to watch all the people he  
hurt, being happy. <sup>caused & have on a way</sup>

A peacemaker would say "instead  
of fighting why don't we take  
some time to understand each other

and talk? <sup>or</sup> they might say "couldn't we just forgive each other

and the Bible says so many times  
to do? <sup>or</sup> For it is said, <sup>(quite inside a quote should have single quotation marks)</sup> "If you forgive

others for their trespasses, your heavenly  
father will also forgive you (Matt 6:14)"

A peacemaker will always speak  
the truth to avoid conflict and

keep the peace.

A peacemaker is even better than a leader because while a leader can lead his people to victory, a peacemaker can bring entire nations to prosperity with the peace that they bring to them. If a leader is in a battle and takes his troops to victory, he can devastate and destroy the opposing side. However a peacemaker can bring joy and prosperity to both sides for many years. A leader will always tear down the lives of one side of a fight while a peacemaker will try to bring joy to both sides.

We should support peacemakers.

good  
vs  
poor  
argument!

because the more we support them  
the more that we can have peace.  
Let no one agree with the peacemakers  
that there is less chance of peace  
becoming reality. But if we support  
them we can convince more and  
more people that peace is a good  
thing and that we should listen  
to the peacemakers.

If the world had more peacemakers  
there would be less grief. Peacemakers  
can help there be less fighting and  
can show us to encourage peace  
to others. By spreading peace we  
are honoring God and shall be called  
sons of God, so we should see  
peacemakers as an example on how we should

have our own lives or parents' lives



Name Myra

Date of Assignment Prerequisite date

Content 69 /75

**Paragraph 1: Introduction**

- Does the paragraph begin with a thesis statement? (10 points)
- Is the thesis supported by two arguments? (10 points)
- Does the paragraph finish with a contrary? (5 points)

25 10  
12  
5 3

**Paragraph 2: Contrast**

- Does the paragraph introduce a contrast between the type of person being considered and someone whose actions are better (refutation) or worse (confirmation)? (5 points)
- Is the contrast developed with an illustration based on the life of a specific man or woman? (5 points)

*need to tell a bit how this example supports thesis*

3 8

**Paragraph 3: Soliloquy**

- Is the paragraph written in the form of a soliloquy, showing the thoughts of the type of person under consideration? Does the soliloquy capture the appropriate tone of a wrongdoer or virtuous person? (5 points)
- Does the soliloquy magnify the person's wrongdoing or virtue? (5 points)

*good choice of example!*

5  
5 10

**Paragraph 4: Comparison**

- Does the paragraph introduce a comparison of the type of person under consideration with a similar type of person? (5 points)
- Does the comparison find the person under consideration to be better (confirmation) or worse (refutation) than the other? (5 points)

5  
5 10

**Paragraph 5: Rejection of Pity or Encouragement to Support**

- Does the paragraph reject pity for the wrongdoer or encourage support of the virtuous person? (8 points)
- Does the paragraph include a quote supporting and strengthening its position? (2 points)

8  
0 8

**Paragraph 6: Epilogue**

Does the paragraph wrap up the commonplace essay by appealing to honor, justice, or consequences? (8 points)

8 / 8  
8 / 8

Does the paragraph use an example from the readings to support the appeal? (2 points)

**Style** 14 /15

Are the sentences varied? (5 points)

5

Do the paragraphs flow together and use transitions? (5 points)

4

Does the writer use age-appropriate vocabulary? (5 points)

5

**Form** 9 /10

**Number of spelling errors**

3 or fewer per page: 3 points

4-6 per page: 2 points

7-9 per page: 1 point

10 or more per page: 0 points

3

**Number of punctuation/capitalization errors**

3 or fewer per page: 3 points

4-6 per page: 2 points

7-9 per page: 1 point

10 or more per page: 0 points

2

**Number of sentence errors (run-ons or fragments)**

1 or fewer per page: 3 points

2-4 per page: 2 points

5-6 per page: 1 point

7 or more per page: 0 points

3

**Is the essay neat and legible?**

Yes: 1 point

No: 0 points

1

**Total:** 92 /100

Well done!

Veritas Academy  
Senior Rhetoric Thesis  
Dr. Matthew L. Burt, Instructor

Class, during this year you will be reviewing and integrating the learning gained over the entirety of your education to this point. You will do this by producing a thesis that uses your basic grammar, vocabulary, critical thinking, imagination, research, persuasive writing, and speech skills. At the end of the year after having written a twenty-page thesis you will present it as a twenty-minute speech before a live audience of faculty, parents, and peers—and defend it.

This is the process you will use keeping in mind the five canons of rhetoric in the following stages

- Choose a subject that you can make into a thesis statement that intelligent and learned people can honestly argue its pro and cons.
- Determine which of the topics Aristotle identifies to build the argument that will prove the legitimacy of your thesis statement.
- Write a thesis proposal that outlines the approach you will take for your thesis along with a initial bibliography. **Due Week Six**
- Plan to spend approximately two-three hours per week reading and assimilating your research. During this time period we will review the Five Canons and apply them to your thesis project
- Annotated bibliography will be **Due Week 12**
- Rough Outline **Due Week 14**
- Antithesis Rough Draft **Due Week 15**
- Mentor Meeting Report #1 **Due Week 16**
- Antithesis Final Draft **Due Week 17 (Semester Exam)**
- Antithesis Oral Presentation **Week Due week 20**
- Thesis Rough Draft **Due Week 24**
- Mentor Meeting Report **Due Week 25**
- Thesis Final Draft **Due Week 27**
- Oral Presentation Practice **Week 28**
- Oral Presentations **Week 29**

## Literature Rough Draft

Have you ever read a gothic romantic book and wondered if happiness is even possible for the characters in these books? Many Gothic Romantic Literature books make it seem extremely hard for an adult to seem happy. They often have some form of human duality or evil sin nature. In Gothic Romantic Literature a state of healthy happiness is not possible for adults because of dual human nature, acceptance of death, and good vs evil. → great thesis

One reason healthy happiness is not possible is because of the duality of human nature. Often in these books, a character will have an alter ego or another side of them. This so called "alter ego" often is not a good side of them and usually takes over the character. One example of this is from Dr. Jekyll and Mr. Hyde. The innocent Dr. Jekyll creates an elixir in his lab that transforms him into the despicable, evil Mr. Hyde. This awful Hyde eventually takes over Jekyll and Jekyll dies, and he is left as Hyde. This duality makes it hard to achieve healthy happiness. → why?

Another reason happiness is hard to attain is acceptance of death. Many characters just accept the fact that they will die eventually, so they are always dismal. An illustration of this is in "Because I could not stop for Death" by Emily Dickinson. In her poem, she explains she could not stop for death, so death stopped for her. She showed how death took her around town and finally to eternity. She states, "...He kindly stopped for me- The Carriage held but just Ourselves- and Immortality..." Acceptance of death can also mean accepting the death of a loved one. For example, "We Are Seven," by William Wordsworth. His poem talks about a little girl who has lost two of her siblings but still tells a man there are seven of all her siblings, including the dead ones. Death is always a challenging thing to accept and often leads to extreme sadness.

The last reason it is hard to gain healthy happiness in gothic literature is the concept of good vs evil. It is hard for characters to decipher good vs evil in Gothic Romantic Literature. They do not know what is evil is evil, so they typically make the wrong choice. A sample of this is "The Devil" by Percy Shelley. The poem explains how the devil often comes in forms that appear good, like a gentleman, but really have bad intentions. It tells of how a young man, Peter, made a deal with the devil but the devil quickly turned on him and "Was bowled to Hell in the Devil's chaise." This is another one of the reasons it is hard for people in Gothic Romantic Literature to have a happy life.

~~No~~, it is nearly impossible for adults to have a healthy happy state in Gothic Romantic Literature because of Duality of human nature, the concept of death, and the theme of good vs evil. These points all show just how hard it is to be happy! Reading Gothic Romantic Literature is good to know what not to do to obtain happiness!

→ Healthy happiness, Acceptance of death, & good vs. evil...  
All of these as they relate to the duality of human nature, you need to explain & show this connection  
Make in your concluding paragraph. Also, don't use second person you as an opener. Name the you, for example, the phrase → "One might wonder."

10-18-23

Modern Literature Class

The Gothic Romantic Movement and How it Affected Literature

Has anyone ever wondered what adults struggled with during the Gothic Romantic Movement? During this period, many adults such as Dr. Jekyll (from The Strange Case of Dr. Jekyll and Mr. Hyde by Robert L. Stevenson [~~e-book~~]) struggled with having a positive stage in life. Also, a character named Peter from "The Devil" by Percy Shelley went from maturity and realizing what is right to falling for evil. In Romantic Literature, a happy adult state is not possible because of human duality, good versus evil, and the development from youth to maturity (which cause growth and decline).

⑧ secret elbow  
Should produce wisdom.

During the Gothic Romantic Movement, adults could not achieve a happy condition in life because of human duality. In chapter <sup>seven</sup> 7 of The Strange Case of Dr. Jekyll and Mr. Hyde, Dr. Jekyll hides himself from other people because he does not want to reveal who he really is which is Mr. Hyde (the evil side of Dr. Jekyll). On page <sup>twenty-nine</sup> 29 and <sup>thirty</sup> 30, Mr. Utterson says, "Well then the best thing we can do is stay down here to speak with you from where we are." Then Dr. Jekyll answers, "That is just what I was about to venture to propose." After saying this, Dr. Jekyll proceeds to walk away from the window and hide himself from Mr. Utterson and his friend. This shows the duality of human nature because Dr. Jekyll is struggling with not showing his other side which is an evil and selfish side (Mr. Hyde). He is a representation of what Dr. Jekyll's thoughts are; they are very violent (especially towards people) and selfish.

Consider changing this part of your thesis. I would suggest growth of temptation or just sin.

In the Romantic Period of literature, an adult state was hard to achieve because every human struggles with good versus evil. In "The Devil" Peter struggles between choosing good decisions and bad decisions. The devil persuaded Peter to turn from being good to being wicked and evil by telling him "he'd bring him to the world of fashion," (stanza 140). This means that the devil would "bring him to the riches of the world" if Peter believed in him, which did not happen. Instead, Peter fell for the devil's trap and became morally wrong. Dr. Jekyll also struggles with controlling his evil thoughts of murder and selfishness (seen in Mr. Hyde). He starts to isolate himself because he does not want people to see ~~who he truly is.~~ <sup>his true nature. or his sinful nature.</sup>

The Gothic Romantic Movement shows the struggle of achieving a joyful adult state because the development <sup>of temptation</sup> from youth to maturity shows a <sup>the struggles of human duality.</sup> combination of growth and decline.

*innocences vs sin* { Peter's growth from a little boy to an adult is a wonderful example of this. When he was a little kid, "he'd clombe the orchard walls to pillage the produce of his neighbour's tillage, with marvellous pride and joy" (stanza 120). This means that Peter used to steal as a boy with a lot of pride and joy, but as he grew older, he started to make decisions on his own. This is a good and bad thing. Its good because he learns how to make decisions on his own, but because of his past childhood, he probably will not make the best decisions as shown. This shows how growing up can show positive things as well as negative things.

There are three ways to acknowledge that a happy stage of an adult life cannot be achieved; they are facing human duality, good versus evil, and the development from youth maturity. These sources conclude that a happy adult life is not possible by explaining these different characters and their journey through adulthood. Even though these characters were not able to achieve happiness, Christians can as long as they follow God and have faith in him.

*If you change your thesis you can expand on this point... making a stronger argument for your thesis.*

grade 9

100

Well done!

September 28, 2023

American History

Motifs of Independence from the Enlightenment to the Revolution

good hook? ↗

For more than a century prior to American independence, authors had been writing books and treatises on governments, societies, and human rights. They described the rules of fair, upright governance, praising the rule of law and denouncing tyrants. These authors of the Enlightenment period, such as John Locke, influenced America's founders greatly, leading them to create the first lasting country that upheld these principles of fair governance and equal rights to all men. America was the concrete embodiment of so many Enlightenment ideals coupled with Christianity, creating a firm base for their government. One example of these early works on governance is John Locke's *Second Treatise on Government*, whose writing is reflected in documents such as the Virginia Declaration of Rights and the Declaration of Independence.

John Locke had a lot to say about government in his second treatise on the subject. In the seventh chapter, he begins by stating that all men are "by nature, all free, equal, and independent" and that no one can be "subjected to the political power of another, without his own consent", or, in other words, political power ought to be derived from the consent of the governed. Locke says that the government's purpose is to preserve one's property, and if, therefore, it fails in this, it is virtually pointless. He says man can, in a free society, do whatever needs to be done to preserve himself, within the bounds of common, universally applied law. When these universal rights of man are violated by the government abusing their authority, it is tyranny. Above all tyrants, or rulers of any kind, must be the rule of law, as decided by the people.

upholding freedom. Ideas like "political correctness" and cancel culture hinder the freedom of honest citizens, showing that many are so focused on what must be excluded that they forget that there is liberty for everyone, not just their own group. Average citizens must recognize that it takes active humility and sacrifice to allow personal freedom for all in a world of sin.

↳ great point!



Assignment: Choose one of the course themes and write an essay tracing how this theme has progressed through the course so far. Your essay should make claims about how the theme developed and back up your claims with specific content and events.

Your grade will be determined by the following:

40% argument

40% evidence

20% grammar/organization

### Modern European History Major Themes

1. A progression of “revolutions” that overturned Middle Age epistemology and ushered in the Modern Age of Reason and Science.
2. The struggle between humanity’s desire for security versus its hunger for liberty.
3. The decline of the Sacred City and the rise of the Secular City.
4. The triumph of the greatness of Man contrasted with the tragedy of the depravity of Man.
5. The growth of the nation state accompanied by a shrinking world that results in the Global village of the 21<sup>st</sup> century.

Modern European History  
October 22, 2023

Good job in  
defining your  
terms

Throughout history, the western world has shifted from a "Sacred City" to a more "Secular City." The term "Sacred City" refers to how the western world was centered around and based on religion, specifically Christianity, while "Secular City" refers to the more modern western world which is no longer like that. The shift from the "Sacred City" to the "Secular City" happened as a result of new ideas and concepts that have risen through the movements in history. Two specific movements that drove this shift were the Protestant Reformation and the Scientific Revolution.

clear  
thesis

While the purpose of the Protestant Reformation was not to convert people from Christianity, it did play a role in the historical shift towards the "Secular City". For a long time, the western world was nearly entirely Christian. While not every person was necessarily a true Christian, nearly every person was a member of the Roman Catholic Church and considered themselves Christian. Because of this, the pope had significant power and no one really questioned anything he said. Due to this power and the fact that at that time most people did not have access to a Bible or the ability to read it, the pope was able to say and do almost anything he wanted. As a monk, though, Martin Luther, one of the main leaders of the Protestant Reformation, did have access to a Bible and the ability to read it, and as he did, he realized many issues with what the pope and the Roman Catholic Church were teaching. Luther's main teachings and ideas during the Protestant Reformation were that every person ought to read the Bible for themselves, have a personal relationship with God, and pray directly to Him. He also taught freedom of conscience and that people should be allowed to think for themselves.

lower  
case

This idea of people thinking for themselves spread to other areas of life, for example,

5 Science. The Protestant Reformation helped push the Scientific Revolution forward through this idea. People began thinking for themselves concerning scientific things, and they began to question old scientific ideas that had been trusted with little to no proof for years and years.

Both of these movements had a great many positive effects, however they both did, in a sense, push the western world to be more secular. When Martin Luther began questioning the pope and the Roman Catholic Church and teaching that people ought to think for themselves, some people began to think that, since the pope and the Roman Catholic Church had been so corrupt and they had a right to their own beliefs, they didn't need a religion at all. The Scientific Revolution reinforced this notion by providing science as an alternative object of belief, which, with ideas like evolution, it was claimed could be used to explain the world without God.

↳ Do you have examples?

These two movements, though they had many positive impacts, also played a vital role in shifting the western world from the "Sacred City" to the "Secular City." Another interesting way of looking at these two movements in relation to each other is that the Protestant Reformation caused people to doubt religion because of the corruption that had been exposed, and the Scientific Revolution gave people something new to believe, pushing the shift from sacred to secular. This shift has continued throughout modern history as these movements have spread and people have increasingly sought to think independently.

I would be interested to hear more about this connection.

Since you included the Scientific Revolution in your thesis, I was looking for you to provide evidence to support it.

Argument	40/40
Evidence	35/40
Grammar/ Organization	20/20
	<hr/>
	95 A

**Excerpts from Christopher Columbus' Log, 1492 A.D.****IN THE NAME OF OUR LORD JESUS CHRIST**

Whereas, Most Christian, High, Excellent, and Powerful Princes, King and Queen of Spain and of the Islands of the Sea, our Sovereigns, this present year 1492, after your Highnesses had terminated the war with the Moors reigning in Europe, the same having been brought to an end in the great city of Granada, where on the second day of January, this present year, I saw the royal banners of your Highnesses planted by force of arms upon the towers of the Alhambra, which is the fortress of that city, and saw the Moorish king come out at the gate of the city and kiss the hands of your Highnesses, and of the Prince my Sovereign; and in the present month, in consequence of the information which I had given your Highnesses respecting the countries of India and of a Prince, called Great Can, which in our language signifies King of Kings, how, at many times he, and his predecessors had sent to Rome soliciting instructors who might teach him our holy faith, and the holy Father had never granted his request, whereby great numbers of people were lost, believing in idolatry and doctrines of perdition. Your Highnesses, as Catholic Christians, and princes who love and promote the holy Christian faith, and are enemies of the doctrine of Mahomet, and of all idolatry and heresy, determined to send me, Christopher Columbus, to the above-mentioned countries of India, to see the said princes, people, and territories, and to learn their disposition and the proper method of converting them to our holy faith; and furthermore directed that I should not proceed by land to the East, as is customary, but by a Westerly route, in which direction we have hitherto no certain evidence that any one has gone. So after having expelled the Jews from your dominions, your Highnesses, in the same month of January, ordered me to proceed with a sufficient armament to the said regions of India, and for that purpose granted me great favors, and ennobled me that thenceforth I might call myself Don, and be High Admiral of the Sea, and perpetual Viceroy and Governor in all the islands and continents which I might discover and acquire, or which may hereafter be discovered and acquired in the ocean; and that this dignity should be inherited by my eldest son, and thus descend from degree to degree forever.

### **Primary Source: Hernan Cortés, from Second Letter to Charles V (1520)**

*Hernan Cortés wrote five letters to the Holy Roman Emperor Charles V, the second of which was written October 30, 1520. The letters tell of the conflict between the Spaniards and the Aztecs, his alliance with the Tlaxcala to defeat the Mexicas, and the destruction of Tenochtitlán. But the excerpt below shows they also marvel at the different products and foods in the New World.*

This city has many public squares, in which are situated the markets and other places for buying and selling. There is one square twice as large as that of the city of Salamanca, surrounded by porticoes, where are daily assembled more than sixty thousand souls, engaged in buying and selling; and where are found all kinds of merchandise that the world affords, embracing the necessaries of life, as for instance articles of food, as well as jewels of gold and silver, lead, brass, copper, tin, precious stones, bones, shells, snails, and feathers. There are also exposed for sale wrought and unwrought stone, bricks burnt and unburnt, timber hewn and unhewn, of different sorts. There is a street for game, where every variety of birds in the country are sold, as fowls, partridges, quails, wild ducks, fly-catchers, widgeons, turtledoves, pigeons, reed-birds, parrots, sparrows, eagles, hawks, owls, and kestrels; they sell likewise the skins of some birds of prey, with their feathers, head, beak, and claws. There are also sold rabbits, hares, deer, and little dogs [*i.e.*, the chihuahua], which are raised for eating. There is also an herb street, where may be obtained all sorts of roots and medicinal herbs that the country affords. . . . There are all kinds of green vegetables, especially onions, leeks, garlic, watercresses, nasturtium, borage, sorrel, artichokes, and golden thistle; fruits also of numerous descriptions, amongst which are cherries and plums, similar to those in Spain; honey and wax from bees, and from the stalks of maize, which are as sweet as the sugar-cane; honey is also extracted from the plant called maguey, which is superior to sweet or new wine; from the same plant they extract sugar and wine, which they also sell. Different kinds of cotton thread of all colors in skeins are exposed for sale in one quarter of the market, which has the appearance of the silk-market at Granada, although the former is supplied more abundantly. . . . maize or Indian corn, in the grain and in the form of bread, preferred in the grain for its flavor to that of the other islands and terra-firma; patés of birds and fish; great quantities of fish—fresh, salt, cooked and uncooked; the eggs of hens, geese, and of all the other birds I have mentioned, in great abundance, and cakes made of eggs; finally, everything that can be found throughout the whole country is sold in the markets.

From Cortés, First Letter

Everyday, before they undertake any work, they burn incense in the said mosques [temples] and sometimes they sacrifice their own persons, some hacking the body with knives; and they offer up to their idols all the blood which flows, sprinkling it on all sides of those mosques, at other times throwing it up towards the heavens, and practicing many other kinds of ceremonies, so that they undertake nothing without first offering sacrifice there.

They have another custom, horrible, and abominable, and deserving punishment, and which we have never before seen in any other place, and it is this, that, as often as they have anything to ask of their idols, in order that their petition may be more acceptable, they take many boys or girls, and even grown men and women, and in the presence of those idols they open their breasts, while they are alive, and take out the hearts and entrails, and burn the said entrails and hearts before the idols, offering that smoke in sacrifice to them. Some of us who have seen this say that it is the most terrible and frightful thing to behold that has ever been seen. So frequently, and so often do these Indians do this, according to our information, and partly by what we have seen in the short time we are in this country, that no year passes in which they do not kill and sacrifice fifty souls in each mosque; and this is practiced, and held as customary, from the Isle of Cozumel to the country in which we are now settled. Your Majesties may rest assured that, according to the size of the land, which to us seems very considerable, and the many mosques which they have, there is no year, as far as we have until now discovered and seen, when they do not kill and sacrifice in this manner some three or four thousand souls. Now let Your Royal Highnesses consider if they ought not to prevent so great an evil and crime, and certainly God, Our Lord, will be well pleased, if, through the command of Your Royal Highnesses, these peoples should be initiated and instructed in our Very Holy Catholic Faith . . . .

Answer the following questions fully on a separate piece of paper.

Questions 1-4 are from the Columbus Log.

1. What event just happened in Spain before Columbus was sent out?
2. What reason is given for Columbus' voyage to India?
3. What other action did the monarchs of Spain accomplish?
4. What will Columbus' son gain from his journey?

Question 5 is from the Cortes' Second Letter to Charles.

5. Write a paragraph describing the Aztec capital of Tenochtitlan witnessed by Cortes

Question 6 is from the Cortes' First Letter.

6. Write a paragraph describing the Aztec religious practices witnessed by Cortes.

## Columbus + Cortes

10/12/23

1. As Columbus was about to leave, the king and queen of Spain defeated the Moors at the city of Granada. Columbus brings this up because he saw the Spanish flag planted on the towers of the Alhambra.
2. Columbus' reason for voyage to India was to bring the holy catholic christian faith to india.
3. The king of Spain expelled the Jews from Spain.
4. Columbus says that his son will gain all his dignity and power Columbus gains from his voyage.
5. The Aztec capital of Tenochtitlan was the center of trade and commerce for the Aztec tribe. It is filled with many public squares which have markets. These markets have all kinds of merchandise that the world offers. Not only is there precious stones such as gold but also building stones and timber. There are many kinds of animals, but there are a great amount of birds from pigeons to hawks. They also trade medicinal that can be found in roots and herbs. The cotton market is also very large and colorful. In short, Tenochtitlan has all the country produces in one place.

Solid  
Summary

turn page

6. The religious practices of the Aztecs are very horrid and disgusting. The first thing the Aztecs do each morning is burn incense to their idols, but sometimes they sacrifice human people. Another horrid and disgusting custom is that the Aztecs would take the heart out of a living person and burn it for their idols. This happens so much that many people are killed each year.



## Beowulf Essay

### Progymnasmata Exercise: *ekphrasis* (description)

The purpose of *ekphrasis* is "to bring the subject distinctly into view, creating intense and graphic depictions."<sup>1</sup>

The exercise in description is training students to write so that the audience "sees" the thing described. Writing and speech that is vivid in description is more beautiful and also more persuasive. The organization of the exercise should progress through one of the following modes: spatial, chronological, contextual, or structural (see examples, below)

The headings are numerous. <sup>one!</sup>

1. Persons (*spatially*: from head to foot; or vice versa).
2. Things (*spatially*: bottom to top, top to bottom, side to side)
3. Actions (*contextually*: what surrounds them and what is contained in them). <sup>"sum + tired"</sup>
4. Times (*chronologically*: what precedes them, what is in them, what tends to result from them).
5. Places (*spatially*: bottom to top, etc; *chronologically*: what precedes, is, and will follow; *structurally*: what surrounds them, ordered them, and is contained in them).
6. Irrational creatures and plants (*structurally*: what surrounds them and what is contained in them).

Descriptions could be *simple*- one event or topic; or *compound*- describing more than one event at the same time. The style adopted should be clear and visible, to bring about seeing from hearing.

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<sup>1</sup> Edward P. J. Corbett and Robert J. Connors, *Classical Rhetoric for the Modern Student*, Fourth Edition (New York, NY: Oxford University Press, 1999), 487.

## Description

Description is an exercise in writing to produce a vivid impression, a "seeing" of the subject in your audience.

- I. What is to be described? Person, Thing or Event, Time, Place, Creature, or combination (e.g. describe the city of Troy after the Greeks end the war). *A set of Japanese samurai armor called o-yoroi*
- II. In what order will it be described? Identify the parts and elements to be described, and add some descriptive terms.
  - A. *helmet*
  - B. *facial masking*
  - C. *Torso platings*
  - D. *protective skirt*
  - E. *legging and footings*
- III. What is the subject like?

color: *multi-coloured*

size: *man-sized*

taste: *gross*

shape: *humanoid*

smell: *irony*

feel: *rough*

sound:
- IV. In a typed document, write a four or five paragraph description of your chosen subject using word pictures to create a vivid image in your reader's mind.

Progymnasmata Exercise Rubric

FORM: 25 / 30

Length, Format, Grammar, Spelling

CONTENT: 62 / 70

The Object:



Progression:

why go from head to foot and not feet to head?

Elements/ Parts Described:



Description:

color:



cherry blossom

size:

~~taste:~~

shape:

~~smell:~~

feel:

~~sound:~~

- avoid "that"

- watch passive voice "that it is worn by"

- avoiding "that" will help avoid odd uses of the passive voice

- instead of unique, say something as to why it is unique

- try imagining how you might have used taste, smell, sound

TOTAL: 87 / 100

9/16/23

- check font

## The Great Armor (O-Yoroi)

The O-Yoroi is a cultured and highly decorated suit of armor worn only by top-ranking Japanese samurai during the 12th century. On first sight of the helmet, one will notice ~~that~~ protruding from the front of the helmet's forehead ~~stands~~ a flat and golden U-shaped crest, resembling deer antlers. The helmet's forehead crest bears a unique shape representing the clan ~~that~~ it is worn by. Behind ~~this~~ is the main helmet frame, made of matte, dark brown iron plates ~~that~~ cover the top of the subject's skull. From the edges of this, curling rims dip down to cover the neck and ears. These rims are embellished with red and gold paint, exhibiting the soldier's high ranking and contributing a remarkable ambiance to the suit.

The facial armor is a construction of iron and leather, masking the subject's entire face except for the mouth and eyes. The mask <sup>good ✓</sup> wields the sharp details of a fierce man, painted in a radiant shade of red. The <sup>✓</sup>rippling detail in the facial muscles offers the mask a demonic appearance. The nose piece is separate and can be detached from the face. Below the nose is a fierce mustache made of white horse hair~~s~~. Closing over the mouthpiece is an aggressive set of sharpened teeth that protect the soldier's teeth and threaten the enemy.

On the side of each shoulder draped a large, rectangular shoulder guard constructed of leather and iron laced together. These large plates are long and broad for protecting the soldier from enemy arrows. The breastplate is a smooth and curved surface made of thick iron. This piece is painted intricately in the traditional pink and white pattern, resembling a cherry blossom.

A white and gold protective skirt suspends from the waist to the knees. Beneath the skirt are iron kneepads and pants made of dark leather fastened by brilliant red laces. The shoes are made of high-quality leather that is coated with a layer of protective wax for added durability. This unique leather is called "crazy horse" skin, after the legendary Lakota chief who was famous for his fortitude and endurance in battle.

When all pieces of the O-Yoroi armor are worn together, it weighs about 70 pounds. The armor was mainly worn by archers riding horseback, due to its bulky shoulder guards that restricted combat mobility. Due to the many hanging pieces on the suit, such as shoulder guards and waist guards, components are laced together with red cords to avoid wardrobe malfunctions. The armor creates a clamor as it moves, making it unfit for stealth. Despite any discomfort or loss of mobility, wearing the O-yoroi's shielding in battle was a great honor for the samurai.

this could have been used throughout the program to make a better picture

## Beowulf Essay

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## Description

Description is an exercise in writing to produce a vivid impression, a "seeing" of the subject in your audience.

- I. What is to be described? Person, Thing or Event, Time, Place, Creature, or combination (e.g. describe the city of Troy after the Greeks end the war).

action: surfing

- II. In what order will it be described? Identify the parts and elements to be described, and add some descriptive terms.

A. preparation → sunscreen, waxing board, rumbling waves, board  
↳ thick, sticky, white, smells      ↳ bumps, smooth surface of board

B. paddling out → stepping in, waves breaking  
↳ chilly water      ↳ foamy

C. waiting → sitting on board, mulling w/ waves

D. catching + riding → describe waves → glassy

E. paddling back out → adrenaline

- III. What is the subject like?

color: blue, glassy waves, white sand

size: 4 ft

taste: salty

shape: long, rounded board

smell: dry, salty

feel: breezy

sound: pelicans + waves crashing

- IV. In a typed document, write a four or five paragraph description of your chosen subject using word pictures to create a vivid image in your reader's mind.

Progymnasmata Exercise Rubric

FORM: 29 / 30

Length, Format, Grammar, Spelling

CONTENT: 66 / 70

The Object: ✓

Progression: ✓

Elements/ Parts Described: ✓

Description:

color: could have added mod

size: ✓

taste: ✓

shape: good

smell: ✓

feel: ✓

sound: could have more

TOTAL: 95 / 100

Good work. Another edit and this could be very good.

- Several times you use cumulative adjectives (adj, adj noun). Beware coordinate adjectives that do not ~~not~~ need separation. E.g. "grey January sky" does not need a comma. Consider why. Also this is your most common use for descriptive. How might you vary this? See circles.

- see squares for repeated adjectives  

cold	felt
------	------



September 18, 2023

Medieval Literature - Progyrnasmata Exercise

The young man eagerly rushed onto the quiet beach, pulling the weight of his equipment behind him. His feet melted into the cold, damp, heavy sand, leaving behind perfect indentations. He had waited for months for the perfect waves on a cold winter day when the beach was empty. He threw his belongings onto the ground and reached into the bottom of his bag. He pulled out a bar of surf wax. It had half<sup>dusk</sup>-melted the summer before, and now bore an unusual, lumpy shape. As he scraped off the <sup>shavings?</sup> shavings of old, sandy wax from his board, he could smell the salt of the ocean and the dry, cold water. Once his yellow board was smooth and all wax had been removed, he picked up the strange lump he had pulled out earlier. He covered the board with a new coat of wax in small circular motions, until little bumps began to form. Usually, his next step was to apply a thick, sticky coat of coconut scented sunscreen. He, however, skipped this step because the sun was hidden behind the gray, January sky.

As he picked up his freshly waxed, fiberglass surfboard, he admired its perfect shape and beautiful design. It was seven feet long, with a pointed tip and rounded bottom, perfect for carving through the smaller waves of his hometown. He made it to the shore and dipped his toe into the gentle tide coming towards him. As he felt the cold, bitter water, he felt a small shock race through his body, sending sharp chills up his spine. However, he continued to go deeper and deeper, feeling the piercing cold surrounding his body. When the waves reached his shoulders, he used his shivering arms to pull him onto his board and began to paddle. He could feel the cold breeze on his back as he dipped his cupped hands into the water and paddled past the broken waves. The waves were about four feet high, but each one crashed in a perfect, consistent line

down its glassy face. Besides the uncomfortable temperature, which his body had begun to get used to, the conditions were perfect.

Once he paddled through the rough, broken waves, he pulled himself into a sitting position and patiently waited for a swell of waves. As he waited, he brushed his hand through the

crisp, cold water and felt the tide rocking his board up and down. He felt as if he was floating.

The sun peaked out of the gray clouds, and he could almost feel a ray of sunshine hug his cold back. Eventually, he saw three waves approaching. They gradually swelled higher and higher as they got closer. He then laid down, facing the white, blank beach, and began to paddle with the approaching wave. He felt the wave take control of his board and the power of the ocean beneath him. He then stood up and rode down the left face of the wave. He could see the sand below through the glassy, aqua, unbroken face of the wave. He could hear the loud crash of the whitewater behind him as it pushed him along.

Once the wave died out, he plunged into the icy water. As he returned to his board, he could taste the salt in his mouth. His eyes began to sting. It was slightly uncomfortable, but it reminded him of the wonderful memories he had in the ocean, which made it bearable. He then paddled back out into the blue ocean in search of another wave as he felt the adrenaline rush through his body from the wave before. As he pushed against the power of the waves crashing against him, he thought about how sore he would be the next morning. Once he reached the unbroken waves, he sat back on his board awaiting the perfect wave. He felt content as he sat in the glory of God's creation. He considered the power of even the smallest waves and the power of their Creator.

October 12, 2023

## Rhetoric 2 - Transcendentals

Creation reflects God's character through the three transcendentals: truth, goodness, and beauty. The transcendentals are universals that every piece of creation possesses to some extent. DiDonato says, "a transcendental is God's presence in the creation."<sup>1</sup> They exist by themselves and apart from us. Transcendental truth is the fullness of truth. Everything that exists reflects this fullness of truth. The same applies to beauty and goodness. These transcendentals are beyond the senses. They are detected by the mind. Beauty, for example, is not simply that which is pleasing to the eye. This presents beauty as a subjective quality, rather than an objective reality, and leads to the common idea that beauty is in the eye of the beholder. However, the transcendentals are not subjective. The truth, goodness, and beauty of an object are not decided by its observer because they are universal.

Today, beauty is typically thought of as that which one finds attractive. This idea is not necessarily wrong, but beauty is not merely attractiveness. It contains so much more. If beauty is merely attraction, it differs from observer to observer, making it subjective. However, as stated above, beauty cannot be subjective. So what is true, objective beauty? In order to define beauty, truth and goodness must come first.

Truth is that which conforms to reality. It is non-concealment, or, showing what something really is. Something that is true is in accordance with God's design for creation and reflects who God is. The postmodern view of truth says everyone has their own truth. However, this cannot be the case. By definition, truth cannot be subjective. Truth is that which conforms to reality, and there is only one ultimate reality. Therefore, there is only one truth. In addition, truth's transcendence makes it objective. From truth flows goodness.

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<sup>1</sup> DiDonato, "Recovering the Lost Transcendentals: Beyond Truth, Goodness, and Beauty," 13.

Goodness is that which serves its true purpose or design. Goodness often is used in two different ways: a moral sense and a purposeful sense. However, when speaking of the transcendentals, we are referring to its purposeful sense. If something fulfills its purpose and meaning of existence, it is significant or excellent. It reflects God because God is good, and because God's good plan for Creation is fulfilled. From truth and goodness flows beauty.

Truth and goodness must be defined before beauty because beauty is true and good. The transcendentals are interconnected and flow from one another, much like the Trinity. Transcendental beauty is most easily defined as that which is true and good. Something that serves its purpose and conforms to the reality of God's design is objectively beautiful.

Beauty is God's fingerprint left on creation. We can see His character, or, His truth and His goodness, through the beauty of creation. It is evident that not only function is important to God, but beauty as well. We see the magnificent beauty of God in the beaming stars that cover the sky at night, in the millions of tiny leaves that fill the trees, and in the intricacy and wonder of the human body. Beauty does not merely please the eye. It pleases the soul by radiating truth and goodness.