

Kolbe Academy

JUNIOR HIGH SCHOOL
LITERATURE

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COURSE TITLE: Literature

COURSE TEXTS: Accelerated Reader (AR) levels are given for each work if available. Kolbe Academy recommended grade levels are given only as suggestions based on difficulty of the reading and maturity level needed for themes addressed in the work. The course plans were written using the versions carried by Kolbe Academy. While typically any version may be used, Kolbe has chosen these particular editions due to their unabridged status as well as appropriate content in the forewords and afterwords.

Novels:

Title	Author	Course Plan Weeks	Book Page Code	AR Reading Level	Kolbe Rec. Reading Level
<i>Adventures of Tom Sawyer</i>	Mark Twain	5 weeks	A	8.1	7
<i>Animal Farm</i>	George Orwell	4 weeks	B	7.3	8
<i>Anne of Green Gables</i>	L.M. Montgomery	4 weeks	C	7.3	7
<i>The Black Arrow</i>	Robert Louis Stevenson	3 weeks	D	9.0	7
<i>Dandelion Wine</i>	Ray Bradbury	4 weeks	E	6.0	7
<i>Fellowship of the Ring</i>	J. R. R. Tolkien	5 weeks	G	6.1	7
<i>Little Women</i>	Louisa May Alcott	5 weeks	H	7.9	7
<i>Merchant of Venice</i>	William Shakespeare	5 weeks	J	9.4	8
<i>Oliver Twist</i>	Charles Dickens	6 weeks	K	10.1	8
<i>Out of the Silent Planet</i>	C.S. Lewis	3 weeks	L	7.4	8
<i>Pride and Prejudice</i>	Jane Austen	4 weeks	M	12.0	8
<i>The Red Badge of Courage</i>	Stephen Crane	3 weeks	N	7.6	7
<i>Robinson Crusoe</i>	Daniel Defoe	4 weeks	P	12.3	7
<i>The Screwtape Letters</i>	C.S. Lewis	4 weeks	Q	8.8	8
<i>A Tale of Two Cities</i>	Charles Dickens	7 weeks	R	9.7	8
<i>Treasure Island</i>	Robert Louis Stevenson	4 weeks	T	8.3	7
<i>Twenty Thousand Leagues Under the Sea</i>	Jules Verne	6 weeks	U	10.0	7
<i>Uncle Tom's Cabin</i>	Harriet Beecher Stowe	6 weeks	V	8.2	8
<i>Where the Lilies Bloom</i>	Vera and Bill Cleaver	4 weeks	W	7.0	7
<i>The Yearling</i>	Marjorie Kinnan Rawlings	4 weeks	X	7.3	7

Lives of the saints:

Title	Author	Course Plan Weeks	Book Page Code	Kolbe Rec. Reading Level
<i>Saint Athanasius</i>	Mother Frances Forbes	2 weeks	AA	8
<i>St. Benedict</i>	Mary Fabyan Windeatt	3 weeks	BB	7
<i>St. Edmund Campion</i>	Harold C. Gardiner	3 weeks	CC	7
<i>St. Ignatius</i>	August Derleth	3 weeks	DD	8
<i>St. Maria Goretti</i>	Fr. Godfrey Poage	3 weeks	FF	8
<i>St. Maximilian Kolbe</i>	Fr. Jeremiah J. Smith	3 weeks	GG	7

<i>Miguel Pro</i>	Ann Ball	3 weeks	HH	7
<i>St. Paul</i>	Mary Fabyan Windeatt	3 weeks	JJ	8
<i>St. Teresa of Avila</i>	Mother Frances Forbes	3 weeks	KK	8

Short Stories (a one-quarter long course)

- ◆ Included in *Classic Short Stories* published by Kolbe Academy and available through the bookstore.
- ◆*Included in the older *Three Short Stories* published by Kolbe Academy and in the new *Classic Short Stories*.
- ◆ Available in separate books through the Kolbe Academy bookstore.

	Short Story (in order of appearance)	Author	AR Reading Level	Kolbe Rec. Level
◆◆	<i>Ransom of Red Chief</i>	O. Henry	6.3	7 th graders: There are several Christmas-themed stories, so it may be a nice fit during the quarter that falls closest to that time.
◆◆	<i>The Last Leaf</i>	O. Henry	6.1	
◆◆	<i>The Gift of the Magi</i>	O. Henry	6.2	
◆◆	<i>The Story of the Other Wise Man</i>	Henry Van Dyke	5.2	
◆	<i>The Old Man and the Sea</i>	Ernest Hemingway	8.9	
◆*	<i>The Legend of Sleepy Hollow</i>	Washington Irving	9.2	
◆*	<i>The Red-Headed League</i>	Sir Arthur Conan Doyle	7.8	
◆	<i>A Christmas Carol</i>	Charles Dickens	6.7	

Poetry (a one-quarter long course):

- Included in *Classic Poems Across the Ages* printed by Kolbe Academy and available in the bookstore.
- ❖ Printed by Kolbe Academy and available through the bookstore.

	Poem (In order of appearance)	Author	Kolbe Rec. Level
•	<i>The Highwayman</i>	Alfred Noyes	Kolbe Academy recommends the poetry course for 8 th graders.
•	<i>Lochinvar</i>	Sir Walter Scott	
•	<i>The Wreck of the Hesperus</i>	Henry Wadsworth Longfellow	
•	<i>The Rime of the Ancient Mariner</i>	Samuel T. Coleridge	
•	<i>O Captain! My Captain!</i>	Walt Whitman	
•	<i>Sea Fever</i>	John Masefield	
•	<i>Crossing the Bar</i>	Alfred Lord Tennyson	
•	<i>The Lonely Street</i>	William Carlos Williams	
•	<i>School's Out</i>	William Henry Davies	
•	<i>I Wandered Lonely as a Cloud</i>	William Wordsworth	
•	<i>The Raven</i>	Edgar Allen Poe	
•	<i>If</i>	Rudyard Kipling	
•	<i>The Jabberwocky</i>	Lewis Carroll	
•	<i>God's Grandeur</i>	Gerard Hopkins	
•	<i>An Irish Airman Foresees His Death</i>	W.B. Yeats	
•	<i>Anthem for Doomed Youth</i>	Wilfred Owen	
•	<i>Charge of the Light Brigade</i>	Alfred Lord Tennyson	
❖	<i>The Song of Hiawatha</i>	Henry Wadsworth Longfellow	

Additional books needed for the course:

- ▣ *Junior High Literature Study Guide Student Book*, Kolbe Academy Press.
- ▣ *Junior High Literature Teacher Book*, Kolbe Academy Press.
- ▣ *Classic Poems Across the Ages*, Kolbe Academy Press.
- ▣ *Classic Short Stories*, Kolbe Academy Press.

COURSE DESCRIPTION:

The junior high literature program introduces the student to literature in a deeper, more rigorous fashion than previous reading courses. The course comprises classic literature, poetry, short stories, and the lives of saints. There is a suggested amount of time in which to cover each book. Parents, possibly with the assistance of the student, are to select the proper number of books to fit into each quarter. A complete course in poetry and a complete course of short stories are included; each is designed to cover one quarter. A well-rounded literature course for each year might include novels and lives of saints for three quarters and either the poetry or the short story course for one quarter. Please note that there is more material provided in this course than is necessary to use over the span of 7th and 8th grades.

For some of the books listed in the course plan, we have recommended reading the introduction and/or preface. Many times, they contain pertinent background information that will help the student more fully understand what he is about to read. When we have made the recommendation to read these, it is based on the editions of the book that we carry. Parents should take care to read any introductory material in editions other than ours before assigning the material to students. Oftentimes, especially in more recent editions of books, the introductory materials contain objectionable thoughts and ideas.

COURSE OBJECTIVES:

The student is to be introduced to:

- ❖ the world in literature
- ❖ the world of imagination
- ❖ the world of others' minds
- ❖ a Christian approach to literature

COURSE PLAN METHODOLOGY:

Kolbe Academy has worked diligently to create the best possible course plans with the homeschooling family in mind. Remember, however, that our program is intended to be flexible. Per the principle of subsidiarity, these course plans are a **suggested** course of study. As the teacher, you should adapt and modify these course plans to meet the individual learning needs of your child. **Do not feel obligated to follow these course plans exactly.** The following are a few general guidelines and ideas for using the Literature course:

1. Each novel and some of the saint books include weekly written assignment topics. We suggest assigning these at the beginning of the week so that the student has time to think about the topic as he reads. For 7th and 8th-grade students, written essays should be well-developed and span about three paragraphs: an introductory paragraph with a thesis or topic sentence, one paragraph to explore the thesis, and a conclusion.

2. After the student has read the daily assignment, a short quiz, either oral or written, could be given based on the chapter descriptions included in the course plan. Some of the course plans include study questions that are perfect for this type of quiz.
3. The Friday reading assignment may be longer, and the student may need to read over the weekend.
4. There is a final exam for each book, which can be used when the student is finished reading the book, or a combination of tests may be used during exam week, typical of other subjects.
5. After each book, the student should write a book report following the Kolbe Academy format (see pages 8-10 of the syllabus). In Junior High, the focus of the book report should be the analysis of the plot/theme, not a simple summary of the book.
6. Note that the last week of each book's course plan is reserved for writing the book report and taking the final exam on the book. Part of this week could also be used for any catch-up work on reading. It would be good for the student to write a rough draft of the book report and a final draft.

SKILLS TO BE DEVELOPED:

There are five principles that are essential for the student to understand and apply in reading literature:

- ❖ Read with objective charity
- ❖ Understand that the parts do not condemn the whole
- ❖ Recognize sin as such when he encounters it in his reading
- ❖ Avoid works that contain tempting descriptions of sin
- ❖ Understand that the function of fiction is not primarily to teach

There are four principles on the function of literature:

- ❖ Art is a moral activity
- ❖ Literature is fundamentally religious
- ❖ Art inspires
- ❖ Art is a means of charity

Notes: For an explanation of these principles, consult *Tenets for Readers and Reviewers*, available from Kolbe Academy Press.

CHOOSING BOOKS FOR A YEAR'S COURSE OF STUDY:

Kolbe Academy has provided an extensive amount of literature to study over the course of 7th and 8th grade. As such, **students are NOT expected to cover all of the material** included in the Junior High Literature course. Please take note of the following guidelines to aid you in choosing the best course of study for your student each year.

1. In choosing the course of study for an individual student, parents should consider the maturity level and gender of the student, recurring themes and events being studied in the student's history and religion coursework, and overall interests of the student.
2. Parents should take note of the number of weeks assigned to each work and choose a sufficient number of works to cover a year-long course in literature. For example, since a typical Kolbe

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Academy school year is 36 weeks long, a student might study the quarter long course on Poetry (9 weeks), *Uncle Tom's Cabin* (6 weeks), *St. Paul the Apostle* (3 weeks), *Merchant of Venice* (4 weeks), *Oliver Twist* (5 weeks), *St. Benedict* (2 weeks), *Tale of Two Cities* (5 weeks), and *Blessed Miguel Pro* (2 weeks) for a total of 36 weeks. A balance of novels, saint books, and either the Short Story or Poetry course is a good aim to have for each year. See the course text chart below for a list of books with the number of weeks.

3. Kolbe has provided **suggested grade levels** for each work to aid the parent in choosing appropriate books for their student's grade level. These are based on maturity level needed for themes present in the work, difficulty of vocabulary, and overall difficulty of the material presented in the work. See the course text chart below for a list of books with grade level.
4. A parent may wish to choose certain works to study during a given year due to themes studied concurrently in the student's other coursework. For example, *Uncle Tom's Cabin* is a work that is appropriate to read when a student is studying the Civil War in a history course.
5. For those who prefer to study works using a **thematic approach**, a list of books and major themes has been provided in this syllabus on page 6 for your convenience.

LITERATURE THEMES:

Historical Fiction: *Little Women*, *Uncle Tom's Cabin*, *Red Badge of Courage*, *Tale of Two Cities*, *The Black Arrow*, *Oliver Twist*

Civil War Era: *Tom Sawyer* (slavery as normal way of life), *Uncle Tom's Cabin* (reality of slavery), *Red Badge of Courage* (the war), *Little Women* (the home front)

Political/War/Revolution: *Animal Farm*, *Tale of Two Cities*, *Uncle Tom's Cabin*, *Red Badge of Courage*, *The Black Arrow*

Adventure/Intrigue: *The Adventures of Tom Sawyer* (the beginner's adventure), *Fellowship of the Ring*, *Robinson Crusoe*, *Treasure Island*, *Twenty Thousand Leagues Under the Sea*, *The Black Arrow*

Fantasy/Science Fiction: *Twenty Thousand Leagues Under the Sea*, *Out of the Silent Planet*, *Fellowship of the Rings*

Love/Romance: *Little Women*, *Pride and Prejudice*, *Anne of Green Gables*

Inspirational/Strong Moral/Virtue: *Anne of Green Gables*, *Little Women*, *Uncle Tom's Cabin*, *The Yearling*, *Fellowship of the Ring*, *The Screwtape Letters*, *Animal Farm*, *Oliver Twist*, *Robinson Crusoe*, *Where the Lilies Bloom*

Coming of Age: *Anne of Green Gables*, *The Yearling*, *Little Women*, *Dandelion Wine*, *Pride and Prejudice*, *Red Badge of Courage*, *Where the Lilies Bloom*

Strong Female Roles: *Uncle Tom's Cabin, Anne of Green Gables, Little Women, Pride and Prejudice, Merchant of Venice, Where the Lilies Bloom, St. Maria Goretti, St. Teresa of Avila*

Strong Male Roles: *Red Badge of Courage, Fellowship of the Ring, Uncle Tom's Cabin, Treasure Island, The Adventures of Tom Sawyer, The Black Arrow, St. Athanasius, St. Benedict, St. Ignatius, St. Edmund Campion, Blessed Miguel Pro, St. Maximilian Kolbe, St. Paul the Apostle*

Merry Olde England: *Oliver Twist, A Tale of Two Cities, Pride and Prejudice*

Compare/Contrast Ideas: **Failed Utopias** - *Animal Farm vs. Tale of Two Cities*; **Isolation** - *Robinson Crusoe*; **Orphans** - *Anne of Green Gables, Oliver Twist, Where the Lilies Bloom*; **Good vs. Bad Children** - *Little Women, The Adventures of Tom Sawyer, Anne of Green Gables, Pride and Prejudice*; **Good vs. Evil** - *The Screwtape Letters, Uncle Tom's Cabin, A Tale of Two Cities, Oliver Twist*; **Justice and Mercy** - *Merchant of Venice vs. A Tale of Two Cities*.

◆ ◆ ◆ **THE FELLOWSHIP OF THE RING** ◆ ◆ ◆

COURSE PLAN METHODOLOGY: *The Fellowship of the Ring* by J. R. R. Tolkien is represented by the abbreviation **FR**. The specific daily assignments are outlined in the following lines indicated by the **DAY 1**, **DAY 2**, **DAY 3**, **DAY 4** and **DAY 5** abbreviations.

Discuss the Characters with the student. Each week's introduction includes the chapters that will be read that week, instructions for literary devices and elements of fiction that the student will encounter during the week, and a written assignment. **The chapter study questions, chapter vocabulary and glossary are located in the Junior High Literature Study Question booklets available for purchase from Kolbe Academy.** Discuss the literary devices and elements of fiction with the student **using the worksheets included with these junior high literature course plans.** We suggest reading the weekly written assignment to the student at the beginning of the week. The student should write the assignment down on a note card (to be used as a bookmark) so that he can think about the assignment as he reads. The written assignments are suggested to be completed by the following Monday. As the teacher, be sure to review the final exam **now** to ensure all concepts are covered with your student as he reads the book. Each week also includes a "memory gem." If the student repeats the phrase a couple of times a day each week, he will improve his memory skills, increase his repertoire of phraseology, and prepare for one of the parts of the final exam at the same time. Encourage the student to pay attention as he reads the quotation in the text, so he understands the context.

The Lord of the Rings: The Fellowship of the Ring is not only finest work of J. R. R. Tolkien but its original publication marked the beginning of the resurgence of the entire genre of fantasy literature. The story is chock full of fanciful creatures and is the classic tale of good versus evil. In the tale, it is because of the growing evil emanating from Mordor that all good is in danger of being overtaken with evil. Against his nature and his upbringing, one tiny Hobbit takes on a tremendous responsibility. He is joined by a fellowship sworn to destroy a ring so evil that it can control the leaders of the known world, find them, and bind them in darkness.

Throughout this engaging story, the reader is exposed to outstanding writing. This work can be a springboard for many avenues of intellectual stimulation because it contains so many elements of genius-level literary techniques from creative description to intriguing characters to an enduring story line to undeniable, heroic virtue. These course plans include questions for discussion. We suggest you use them at the dinner table with the whole family. Those who have read the story before may enjoy hearing a short oral summary from your student while younger students will benefit from a preview of this wonderful story. Everyone will benefit from the thought-provoking discussion.

Note to the Student: Be sure to bookmark the map in your copy of this book to keep the geography straight in your mind.

Note to the Student: If you read *The Hobbit* before you read this story, you are likely to enjoy this story more, because you will be familiar with the finding of the ring and a lot of the characters in this story. You should also read the Prologue of this story as it will give you a good background in the setting of the story, the history of the Hobbits, and a summary of *The Hobbit*.

Characters:

Aragorn/Strider/The Dunadan, Man, Isildor's heir, part of the Fellowship
Arathorn, Aragorn's father
Arwen, Elf, daughter of Elrond
Barliman Butterbur, Man, innkeeper at The Prancing Pony
Bilbo Baggins, Hobbit, quite extraordinary, went on an adventure to help some dwarves regain their kingship, came back with lots of treasure and a magic ring
Bill Ferny, Man, a cheat and an informant for the Enemy
Bob, man, helper at The Prancing Pony
Boromir, man, part of the Fellowship
Brand, man, Grandson of Bard the Bowman who slew the Dragon in Dale
Celebrimbor, elf, maker of the 3 elf rings
Deagol, hobbit, Smeagol's friend whom he murdered
Denethur, man, Lord of Minas Tirith
Dunedain, the kings of men
Earendil, Elf, Elrond's father
Elbereth Gilthoniel, Elf, Queen
Elendil, a Westnesse who overthrew Sauron
Elladan, Elf, Elrond's son
Elrohir, Elf, Elrond's son
Elrond Halfelven, Elf, Chief in Rivendell
Elwing, Elf, Elrond's mother
Erestor, elf, counselor for Elrond
Folco Boffin, Hobbit, friend of Frodo
Fredegar Bolger, Hobbit, friend of Frodo
Frodo Baggins, Hobbit, Bilbo's heir and the Ring Bearer
Galadriel, Elf, Queen in Lothlorien
Galdor, Elf, from Grey Haven
Gandalf the Grey, Wizard, friend of Frodo, part of the Fellowship
Gil-Galad, an Elven king who overthrew Sauron
Gildor Inglorion, Elf, of the House of Finrod, meets Frodo and helps him
Gimli, Dwarf, part of the Fellowship
Gloin, Dwarf, one of the 12 companions of Thorin Oakenshield
Glorfindel, Elf from Rivendell, finds Strider and the 4 hobbits and helps them get to Rivendell
Goldberry, an immortal who is Tom Bombadil's wife
Grimbeorn the Old, Son of Beorn, Lord of Men between the Misty Mountains and Mirkwood
Haldir, a Silvan Elf
Ham Gamge/ The Gaffer, hobbit, Samwise's father
Isildur, Elendil's son, the man who removed Sauron's Ring of Power
Legolas, Elf, part of the Fellowship
Luthien Tunuviel, Elf, great grandmother of Elrond and considered the "Morning Star" to the Elves of Rivendell
Meriadoc Brandybuck ("Merry"), Hobbit, friend of Frodo, part of the Fellowship
Nob, man, helper at The Prancing Pony

Ohoter, Esquire of Isildur

Peregrin Took ("Pippin"), Hobbit, friend of Frodo, part of the Fellowship

Samwise Gamgee, Hobbit, faithful servant and friend of Frodo, part of the Fellowship

Saruman the White, Wizard, Head of Gandalf's order

Sauron, master of evil who was stripped

Smeagol / Gollum, once the owner of the Ring of Power

Thorin Oakenshield, dwarf, leader on the mission to retake his kingship under the mountain in Dale

Tom Bombadil, an immortal who tends the Old Forest

◆ COURSE PLAN ◆

WEEK 1		
Book	Weekly Breakdown	Goals and Notes for the Week
FR	Prologue, BK I Chapter 1 - 6	Memory Gem: "One Ring to rule them all, One Ring to find them, One Ring to bring them all and in the darkness bind them." Prologue and Book One, Chapters 1-6. Have the student look up all the vocabulary words for Book One, Chapters 1-6 in the glossary prior to reading. Study questions may be completed as the student reads or at the end of the week when reading has been completed. Literary Devices used this week: discuss definitions of flashback, mood, onomatopoeia and personification with the student (use literary device worksheet included in the syllabus). Students will encounter questions on these devices in the study question booklet.
Notes		
Student Daily Assignments		Parent Daily Guidelines
DAY 1	FR Prologue, BK I Chapter 1	☒ Have the student read Prologue - Book One, Chapter 1 and answer Study Questions. Study the map of <i>the Shire</i>. Chapter 1, A Long-Expected Party. We are introduced to Mr. Bilbo Baggins of the Shire, a perpetually young hobbit well past the age of 100, who has many oddities. In his many travels, Bilbo has obtained considerable wealth and a ring which possesses great power. We learn that he has adopted his nephew, Frodo Baggins, and made him heir of Bag End. Twelve years pass and Bilbo's 111th birthday party takes place. Gandalf the Wizard, an old friend of the Baggins', arrives for the party. At the end of it, Bilbo disappears by help of the ring, which makes him invisible when put on his finger. His subsequent disappearance from the Shire convinces the townspeople of his oddities, but Bilbo has left because the ring, which though it gives its owner youth, weighs on him and he wants to retire in peace. Frodo is left to attend to Bag End alone. ☐

DAY 2	FR BK I Chapter 2 - 3	Have the student read Book One, Chapters 2 -3 and answer Study Questions. Chapter 2, The Shadow of the Past. Seventeen years later, Gandalf returns to the Shire and informs Frodo that the ring is far more dangerous than he had at first thought, and delves into the history of it. The Ring, Frodo learns, is the master Ring, made by Sauron to control a number of rings made by the Elves. Anyone who possesses this ring becomes possessed <i>by</i> it, eventually. Dark forces from Mordor are gathering even now to hunt down the Ring and Frodo is in danger. Gandalf recalls to Frodo how the Ring came into Bilbo's possession: made by the Elves, it came into the Enemy (Sauron's) hand, and then fell into the Great River and vanished. Long after, it was discovered by a cunning hobbit-like creature named Smeagol, who under its power hurt his family and was subsequently alienated from them, giving him the name Gollum, because of the guttural noises he now makes. Eventually, the Ring heard the call of its master (Sauron), and tried to get to him through Bilbo, who found the Ring near the river where Gollum had lost it. Gandalf tells of Gollum's search for Bilbo to Mirkwood to find the Ring, and of Gandalf's own search for Gollum, with the help of Aragorn and of finding him, and of learning Gollum had made it down to the Land of Mordor, where all wicked things are drawn. Through Gollum the Enemy learned that the master Ring has been found again. Frodo tries to destroy the Ring but finds he cannot do so, physically or mentally. Gandalf tells him there is only one way to destroy the Ring – to cast it into the depths of Orodruin, the fiery mountain of Mordor. One of Frodo's friends, Sam Gamgee, overhears Gandalf and Frodo talking about the Ring and its implications. Gandalf asks him to accompany Frodo out of the Shire. Frodo keeps the reason for his flight secret from Sam, but Sam, knowing something sinister is about, vows to remain at Frodo's side. Chapter 3, Three Is Company. Frodo is reluctant to leave the Shire; Gandalf goes south to follow some bad news and worries Frodo when he does not return soon. Frodo resolves to leave on his birthday, and so sells his house and leaves, taking with him not only Sam but another friend, Pippin. Another friend, Merry, has been sent ahead to Frodo's new house in Buckland. On the way there, the hobbits hide from a dark shadow on horseback, which seems to be looking for Frodo by smell. After a bit, they again hear hooves and hide. Just as the dark rider comes close, singing Elves drawing near scare him away. The Elves greet Frodo and know who he is. Their leader, Gildor, invites them to stay the night with them. Frodo and Gildor talk into the night about happenings outside the Shire – of gathering darkness, the wars of Men, and the flight of the Elves.
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◆ COURSE PLAN ◆

DAY 3	FR BK I Chapter 4 - 5	☐	Have the student read Book One, Chapters 4-5 and answer Study Questions. Chapter 4, A Shortcut to Mushrooms. The three friends resolve to stay off of the road and follow a shortcut to the Buckleberry Ferry, which will take them to Buckland. They glimpse another Black Rider and head deep into a bog. After miles of walking, they begin to lose their fears, and just then hear a long and chilling wail that Frodo believes is a signal of some sort. At a cottage at the edge of the Shire, they learn that a Black Rider has just inquired after them. In haste to evade the rider, Frodo accepts a ride to the ferry from a Mr. Maggot who lives there. When almost there, Merry overtakes them. Chapter 5, A Conspiracy Unmasked. The four friends, now reunited, climb aboard the ferry. As it makes its way across the river, the hobbits look back and see a dark, black bundle crouching on the shoreline. They are happy to arrive at Frodo's new home. Frodo dreads telling them that he cannot stay here but rather must leave the Shire, but to his surprise, he learns that all three of them already know of it. Frodo is deeply moved that they insist upon accompanying him. They decide to leave in the morning, at Gildor's suggestion to make haste; The friends decide to avoid the road and go through the dangerous Old Forest. They leave a message in Buckland for Gandalf.		
DAY 4	FR BK I Chapter 6	☐	Have the student read Book One, Chapter 6 and answer Study Questions. Chapter 6, The Old Forest. The travelers leave the Shire. Merry tells his fellow travelers queer stories about the trees in the Old Forest being alive and dangerous. The path shifts as they walk, because the trees are moving in and out on them, guiding them deeper into the forest. The hobbits fight off a sleepiness that the trees are causing and Sam saves Frodo from drowning after a tree pushes him, asleep, into the water. A tree captures Merry and Pippin in its cracks. An old man named Tom Bombadil rescues them and brings them home for supper.		
DAY 5	FR Written Assignment	☐	Have the student work on Written Assignment. Written Assignment: What shape has evil taken in FR so far? Specifically, what <i>physical</i> shape does it take as it pursues the hobbits? Alternative Written Assignment: Character Analysis: Are the Hobbit characters believable? Can you imagine them clearly as you are reading? Why or why not? What makes them believable? What would make them more believable? Answers will vary		
Week 1 Grade Book					
Assignments		Include ☒	(A) Points Earned	(B) Possible Points	A/B x100 =% (C)
Study Questions		☐			
Vocabulary		☐			
Literary Device		☐			
Written Assignment		☐			
Week 1 Average		Add up column C & divide by number of included ☒ assignments =			%

WEEK 2		
Book	Weekly Breakdown	Goals and Notes for the Week
FR	BK I Chapter 7 - 12	Memory Gem: "There is a seed of courage hidden (often deeply, it is true) in the heart of the fattest and most timid hobbit, waiting for some final desperate danger to make it grow." Book One, Chapters 7-12. Have the student look up all the vocabulary words for Book One, Chapters 7-12 in the glossary prior to reading. Study questions may be completed as the student reads or at the end of the week when reading has been completed. Literary Devices used this week: discuss definition of foreshadowing with the student (use literary device worksheet included in the syllabus). Students will encounter a question on this device in the study question booklet.
Notes		
Student Daily Assignments		Parent Daily Guidelines
DAY 1	FR BK I Chapter 7	☒ Have the student read Book One, Chapter 7 and answer Study Questions. Chapter 7, In the House of Tom Bombadil. At the house of Tom Bombadil they are greeted by a lovely white lady named Goldberry, daughter of the River, and Frodo is overcome with a joy he does not understand at seeing her. From her they learn that Tom Bombadil is master of wood, water and hill. The hobbits enjoy a long and hearty meal. Frodo dreams of Black Riders chasing him. The next day, rain keeps the hobbits from leaving, and Tom tells them stories of the Forest. They learn more about dangerous Old Man Willow (the tree that captured Merry and Pippin), and also that Tom knows of their flight from the Elves. Tom demands to see the Ring and tries it on, but does not disappear! Tom advises them to go north when they leave in the morning. ☐

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DAY 2	FR BK I Chapter 8 - 9	□ Have the student read Book One, Chapters 8-9 and answer Study Questions. Chapter 8, Fog on the Barrow-Downs. The four companions leave Goldberry and Tom with heavy hearts. They come up over the hills and take a break to rest; they fall asleep unintentionally and wake up on an island of fog. Walking out (uncertainly), Frodo is separated from his comrades and left alone on a chilly hilltop. An icy touch grips him and he passes out. Frodo awakens, imprisoned in a barrow, and notices Sam, Merry and Pippin lying beside him deathly pale, and clad in white. They are surrounded by treasures of gold. Frodo summons Tom Bombadil for aid and he comes. Tom gives the hobbits daggers for fighting from the treasure pile and assures them he will ride with them to the border of his land. When they reach the road at the border, a deep loneliness sinks into them when they remember that the Black Riders will pursue them by road. Tom directs them to ride until they reach the village of Bree where they can sleep at the inn there. Chapter 9, At the Sign of the Prancing Pony. They arrive at the inn at Bree and Frodo gives an assumed name. After supper, Merry rests while the other three go to the tavern. Frodo notices a ranger staring at him from the shadows. The ranger motions for Frodo to come over and introduces himself as Strider. Pippin begins to retell the story of Bilbo's birthday party to the villagers and Frodo, afraid Pippin will mention the Ring, creates a distraction. Then he puts on the Ring and disappears, reappearing next to Strider. Strider lets Frodo know that he knows his real name and that he has the Ring. Strider requests a private meeting with Frodo later.
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DAY 3	FR BK I Chapter 10 - 11	☐	Have the student read Book One, Chapters 10-11 and answer Study Questions. Chapter 10, Strider. At the meeting, Strider asks that Frodo allow him to go with and protect him on his journey, citing the danger of the Black Riders and his ability to find seldom-traveled paths. The hobbits are suspicious of Strider. The innkeeper brings a letter from Gandalf that he left for Frodo. In it, he states that Strider, whose real name is Aragorn, is a friend and can be trusted to bring them to Rivendell, home of the Elves. Aragorn reveals that Gandalf is missing and has not been heard from in many months. Merry comes in and tells of seeing Black Riders, who are now aware of Frodo's presence in Bree. Strider has them move into another room and make up their beds as if they are there sleeping in them. The hobbits go to sleep in their new room with Strider guarding them. Chapter 11, A Knife in the Dark. In the morning, the travelers learn that the Black Riders broke into their old room during the night and slashed their beds. They also learn that the Riders opened the doors to the stables and let all of their horses out. The travelers then set off and spend many weary days walking toward Weathertop, a high place where they hope to meet Gandalf. There, they receive a hastily-made message from Gandalf, declaring he has been there, three days before. The companions see Black Riders in the distance and hide in a dell. Frodo is tempted to put on the Ring despite Gandalf's warning, and does so, making the fearful shapes of the Riders horribly clear. Just as they strike Frodo in the shoulder, Strider threatens them with fire and they shrink back; at the same time, Frodo takes off the Ring.
DAY 4	FR BK I Chapter 12	☐	Have the student read Book One, Chapter 12 and answer Study Questions. Chapter 12. Flight to the Ford. Frodo awakens at the fire with his friends surrounding him. Strider returns after trying to find why the Black Riders have not attacked again. Frodo's wound grows worse, and Strider realizes that the deadly wound the Rider gave Frodo will enable them to ensnare the Ring soon. Strider has the gang move from their dangerous site. The Riders seem to have disappeared, as they make their way to the Ford by road. They find three trolls that Gandalf had turned to stone. They hear horse hooves and fear the worst, but it is Glorfindel, an Elf sent from Rivendell to guide them. He puts Frodo on his horse and commands them to keep on and not stop. All nine Black Riders pursue them again and Frodo feels pressure to give in to them. He crosses the Ford. Just as the Riders are crossing the Ford after him, the river rises and buries them. Frodo sees something white and, his strength spent, passes out.

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DAY 5	FR Written Assignment	☐	Have the student work on Written Assignment, due Monday. Written Assignment: Three new characters enter this section of the trilogy and give aid to the hobbits. Identify these three characters, and explain how each gives aid and in what circumstance. Why is each character so needed at each of these particular circumstances? Alternate Written Assignment: Ponder this quotation: "Many that live deserve death. Many that die deserve life. Can you give it to them? Then do not be too eager to deal out death in judgment. For even the very wise cannot see all ends." What do you think of Gandalf's advice?		
Week 2 Grade Book					
Assignments		Include ☒	(A) Points Earned	(B) Possible Points	A/B x100 =% (C)
Study Questions		☐			
Vocabulary		☐			
Literary Device		☐			
Written Assignment		☐			
Other:		☐			
Week 2 Average		Add up column C & divide by number of included ☒ assignments =			%

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WEEK 3		
Book	Weekly Breakdown	Goals and Notes for the Week
FR	BK II Chapter 1 - 5	Memory Gem: "You can trust us to stick to you through thick and thin—to the bitter end. . . . But you cannot trust us to let you face trouble alone, or go off without a word. We are your friends, Frodo." Book Two Chapters 1-5. Have the student look up all the vocabulary words for Book Two, Chapters 1-5 in the glossary prior to reading. Study questions may be completed as the student reads or at the end of the week when reading has been completed. Literary Devices used this week: discuss definitions motivation and onomatopoeia with the student (use literary device worksheet included in the syllabus). Students will encounter questions on these devices in the study question booklet.
Notes		
Student Daily Assignments		Parent Daily Guidelines
DAY 1	FR BK II Chapter 1	☒ Have the student read Book Two, Chapter 1 and answer Study Questions. Book Two, Chapter 1, Many Meetings. Frodo wakes in Rivendell with Gandalf at his side. Gandalf tells him he has been held captive. Frodo learns that Elrond, Lord of the Elves, found and removed a splinter from the Ringwraiths' knife that was deep in Frodo's shoulder. This splinter - combined with putting on the Ring when he did - brought Frodo half into the wraith-world, making the Riders' forms clear to him. Frodo also learns that all nine horses of the Riders perished in the flood but that the Ringwraiths cannot be destroyed physically, because their power is tied to that of their master Sauron and his Ring. We are introduced to two new characters: Arwen, daughter of Elrond, and Gimli, a dwarf. Frodo is delighted to see that Bilbo is in Rivendell as well.

DAY 2	FR BK II Chapter 2	Have the student read Book Two, Chapter 2 and answer Study Questions. Chapter 2, The Council of Elrond. The council of Elrond for which they have all been assembled begins. Assembled are: Frodo, Elrond, Gandalf, Bilbo, Aragorn, Gimli, Glorfindel, Legolas (an Elf) and Boromir, a man from the Gondor in the south. They discuss the significance of the Ring. Elrond recounts the events of the Battle of Mordor when Isildur cut the Ring from Sauron's hand. Boromir has journeyed here for understanding regarding the Ring, and is suspicious of Aragorn. Gandalf commands Frodo to show them all the Ring. Aragorn tells all that he is heir to the throne of Gondor. Bilbo and Frodo recount their history with the Ring. Frodo finally learns that Gandalf has all this time been in pursuit of Gollum, who he and Aragorn found. From Gollum, they learned that he had been to Mordor and been tortured to tell of the Ring's whereabouts. Aragorn left Gollum imprisoned with the Elves but Legolas tells them he has escaped with Orcs. It is believed Gollum will fulfill an evil errand from Mordor. Gandalf explains that he left Frodo the note in Bree and rushed off because he heard that the nine Riders were out and that Saruman the White Wizard would help. So to him Gandalf went, only to find that Saruman had succumbed to the Enemy and imprisoned Gandalf when he would not reveal the Ring's whereabouts. A great eagle freed Gandalf by flying him out of Isengard. The Council decides that destroying the Ring is the only way to quench evil. They must throw it into the fires of Mt. Doom. Boromir suggests using the Ring as a weapon and holding on to it. Frodo offers to go himself and do the deed.
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DAY 3	FR BK II Chapter 3 - 4	Have the student read Book Two, Chapters 3-4 and answer Study Questions. Chapter 3, The Ring Goes South. The errand of the Ring waits two months in Rivendell while scouts search the north of Middle Earth for the Ringwraiths; none are found. Elrond forms the Fellowship of the Ring: Frodo will be the ring-bearer, along with Sam, Peregrin, Merry, Gandalf, Legolas, Gimli, Aragorn and Boromir. Each one represents each of the free peoples of the world – hobbit, wizard, Elf and man. There are nine of them picked, to be set against the Nine Riders of evil. Before they leave, Bilbo gives Frodo a <i>mithril</i> vest to wear and a sword. At night, they set out heading South. They narrowly escape a pack of dark bird spies and remain in hiding until dark. They travel only by night, moving into the hills toward Caradhras, a forbidding mountain. They encounter a blizzard as they wind through the mountains, and suspect that the Enemy has sent it upon them. They nearly freeze to death, before Gandalf feels it is safe to light a fire. After the storm, they retrace their steps to avoid further storms. Chapter 4, A Journey in the Dark. The snowstorm attack wears them out and they decide to rest. They hold a council and decide that, since they cannot go up the mountain again, they must either turn back to Rivendell or take another, more dangerous route, under the mountains through the mines of Moria. They decide on the latter. During the night, a pack of unnatural wolves attack them and flee when Gandalf casts a spell on them. The Fellowship arrives at the door into Moria and, after discovering the password for the door, are about to enter when a great beast rises out of the water and wraps a tentacle around Frodo. Aragorn and the others rescue him. After walking through the dark mines, they come to a standstill with three routes to choose from. They enter a stone door at left to rest for the night. Inside is a well. Pippin drops a stone down it and it disturbs the water. They all try to get some rest. In the morning, they take the road to the right. Frodo believes they are being followed. The Company is oppressed by the dark and loneliness of Moria. Gimli tells of the mines once being inhabited by dwarves before Orcs took over. Gimli finds the tomb of his kinsman Balin and grieves.
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DAY 4	FR BK II Chapter 5	☐	Have the student read Book Two, Chapter 5 and answer Study Questions. Chapter 5, The Bridge of Khazad-Dum. The Company reads the tale of Balin’s fate, ending with his statement that they “cannot get out” (of Moria) because the gates are barred by Orcs. It dawns on the Company that they, too, cannot get out. Just then, a loud “doom, doom” is heard and Orcs are coming toward them. They slam the door but Orcs crash through. The Company kills thirteen and the rest flee. The travelers are about to get out when a huge cave troll appears. They escape this attack alive but Frodo suffers a spear wound. More Orcs are coming and they all escape but Gandalf; he remains to cast a spell on the door. When he finds them, they all marvel that Frodo is alive after being injured. The travelers head toward the gates that will lead them out of Moria. More Orcs and some “new devilry” are at hand, and they attempt a fast escape through the last hall and toward the gates. A dark figure with a whip – a Balrog – streaming with fire, closes in on them and they must attempt to cross a narrow bridge over fire to escape it. Gandalf alone stands firm against it and commands it to stop. He succeeds in throwing the Balrog into the fire but one of its coils grabs his knees and takes him down into the fire with him. The remaining company barely escapes the breaking bridge, and flees, finally making it through the gates. They arrive in Dimrill Dale and into the sun. As the drum-beats fade, they give themselves over to grief.		
DAY 5	FR Written Assignment	☐	Have the student work on Written Assignment, due Monday. Written Assignment: Explain the significance of the Fellowship. Why must a representative of each of the free peoples of Middle Earth be involved in the task of destroying the Ring? Alternative Written Assignment: One of the members of the Fellowship will become weak later in the story and will try to take the Ring for himself. Without looking ahead, see if you can guess which one it is and explain why you believe it to be the character you chose. You will not be graded wrong if you choose a character that is not the future weakling. You will be graded on how well you support the choice you made.		
Week 3 Grade Book					
Assignments		Include ☒	(A) Points Earned	(B) Possible Points	A/B x100 =% (C)
Study Questions		☐			
Vocabulary		☐			
Literary Device		☐			
Written Assignment		☐			
Other:		☐			
Week 3 Average		Add up column C & divide by number of included ☒ assignments =			%

◆◆◆ **SAINT ATHANASIUS** ◆◆◆

COURSE PLAN METHODOLOGY: *Saint Athanasius* by F.A. Forbes is represented by the abbreviation **SA**. Each weekly assignment is summarized in the first line of the week's daily course plan. The specific daily assignments are outlined in the following lines indicated by the **MON, TUES, WED, THUR** and **FRI** abbreviations. **The chapter study questions are located in the Junior High Literature Study Question booklets available for purchase from Kolbe Academy.** Answers should be given in complete written or oral sentences.

In the 4th century a priest named Arius stated that Jesus was not divine. Thus began the first major split in the Church known as the **Arian Heresy**. As a result, the Council of Nicea was called. Athanasius was present at the Council and became the driving force behind the institutions of the Nicene Creed, which states unequivocally that Jesus is God. This is the same Creed that is said at every Sunday Mass to this day. Saint Athanasius and the Arian heresy are briefly referred to in the eighth grade religion course in second quarter. It would be appropriate for the student to read this book toward the beginning of that quarter. He is also mentioned in more depth in chapter ten of *Christ the King, Lord of History*, which is sometimes used in 7th grade history.

WEEK 1	
SA	Chapters 1-11. Study questions may be completed as the student reads or at the end of the week when reading has been completed.
MON	Read About the Author in the back of the book and Chapters 1-2 and answer Study Questions. The student should become familiar with Mother Frances Alice Monica Forbes and her inspiring life. Alexander, the Patriarch of Alexandria, Egypt, recalls the life and martyrdom of his predecessor, Peter and so many Christians in the persecution. Some of the Christians gave in to the torturers and left the Faith. When they repented, Bishop Peter forgave them, which angered Bishop Meletius of Lycopolis. This caused a schism in the Church. Bishop Alexander met Athanasius when he was still a young boy and recognizing his vocation to the priesthood and his intelligence took him in and raised him as his own son. While still young, Athanasius became the secretary of the Patriarch and went with him on all of his travels. Athanasius spent some time with the monks in the desert and admired their holiness. The Patriarch Peter had excommunicated Arias, a priest, because he had joined the schism of Meletius. Arias wanted Peter to pardon him, but Our Lord had appeared to Peter and warned him that Arius was going to ask for this and Peter was not to pardon him. His refusal to pardon Arius surprised everyone because Peter had been so merciful to those who had fallen away during the persecution. Achillas succeeded Peter as Patriarch. Achillas allowed Arias to come back into the Church and even gave him a large church. Arius, a powerful preacher, was so sure he would succeed Achillas that when Alexander was elected, he was furious. He couldn't attack the man, so he attacked the doctrine. He said that Jesus was not God. This attack on doctrine became known as the "Arian" heresy. Alexander tried to get Arius to recant, but pride would not allow him to. He was deposed and forbidden to preach, but did not give up. He went to Syria where he made friends with Eusebius, Bishop of Nicomedia and a friend of the Emperor Constantine. Eusebius, a dishonest opportunist, deceived Constantine. Eusebius openly took up the doctrine of Arius and wrote to Alexander stating that Arius had been treated unfairly. Alexander wrote to Pope St. Sylvester and all of the Bishops warning them of the danger to the Church. Arius and Eusebius both believed it was the work of the deacon, Athanasius, the secretary of Alexander, whom they hated.

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	They convinced Constantine that Arius was a faithful and persecuted priest. Constantine, still not well catechized and fearing disunity in his empire took the advice of Eusebius and wrote to Alexander to forgive Arius and make peace. Hosius, Bishop of Cordova and a holy man joined with Alexander and wrote to Constantine asking him to call a Council of the Church to decide the matter. Constantine elicited the aid of Pope St. Sylvester and the Council was to take place in Nicea.
TUES	Read Chapters 3-4 and answer Study Questions. As the Council of Nicea opened in 325 Arius was called upon to explain his doctrine. He stated unequivocally that Jesus is not God. He was so outspoken that Eusebius tried to explain it away without success. Athanasius spoke for Alexander and greatly impressed the bishops with his eloquent defense of the doctrine of the divinity of Christ. They composed the Nicene Creed, still said in every Sunday Mass all over the world, which establishes forever the Godhead of Christ. (The student should understand that the Church never doubted and always taught that Jesus is divine. The Nicene Creed defined the doctrine more completely than does the Apostles' Creed, which came to the Church at the time of the Apostles.) They also condemned Arius and his writings. Under pressure from Constantine, even Eusebius and his friend Theognis of Nicea signed the document. Only Arius refused and he was banished and his writings were to be publicly burned. Constantine gave a banquet for the bishops, and while they were occupied, Eusebius and Theognis deleted their names from the list and went back to their dioceses to preach error. It became known and the two were banished. Constantine approved the banishment and there was a time of peace in the Empire. Constantine built churches in Rome, but he did not feel at home there. In Byzantium, his real home, he built Constantinople, a beautiful city. Alexander died and Athanasius, though still very young, was elected as Patriarch of Alexandria because of his zeal, learning, mortified life, and love of God. In the beginning his diocese was peaceful, and he worked at building up the Church in Alexandria. A man named Frumentius came to Athanasius and asked him to send a bishop to Abyssinia. After hearing his story, Athanasius ordained him and sent him back to continue the work of the Church there. Athanasius went to the desert to visit the monasteries founded by St. Pachominus. Pachominus had been a pagan soldier when he met and appreciated the kindness and charity of the Christians and was converted. He went to Palemon, a hermit in the desert, and convinced him he could live the austere life of a monk. Palemon died shortly thereafter and Pachominus founded many monasteries. When Athanasius arrived, Pachominus came down to meet him but hid amongst his monks for fear that Athanasius would give him too much honor. They met and became close friends. Athanasius recognized the monks as faithful followers on whom he could rely.
WED	Read Chapters 5-6 and answer Study Questions. When Constantia, Constantine's favorite sister and an Arian, was on her deathbed, an Arian priest friend of Eusebius talked her into convincing Constantine that Arius and his friends had been treated unjustly. Constantine gave in and allowed Arius to come and defend his cause. He swore falsely to Constantine that he believed in the Nicene Creed. Arius was allowed out of banishment, which meant that Eusebius and Theognis were also freed to do as they would. The two of them drove out the Catholic Bishops who had taken their places. They proceeded to find ways to get rid of all opposition. Eustathius, Bishop of Antioch and a staunch defender of the Faith, was their first target. They went to Antioch, called a council of Bishops, and bribed a local person to falsely accuse Eustathius of scandal. They deposed him and put an Arian in his place. When others opposed them, they said they were acting by command of Constantine. Appeals to the Emperor were ignored because he who had been so strong had become weak and uncertain. Eusebius wanted to get rid of Athanasius but knew it would be difficult because

Athanasius had already defeated them before. He wrote a letter to Athanasius explaining that the Emperor had cleared Arius of wrongdoing, and Athanasius should receive him back into communion. He said to do otherwise would displease Constantine. Athanasius refused stating correctly that the decrees of the Council of Nicea were right. Eusebius wrote to Constantine and told him Athanasius should be deposed if he wouldn't receive Arius. Constantine wrote to Athanasius stating he was to receive anyone who wanted to come back and if he didn't he would be deposed. Athanasius responded by saying, "It is impossible for the Catholic Church to hold communion with those who deny the Divinity of the Son of God and who are fighting against Him." Constantine, ever changeable now, let the matter drop. Eusebius and his cohorts with the help of the Meletians plotted several different plans to discredit Athanasius, but Athanasius was always able to prove them false. St. Antony, the famous hermit, on hearing about the problems Athanasius was having, came down from the desert to defend Athanasius. People flocked to see the holy man. He told everyone to hold tight to the teaching of the Church that Jesus is God. This did not stop the Arians and Meletians, but each time Athanasius was able to defend himself and the teachings of the Church. Eusebius, ever at the side of the weakened Constantine was able to convince him that Athanasius' friends were lying for him and the Emperor should call a council at which Athanasius would be required to defend himself unaided by his friends. Athanasius was cleared, but Eusebius set to work on Constantine and was able to convince him that since Athanasius had been accused of so many charges he must be guilty. Athanasius was forced to go to Council of Bishops, most of whom were Arians and Meletians. He was accused of murdering Arsenius. A Meletian Bishop showed the hand of the dead Arsenius. Athanasius had arranged for Arsenius to be there and show he was alive and still had both hands. The Arians said it was by magic that Athanasius was able to produce the dead man. Athanasius left in disgust and went directly to Constantine who accused the Arians of deceit and ordered them back to Constantinople. Eusebius and his cohorts then falsely accused Athanasius of preventing grain vessels from coming into the city. Constantine believed the lie and sent Athanasius into exile. Even in exile Athanasius continued to lead his bishops and clergy through letters of encouragement. Eusebius was trying to get the old Bishop of Constantinople to admit Arius back into the Church. If he refused, Eusebius would see that he would be driven from his See. The Bishop asked God to let him die rather than allow the heretic back. While Arius was triumphantly being escorted through the city, he suddenly became ill and died. Constantine, on his deathbed allowed Athanasius back into his See. The empire was divided between his three sons, Constantine II and Constans who were friends of Athanasius, and Constantius who was an Arian and took over the whole empire on the death of his brothers. One of the first things Constantine II did was to bring Athanasius back to Alexandria. However, Constantius, the friend of the Arians controlled Egypt and the East. Eusebius wanted to be made Bishop of Constantinople and got Constantius to depose the Bishop and put him in that place. Before it could happen, Athanasius, with the help of Constantine II and Constans, was able to stop it. Eusebius then wrote a letter to the Pope saying it was unlawful for Athanasius to return to his See. The Pope knew more than the Arians thought and ordered a synod in which the Pope would preside. Eusebius did not want that, and taking the law into his own hands, called a council of his friends, and elected Gregory, an Arian, to replace Athanasius. He removed the Catholic Governor of Egypt and replaced him with Philagrius, an evil man who imprisoned, scourged, or killed any who resisted Gregory. To prevent further violence, Athanasius left Alexandria and went to Rome where he heard that Constantine II had died.

THUR Read Chapters 7-9 and answer Study Questions. The Egyptian Bishops refused to accept Gregory

	and were arrested, tortured, banished, imprisoned, or killed. After four years, Philagrius was killed by a mob. In Rome, Pope St. Julius I received Athanasius as a champion of the Faith and called a Council, which the Arians refused to attend. Eusebius died but his followers continued. They drew up a creed of their own and sent it to the Pope who refused to accept it. They finally attended a Council at Sardica in which Athanasius was vindicated, so they called a council of their own and excommunicated Athanasius and even the Pope. At the Council of Sardica, Athanasius was finally declared innocent of all charges, the Arian creed was condemned, and the information was sent to all the Churches and to Constans and Constantius. Constantius succumbed because Constans threatened civil war if he wouldn't accept the decision. Everyone was delighted to have Athanasius return to them in Alexandria. The Arians were defeated and Athanasius mercifully pardoned those who had strayed and wanted to come back. It was a time of great peace for the Church because of Constans' defense of the Faith. Athanasius continually wrote letters warning of the Arian heresy and strengthening the people. Constans was killed in battle and Constantius became ruler of the whole empire. Pope Julius died and was succeeded by Liberius. Constantius wrote to Pope Liberius offering gifts so he would condemn Athanasius. When he refused, a new persecution broke out. False charges were again made against Athanasius. Constantius called a council in Arles, France at which he condemned Athanasius; the Bishops who refused to sign were treated badly, and even the Pope was banished to Berea where he was treated badly. Syrianus, a cruel Arian general, was sent to Alexandria to rid the city of Athanasius and all Catholics. Athanasius had to sneak out of town under cover of darkness when the enemy tried to capture him. St. Antony, over one hundred years old, died after encouraging all of the faithful that Christ would never leave His Church. Syrianus and his troops imprisoned, tortured, or killed Catholics, desecrated the churches and caused general havoc. When Constantius felt the Alexandrians were defeated he appointed George of Cappadocia, an evil Arian, to replace Athanasius. He created an even worse persecution. He took over all of the churches and monasteries and continued the outrageous treatment of all of the faithful while becoming rich by his plunder and gaining control of businesses in the city. After two years, there was an uprising by both Catholics and pagans and he fled the city. In the meantime, Athanasius in exile continuously wrote letters of encouragement to his Bishops and faithful. The Arians searched the deserts for him, but the monks always kept the Arians from finding him. When things quieted down in Alexandria, George returned hoping to get richer. Constantius died and Julian the Apostate, his nephew, succeeded him. The pagans seized George, tore him to piece, and burned his body. As soon as Julian was crowned Emperor he declared himself a pagan and gave rewards to all who would apostatize. It did not work, but he did not believe in persecution. Christians were ridiculed and pagans were given privileges that were not given to Christians.
FRI	Read Chapter 9-11 and answer Study Questions. Although Christians were not given privileges that pagans were, Julian did allow the Bishops to return to their Sees. Athanasius returned to Alexandria after six years in exile, and knowing many good people had followed Arianism because of weakness or fear, he gave absolution to all who would accept the Nicene Creed. He was received with great joy in Alexandria. Many pagans who had witnessed the bravery of the Christians under persecution came into the Church. When Julian heard of the great influence Athanasius still had in Alexandria, he wrote to the Governor of Egypt and told him to get the Bishop out of the country. When citizens of Alexandria implored Julian to leave Athanasius there, he became infuriated that the gods were despised and he insulted. He sent messengers to kill Athanasius. He left Alexandria just in time, but after encouraging his followers that it would only be for a short time. He tricked his

pursuers and returned for a few days before retreating to the desert once more. Julian began to think the gods were against him when many catastrophes followed in the absence of Athanasius. Earthquakes, a tidal wave, famine, and plague followed Julian wherever he went. Julian offered sacrifices to his gods to no avail. He became incensed at the Christians and blamed them for everything. He became the ridicule of the people by his strange behavior and appearance. He then wrote satires to ridicule Constantine and the Christians. While in the desert with Theodore, Abbot of Tabenna, Athanasius was led into Hermopolis where he preached to the people and many of the clergy. When he was in Arsinoe, word came that the enemy was once again after him. In trying to get him back to Tabenna, the monks had many problems and it appeared that he would be captured. Without fear, he prayed for a martyr's death. Theodore received a revelation by God that Julian had been killed in battle and was succeeded by Jovian, a Catholic. Immediately, Jovian wrote a letter to Athanasius praising him for the good he had done and asking him to return to his See where he would be under the protection of the emperor. Jovian asked Athanasius to meet him in Antioch to explain the Faith. When the Arians heard of it, they went to Jovian, told lies about Athanasius, and begged him not to put Athanasius back in his See. Jovian knew better and received Athanasius and listened to all he had to say about the Faith. The Alexandrians were delighted, but the peace did not last long. Jovian died suddenly and Valentinian succeeded him. Valentinian chose his brother Valens to rule the empire in the East. Valens was an Arian and began another vicious persecution. The Catholics sent a delegation to Valens to ask for justice. Valens pretended to listen and saying he was banishing them, he sent them with Modestus, the Prefect of the Pretorian Guard. Modestus put them on a ship for their "banishment", had the ship set on fire, and all eighty were martyred. The governor was afraid to banish Athanasius because of his great following. However, when Athanasius left the city for a few days, the Governor stormed into the church trying to find him to kill him. Athanasius hid in his father's tomb and the faithful bringing him food. After four months, the Governor fearing an uprising asked Valens to let Athanasius come back. After Athanasius was back in the See for a year, Jovian sent in an Arian replacement for him. The uprising was so great the he was rescued and rushed out of Egypt. Athanasius was left alone for the rest of his life. He was old and worn out but still a very busy man. He wrote a biography of St. Antony of the Desert as a tribute to his friend. Arian persecutions were still strong in other parts of the world and Athanasius was a source of comfort and encouragement to the clergy and faithful. Athanasius excommunicated the Governor of Libya, a cruel man, and told St. Basil, the Archbishop of Caesarea, what he had done. St. Basil let the excommunication known throughout his See. He was brought before Modestus and spoke the truth boldly and fearlessly. He and Athanasius corresponded. Athanasius constantly prayed and encouraged him. Pope Liberius died and was succeeded by Pope St. Damasus. He called a council of the Church at which it was decreed that no man could be consecrated Bishop unless he held the Creed of Nicea. Athanasius was overjoyed that what he had worked so valiantly for and suffered so much for had come to pass. Five years later, having ruled his diocese for forty-eight years, the saint died. He had never given up his battle for the truth even when it looked like a lost cause. He is still remembered today for preserving the doctrine that Jesus is truly God and Man.

WEEK 2

Book Report and Final Exam. This week's main focus should be on composition. The student should focus on the writing and perfecting of the book report; more than one draft may be necessary. This assignment can be applied to the composition grade. Please see the syllabus portion of the Literature course for guidance on writing a book report appropriate for 7th or 8th grade.

◆ ◆ ◆ THE SHORT STORY COURSE ◆ ◆ ◆

COURSE PLAN METHODOLOGY: Each weekly assignment is summarized in the first line of the week's daily course plan. The specific daily assignments are outlined in the following lines indicated by the **MON, TUES, WED, THUR** and **FRI** abbreviations.

The Study Questions are located in the Junior High Literature Study Question booklets available for purchase from Kolbe Academy. A supplemental worksheet for the Short Story course is included on pages 8-9 of the short story course plan. Students should study literary devices and elements of the short story **using the worksheets included with the short story course plan**. We suggest reading the weekly written assignment to the student at the beginning of the week. The student should write the assignment down on a note card (to be used as a bookmark) so that he can think about the assignment as he reads. We suggest that students complete assignments by the following Monday with the bulk of the work being done on the Friday prior. As the teacher, be sure to review the final exam **now** to ensure all concepts are covered with your student as he reads the book.

The student should keep a notebook for writing each of the following aspects of the problem in a short story: problem, type of problem, complication, climax, and solution. In other words, the student should make a note of the problem(s), what type of problem it is, what the complication is, what the climax of the story is, and how the problem is resolved.

The stories read in this course, in order of appearance:

The Ransom of Red Chief, O. Henry

The Last Leaf, O. Henry

The Gift of the Magi, O. Henry

The Story of the Other Wise Man, Henry Van Dyke

The Old Man and the Sea, Ernest Hemingway

The Legend of Sleepy Hollow, Washington Irving

The Red Headed League, Sir Arthur Conan Doyle

A Christmas Carol, Charles Dickens

WEEK 1	
<i>How to Read and Appreciate a Short Story. The Ransom of Red Chief.</i>	
MON	Read <i>How to Read and Appreciate a Short Story</i> , SUPPLEMENTAL MATERIAL, pages 8-9 of the short story course plan.
TUES	Do the Study Questions for <i>How to Read and Appreciate a Short Story</i> .
WED	Read <i>The Ransom of Red Chief</i> and have the student write the aspects of the problem in a notebook. See the Course Plan Methodology for details and the Assignment Answer Key for answers.
THUR	Do the Study Questions for <i>The Ransom of Red Chief</i>. <u>Characters:</u> Ebenezer Dorset-the wealthy father of the young, spoiled ten-year-old boy. Red Chief-the self-appointed name of a ten-year-old boy who is ransomed by "Two Desperate Men." Bill Driscoll-one of the kidnappers who receives the more severe punishments from Red Chief. Sam-the narrator of the story, and one of the kidnappers, who is named "Snake Eye the Spy" by Red Chief. <u>Story Summary:</u> <i>The Ransom of Red Chief</i> is one of O'Henry's less serious short stories. It is a

	comedy about two con men who decide to kidnap a rich man's ten-year-old son. They are able to steal the child and set up a ransom, however, the boy is such a problem maker that he not only enjoys the kidnapping but even makes the lives of the two men hellish for several days. The ironic twist at the end is that the men end up having to pay the father to give the boy back to him.
Notes	
WEEK 2	
<i>The Last Leaf. The Gift of the Magi.</i>	
Written assignment: In <i>The Gift of the Magi</i> , why does the writer call them the wisest of people?	
MON	Read <i>The Last Leaf</i> and have the student write the aspects of the problem in a notebook. O. Henry does a marvelous job establishing the setting of the story. It takes place in Greenwich Village, what would have been at the time a small area of New York city, populated by young artists from all over the country vying for fame in the big city. The dilemma in the story is that Johnsy is dying of pneumonia, and more importantly, she is losing the will to fight for her life. Her friend Sue takes care of her but can only do so much to keep her comfortable. The other character in the story is an old artist, a foreigner, named Behrman. He is a failure and still cherishes the hope of one day painting a masterpiece. In her sickness, Johnsy imagines that she must die when the last leaf from an old vine, which she can see through her window, has fallen. Even after successive stormy nights, one leaf seems to endure, and Johnsy amazed by its tenacity finds the will to live and recuperates. Ironically, Behrman has painted a leaf by the ivy so as to keep Johnsy alive. However, he had to do his work on a stormy winter night, and it cost him his life.
TUES	Do the Study Questions for <i>The Last Leaf</i>. In <i>The Last Leaf</i> , O. Henry shows the inextricable union of love and sacrifice. The older artist, Behrman, gives up his life for the young girl, Johnsy. For O. Henry, love is the most valuable thing in the world and it always comes at a high price.
WED	Read <i>The Gift of the Magi</i> and have the student write the aspects of the problem in a notebook. Like many of O. Henry's short stories, the dilemmas in <i>The Gift of the Magi</i> are very simple and mundane. The story is about Della Young and her struggle to buy her husband Jim a Christmas present with the few pennies that she has saved. Jim is in a similar predicament; he too wants to buy Della something expressive of his love for her, but he does not have enough money. It is clear that the two are deeply in love with and devoted unto each other, and that any gift will fall infinitely short of expressing this commitment. Nevertheless, they both give up their most precious possessions in order to buy something worth a week's wages. The ironic twist at the end is that their sacrifice renders the other's gift useless (Jim sold his watch to buy a set of combs; Della sold her hair to buy Jim a watch band).
THUR	Do the Study Questions for <i>The Gift of the Magi</i>. At the end of the story, Jim and Della realize that their possessions and gifts will never even remotely translate into love. This is the secret of the "Magi," the wise men, who brought gifts for the baby Jesus. Their true gift is the sacrifice of self for the beloved.
FRI	Do Written Assignment. This assignment can be completed over the weekend.
Notes	

WEEK 3	
<i>The Story of the Other Wise Man.</i>	
Written Assignment: This assignment can be done over the weekend. At the end of the story, the author says, "His treasures were accepted. The Other Wise Man had found the King". What does the author mean by these words?	
MON	Read the Introduction, Preface, Chapters 1-2: <i>The Sign in the Sky</i> and <i>By the Waters of Babylon</i>, pages 3-46.
TUES	Do Study Questions 1-9 for <i>The Story of the Other Wise Man</i>. Note that Zoroaster was a 6th century B.C. religious teacher in Persia (Also Zarathustra). Be sure the student looks over the questions with the asterisks (*) prior to reading. Summary: <i>The Story of the Other Wise Man</i> is a captivating and beautiful telling about a fictitious "fourth" wise man, who was not able to travel with the three magi. Van Dyke sums up the story in the first paragraph: "Of the great desire of this fourth pilgrim, and how it was denied, yet accomplished in the denial; of his many wanderings and the probations of his soul; of the long way of his seeking and the strange way of his finding the One whom he sought--I would tell the tale as I have heard fragments of it in the Hall of Dreams, in the palace of the Heart of Man." The man's name is Artaban and he has researched signs of the Messiah's coming. He adjourns a meeting with nine other wise men, most of whom have excuses not to journey with him. Artaban has sold all of his possessions in order to purchase a pearl, a sapphire, and a ruby, which he would give as gifts to the newborn King. After journeying for several weeks he nears the rendezvous point where he would meet with the three magi, and they would together take a caravan through the desert to complete the journey. However, he delays his arrival in order to give sustenance to a dying man, and by the time he reaches the rendezvous point, the other magi have already left. Thus he continues alone through the desert and reaches Bethlehem three days late, after Mary and Joseph had escaped with Jesus into Egypt. He already has had to sell his sapphire in order to make this journey. So he stays with a young mother and her child for the day. On this day, Herod's troops stormed the city to massacre the first-born males. Artaban spent his ruby to keep the soldiers from entering the house of the lady and killing her child. Then, he spent the next several decades searching for the Messiah and because prophecies said that the messiah should be found among the lowly, Artaban searched the most squalid areas. During this time he busied himself by curing the sick and aiding the poor. After thirty-three years had passed he entered Jerusalem at the time of the crucifixion of Christ. When he heard about this man he knew it was the one whom he had sought for so long, and he determined to offer his pearl for this man's ransom. However, he is accosted by a Parthian woman who is to be sold into slavery, and he ends up using the pearl for her ransom. He dies shortly after, but he hears the words of Christ affirm all of the charitable decisions which he had made: "Verily I say unto thee, Inasmuch as thou hast done it unto one of the least of these my brethren, thou hast done it unto me."
WED	Read Chapters 3-5: <i>For the Sake of a Little Child, In the Hidden Way of Sorrow, A Pearl of Great Price</i>, pages 49-end. Have the student write the aspects of the problem in a notebook.
THUR	Do Study Questions 10-18 for <i>The Story of the Other Wise Man</i>.
FRI	Do Written Assignment. This assignment can be completed over the weekend.
Notes	

◆ ◆ ◆ THE POETRY COURSE ◆ ◆ ◆

COURSE PLAN METHODOLOGY: Each weekly assignment is summarized in the first line of the week's daily course plan. The specific daily assignments are outlined in the following lines indicated by the **MON, TUES, WED, THUR** and **FRI** abbreviations.

The Study Questions are located in the Junior High Literature Study Question booklets available for purchase from Kolbe Academy. A supplemental worksheet for the Poetry course is included on pages 7-9 of this Poetry course plan. Students should study the forms of poetry **using the worksheets included with this course plans.** We suggest reading the weekly written assignment to the student at the beginning of the week. The student should write the assignment down on a note card (to be used as a bookmark) so that he can think about the assignment as he reads. The written assignments are suggested to be completed by the following Monday with the bulk of the work being done on the Friday prior. As the teacher, be sure to review the final exam **now** to ensure all concepts are covered with your student as he reads the book.

Before the student reads each poem, have him read a short biography of the poet. There is a biography for each of the poets included in Kolbe Academy's *Classic Poems Across the Ages* as a convenience. The student should also be prepared to recall/memorize the name of the poet and his poems in this course for the exam.

The poems read for this course in order of appearance are:

The Highwayman, Alfred Noyes

Lochinvar, Sir Walter Scott

The Wreck of the Hesperus, Henry Wadsworth Longfellow

The Rime of the Ancient Mariner, Samuel T. Coleridge

O Captain! My Captain, Walt Whitman

Sea Fever, John Masfield

Crossing the Bar, Alfred Lord Tennyson

The Lonely Street, William Carlos Williams

School's Out, William Henry Davies

The Song of Hiawatha, Henry Wadsworth Longfellow

The Raven, Edgar Allen Poe

I Wandered Lonely as a Cloud, William Wordsworth

If, Rudyard Kipling

Jabberwocky, Lewis Carroll

God's Grandeur, Gerard Hopkins

An Irish Airman Foresees His Death, W.B. Yeats

Anthem to Doomed Youth, Wilfred Owen

Charge of the Light Brigade, Alfred Lord Tennyson

WEEK 1	
<i>The Different Forms of Poetry; The Highwayman; Lochinvar.</i>	
Written Assignment: Compare and contrast <i>The Highwayman</i> and <i>Lochinvar</i> .	
MON	Read The Different Forms of Poetry in the SUPPLEMENTAL MATERIAL, pages 7-9 of the course plan.
TUES	Do the Study Questions for The Different Forms of Poetry.
WED	Read <i>The Highwayman</i> and answer the Study Question. Summary of <i>The Highwayman</i>. The highwayman rides up to the inn and cannot gain entrance, so he whistles and Bess, the landlord's daughter opens the window. He tells her he has a job to do, but that he will be back before dawn with his booty. However, if he is being pursued, he will wait until the moon rises and come then. Tim, the hostler, who also loves Bess and is jealous of the highwayman, overhears the conversation. Tim presumably tells the soldiers about the highwayman, because they come and tie up Bess in her room,

	and set a musket aimed to kill her. They position themselves ready to shoot the highwayman when he comes. As she watches for the highwayman in the moonlight, she hears the sound of his horse. When he appears on the road, she pulls the trigger on the musket, not only killing herself, but also warning him. He rides away, but is caught and killed too. Now, whenever there is a high wind, people believe the ghost of the highwayman comes galloping into the inn courtyard and Bess's ghost opens the shutters when he whistles.
THUR	Read <i>Lochinvar</i> and answer the Study Questions. Summary of <i>Lochinvar</i>. The young Lord Lochinvar has been denied the hand of the fair Ellen. On the day of her wedding to another "a laggard in love, a dastard in war", Lochinvar rides across country to Netherby Hall. When challenged if he had come to toast the bride and groom or not, Lochinvar reminds Ellen's father that his suit had been denied, although there were many other girls, far prettier than Ellen, who would gladly be courted by him. He invites Ellen to dance with him. The groom is transfixed to the floor, as is everyone else. Lochinvar leads Ellen, not just onto the floor, but out of the door, and he rides away with her. Though there is a search, Lochinvar and Ellen cannot be found.
FRI	Work on Written Assignment. This assignment can be completed over the weekend.
Notes	
WEEK 2	
<i>The Wreck of the Hesperus; The Rime of the Ancient Mariner.</i> Written Assignment: Compare and contrast <i>The Wreck of the Hesperus</i> and <i>The Rime of the Ancient Mariner</i> .	
MON	Read the background notes, <i>The Wreck of the Hesperus</i> and answer the Study Questions. Background Notes on <i>The Wreck of the Hesperus</i> • Ballad – depicts one event - a shipwreck • There are fatalities - main characters die • Natural disaster – man at mercy of nature • Sadness at end conveyed by one who sees body of young girl tied to mast • Action is swift – no lingering over deaths • Pure action • Contrast of emotions –joy at sailing, sorrow created in reader • Sense of hopelessness and out of control situation. But no guilt, no blame
TUES	Read the background notes, Parts 1-3 of <i>The Rime of the Ancient Mariner</i>, and answer the Study Questions. Background Notes on <i>The Rime of the Ancient Mariner</i> • Ballad –depicts one main event although framework of Wedding Feast. • There are deaths • At mercy of nature –ship is becalmed, no water, food • Blame is theme. "they cursed me with their eye" • Symbol – Albatross –good luck to sailors. • No reason to kill – not explained • Offended nature, so nature turns against them. • God is mentioned

	• Lasting pain and suffering –in slow death of sailors and psychologically for Ancient Mariner • He is ‘imprisoned’ on ship for wrong-doing- is punished, so too are others for his deed. • He is in state of death – but does not die.
WED	Read Parts 4-6 of <i>The Rime of the Ancient Mariner</i> and answer the Study Questions.
THUR	Read Part 7 of <i>The Rime of the Ancient Mariner</i> and answer the Study Questions.
FRI	Work on Written Assignment. This assignment can be completed over the weekend.
Notes	
WEEK 3	
<i>O Captain! My Captain!; Sea Fever; Crossing the Bar; The Lonely Street; School's Out</i>	
Written Assignment: Compare the death of the captain in <i>O Captain! My Captain!</i> to that of the captain in the <i>Wreck of the Hesperus</i> .	
MON	Read <i>O Captain! My Captain!</i> and answer the Study Question. <i>O Captain! My Captain!</i> This poem is actually about Abraham Lincoln, who steered his country through the Civil War, only to be assassinated shortly after the conclusion of the war. Thus the ship is a symbol for the state, and the rough seas represent the war. Lincoln, the captain, has directed his ship toward a safe harbor, everyone is rejoicing, but Lincoln is now dead.
TUES	Read <i>Sea Fever</i> and <i>Crossing the Bar</i> and answer the Study Questions. John Masefield's poem, "Sea Fever," is about the beauty of the seas, and that natural leisure that comes through engaging it. Alfred Tennyson's "Crossing the Bar" is another poem at the beauty and peace of the sea, but it takes a deep turn by using the sea and maritime language as a metaphor for death, and the deeper "crossings" that one faces.
WED	Read <i>The Lonely Street</i> and answer the Study Questions. William Carlos Williams poem, "The Lonely Street," describes youths in the summer time strolling a lonely street while holding cotton candy ("the pink flame"). Williams is an imagist; he works with pictures and the sense (colors, feelings, smells, etc).
THUR	Read <i>School's Out</i> and answer the Study Questions. The tone of this William Carlos Williams poem is altogether different; it is far more flippant and fun to recite.
FRI	Work on Written Assignment. This assignment can be completed over the weekend.
Notes	
WEEK 4	
<i>The Raven; I Wandered Lonely as a Cloud; If; The Jabberwocky.</i>	
Written Assignment: After reading <i>If</i> by Rudyard Kipling, describe how one should act according to the poet to be considered a "man".	