

SAMPLE

HIGH SCHOOL AT THE ACADEMY

European History

This is a SAMPLE of a curriculum created for a liberal arts hybrid high school.
Your feedback will play an important role in whether we release the full curriculum for sale.
You can email your thoughts to amy@homeschoollifemag.com.

Please note: In the finished curriculum, audio lectures will be linked. They are not included in this sample, but you can get a good idea of what they cover by looking over the NOTES pages that complement them.

WEEK 2 Your Weekly Prep Talk

Last week was a lot of introduction; this week, we get to dive right into the good stuff! You're always free to mix up the schedule in the way that works best for you, but I encourage you to start this week with Philosophy—the close reading practice will serve you well this week and through the rest of the semester. Some of the reading can be challenging, so knowing how to approach it and having strategies in place to use when you run into something difficult can help you feel confident as you work. Similarly, you can always listen to my lectures before or after your reading, but this week, you might want to listen to them first—having that little bit of background and support can make these Enlightenment writers feel a lot more approachable.

THIS WEEK'S SCHEDULE

PHILOSOPHY

- Close Reading Strategies

LITERATURE

- John Dryden: “Mac Flecknoe,” “Shakespeare and Ben Jonson Compared,” “In Praise of Chaucer”

HISTORY

- The Evolution of Democracy in England
- The Glorious Revolution

BIOLOGY

- The Biosphere: Introduction to Ecology

LATIN

- *Ecce Romani*: Chapter 1
- Grammar: Parts of Speech

COMPOSITION

- Thesis Statements























RECOMMENDED OUTPUT FOR THIS WEEK

- ☐ Literature: Free Response Essay
- ☐ Science: Abiotic Factors Lab
- ☐ Latin: Chapter 1 Exercises
- ☐ Composition: Assertion Journal

WEEK 2

SCHEDULING SUGGESTION

Of course you can structure your week in whatever way works best for you. This set-up of four very focused academic days is just a suggestion.

DAY 1	DAY 2	DAY 3	DAY 4
<div><p>PHILOSOPHY:</p><p> Lecture: ANNOTATING FOR BEGINNERS</p><p> Practice annotation</p></div> <div><p>BIOLOGY</p><p> Read CHAPTER 3</p><p> Lecture: THE BIOSPHERE</p><p> Work on Ch. 3 notes</p></div> <div><p>LATIN</p><p> Review Ch. 1 translation</p><p> Review Ch. 1 vocabulary cards</p></div>	<div><p>LITERATURE</p><p> Lecture: DRYDEN</p><p> Read Mac Flecknoe</p></div> <div><p>HISTORY</p><p> Lecture: DEMOCRACY IN ENGLAND</p></div> <div><p>LATIN</p><p> Lecture: PARTS OF SPEECH</p><p> Parts of Speech notes</p></div> <div><p>COMPOSITION</p><p> Lecture: THESIS STATEMENTS</p><p> Thesis notes</p></div>	<div><p>BIOLOGY</p><p> Work on Ch. 3 notes</p><p> Set up lab</p></div> <div><p>COMPOSITION</p><p> Assertion Journal</p></div> <div><p>LITERATURE</p><p> Read Dryden essays</p></div> <div><p>HISTORY</p><p> Democracy in England notes</p></div>	<div><p>LITERATURE</p><p> Comprehension and Discussion Questions</p><p> Free Response Essay</p></div> <div><p>LATIN</p><p> Review Ch. 1 vocabulary cards</p></div>

WEEK 2

Philosophy: How to Read Like a Philosopher

Close reading is a skill you're going to be practicing all year, so you don't need to worry if you don't feel you're brilliant at it right away. We'll get lots of practice, and you'll find lots of support as you work your way through this book.

As the year goes on, you may find a close reading system that works better for you than the one outlined here. Great! By all means, if you figure out something that works well for you, embrace it—that's really the goal. This system is designed to get you started—if it's a good fit, and you want to keep using it, that's great, too. For now, though, it's just a smart way to dive into the project of close reading.

ANNOTATION SYMBOLS

It's kind of annoying when people tell you to annotate as you read but don't show you what they mean. This week, we'll be breaking down the annotation process together, putting our skills to work on a classic children's story. Using symbols or colors makes it easy to see what you were thinking as you read; in this book, we'll use both, but feel free to adapt to what works best for you.

💬 VOCABULARY, DISCIPLINE-SPECIFIC TERMINOLOGY

⚠️ BIG IDEAS, THEMES

❓ QUESTIONS, CONFUSIONS, UNCERTAINTIES

📊 PATTERNS, MOTIFS

👁️ DETAILS, SYMBOLS, SPECIFICS

💎 ETHICS, QUESTIONS OF RIGHT AND WRONG, CONFLICT

BEFORE MOVING ON TO THE NEXT LESSON, YOU SHOULD

- ☐ Listen to Amy's lecture on critical reading
- ☐ Be comfortable using the annotated reading symbols on page 3.

ANNOTATED READING: NOTES

 After listening to Amy's lecture WEEK 2: ANNOTATING FOR BEGINNERS, you should be able to complete this page.

What are the six major components of active reading? (Be sure to note what symbol and toolkit letter each corresponds with.)

1.
.....

TOOLKIT:

SYMBOL:

2.
.....

TOOLKIT:

SYMBOL:

3.
.....

TOOLKIT:

SYMBOL:

4.
.....

TOOLKIT:

SYMBOL:

5.
.....

TOOLKIT:

SYMBOL:

WEEK 2

ANNOTATED READING: NOTES

 After listening to Amy's lecture WEEK 2: ANNOTATING FOR BEGINNERS, you should be able to complete this page.







Put your active reading skills to work analyzing the following newspaper headlines.

The Eviction Machine Churning Through New York City


Santa Fe High School had armed cops and active shooter drills. Yet 10 people died.

School apologizes for 'insensitive' prom tickets urging kids to 'party like it's 1776'

Forty-five killed in "Tornado Alley"

HEADLINE	CONNOTATIONS/ ALLUSIONS   A T	TONE/GENRE/PURPOSE   W R E C	PREDICTIONS   I
The Eviction Machine Churning Through New York City			
Santa Fe High School had armed cops and active shooter drills. Yet 10 people died.			
School apologizes for 'insensitive' prom tickets urging kids to 'party like it's 1776'			
Forty-five killed in "Tornado Alley"			

ANNOTATED READING: PRACTICE

 You may want to listen to Amy's lecture **WEEK 2: READING LIKE A PHILOSOPHER** while you're annotating this passage so that you can understand the reasoning behind the annotations.

Little Red Riding Hood

Charles Perrault (1697)

Once upon a time there lived in a certain village a little country girl, the prettiest creature who was ever seen. Her mother was excessively fond of her; and her grandmother doted on her still more. This good woman had a little red riding hood made for her. It suited the girl so extremely well that everybody called her Little Red Riding Hood.

One day her mother, having made some cakes, said to her, "Go, my dear, and see how your grandmother is doing, for I hear she has been very ill. Take her a cake, and this little pot of butter."


Little Red Riding Hood set out immediately to go to her grandmother, who lived in another village.


As she was going through the wood, she met with a wolf, who had a very great mind to eat her up, but he dared not, because of some woodcutters working nearby in the forest. He asked her where she was going. The poor child, who did not know that it was dangerous to stay and talk to a wolf, said to him, "I am going to see my grandmother and carry her a cake and a little pot of butter from my mother."

"Does she live far off?" said the wolf.


"Oh I say," answered Little Red Riding Hood. "It is beyond that mill you see there, at the first house in the village."

"Well," said the wolf, "and I'll go and see her too. I'll go this way and go you that, and we shall see who will be there first."


 I bet you recognized this pattern right away: "Once upon a time" tells us that we're in a fairy tale. What are some of the expectations about this story that we have about this story as soon as we realize this?


 What might it suggest that our heroine is a "country" girl instead of a "city girl?"

 doted: extremely and uncritically fond of

 She's the main character, so why don't we get to know her name?

 We can already tell that she's very obedient. Foreshadowing?

 What does this suggest about the theme of the story?

 These directions seem really specific especially in a story with relatively few specifics. What purpose do you think these details might serve?



- Reading: “Mac Flecknoe” by John Dryden
- Reading: Selection from “Essay of Dramatic Poesy” by John Dryden
- Reading: Selection from “Preface to Fables Ancient and Modern” by John Dryden

🔊 Lecture: WEEK 2: DRYDEN

✍ Writing: Free Response Essay on “Mac Flecknoe”

WEEK 2

Literature: John Dryden

THE BIG IDEAS

England’s first poet laureate, John Dryden was one of the central writers of the early Enlightenment. He wasn’t interested in the kind of personal or entertainment-focused writing that writers like Shakespeare and Ben Jonson popularized in the previous century. Instead, Dryden saw himself as a citizen of the world who had a responsibility to comment on matters of public concern.


- ✿ How did Dryden and his work fit into the big picture of the Enlightenment’s ideas?
- ✿ What are the major themes and ideas in Dryden’s work?

BEFORE MOVING ON TO THE NEXT LESSON, YOU SHOULD

- ☐ Listen to Amy’s lectures on John Dryden and Enlightenment poetry
- ☐ Complete an annotated reading of the Dryden works in this section
- ☐ Write a short essay on a theme in “Mac Flecknoe” (Assignment specifications on page xx)

WEEK 2

ANNOTATED READING: MAC FLECKNOE

 You may find it helpful to listen to Amy's lecture WEEK 2: DRYDEN before diving into this reading.

Introductory note: Thomas Shadwell was also a 17th century poet—which is kind of sad for him because today we remember him more for this snarky poetic takedown by Dryden than for any of his own work. (Ouch.) When Dryden penned this punishing satire, it represented a brand new kind of epic, one that—as a former professor of mine liked to joke—was more Homer Simpson than Homer the Greek. Keep that in mind as you're reading: The language and structure may throw you for a minute, but remind yourself that this mock-epic is really just one big Shadwell burn.

Mac Flecknoe

John Dryden (1682)

A Satire upon the True-blue Protestant Poet T.S.

All human things are subject to decay,
And, when Fate summons, monarchs must obey:
This Flecknoe¹ found, who, like Augustus², young
Was call'd to empire, and had govern'd long:
In prose and verse, was own'd, without dispute
Through all the realms of Non-sense, absolute.
This aged prince now flourishing in peace,
And blest with issue of a large increase³,
Worn out with business, did at length debate
To settle the succession of the State:
And pond'ring which of all his sons was fit
To reign, and wage immortal war with wit;
Cry'd, 'tis resolv'd; for nature pleads that he
Should only rule, who most resembles me:
Shadwell⁴ alone my perfect image bears,
Mature in dullness from his tender years.
Shadwell alone, of all my sons, is he
Who stands confirm'd in full stupidity.
The rest to some faint meaning make pretence,
But Shadwell never deviates into sense.


¹ Richard Flecknoe was a minor poet (and Catholic priest). No one knows why Dryden decided to pick on him.


² Augustus was Rome's first emperor; his reign ushered in a golden age in Roman history, though it also represented the collapse of the Roman Republic.


³ Blessed with many children


⁴ Dryden originally wrote Sh—, a standard privacy protecting method of the time, but also a phrase that evokes a certain scatological production

Tip: If you're having trouble following this poem, try summarizing in plain English every five to six lines.

 What's the rhyme scheme? As you read, think about how its rhythm contributes to the structure and meaning of the poem.


 Notice that Dryden tells us right up front what kind of poem this is.


 Notice how the grandiose details in these first sentences suggest a traditional epic.


 After those dramatic first lines, Dryden shifts gears and reveals the poem's true tone: pure satire

 owned: admitted or acknowledged

 Not a very impressive kingdom, right?

 The challenge of choosing a worthy ruler to become king after you is a convention of fairy tales and epics


 "Wit" has a broader meaning in the Enlightenment world. Samuel Johnson defined it as "The powers of the mind; the mental faculties; the intellects."

 What criteria is Mac Flecknoe looking for in his successor?

 Initially, what does Dryden's big problem with Shadwell seem to be?

WEEK 2

ANNOTATED READING: MAC FLECKNOE

 You may find it helpful to listen to Amy's lecture **WEEK 2: DRYDEN** before working through these questions.

QUICK ANALYSIS

For the first few things we read, we'll work through this together, so be sure to listen to Amy's lecture to understand how this breaks down for "Mac Flecknoe" if something isn't clear.

FORM AND METER

When we talk about meter, we're talking about the rhythm of syllables in a line or stanza of poetry. Form is the poem's physical structure, which includes what it looks like on the page as well as how it sounds. We can get—and will—get a lot more specific, but that's what you need to know to get started.

"Mac Flecknoe" is a **mock epic** written in **heroic couplets**. Dryden employs the meter, rhyme, and elevated language of epic poetry to make an ironic point.

SPEAKER

Who is telling the story?

The narrator appears to be **third-person omniscient**—just what you'd expect from a traditional epic—but as the poem goes on, he inserts his own opinions and ideas into the narrative. Usually, we want to avoid conflating the author and the speaker, who aren't interchangeable, but it would be fair to say that Dryden is both the speaker and the author of this particular snark-fest.

SETTING

Where does the story take place?

The poem takes place in the "realm of Non-sense," which is a stand-in for 17th century London. (It's not a subtle stand-in either: Dryden mentions real-life London streets in Augusta, the capital city of Non-sense.)

COMPREHENSION QUESTIONS

Answering these questions helps you ensure that you know what's happening in the poem.

- What's actually happening in this poem? Try to summarize the story in a couple of succinct sentences.
- What is the subject of Flecknoe's speech at the beginning of the poem?
- Why does he spend so much time and energy describing his "son?"
- Shadwell isn't biologically Flecknoe's son, so explain in what sense Flecknoe considers Shadwell to be his son.
- Notice how, particularly in lines 15-26, Dryden sets us up to expect praise only to reverse our expectations by delivering ridicule instead. Identify at least one of these reversals.
- What do these sections tell us about the character and ability of Shadwell? Of Flecknoe?
- What is Shadwell's coronation like? Where does Flecknoe build Shadwell's throne? What is the significance of that environment?

VOCABULARY

YOU SHOULD KNOW:

epic poetry
heroic couplets
diction
satire
parody
irony
juxtaposition
tone

- The coronation scene is full of irony. How does Dryden describe the coronation attendees? What is the throne like? What is the crown like? What is Shadwell's scepter? What other details support the poem's ironic tone?
- Give some examples of grandiose speech from Flecknoe's speech in the last section (lines 139-217). What is ironic about Flecknoe's speech here? (Hint: Consider Dryden's words about "the yet declaiming Bard.")
- What does Flecknoe prophesy about his successor?

DISCUSSION QUESTIONS

These questions ask you to think more critically about the play.

- Dryden accuses Shadwell of writing lame comedy in a snark-filled parody that frequently resorts to bathroom humor. So why do we think "Mac Flecknoe" is such a great piece of writing? What specific things make it a good satire?
- What are some of the ways Dryden uses irony in "Mac Flecknoe?" What are the effects of his uses of irony?
- Dryden has an impressive knowledge of past and current English literature that he flaunts throughout "Mac Flecknoe." In what ways do his frequent literary references strengthen his poem? How do these references detract from the poem?
- After reading this poem, you should have a pretty clear idea of what Dryden believes makes bad writing. Explain his argument. Do you agree or disagree with his assertions? Be specific, and explain your reasoning.
- Think about Dryden's usage of the epic poetic form. How does this style contribute to the poem's humor and overall success?
- "Mac Flecknoe" uses the political concern over proper succession to illustrate a problem in a literary kingdom. By doing this, what parallel does Dryden suggest? What do you think are the implications of that comparison?

YOUR OWN QUESTIONS

Remember: Coming up with good questions is infinitely more important than getting all the right answers. Use the Toolkit to come up with one question for each letter:

W:

R:

E:



C:

T:

A:

I:

**ASSIGNMENT:
FREE RESPONSE ESSAY**

-  **Time: 1 hour**
(As always, I recommend taking 10 minutes to organize your thoughts and 10 minutes to revise and edit at the end, leaving you 40 minutes for writing.)
-  Choose one of the discussion questions to explore in more details with a free response essay. Remember, A good free response essay includes:
 - ☐ A clear, interesting thesis statement and conclusion
 - ☐ Specific, relevant details from the text to support your position
 - ☐ An answer to the discussion question you've chosen to tackle

WILLIAM AND MARY'S COAT OF ARMS

The lion and unicorn representing England and Scotland, respectively, had always been part of the larger coat of arms, but William added his own lion to the smaller shield in the center after he became king.

*Royal coat of arms of King William III
and Queen Mary II of England*
© JOANNA BOOTH,
THE BRIDGEMAN ART
LIBRARY.



📺 Lecture: WEEK 2: DEMOCRACY IN ENGLAND

2 Democracy Comes to England

THE BIG IDEAS

The Age of Enlightenment is sometimes also called the Age of Revolutions because so much dramatic political upheaval took place during this time. But the revolutions started with a gradual evolution of democracy in England. This week, we'll look at how English history led to political change around the globe.

✿ From where did we get our ideas to create the American political system of democracy we have today?

✿ Which important documents have had the most influence on our government?

BEFORE MOVING ON TO THE NEXT LESSON, YOU SHOULD

- ☐ Listen to Amy's lecture on the evolution of democracy in England
- ☐ Complete the evolution of democracy notes in this section

WEEK 2

DEMOCRACY TIMELINE

 Complete these pages using your notes from Amy's lecture
WEEK 2: DEMOCRACY IN ENGLAND.



direct democracy:



representative government:



absolute monarchy:

DOCUMENTS OF DEMOCRACY

 Complete these pages using your notes from Amy's lecture WEEK 2: DEMOCRACY IN ENGLAND.

MAGNA CARTA

Year:

Description:

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.....

.....

Rights It Granted:

.....

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.....

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**THE MOST IMPORTANT
THING ABOUT THE
MAGNA CARTA FOR
OUR PURPOSES IS:**

.....

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PETITION OF RIGHT

Year:

Description:

.....

.....

.....

Rights It Granted:

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**THE MOST IMPORTANT
THING ABOUT THE
PETITION OF RIGHT FOR
OUR PURPOSES IS:**

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ENGLISH BILL OF RIGHTS

Year:

Description:

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Rights It Granted:

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**THE MOST IMPORTANT
THING ABOUT THE
ENGLISH BILL OF RIGHTS
FOR OUR PURPOSES IS:**

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COMPREHENSION CHECK

If you can answer these questions, you're ready to move on.

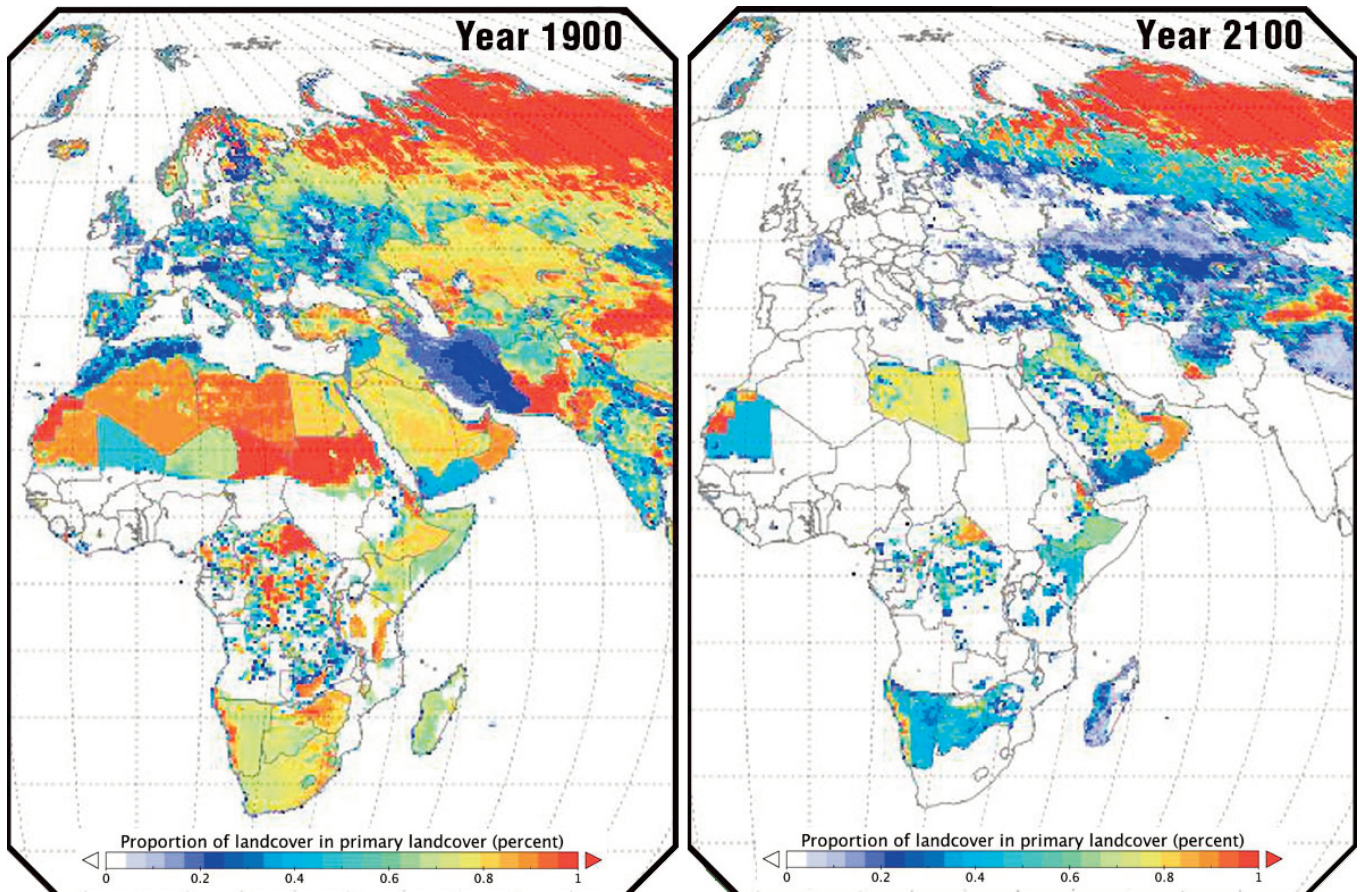
1 :: What was the Glorious Revolution? Who became the ruler of England after it concluded? What was his relationship to the previous monarch?

2. Why is the Glorious Revolution associated with the development of democracy in England.

3. What is Habeas Corpus? When was it established in England? .

4. What are some ways in which earlier forms of government might have influenced English government during the Age of Enlightenment? What are some ways this period of English democracy influenced future governments?

5. Can you connect these revolutions to some of the philosophical ideas we read in the previous section?



■ Reading: *Miller & Levine Biology*, Chapter 3

🔊 Lecture: WEEK 2: THE BIOSPHERE

🔍 Lab: Set up the Abiotic Factors Lab (page 67).

WEEK 2

Biology: The Biosphere

THE BIG IDEAS

- ✿ What different levels of organization do ecologists study?
- ✿ Where does energy for life processes come from?
- ✿ How does energy flow through living systems?
- ✿ What are the major cycles of living systems?

BEFORE MOVING ON TO THE NEXT LESSON, YOU SHOULD

- ☐ Listen to Amy's lecture on the biosphere
- ☐ Be able to define all the major scientific terms introduced in this chapter
- ☐ Complete the biosphere notes in this section
- ☐ Set up the lab on page xx

WEEK 2

3.1 WHAT IS ECOLOGY?

 Complete these pages using your notes from the reading and Amy's lecture WEEK 2: THE BIOSPHERE.

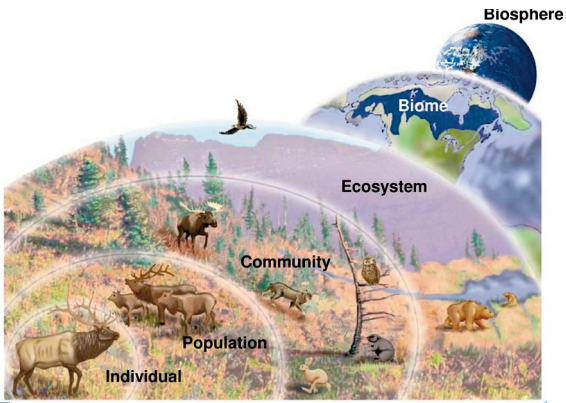
LEVELS OF ORGANIZATION


LEVEL	DEFINITION
Species	
Population	
Community	
Ecosystem	
Biome	

DEFINE THESE TERMS:


 ecology:

 biosphere:

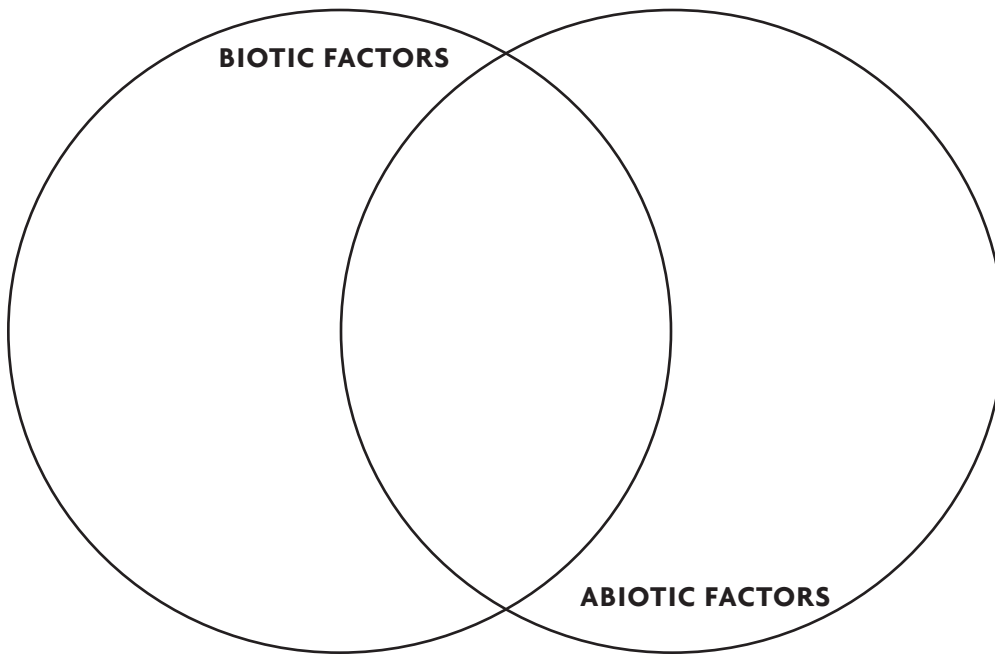


 In your biology notebook, make a sketch showing how the levels of organization in ecology connect to each other. Use the diagram on the left as an example.

3.1 WHAT IS ECOLOGY?

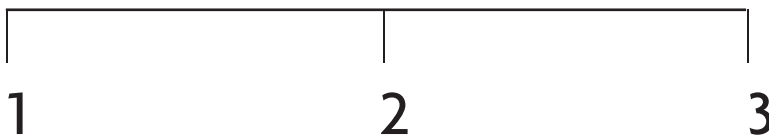
 Complete these pages using your notes from the reading and Amy's lecture WEEK 2: THE BIOSPHERE.

Use examples from the lesson or your own experience to complete this Venn diagram showing how the environment consists of biotic factors, abiotic factors, and some components that are truly a mixture of both.



There are three basic methods of ecological research. Name and briefly explain them.

TYPES OF ECOLOGICAL RESEARCH




.....
.....
.....
.....
.....
.....
.....

DEFINE THESE TERMS:


 **biotic factor:**

 **abiotic factor:**

LAB: HOW DO ABIOTIC FACTORS AFFECT DIFFERENT PLANT SPECIES?

 Time: 25 mins.
(This is the approximate time it takes to set up the lab; the observation takes place over the next two weeks)

This lab is optional. To complete it, you will need:

- ☐ four paper cups
- ☐ about 2 cups of sand
- ☐ about 2 cups of potting soil
- ☐ about 10 rice seeds
- ☐ about 10 rye seeds
- ☐ a two-week stretch of time when you'll be home to observe your plants
-  After two weeks, write a short lab report, using the guidelines on page xx.

3.1 WHAT IS ECOLOGY?

 Complete these pages using your notes from Amy's lecture **WEEK 2: THE BIOSPHERE.**

COMPREHENSION QUESTIONS

Answering these questions helps you ensure that you know what's happening in this chapter.

1. What is the highest level of organization that biologists study?
2. What does the biosphere contain?
3. What are we studying when we say we're studying ecology?
4. What are the six different major levels of organization, from smallest to largest, that ecologists commonly study?
5. Is weather a biotic or abiotic factor?
6. Describe the three basic methods of ecological research.

DISCUSSION QUESTIONS

These questions ask you to think more critically about what we're studying.

- Give an example of two objects or activities in your life that are interdependent. Explain your choice.
- How are biotic and abiotic factors related? What is the difference between them?
- How are biotic and abiotic factors related? What is the difference between them?
- Give an example of an ecological phenomenon that could be studied by modeling. Explain why modeling would be useful.
- Suppose you want to know if the water in a certain stream is safe to drink. Which ecological method(s) would you use in your investigation? Explain your reasoning and outline your procedure.

YOUR OWN QUESTIONS

Remember: Coming up with good questions is infinitely more important than getting all the right answers. Use the Toolkit to come up with one question for each letter:

W:

R:

E:

C:

T:

A:

I:

■ Reading: *Ecce Romani*, Chapter 1

🔊 Lecture: WEEK 2: PARTS OF SPEECH

WEEK 2

Latin: Parts of Speech

This week, we're going to focus on getting comfortable with the core parts of speech we use in English: nouns, verbs, and adjectives. Because the job a word does in a particular sentence directly affects how that word is written in Latin, understanding the parts of speech is essential to understanding Latin.

First, though, let's go through your chapter 1 translation together. Grab your translation, and let's see how our versions compare. (Remember: Your translation doesn't need to match my example word-for-word to be correct.)

You could also translate this as "a girl named Cornelia"

Did you notice how "Cornelia," "puella," and "Romana" all end with the same "a?" That's going to be important later.

Look! In the picture is a girl called Cornelia. Cornelia is a Roman girl who lives

Were you able to figure out the meaning of this word from the context clues?

in Italy. The countryhouse where Cornelia lives in the summer is also in the

picture. Cornelia is happy because she is now living in the house. Now Cornelia

You could also translate this: "Now Cornelia is sitting under a tree" or "Cornelia does sit under a tree." (That one, while technically correct, sounds a little weird—so it might not be the best choice. But it's always smart to run through all the verb options to see which ones makes the clearest, simplest translation.

sits under a tree. Another girl, called Flavia, is also in the picture. Flavia is a

Remember: verbs often come at the end of Latin sentences, but shifting to standard English sentence order often makes for clearer translations.

Roman girl who lives in the neighboring house. While Cornelia is sitting, Flavia

sings. Flavia is happy because Cornelia is living in the house.

✎ Make any corrections or revisions to your translation that you think will improve it before moving on.

BEFORE MOVING ON TO THE NEXT LESSON, YOU SHOULD

- ☐ Review and correct your chapter 1 translation
- ☐ Listen to Amy's lecture on parts of speech
- ☐ Complete the parts of speech notes in this section
- ☐ Complete the Latin practice exercises in your textbook
- ☐ Review your chapter 1 vocabulary

PARTS OF SPEECH: NOUNS

 Complete these pages using your notes from Amy's lecture WEEK 2: PARTS OF SPEECH

IN ENGLISH

1. A noun is a

 or

2. When we say a noun can be singular or plural, we are
 talking about its

3. In English, nouns don't have gender, but nouns in other
 modern languages can be

 or

4. Nouns can play different roles in sentences. When a noun
 is "doing the action" of a sentence, we call that noun the

.....

When a noun names or describes a subject following a
 linking verb (is, are, was, were, will be, become), we call it a

.....

IN LATIN

1. Nouns are
 which means they change depending on the job they are
 doing in a particular sentence.

2. Nouns are either singular or plural, too, which means they
 also have

3. Latin nouns have gender. They can be

 or

In chapter 1, we learn that

nouns end with the letter

What declension are these nouns?

4. In Latin, when a noun is the subject or the predicate
 nominative of a sentence, it belongs to the

.....
 case.

PARTS OF SPEECH: PRACTICE EXERCISES

 Complete these pages using your notes from Amy's lecture WEEK 2: PARTS OF SPEECH

IDENTIFYING NOUNS

Please underline all the nouns in the sentences below and indicate whether each noun is a person, place or thing. Circle the subject(s) of each sentence.

Example: The ^{person}girl decides that ^{person}she wants to give up being an ^{person}assassin and go ^{place}home.

1. Paris is always a good idea.
2. Romeo and Juliet had a lot of bad ideas.
3. Hermione saves the day again.
4. The library opens at ten in the morning.
5. Revenge is a dish best served cold.
7. Prometheus gave fire to the humans, and he paid a terrible price for his kindness.
8. The gods chained Prometheus to a stone, and a vulture ate his kidney every day.
9. Pandora opened the box, and she unleashed all of the evils upon the world.
10. Achilles killed many Trojans, but a Trojan archer killed Achilles with a lucky shot.
11. Running is Alice's favorite sport.

Please underline all the nouns in the sentences below and indicate whether each noun is a person, place or thing. Circle the subject(s) of each sentence.

1. Flavia est puella Romana.
2. Cornelia est laeta.
3. Cornelia in villā vicinā habitat.

Composition: Assertion Journal

Remember: Set your timer for 45 minutes and do the very best writing you can within that time. You may not finish—try to get to a logical stopping point, but if you don't, that's okay. Timed writing may seem silly or stressful, but as we discussed last week, it is an excellent way to build your writing and analysis skills. .

ASSIGNMENT: FREE RESPONSE ESSAY

In a response of several organized paragraphs, identify the author's claim and comment on its meaning for you or comment on its overall significance.

Quote:

"A good traveller has no fixed plans and is not intent on arriving." —*Lao Tzu*

🕒 Time: 45 minutes

(I recommend taking 10 minutes to organize your thoughts and 5 minutes to revise and edit at the end, leaving you 30 minutes for writing.)

✍ In your response, identify the author's claim and comment on its meaning for you or comment on its overall significance

Remember, a good assertion journal:

☐ Identifies the claim made by the author of the quote by explaining its meaning

☐ Comments on how the quotes is meaningful to you

☐ Uses specific examples and reasoning to support your assertion