

THE
LOGIC OF LOVE

GUIDE

FOR THE HOMESCHOOLED STUDENT OF
LOGIC OR **UNDERSTANDING**

PART THE FIRST

The Logic of Love: Understanding 1
by Robyn van Eck

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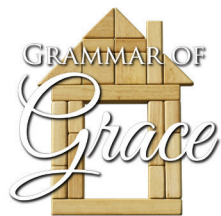
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Casting down the imaginations, and every high thing that is exalted against the knowledge of God, and bringing into captivity every thought to the obedience of Christ...

2 Corinthians 10:5

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ADMONITION

FOR STUDENTS & MOTHERS

What a delight it is to study Logic, and to move beyond Knowledge, to Understanding! How eager we are to look into the causes of things; with what warmth do we reason through lines of argumentation, seeking to prove or to disprove their validity. But beware! As with every endeavor we sinful humans pursue, the study of Logic brings with it temptation. In this case, the temptation tends toward arrogance.

Paul may have been the most intellectual of the apostles; certainly as formal education goes, he had more advantages from his childhood than the other apostles—he received both the upbringing of a Roman citizen and the education of a Pharisee. With that in mind, consider his declaration about lots of learning:

Knowledge puffeth up, but love edifieth.¹

Knowledge tends to make you puffed up. With pride.

Pride tempted Adam and Eve in the garden: “Ye shall be as gods.”² It is the opposite of the grace we need from God that is the very *beginning* of knowledge: the fear of God, or humility. “God resisteth the proud, and giveth grace to the humble.”³

Does this mean we should not pursue Knowledge, not pursue Understanding, not pursue Wisdom?

By no means! *Minimē!* Need I remind you of the repeated exhortations in the Proverbs that we must seek Knowledge,⁴ seek Understanding,⁵ seek Wisdom?⁶ How about in the Psalms? “Give me understanding,” we cry with the psalmist.⁷ We read again, “Oh how love I thy law! it is my meditation continually!”⁸ Meditation *is* thinking; it is pondering the Lord, and His ways, and His Word.

So how may we guard against the temptation to pride, even while we seek understanding?

Paul tells us what the antidote is—that in our pursuit of knowledge, of learning, of understanding and wisdom, we must value *love* even more than all of our learning. Not love for ourselves, but love for God, and love for others.

1 1 Corinthians 8:1.

2 Genesis 3:5.

3 James 4:6.

4 Proverbs 15:4; Proverbs 18:15.

5 Proverbs 4:5, 7.

6 Proverbs 3:13; Proverbs 16:16.

7 Psalm 119:34.

8 Psalm 119:97.

Consider what he goes on to say, in the same epistle:

Though I had the gift of prophecy, and knew all secrets and all knowledge, yea, if I had all faith, so that I could remove mountains, and had not love, I were nothing.¹

There is an idea that Logic and Love are at odds with one another. That some Christians are very intellectual, and thus miss the more important virtues of the Christian faith, exemplified in kindness and mercy toward others. Therefore, we ought rather to leave the intellectual pursuits in favor of service or a general “niceness”. But this is a false dilemma, borne only out of our sinful, twisted hearts.

We are commanded to be always considering others better than ourselves.² *And* we are commanded to seek wisdom and understanding the way we would search if we found out that \$1 billion was hidden somewhere in our own home.³ So we must do both.

And that is the Logic of Love.

It is *not* illogical to obey the commandments, to love God and to love others. Indeed, it takes a mind of understanding to be able to fulfill the commandment:

And as ye would that men should do to you, do ye also to them likewise.⁴

If you read in that passage, you will see Jesus using Logic to prove this commandment to you, by appealing to your reason. In fact, as you study Logic these next three years, you will see Jesus use every type of Logical construct—syllogisms, solving dilemmas, and every kind of well-formed argumentation!

What shall we then say to these things?

Arrogance is one of the vilest sins, to be utterly abhorred by the sincere Christian.

As you grow in understanding, which some people around you may not have, you will ever be tempted to pride. I urge you, daily, to pray, “Lord, please help me to consider others more important than myself. Please help me to love others as you have commanded me to.” Let your struggles with sin drive you ever closer to our Lord!

That is the Christian battle. That is the glory of being a soldier of the cross—that the more battle-hardened and strong you become, the more loving and kind you become, so that you might be equipped to help others in the days to come—perhaps even your own future spouse and children, in God’s providence.

Remember, the entirety of the Christian battle takes place on the battlefield of the mind—to be specific, *your* mind. You will either fight in the Lord Jesus, drawing ever closer to God through His Holy Spirit, through sincere prayer and the study of God’s Word... or you will be conquered by sin, and serve sin and death.⁵ There is no middle ground. Your enemy is too determined, and will not allow you a peaceable middle. But as strong as your own deceitful heart is, and as strong as your enemy the devil is, greater still is King Jesus.

Seek Jesus daily. If you do not love Him yet, pray and tell Him that. He won’t be surprised; He already knows it! Just be honest with Him, and ask Him to change you. He is kind; He has regard for that kind of prayer, if it be sincere.

May God grant you true understanding, in every way, as you study, to the praise of the glory of His grace.

1 1 Corinthians 13:2.

2 Philippians 2:3.

3 Proverbs 2:4.

4 Luke 11:31.

5 Genesis 4:7.

Get wisdom: get understanding: forget not, neither
decline from the words of my mouth.

Forsake her not, and she shall keep thee: love her
and she shall preserve thee.

Wisdom is the beginning: get wisdom therefore: and
above all thy possession get understanding.

Proverbs 4:5-7

“Master, which is the great commandment
in the Law?”

Jesus said to him, “Thou shalt love the Lord thy God
with all thine heart, with all thy soul, and with all thy
mind. This is the first and the great commandment.

“And the second is like unto this, Thou shalt love thy
neighbor as thyself. On these two commandments
hangeth the whole Law and the Prophets.”

Matthew 22:36-40

OVERVIEW

UNDERSTANDING 1

For the last three or so years, you have made use of the Later Knowledge Guides. In Understanding 1, you will find much that is different, and also things that are familiar. You will build on the learning of your Early and Later Knowledge years, so that although in some ways you will see a dramatic shift in your education, overall, it is simply a very natural continuation of what has come before. We've been building toward getting you here for many years.

OBJECTIVE: TO COPY THE OLD METHODS

Our objective, as before, is to copy the historic education that worked so well in times past. We are pursuing the natural style of education that was used for most of history—what is called Classical education. During the times secular historians have sneeringly called “the Dark Ages”, when missionaries brought the light of the Gospel to the barbarians of Europe, Christians greatly improved this ancient method of education. They gave it the name Trivium, and defined it for practical usefulness in Christian education. However, by the (again, so-called) Renaissance, classical education became distorted and subverted such that “Christian” students were taught to study and admire ancient pagan writings far more than the scriptures! But then—as in the days of Josiah¹—the Word of God was “rediscovered” by Martin Luther and the other reformers. During this period of Reformation, education was again set aright—the Bible to be taught above all else, followed by the writings of faithful Christians; and only after these priorities were accomplished might worldly philosophies be brought in, filtered through the sieve of God's Word.

That is the method we are copying. The Trivium, not with emphasis on Aristotle and Plato, as many call classical education; no, the Trivium—focused on diligently teaching our children the word of God.²

Students, you have completed early American-style grammar school, or what we called Knowledge. Back in 17th and 18th century America, that was the standard great education that virtually every American child was given. Many young people would go straight into trades from there, but there were also many who were given the opportunity to receive a higher education. If you are holding this book in your hand, you are one of those blessed ones; you are now beginning the second subject of the Trivium. You'll still be studying some grammar, and you'll also work a bit on your rhetorical skills, but the main focus of your studies these next three years is Logic, or as we prefer, Understanding.

¹ 2 Kings 22:8.

² Deuteronomy 11:18–21.

NOAH WEBSTER

It depends on which historical period you look at, because there was variation over the centuries, but in general the subjects you are studying in Understanding would have been considered either prep school or college level courses in times past.

For one example, you'll enjoy reading a sketch of Noah Webster's education, which was typical for Revolution-era Americans. Noah Webster was born in the wake of the Great Awakening; he learned to read, write, and do arithmetic at the local schoolhouse, where he learned the Westminster Shorter Catechism and read the Bible again and again.

In 1772, when young Noah was 13,

the youthful Reverend Nathan Perkins was settled as pastor of the West Hartford Church.... [He was] a Princeton graduate who had a passion for stimulating boys to enter upon advanced studies.... Webster showed an eager love for study and books. He took his Latin grammar into the fields, stopping under the apple trees to con his paradigms and to translate.¹

Webster was trained in the Puritan work ethic. An important influence in the life of every young New Englander "was the Yankee philosophy of work, deeply ingrained in the Puritan character. ... Every boy learned many trades.... [T]he Yankee farmer, his crops in, gainfully employed the winter in making tinware, silverware, cutlery, harness, needles, thread, and cloth."²

After 2–3 years of prep school-style study under his pastor, Webster was prepared for college.

As he left home to start his collegiate career at Yale, Noah Webster bore with him a sweet remembrance of parental affection in a religious home, and he frequently recalled the benediction with which his father and mother blessed him on parting: "We wish to have you serve your generation and do good in the world and be useful and may so behave as to gain the esteem of all virtuous people that are acquainted with you and gain a comfortable subsistence, but especially that you may so live as to obtain the favor of Almighty God and his grace in this world and a saving interest in the merits of Jesus Christ, without which no man can be happy."³

Webster entered Yale at the age of 15. There, the course of study for all students was "[t]he Latin and Greek languages, philosophy, mathematics, and theology...."⁴

In Webster's first year, "the six o'clock rising bell summoned the freshmen to Cicero's orations [in Latin], the Greek [New] testament, logic, and arithmetic. All students devoted Saturday to the study of divinity [theology]. On Tuesdays and Fridays original essays in English, Latin, Greek, or Hebrew were prepared and declaimed [defended in a debate sort of context]. ... The studies of the second year, in addition to divinity, were Latin, Greek, rhetoric, geometry, and geography." The summer after Webster's sophomore year, the Declaration of Independence was signed in Philadelphia, and he served as a soldier with his older brother during the break. Returning to Yale in the fall, the "junior recitations [were] in Latin, Greek, natural philosophy, astronomy, and divinity." Finally, the course for "the seniors at New Haven ... included a study of Locke's 'On Human Understanding', a work which, though read to be refuted, gave rise to many ideas hostile to orthodox Calvinism [Christianity]." The students also added Hebrew to their course of studies.⁵

1 Harry R. Warfel, *Noah Webster, Schoolmaster to America*. New York: The Macmillan Company, 1936 (17).

2 *Ibid.* (17–18).

3 *Ibid.* (21).

4 *Ibid.* (22).

5 *Ibid.* (28–32).

NOAH WEBSTER & YOU

I thought you would enjoy reading a little bit about Noah Webster’s youth, but I thought you might also be a little bit amazed to learn what a normal education for a 15-year-old student looked like in his day—writing essays and arguing them in Latin or Greek! I hope that gives you a glimpse (as you may have noticed from other old books you’ve read!) that the educational standards most of the other young people of your generation are being asked to aim for are far, far below what our great grandparents thought was adequate and normal.

The subjects in this Guide are different and, yes, probably harder than what your friends may be doing. But they are historically *normal* for Christians; you are just as capable as the Christian kids who lived 200 years ago. The assignments in the Understanding course are not nearly as challenging as the assignments you would have been given back in those days (see “Adjustment”, below). But we’re heading back in that direction; we’re on the *trajectory* to get back there. If you ever wonder why your assignments are more challenging than some of your friends’, just look back to Noah Webster, and George Washington, and John Quincy Adams, and Patrick Henry, and all of the others, and be encouraged—they would have thought you had it really easy! Keep at it. We are heading in a most excellent direction. You will never regret the diligence you put into seeking knowledge, understanding, and wisdom.

Dear student, in the days of the Puritans, young people of your age who were blessed to be afforded this higher education would have been studying very, very diligently every day, like a full-time grown-up job. You are young men and young ladies now, and—if you haven’t already—should begin to take responsibility to be diligent in your daily duties, including your studies.

You have only a few years in life when you are old enough to study manfully, but so young that it is not necessary for you to work to support a wife and family yet (or, for the young ladies, a few years in which it is not yet necessary to work to care for your husband, home, and children yet). God gives youths a window of only a few years when they may—if they are willing—study full-time, and gain a phenomenal amount of knowledge, understanding, and wisdom, which will be a blessing to them and to those around them, for the rest of their lives. And not all youths are afforded that opportunity! Some must work to help support their family; some have no great teacher or parent willing to sacrifice in this way. If you are one of the blessed ones who are offered this opportunity, I encourage you to make the most of it. A wonderful education is a wonderful blessing that you will carry with you, and indeed that will multiply and grow in fruitfulness, for you entire life.

And, above all, I urge you to use this gift of a good education for the glory of God.

ADJUSTMENT

As we already noted, the more old books you read, the more you see that this sort of curriculum was typical for young people whose parents could offer it them, beginning with the Reformation and on into early America. There was a lot of variation over those centuries; but there was a lot that stayed consistent, and that is what we have focused on. The Logic of Love is based on the curriculum that you read about in the old books, with a few modifications. Let me explain more about the intentional modifications.

First, in those days students were taught Latin and Greek with far more rigor. In my own homeschool, we have no skilled Latin or Greek tutors, much less full-time tutors to teach our class of students. Thus, The Logic of Love is written with our humble sort of homeschool in mind.

Second, I hope you noticed the effect worldly books and philosophy had on the students at Yale, which has infamously descended from a height of spiritual and intellectual excellence to utter apostacy and irrationality, as we know it today. In The Logic of Love, we would not waste time on worldly philosophies. Students of the youthful Understanding age are still very impressionable and growing in discernment. Let us fill our students’ minds with everything that is true, excellent, and praiseworthy.

Solomon wrote of this, long ago. As he concludes the book of Ecclesiastes, he says that he (the Preacher) worked hard to write words that teach wisdom. He tells us that writings that are upright, and that teach the truth, are very good! But he says that when it comes to worldly books, we should beware:

The Preacher sought to find out pleasant words, and an upright writing, even the words of truth.

The words of the wise are like goads, and like nails fastened by the masters of the assemblies, which are given by one pastor.

And of other things beside these, my son, take thou heed: for there is none end in making many books, and much reading is a weariness of the flesh.¹

Let us not weary ourselves with worldly, ungodly books, but instead fill our minds with books that teach the truth, that we might be goaded into doing well, that we might be built up securely.

Finally, you might ask, what about girls? Christians have long valued teaching their daughters to understand the scriptures just as much as their sons. A wife of wisdom and understanding is an inestimable blessing to a man. Plus, to a woman falls much of the duty of educating the next generation of men. May we teach our daughters well, that they might love our Lord well, be excellent helps to their husbands, and teach their own sons and daughters well!

Infancy's the tender fountain,
Power may with beauty flow,
Mother's first to guide the streamlets,
From them souls unresting grow—
Grow on for the good or evil,
Sunshine streamed or evil hurled;
For the hand that rocks the cradle
Is the hand that rules the world.²

PRACTICE

As for putting this into practice, here are our areas of study for Understanding. You will read about these things in more detail on the specific Subject Assignment pages, but this is the overall plan for the Understanding years:

- Cultivate a personal walk with God.
- Become a soldier of the cross in the war against sin.
- Logic.
- Greek Grammar.
- Latin (finish your Latin Grammar, and begin reading Latin writings).
- Continue study of Hebrew basics (continuation of light study in Interlinear Old Testament).
- Develop the skill of writing well.
- Develop the skill of speaking well.
- Read the entire Bible.
- Higher Mathematics.
- Natural Philosophy.
- Geography.
- History (overview of world history, as well as other specialized studies).
- Christian Worldview (expand understanding, especially as applied to practical aspects of life).

¹ Ecclesiastes 12:10–12.

² "The Hand that rocks the Cradle Is The Hand That Rules The World", by William Ross Wallace.

That's three years of study, so don't panic. But, yes, we fully embrace the Puritan work ethic, and we're ready to work industriously, pursuing a great education for our children.

The Understanding guides are organized much like the Later Knowledge Guides—your assignments are given in the Assignments by Subject section, and there are additional curriculum materials and assignments in the Understanding 1 Materials section and Appendices in the back of the book, and the Weekly Assignments pages will help you keep up with your work daily.

As for the first two goals on our list... they may not sound like part of an academic curriculum, but in the old days of Christian education, private devotion was a requirement at college! It is the most important thing you must strive for. Students, constantly draw near to God and ask Him to help you become a soldier of the cross. Mothers, continually point your students back to the Lord, to seek and to cultivate a personal, private relationship with Him. I cannot plan that out for you, but it is the most important thing, above all else. Mothers and students, may I suggest reading *Ancient Paths* by J.C. Ryle, and Jonathan Edwards' *Resolution and Advice...* again? They are excellent, and worth reading again and again. Above all, pray God He may help you and your children to hold nothing back, but love Him with all of your hearts, minds, and souls. ☞

**WEEKLY
ASSIGNMENTS**

WEEK 1

WEEKLY ASSIGNMENTS

	DAY 1 (OR SCHOOL DAY)	DAY 2	DAY 3	DAY 4	DAY 5	TARGET TIME
MORNING DEVOTION						
BIBLE READING Proverbs	Proverbs 1:1-6 <input type="checkbox"/>	Proverbs 1:7-9 <input type="checkbox"/>	Proverbs 1:10-19 <input type="checkbox"/>	Proverbs 1:20-33 <input type="checkbox"/>	Proverbs 1:20-33 (again) <input type="checkbox"/>	
SCRIPTURE LESSON & MUSIC (HYMN)	1 Peter From Depths of Woe Raise... <input type="checkbox"/>	1 Peter From Depths of Woe Raise... <input type="checkbox"/>	1 Peter From Depths of Woe Raise... <input type="checkbox"/>	1 Peter From Depths of Woe Raise... <input type="checkbox"/>	1 Peter From Depths of Woe Raise... <input type="checkbox"/>	
LANGUAGE						
JOURNAL	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	15 MIN.
ELOCUTION <i>McGuffey's Eclectic Third Reader</i>	Read Instructions. <input type="checkbox"/>	Stops <input type="checkbox"/>	Lesson 1 <input type="checkbox"/>	Lesson 1 <input type="checkbox"/>	Lesson 1 <input type="checkbox"/>	20 MIN.
LITERATURE New Testament	Read Instructions, "Essay Form". <input type="checkbox"/>	Matthew 1-3 <input type="checkbox"/>	Matthew 4-5 <input type="checkbox"/>	Matthew 6-7 <input type="checkbox"/>	Matthew 8-9 <input type="checkbox"/>	60 MIN.
COMPOSITION <i>IEW Bible-Based Writing Lessons</i>	Read Instructions. <input type="checkbox"/>	Learn, Read, Make, Study. <input type="checkbox"/>	Read, Make. <input type="checkbox"/>	Retell, Review. <input type="checkbox"/>	No assignment. <input type="checkbox"/>	60+ MIN.
LATIN <i>Artes Latinae: Level 2, Book 1</i>	Read Instructions. Teacher's M. (det. see page 87). <input type="checkbox"/>	NB, Lēctiōnēs. U1, fr. 1-16 <input type="checkbox"/>	NB, Lēctiōnēs. U1, fr. 17-32 <input type="checkbox"/>	NB, Lēctiōnēs. U1, fr. 33-48 Tape: 0:00 <input type="checkbox"/>	NB, Lēctiōnēs. U1, fr. 49-64 <input type="checkbox"/>	45 MIN.
GREEK Galatians	Galatians: Title <input type="checkbox"/>	Galatians 1:1 <input type="checkbox"/>	Galatians 1:2 <input type="checkbox"/>	Galatians 1:3 <input type="checkbox"/>	Galatians 1:4 <input type="checkbox"/>	15 MIN.
HEBREW Ruth	See Hebrew assignment on page 66. <input type="checkbox"/>					
LOGIC						
LOGIC <i>Introductory Logic</i>	See page 111. Introduction <input type="checkbox"/>	Lesson 1 <input type="checkbox"/>	Review Intro. Review Lesson 1 Exercise 1 <input type="checkbox"/>	Lesson 2 Exercise 2 <input type="checkbox"/>	Lesson 3 Exercise 3 <input type="checkbox"/>	30 MIN.
MATHEMATICS & NATURAL PHILOSOPHY						
MATHEMATICS <i>Algebra I</i>	Review Lesson A <input type="checkbox"/>	Lesson 1 <input type="checkbox"/>	Lesson 2 <input type="checkbox"/>	Lesson 3 <input type="checkbox"/>	Lesson 4 <input type="checkbox"/>	60 MIN.
NATURAL PHILOS. <i>General Science 1 & 2</i>	Weather p. 4-7 <input type="checkbox"/>	Weather p. 8-11 <input type="checkbox"/>	Weather p. 12-19 <input type="checkbox"/>	Weather p. 20-27 <input type="checkbox"/>	Weather p. 28-31 <input type="checkbox"/>	30-45 MIN.
HISTORY & GEOGRAPHY						
HISTORY State/Homeland History & World History Survey	<input type="checkbox"/>	<i>Taking the World for Jesus</i> p. 7-13 <input type="checkbox"/>	<i>Taking the World for Jesus</i> p. 14-21a <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	15-30 MIN.
GEOGRAPHY United States Introduction	Map Test. New Geography. <input type="checkbox"/>	Map drill. <input type="checkbox"/>	Map drill. <input type="checkbox"/>	Map drill. <input type="checkbox"/>	Map drill. <input type="checkbox"/>	10 MIN.
DIALECTICS, WORLDVIEW, & FAMILY ECONOMY						
DIALECTICS & SPEECH	Watts reading. <input type="checkbox"/> Study & practice. <input type="checkbox"/>	Watts reading. <input type="checkbox"/> Study & practice. <input type="checkbox"/>	Watts reading. <input type="checkbox"/> Study & practice. <input type="checkbox"/>	Watts reading. <input type="checkbox"/> Study & practice. <input type="checkbox"/>	Watts reading. <input type="checkbox"/> Study & practice. <input type="checkbox"/>	VARIES
WORLDVIEW & FAMILY ECONOMY	Matthew 6:24. Instructions. <input type="checkbox"/>	<i>Economics for Everybody</i> , Lesson 1. <input type="checkbox"/>	<i>Economics for Everybody</i> , Lesson 2. <input type="checkbox"/>	<i>Economics for Everybody</i> , Lesson 3. <input type="checkbox"/>	<i>Economics for Everybody</i> , Lesson 4. <input type="checkbox"/>	VARIES

	DAY 1 (OR SCHOOL DAY)	DAY 2	DAY 3	DAY 4	DAY 5	TARGET TIME
MORNING DEVOTION						
BIBLE READING Proverbs	Proverbs 2:1-5 <input type="checkbox"/>	Proverbs 2:6-9 <input type="checkbox"/>	Proverbs 2:10-15 <input type="checkbox"/>	Proverbs 2:10, 16-19 <input type="checkbox"/>	Proverbs 2:20-22 <input type="checkbox"/>	
SCRIPTURE LESSON & MUSIC (HYMN)	Ephesians 1:1-2 From Depths of Woe Raise... <input type="checkbox"/>	Ephesians 1:1-2 From Depths of Woe Raise... <input type="checkbox"/>	Ephesians 1:1-2 From Depths of Woe Raise... <input type="checkbox"/>	Ephesians 1:1-2 From Depths of Woe Raise... <input type="checkbox"/>	Ephesians 1:1-2 From Depths of Woe Raise... <input type="checkbox"/>	
LANGUAGE						
JOURNAL	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	15 MIN.
ELOCUTION <i>McGuffey's Eclectic Third Reader</i>	Lesson II <input type="checkbox"/>	Lesson II <input type="checkbox"/>	Lesson II <input type="checkbox"/>	Lesson III <input type="checkbox"/>	Lesson III <input type="checkbox"/>	20 MIN.
LITERATURE New Testament	Review last week's essays. <input type="checkbox"/>	Matthew 10-11 <input type="checkbox"/>	Matthew 12 <input type="checkbox"/>	Matthew 13 <input type="checkbox"/>	Matthew 14-15 <input type="checkbox"/>	60 MIN.
COMPOSITION <i>IEW Bible-Based Writing Lessons</i>	Share work with family or class. <input type="checkbox"/>	New Concept, Model, Outline, Tell, Vocab. <input type="checkbox"/>	Review Outline, New Style, 1st Draft. <input type="checkbox"/>	Proofread, 2nd Draft, Editor, Vocab. <input type="checkbox"/>	Corrections, Final. <input type="checkbox"/>	60+ MIN.
LATIN <i>Artes Latinae: Level 2, Book 1</i>	NB, Lēctiōnēs. U1, fr. 65-80 <input type="checkbox"/>	NB, Lēctiōnēs. U1, fr. 81-96 Tape: 1:12 <input type="checkbox"/>	NB, Lēctiōnēs. U1, fr. 97-112 Tape: 1:47 <input type="checkbox"/>	NB, Lēctiōnēs. U1, fr. 113-128 Tape: 3:01 <input type="checkbox"/>	NB, Lēctiōnēs. U1, fr. 129-144 Tape: 3:55 <input type="checkbox"/>	45 MIN.
GREEK Galatians	Galatians 1:5 <input type="checkbox"/>	Galatians 1:6 <input type="checkbox"/>	Galatians 1:7 <input type="checkbox"/>	Galatians 1:8 <input type="checkbox"/>	Galatians 1:9 <input type="checkbox"/>	15 MIN.
HEBREW Ruth	See Hebrew assignment on page 66. <input type="checkbox"/>					
LOGIC						
LOGIC <i>Introductory Logic</i>	Quiz One <input type="checkbox"/>	Lesson 4 Exercise 4 <input type="checkbox"/>	Lesson 5 <input type="checkbox"/>	Review Lessons 4 & 5 Exercise 5 <input type="checkbox"/>	Quiz Two <input type="checkbox"/>	30 MIN.
MATHEMATICS & NATURAL PHILOSOPHY						
MATHEMATICS <i>Algebra I</i>		Lesson 5 <input type="checkbox"/>	Lesson 6 <input type="checkbox"/>	Lesson 7 <input type="checkbox"/>	Lesson 8 <input type="checkbox"/>	60 MIN.
NATURAL PHILOS. <i>General Science 1 & 2</i>	Weather p. 32-36 <input type="checkbox"/>	Weather p. 37-39 <input type="checkbox"/>	Weather p. 40-44 <input type="checkbox"/>	Weather p. 45-51 <input type="checkbox"/>	Weather p. 52-54 <input type="checkbox"/>	30-45 MIN.
HISTORY & GEOGRAPHY						
HISTORY State/Homeland History & World History Survey	<input type="checkbox"/>	<i>Taking the World for Jesus</i> p. 21b-25 <input type="checkbox"/>	<i>Taking the World for Jesus</i> p. 26-31 <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	15-30 MIN.
GEOGRAPHY United States Mathematical	Map Test. New Geography. <input type="checkbox"/>	Map drill. <input type="checkbox"/>	Map drill. <input type="checkbox"/>	Map drill. <input type="checkbox"/>	Map drill. <input type="checkbox"/>	10 MIN.
DIALECTICS, WORLDVIEW, & FAMILY ECONOMY						
DIALECTICS & SPEECH	Watts reading. <input type="checkbox"/> Study & practice. <input type="checkbox"/>	Watts reading. <input type="checkbox"/> Study & practice. <input type="checkbox"/>	Watts reading. <input type="checkbox"/> Study & practice. <input type="checkbox"/>	Watts reading. <input type="checkbox"/> Study & practice. <input type="checkbox"/>	Watts reading. <input type="checkbox"/> Study & practice. <input type="checkbox"/>	VARIES
WORLDVIEW & FAMILY ECONOMY	Matthew 6:24. Discuss. <input type="checkbox"/>	<i>Economics for Everybody,</i> Lesson 5. <input type="checkbox"/>	<i>Economics for Everybody,</i> Lesson 6. <input type="checkbox"/>	<i>Economics for Everybody,</i> Lesson 7. <input type="checkbox"/>	<i>Economics for Everybody,</i> Lesson 8. <input type="checkbox"/>	VARIES

WEEK 3

WEEKLY ASSIGNMENTS

	DAY 1 (OR SCHOOL DAY)	DAY 2	DAY 3	DAY 4	DAY 5	TARGET TIME
MORNING DEVOTION						
BIBLE READING Proverbs	Proverbs 3:1-4 <input type="checkbox"/>	Proverbs 3:5-10 <input type="checkbox"/>	Proverbs 3:11-20 <input type="checkbox"/>	Proverbs 3:21-26 <input type="checkbox"/>	Proverbs 3:27-35 <input type="checkbox"/>	
SCRIPTURE LESSON & MUSIC (HYMN)	Ephesians 1:3 From Depths of Woe Raise... <input type="checkbox"/>	Ephesians 1:1-3 From Depths of Woe Raise... <input type="checkbox"/>	Ephesians 1:1-3 From Depths of Woe Raise... <input type="checkbox"/>	Ephesians 1:1-3 From Depths of Woe Raise... <input type="checkbox"/>	Ephesians 1:1-3 From Depths of Woe Raise... <input type="checkbox"/>	
LANGUAGE						
JOURNAL	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	15 MIN.
ELOCUTION <i>McGuffey's Eclectic Third Reader</i>	Lesson III <input type="checkbox"/>	Lesson IV <input type="checkbox"/>	Lesson IV <input type="checkbox"/>	Lesson IV <input type="checkbox"/>	Lesson V <input type="checkbox"/>	20 MIN.
LITERATURE New Testament	Review last week's essays. <input type="checkbox"/>	Matthew 16-17 <input type="checkbox"/>	Matthew 18-19 <input type="checkbox"/>	Matthew 20-21 <input type="checkbox"/>	Matthew 22-23 <input type="checkbox"/>	60 MIN.
COMPOSITION <i>IEW Bible-Based Writing Lessons</i>	Share work with family or class. <input type="checkbox"/>	New Concept, Model, Outline, Tell, Vocab. <input type="checkbox"/>	Review Outline, New Style, 1st Draft. <input type="checkbox"/>	Proofread, 2nd Draft, Editor, Vocab. <input type="checkbox"/>	Corrections, Final. <input type="checkbox"/>	60+ MIN.
LATIN <i>Artes Latinae: Level 2, Book 1</i>	NB, Lēctiōnēs. U1, fr. 145-160 Tape: 4:44 <input type="checkbox"/>	NB, Lēctiōnēs. U1, fr. 161-176 Tape: 5:22 <input type="checkbox"/>	NB, Lēctiōnēs. U1, fr. 177-192 Tape: 5:43 <input type="checkbox"/>	NB, Lēctiōnēs. U1, fr. 193-208 Tape: 7:19 <input type="checkbox"/>	NB, Lēctiōnēs. U1, fr. 209-224 Tape: 8:13 <input type="checkbox"/>	45 MIN.
GREEK Galatians	Galatians 1:10 <input type="checkbox"/>	Galatians 1:11 <input type="checkbox"/>	Galatians 1:12 <input type="checkbox"/>	Galatians 1:13 <input type="checkbox"/>	Galatians 1:14 <input type="checkbox"/>	15 MIN.
HEBREW Ruth	See Hebrew assignment on page 66. <input type="checkbox"/>					
LOGIC						
LOGIC <i>Introductory Logic</i>	Review Questions <input type="checkbox"/>	Additional Exercises for Lesson 1 <input type="checkbox"/>	Additional Exercises for Lesson 2 <input type="checkbox"/>	Additional Exercises for Lesson 3 <input type="checkbox"/>	Additional Exercises for Lesson 4 <input type="checkbox"/>	30 MIN.
MATHEMATICS & NATURAL PHILOSOPHY						
MATHEMATICS <i>Algebra I</i>		Lesson 9 <input type="checkbox"/>	Lesson 10 <input type="checkbox"/>	Lesson 11 <input type="checkbox"/>	Lesson 12 <input type="checkbox"/>	60 MIN.
NATURAL PHILOS. <i>General Science 1 & 2</i>	Weather p. 55-59 <input type="checkbox"/>	Weather p. 60-67 <input type="checkbox"/>	Weather p. 68-73 <input type="checkbox"/>	Weather p. 74-81 <input type="checkbox"/>	Weather p. 82-91 <input type="checkbox"/>	30-45 MIN.
HISTORY & GEOGRAPHY						
HISTORY State/Homeland History & World History Survey	<input type="checkbox"/>	<i>Taking the World for Jesus</i> p. 32-38a <input type="checkbox"/>	<i>Taking the World for Jesus</i> p. 38b-44a <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	15-30 MIN.
GEOGRAPHY United States Mathematical	Map Test. New Geography. <input type="checkbox"/>	Map drill. <input type="checkbox"/>	Map drill. <input type="checkbox"/>	Map drill. <input type="checkbox"/>	Map drill. <input type="checkbox"/>	10 MIN.
DIALECTICS, WORLDVIEW, & FAMILY ECONOMY						
DIALECTICS & SPEECH	Watts reading. <input type="checkbox"/> Study & practice. <input type="checkbox"/>	Watts reading. <input type="checkbox"/> Study & practice. <input type="checkbox"/>	Watts reading. <input type="checkbox"/> Study & practice. <input type="checkbox"/>	Watts reading. <input type="checkbox"/> Study & practice. <input type="checkbox"/>	Watts reading. <input type="checkbox"/> Study & practice. <input type="checkbox"/>	VARIES
WORLDVIEW & FAMILY ECONOMY	Matthew 6:24. Discuss. <input type="checkbox"/>	<i>Economics for Everybody,</i> Lesson 9. <input type="checkbox"/>	<i>Economics for Everybody,</i> Lesson 10. <input type="checkbox"/>	<i>Economics for Everybody,</i> Lesson 11. <input type="checkbox"/>	<i>Economics for Everybody,</i> Lesson 12. <input type="checkbox"/>	VARIES

	DAY 1 (OR SCHOOL DAY)	DAY 2	DAY 3	DAY 4	DAY 5	TARGET TIME
MORNING DEVOTION						
BIBLE READING Proverbs	Proverbs 4:1-9 <input type="checkbox"/>	Proverbs 4:10-13 <input type="checkbox"/>	Proverbs 4:14-19 <input type="checkbox"/>	Proverbs 4:20-27 <input type="checkbox"/>	Proverbs 5:1-14 <input type="checkbox"/>	
SCRIPTURE LESSON & MUSIC (HYMN)	Ephesians 1:4 From Depths of Woe Raise... <input type="checkbox"/>	Ephesians 1:1-4 From Depths of Woe Raise... <input type="checkbox"/>	Ephesians 1:1-4 From Depths of Woe Raise... <input type="checkbox"/>	Ephesians 1:1-4 From Depths of Woe Raise... <input type="checkbox"/>	Ephesians 1:1-4 From Depths of Woe Raise... <input type="checkbox"/>	
LANGUAGE						
JOURNAL	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	15 MIN.
ELOCUTION <i>McGuffey's Eclectic Third Reader</i>	Lesson V <input type="checkbox"/>	Lesson V <input type="checkbox"/>	Lesson VI <input type="checkbox"/>	Lesson VI <input type="checkbox"/>	Lesson VI <input type="checkbox"/>	20 MIN.
LITERATURE New Testament	Review last week's essays. <input type="checkbox"/>	Matthew 24-25 <input type="checkbox"/>	Matthew 26 <input type="checkbox"/>	Matthew 27-28 <input type="checkbox"/>	Mark 1-2 <input type="checkbox"/>	60 MIN.
COMPOSITION <i>IEW Bible-Based Writing Lessons</i>	Share work with family or class. <input type="checkbox"/>	New Concept, Model, Outline, Tell, Vocab. <input type="checkbox"/>	Review Outline, New Style, 1st Draft. <input type="checkbox"/>	Proofread, 2nd Draft, Editor, Vocab. <input type="checkbox"/>	Corrections, Final. <input type="checkbox"/>	60+ MIN.
LATIN <i>Artes Latinae: Level 2, Book 1</i>	NB, Lēctiōnēs. U1, fr. 225-240 Tape: 9:09 <input type="checkbox"/>	NB, Lēctiōnēs. U1, fr. 241-256 <input type="checkbox"/>	NB, Lēctiōnēs. U1, fr. 257-272 Tape: 9:55 <input type="checkbox"/>	NB, Lēctiōnēs. U1, fr. 273-288 Tape: 11:06 <input type="checkbox"/>	NB, Lēctiōnēs. U1, fr. 289-307 Tape: 12:38 <input type="checkbox"/>	45 MIN.
GREEK Galatians	Galatians 1:15 <input type="checkbox"/>	Galatians 1:16 <input type="checkbox"/>	Galatians 1:17 <input type="checkbox"/>	Galatians 1:18 <input type="checkbox"/>	Galatians 1:19 <input type="checkbox"/>	15 MIN.
HEBREW Ruth	See Hebrew assignment on page 66. <input type="checkbox"/>					
LOGIC						
LOGIC <i>Introductory Logic</i>	Additional Exercises for Lesson 5 <input type="checkbox"/>	Practice Test (Test 1a) <input type="checkbox"/>	Test (Test 1b) <input type="checkbox"/>	Lesson 6 Exercise 6 <input type="checkbox"/>	Lesson 7 Exercise 7 <input type="checkbox"/>	30 MIN.
MATHEMATICS & NATURAL PHILOSOPHY						
MATHEMATICS <i>Algebra I</i>		Lesson 13 <input type="checkbox"/>	Lesson 14 <input type="checkbox"/>	Lesson 15 <input type="checkbox"/>	Lesson 16 <input type="checkbox"/>	60 MIN.
NATURAL PHILOS. <i>General Science 1 & 2</i>	Weather p. 92-94 <input type="checkbox"/>	Weather Test <input type="checkbox"/>	Astronomy p. 6-7 TG 69-70 <input type="checkbox"/>	Astronomy p. 8-11 TG 71-72 <input type="checkbox"/>	Astronomy p. 12-16 <input type="checkbox"/>	30-45 MIN.
HISTORY & GEOGRAPHY						
HISTORY State/Homeland History & World History Survey	<input type="checkbox"/>	<i>Taking the World for Jesus</i> p. 44b-49 <input type="checkbox"/>	<i>Taking the World for Jesus</i> p. 50-56 <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	15-30 MIN.
GEOGRAPHY Western Europe Mathematical	Map Test. New Geography. <input type="checkbox"/>	Map drill. <input type="checkbox"/>	Map drill. <input type="checkbox"/>	Map drill. <input type="checkbox"/>	Map drill. <input type="checkbox"/>	10 MIN.
DIALECTICS, WORLDVIEW, & FAMILY ECONOMY						
DIALECTICS & SPEECH	Watts reading. <input type="checkbox"/> Study & practice. <input type="checkbox"/>	Watts reading. <input type="checkbox"/> Study & practice. <input type="checkbox"/>	Watts reading. <input type="checkbox"/> Study & practice. <input type="checkbox"/>	Watts reading. <input type="checkbox"/> Study & practice. <input type="checkbox"/>	Watts reading. <input type="checkbox"/> Study & practice. <input type="checkbox"/>	VARIES
WORLDVIEW & FAMILY ECONOMY	Matthew 6:24. Discuss. <input type="checkbox"/>	Read Cheney: Introduction <input type="checkbox"/>	Read Cheney: The New Family Economy... <input type="checkbox"/>	Read Cheney: Chapter 1 <input type="checkbox"/>	Read Cheney: Chapter 2 <input type="checkbox"/>	VARIES

JOURNAL

In consideration of the great and manifold advantages resulting from an humble and heedful observation of providence, I cannot but judge it the concernment of Christians that have time and ability for such a work to keep written memorials, or *journals*, of providences by them for their own and others use and benefit.

—John Flavel, *Divine Conduct; or, The Mystery of Providence*

Daily Assignment: The word *journal* comes from the French word for day, *jour*. In the same way, the word *diary* comes from the Latin *diēs*. One's diary or journal is a book in which one writes about his day.

Consider the important first-hand records we have from history, particularly from the Reformation, post-Reformation, Great Awakening, and early American periods. A Christian people is a people that values the written word, and history. We understand the value of keeping a record of the many wonderful providences of God in our lives, and we teach that to our children. In the Understanding years, this is the perfect age to develop the discipline of keeping a journal.

Each morning, using your best penmanship, take about fifteen minutes to write about your day—whether what happened the day before, what you anticipate happening in the day to come, your thoughts about things going on in your life, or the things you are learning about God... but most especially His wonderful works of providence in your life.

After journalling, have your mother check this assignment, just like all others, but she may not hold the literary standards as high as usual, if she chooses. Remember to use excellent penmanship.

Now in the month Nisan in the twentieth year of king Artaxerxes, the wine stood before him, and I took up the wine, and gave it unto the king.¹ (Nehemiah 2:1)

¹ We see here, and throughout his book, the record Nehemiah made of events in his life; it reads like a journal.

ELOCUTION

Daily Assignment: At the beginning of every Lesson, McGuffey gives you a few Rules—these are the elocution rules you must work on, in that lesson.

As you read, stop to fix mistakes, reread the passage to understand what it means, and work on better delivery. Then, practice reading it all again. Once the lesson is excellent, read it to your mother. You have three days to work on the first 14 lessons, and thereafter two days are allotted for each lesson.

Mother should listen to her student read each lesson when it is all ready, taking especial note of the student’s attention to the Rules of elocution for that lesson. Afterward, the student should also be able to answer the questions to his mother’s satisfaction.

To Begin: On the first two days of the year, open the *McGuffey Eclectic Third Reader* to the prefatory pages (which do not have page numbers on them). You have several reading assignments here, which explain your work for the year.

Read:

- Present Publisher’s Preface. (Day 1)
- Preface. (Day 1)
- Suggestions to Teachers. (Day 1)
- Stops Used in Reading and Writing. (Day 2)
- Explanation of Stops. (Day 2)

And a certain Jew named Apollos, born at Alexandria, came to Ephesus, an eloquent man, and mighty in the Scriptures. The same was instructed in the way of the Lord, and he spake fervently in the Spirit, and taught diligently the things of the Lord, and knew but the baptism of John only. And he began to speak boldly in the Synagogue. Whom when Aquila and Priscilla had heard, they took him unto them, and expounded unto him the way of God more perfectly. And when he was minded to go into Achaia, the brethren exhorting him, wrote to the disciples to receive him: and after he was come thither, he helped them much which had believed through grace. For mightily he confuted publicly the Jews, with great vehemency, showing by the Scriptures, that Jesus was that Christ. (Acts 18:24–28)

	DAY 1 (OR SCHOOL DAY)	DAY 2	DAY 3	DAY 4	DAY 5
WEEK 1	Read Instructions (above), Prefaces, Suggestions.	Stops.	Lesson I	Lesson I	Lesson I
WEEK 2	Lesson II	Lesson II	Lesson II	Lesson III	Lesson III
WEEK 3	Lesson III	Lesson IV	Lesson IV	Lesson IV	Lesson V
WEEK 4	Lesson V	Lesson V	Lesson VI	Lesson VI	Lesson VI
WEEK 5	Lesson VII	Lesson VII	Lesson VII	Lesson VIII	Lesson VIII
WEEK 6	Lesson VIII	Lesson IX	Lesson IX	Lesson IX	Lesson X
WEEK 7	Lesson X	Lesson X	Lesson XI	Lesson XI	Lesson XI
WEEK 8	Lesson XII	Lesson XII	Lesson XII	Lesson XIII	Lesson XIII
WEEK 9	Lesson XIII	Lesson XIV	Lesson XIV	Lesson XIV	Lesson XV
WEEK 10	Lesson XV	Lesson XVI	Lesson XVI	Lesson XVII	Lesson XVII
WEEK 11	Lesson XVIII	Lesson XVIII	Lesson XIX	Lesson XIX	Lesson XX

LITERATURE

Daily Assignment: A huge part of a good education is reading great books; the most important book is the book written by God—far superior to any book written by human hands! During your Understanding years, you will read the whole Bible, beginning, this year, with the entire New Testament.

Having already read so much of the Old Testament, you have a good foundation for understanding most of the New. You have also learned how to understand English Grammar, including mastering the skill of sentence diagramming. You will need these skills this year, especially in some parts of the epistles!

After reading and studying each day's assigned chapters, write a one-paragraph summary using basic essay form (introduction, supporting points, conclusion). You will be learning essay form in your Composition course, this year.

I recommend using the study Bible notes in the Geneva Bible to help you understand difficult passages. The Geneva Bible notes are the most insightful, trustworthy Bible commentary notes I have ever seen in a Bible's margin. But remember that study notes are written by human authors and are not infallible!

Literary Analysis: When you are reading any piece of literature, it is important to keep a few things in mind. The author put a

lot of thought into choosing every word carefully. Why did the author use the word *lovely* instead of *sweet*, or *beautiful*, or *delightful*? There is meaning in the words' definitions, of course, but there is also meaning in the choice of words together, the order of the words, the structure of the sentence, the structure of the paragraph, and even the structure of the chapters and book as a whole! Consider every detail. The more that you write, the more you will begin to understand that something you enjoy reading took untold hundreds and even thousands of hours of intentional, diligent effort. The more you learn to recognize the things the author was thinking of, the more meaning and depth you will gain from your readings.

With the Bible, the book written by God himself, albeit using human hands, it is even more important to understand how great the riches of knowledge are that are stored in every line. Consider that the God who understands everything, and who knows every person even better than we know ourselves, has communicated all of the wisdom that every person needs to know for every situation we will face in our lives—in a single book that you can tuck under your arm. His words are *so* well chosen. Do not skim over them, but read carefully, reverently, remembering that you are listening to the very voice of God.

At sundry times and in divers manners God spake in the old time to our fathers by the Prophets: in these last days he hath spoken unto us by his Son.... (Hebrews 1:1)

	DAY 1 (OR SCHOOL DAY)	DAY 2	DAY 3	DAY 4	DAY 5
WEEK 1	Read Subject Instructions; Read "Essay Form" on page 85.	Matthew 1-3	Matthew 4-5	Matthew 6-7	Matthew 8-9
WEEK 2	Review last week's essays.	Matthew 10-11	Matthew 12	Matthew 13	Matthew 14-15
WEEK 3	Review last week's essays.	Matthew 16-17	Matthew 18-19	Matthew 20-21	Matthew 22-23
WEEK 4	Review last week's essays.	Matthew 24-25	Matthew 26	Matthew 27-28	Mark 1-2
WEEK 5	Review last week's essays.	Mark 3-4	Mark 5-6	Mark 7-8	Mark 9
WEEK 6	Review last week's essays.	Mark 10-11	Mark 12-13	Mark 14	Mark 15-16
WEEK 7	Review last week's essays.	Luke 1	Luke 2	Luke 3-4	Luke 5-6
WEEK 8	Review last week's essays.	Luke 7	Luke 8	Luke 9	Luke 10-11
WEEK 9	Review last week's essays.	Luke 12-13	Luke 14-15	Luke 16-17	Luke 18-19
WEEK 10	Review last week's essays.	Luke 20-21	Luke 22	Luke 23	Luke 24

GENERAL SCIENCE

Overview: This year, you will read a set of books covering earth science, that you might better understand the Lord’s works in His marvelous Creation. You’ll get a good foundation in eight branches of natural philosophy—Meteorology, Astronomy, Mineralogy, Oceanography, Archaeology, Geology, Speleology (the study of caves), and Paleontology.

Daily Assignment: Your assignment, primarily, is to read and learn the material in these books; enjoy yourself! There will be a few extra assignments for you to complete, as well. You will find these assignments (and the tests) in the Teacher Guides, labeled TG, below. (Use the appropriate TG for each book, obviously.)

Tests. There will be a test for you to take when you finish studying each book. In these tests, you will be expected

to remember vocabulary terms and the other important information from your readings, so study well. Each book also has four quizzes, which will not be assigned, but which you may find useful in helping you to study for your tests.

Mini Research Papers. There will also be a few “mini research paper” assignments in the second half of the year.

The first one is on Week 17, Day 2. Please look there, and see that that assignment says “(TG 24, 1–2 ¶); Use encyclopedia”. That means that this *very tiny* research paper ought to be 1–2 paragraphs in length, and that you should use an encyclopedia as your research source.

Finally, read How to Write a (Mini) Research Paper, beginning on page 113, to learn how to approach learning this new skill.

Behold now Behemoth (whom I made with thee) which eateth grass as an ox. ... (Job 40:10-19)

	DAY 1 (OR SCHOOL DAY)	DAY 2	DAY 3	DAY 4	DAY 5
WEEK 1	<i>The New Weather Book</i> p. 4–7	<i>The New Weather Book</i> p. 8–11	<i>The New Weather Book</i> p. 12–19	<i>The New Weather Book</i> p. 20–27	<i>The New Weather Book</i> p. 28–31
WEEK 2	<i>The New Weather Book</i> p. 32–36	<i>The New Weather Book</i> p. 37–39	<i>The New Weather Book</i> p. 40–44	<i>The New Weather Book</i> p. 45–51	<i>The New Weather Book</i> p. 52–54
WEEK 3	<i>The New Weather Book</i> p. 55–59	<i>The New Weather Book</i> p. 60–67	<i>The New Weather Book</i> p. 68–73	<i>The New Weather Book</i> p. 74–81	<i>The New Weather Book</i> p. 82–91
WEEK 4	<i>The New Weather Book</i> p. 92–94	<i>The New Weather Book</i> Test	<i>The New Astronomy Book</i> p. 6–7 Worksheet 1 (TG 69–70)	<i>The New Astronomy Book</i> p. 8–11 Worksheet 1 (TG 71–72)	<i>The New Astronomy Book</i> p. 12–16
WEEK 5	<i>The New Astronomy Book</i> p. 17–21	<i>The New Astronomy Book</i> p. 22–25	<i>The New Astronomy Book</i> p. 26–29	<i>The New Astronomy Book</i> p. 30–35	<i>The New Astronomy Book</i> p. 36–39
WEEK 6	<i>The New Astronomy Book</i> p. 40–43	<i>The New Astronomy Book</i> p. 44–47	<i>The New Astronomy Book</i> p. 48–55	<i>The New Astronomy Book</i> p. 56–59 Activity (TG 90)	<i>The New Astronomy Book</i> p. 60–63
WEEK 7	<i>The New Astronomy Book</i> p. 64–71	<i>The New Astronomy Book</i> p. 72–75	<i>The New Astronomy Book</i> p. 76–79	<i>The New Astronomy Book</i> p. 80–83	<i>The New Astronomy Book</i> p. 84–89 Activity (TG 94)
WEEK 8	<i>The New Astronomy Book</i> Test	<i>The Mineral Book</i> p. 8–13	<i>The Mineral Book</i> p. 14–19	<i>The Mineral Book</i> p. 20–24 Mineral NB (TG 111–112)	<i>The Mineral Book</i> p. 25–29
WEEK 9	<i>The Mineral Book</i> p. 30–35	<i>The Mineral Book</i> p. 36–41	<i>The Mineral Book</i> p. 42–48	<i>The Mineral Book</i> p. 49–55	<i>The Mineral Book</i> p. 56–60
WEEK 10	<i>The Mineral Book</i> p. 61–65	<i>The Mineral Book</i> p. 66–68	<i>The Mineral Book</i> p. 69–71	<i>The Mineral Book</i> p. 72–77	<i>The Mineral Book</i> p. 78–81 Mineral Collection
WEEK 11	<i>The Mineral Book</i> p. 82–89	<i>The Mineral Book</i> p. 90–91	Study Periodic Table of Elements, Page 92 Activity #4 (TG 126–127)	<i>The Mineral Book</i> Test	<i>The New Ocean Book</i> p. 6–9
WEEK 12	<i>The New Ocean Book</i> p. 10–11	<i>The New Ocean Book</i> p. 12–13	<i>The New Ocean Book</i> p. 14–17	<i>The New Ocean Book</i> p. 18–21	<i>The New Ocean Book</i> p. 22–25
WEEK 13	<i>The New Ocean Book</i> p. 26–29	<i>The New Ocean Book</i> p. 30–35	<i>The New Ocean Book</i> p. 36–41	<i>The New Ocean Book</i> p. 42–47	<i>The New Ocean Book</i> p. 48–53

GEOGRAPHY

Assignment: We will use *The Noah Plan: History and Geography Curriculum* as our text, modified to suit our purposes. Each week, there will be a map with geographical features to memorize, plus a course reading. The plan is for Day 1 to be the main Geography lesson of the week; Days 2–5 should only take around 15 minutes a day.

Map Tests: Every week, there will be a Map Test. On Day 1, you will be assigned a new map, with geographical features to memorize. Here’s what to do:

1. On Day 1, make 6 copies of the blank map.
2. On Day 1, use the completed map (“Answers”) to find all of the new features you are to learn this week; label your first blank map, using the Map Standard.

3. On Days 2–5, completely label one of the blank maps, with that week’s features, each day. Learn the features carefully!
4. On Day 1 of the following week, you’ll fill in the same blank map again, but this time, it is your test!

N.B. Beginning in Week 4, MTG features to learn are labeled “Map Activity” in the MTG book.

Texts: You will be using a few different sources. Here is how they are labeled in your Daily Assignments:

- NP: *The Noah Plan: History and Geography Curriculum*
- UGA: Understanding 1 Geography Assignments (this book)
- MTG: Memoria Teacher Guide

The earth is the Lord’s, and all that therein is; the world and they that dwell therein. (Psalm 24:1)

	DAY 1 (OR SCHOOL DAY) MAP TEST, GEOGRAPHY LESSON, & NEW MAP TO LEARN		DAYS 2–5 DAILY MAP DRILL
BEFORE 1ST CLASS	THE CONTINENTS, OCEANS, & MAJOR LINES, just in case you don’t have them down pat yet.	NEW MAP: World, MTG p. 65 ANSWERS: MTG p. 7	Fill in New Map every day.
WEEK 1	READ: NP p. 125–126. LEARN MAP STANDARD; read NP p. 148–149.	NEW MAP: 50 United States, MTG p. 64 ANSWERS: MTG p. 9, 11	Fill in New Map every day, using the Map Standard.
WEEK 2	READ: NP p. 164–165 MATHEMATICAL GEOGRAPHY: DEFINITION – THE EARTH IN THE SOLAR SYSTEM	MAP TEST: 50 United States, MTG p. 64 NEW MAP: States & E. Caps., UGA page 119 ANSWERS: UGA page 118	Fill in New Map every day, using the Map Standard.
WEEK 3	READ: NP p. 165–167 MATHEMATICAL...: THE EARTH’S MOTIONS – THE EARTH’S SURFACE MEASUREMENTS	MAP TEST: States & E. Capitals, UGA page 119 NEW MAP: States & Capitals, UGA page 121 ANSWERS: UGA page 120	Fill in New Map every day, using the Map Standard.
WEEK 4	READ: NP p. 168–169 MATHEMATICAL GEOGRAPHY: THE EARTH’S POLES – MAP PROJECTIONS	MAP TEST: States & Capitals, UGA page 121 NEW MAP: Western Europe 1, MTG p. 66 ANSWERS: MTG p. 14–15 (1st column only)	Fill in New Map every day, using the Map Standard.
WEEK 5	READ: NP p. 213–214 EUROPE: MATHEMATICAL & PHYSICAL GEOGRAPHY	MAP TEST: Western Europe 1, MTG p. 66 NEW MAP: Western Europe 2, MTG p. 66 ANSWERS: MTG p. 14–15 (columns 1–2)	Fill in New Map every day, using the Map Standard.
WEEK 6	READ: NP p. 215–216 EUROPE: POLITICAL GEOGRAPHY	MAP TEST: Western Europe 2, MTG p. 66 NEW MAP: Western Europe 3, MTG p. 66 ANSWERS: MTG p. 14–15 (all 3 columns)	Fill in New Map every day, using the Map Standard.
WEEK 7	READ: NP p. 217–218 EUROPE: POLITICAL GEOGRAPHY	MAP TEST: Western Europe 3, MTG p. 66 NEW MAP: W. Europe Capitals, UGA page 123 ANSWERS: UGA page 122	Fill in New Map every day, using the Map Standard.
WEEK 8	READ: NP p. 170–171 PHYSICAL GEOGRAPHY: INTRODUCTION – GOD’S PURPOSE FOR THE EARTH	MAP TEST: W. Europe Capitals, UGA page 123 NEW MAP: Eastern Europe 1, MTG p. 68 ANSWERS: MTG p. 18–19 (Moldova – Dinaric Alps)	Fill in New Map every day, using the Map Standard.
WEEK 9	READ: NP p. p. 171–173 PHYSICAL GEOGRAPHY: GENERAL OVERVIEW OF THE EARTH	MAP TEST: Eastern Europe 1, MTG p. 68 NEW MAP: Eastern Europe 2, MTG p. 68 ANSWERS: MTG p. 18–19 (all)	Fill in New Map every day, using the Map Standard.
WEEK 10	READ: NP p. p. 173–175 PHYSICAL GEOGRAPHY: THE EARTH’S PHYSICAL COMPOSITION—A ATMOS, B WATER, C LAND	MAP TEST: Eastern Europe 2, MTG p. 68 NEW MAP: Europe Capitals all, UGA page 125 ANSWERS: UGA page 124	Fill in New Map every day, using the Map Standard.
WEEK 11	READ: NP p. p. 175–176 PHYSICAL GEOGRAPHY: THE EARTH’S PHYSICAL COMPOSITION—D LANDS FORMS	MAP TEST: Europe Capitals all, UGA page 125 NEW MAP: North America 1, MTG p. 70 ANSWERS: MTG p. 22–23 (Appalachian Mountains–USA)	Fill in New Map every day, using the Map Standard.
WEEK 12	READ: NP p. 176–178, 202 PHYSICAL GEOGRAPHY: LIFE SUPPORTED ON THE EARTH N.A.: MATHEMATICAL GEOGRAPHY	MAP TEST: North America 1, MTG p. 70 NEW MAP: North America 2, MTG p. 70 ANSWERS: MTG p. 22–23 (all)	Fill in New Map every day, using the Map Standard.

FAMILY ECONOMY

Apologetic: What can you do to contribute to your family economy? Does your family have a business that you can contribute to? Can you grow a garden and help supply food? Or make or grow something to sell to benefit your family?

N.B. Even if it is not feasible for the student to carry a business plan forward into perpetuity, the exercise of creating one is very valuable.

Assignment: Begin talking with your parents about how you can start to make a real contribution to your family economy. You will also watch some videos and read a couple of books to help you start thinking in this way; the things you learn will be a help to you when you have a family of your own, too! As you are learning, talk with your parents, decide on what you should do, and get started!

For even when we were with you, this we warned you of, that if there were any, which would not work, that he should not eat. (2 Thessalonians 3:10)

	DAY 1 (OR SCHOOL DAY)	DAY 2	DAY 3	DAY 4	DAY 5
WEEK 1	Memorize Matthew 6:24 Read Instructions (above).	Watch <i>Economics for Everybody</i> Leeson 1	Watch <i>Economics for Everybody</i> Leeson 2	Watch <i>Economics for Everybody</i> Leeson 3	Watch <i>Economics for Everybody</i> Leeson 4
WEEK 2	Recite Matthew 6:24. Discuss what you learned or did last week.	Watch <i>Economics for Everybody</i> Leeson 5	Watch <i>Economics for Everybody</i> Leeson 6	Watch <i>Economics for Everybody</i> Leeson 7	Watch <i>Economics for Everybody</i> Leeson 8
WEEK 3	Recite Matthew 6:24. Discuss what you learned or did last week.	Watch <i>Economics for Everybody</i> Leeson 9	Watch <i>Economics for Everybody</i> Leeson 10	Watch <i>Economics for Everybody</i> Leeson 11	Watch <i>Economics for Everybody</i> Leeson 12
WEEK 4	Recite Matthew 6:24. Discuss what you learned or did last week.	Read Cheney: Introduction	Read Cheney: The New Family Economy Paradigm	Read Cheney: Chapter 1	Read Cheney: Chapter 2
WEEK 5	Recite Matthew 6:24. Discuss what you learned or did last week.	Read Cheney: Chapter 3	Read Cheney: Chapter 4	Read Cheney: Chapter 5	Read Cheney: Chapter 6
WEEK 6	Recite Matthew 6:24. Discuss what you learned or did last week.	Read Cheney: Chapter 7	Read Cheney: Chapter 8	Read Cheney: Chapter 9	Read Cheney: The Nuts and Bolts of the Family Business
WEEK 7	Recite Matthew 6:24. Discuss what you learned or did last week.	Read Cheney: Chapter 10	Read Cheney: Chapter 11	Read Cheney: Chapter 12	Read Cheney: Chapter 13
WEEK 8	Recite Matthew 6:24. Discuss what you learned or did last week.	Read Cheney: Chapter 14	Read Cheney: Chapter 15	Read Cheney: Chapter 16	Read Cheney: Chapter 17
WEEK 9	Recite Matthew 6:24. Discuss what you learned or did last week.	Read Cheney: Chapter 18	Read Cheney: Family Economy Stories & Chapter 19	Read Cheney: Chapter 20	Read Cheney: Chapter 21
WEEK 10	Recite Matthew 6:24. Discuss what you learned or did last week.	Read Cheney: Chapter 22	Read Cheney: Chapter 23	Read Cheney: Chapter 24	Read Cheney: Chapter 25
WEEK 11	Recite Matthew 6:24. Discuss what you learned or did last week.	Read Cheney: Chapter 26	Read Cheney: Young Entrepreneurs & Chapter 27	Read Cheney: Chapter 28	Read Cheney: Chapter 29
WEEK 12	Recite Matthew 6:24. Discuss what you learned or did last week.	Read Cheney: Chapter 30	Read Cheney: Chapter 31	Read Cheney: Chapter 32	Read Cheney: Chapter 33
WEEK 13	Recite Matthew 6:24. Discuss what you learned or did last week.	Read Cheney: Chapter 34	If you haven't yet, start planning something.	If you haven't yet, start planning something.	If you haven't yet, start planning something.

LATIN TIPS & HELPS

LEVEL TWO, BOOK ONE: UNITS 1–6

Welcome to Latin, Level Two! In Level One, we enjoyed learning more and more and more about Latin. But in Level Two, your understanding of Latin will go from knowing lots of bits and pieces—to beginning to understand the entire language, with just a few holes left to fill in, here and there. That doesn't happen overnight, and it's hard work to learn a language. But I think you will love it! We sure do, in our homeschool!

You are finding the secrets of all of your Latin heritage unlocked—from the inscriptions on our money to Latin mottos on old buildings, from the writings and sayings of the Reformers to the ancient hymns going back to Augustine and Ambrose! And you are understanding English like never before—from Latin vocabulary to the underlying structure of our language.

But the best thing that is happening here in Latin (both in Level One and Level Two) is that you are learning Greek. No, that is not a typo! Your Latin study is not only Latin study, but also Greek! As our beloved English has Latin roots, so Latin has Greek roots. For example, here are a few features of biblical Greek:

- The nouns, adjectives, and pronouns have cases—nominative, accusative, dative, and genitive.
- The nouns, adjectives, and pronouns are of three genders, too—masculine, feminine, and neuter.
- The verbs change forms, based whether the subject is 1st, 2nd, or 3rd person, and singular or plural.
- The verbs have different forms for the different tenses and moods—past, present, perfect, imperative, passive, subjunctive, etc. (This year, you will learn subjunctive in Latin.)
- Greek has deponent verbs. (Latin does, too; you'll learn about them starting in Unit 1.)

Every bit of study you do in Latin is actually preparing you for biblical Greek. (I have come to be convinced that the reason why most modern-day seminary students find Greek to be impossibly difficult is because they never learned Latin, which is like a wonderful stepping-stone taking us back to ancient Greek.) You need to get one more year of Latin study under your belt, to learn just a few more structures, and then next year you will be ready to begin biblical Greek, with understanding and enjoyment!

As for our pace in Latin Level Two, we'll study it for the next four years, taking 6 units a year. That doesn't seem like a lot in the textbook, but Dr. Sweet is putting less "hand-holding" into the frames, and expecting you to take the initiative to memorize everything you learn, and to study industriously. So take time to drill yourself on vocabulary every day before you begin your assigned lesson, and you will soon become a master of vocabulary, forms, and structures.

TEACHER'S MANUAL

The Level Two Teacher's Manual is very helpful. You'll begin the year by reading the important parts you need to know before you begin Level Two. Read pages 3–12 and the section about the Reader on page 56. Then, familiarize yourself with the information on Unit 1, on pages 69–72. Check back there for the other units, when you get there, as well! Finally, flip through the book to see all of the helpful resources it has for you, so you will know where to look when you need them.

REFERENCE NOTEBOOK

Although you have your own Latin Notebook, the Level Two *Reference Notebook* has a lot of helpful things in it, especially the Basic Sentences & Readings study pages; you may want to make use of it.

LATIN NOTEBOOK/REVIEW

At the beginning of your Latin lesson every day, spend about 10 minutes studying your Latin Notebook (or the Vocabulary Inventory at the end of the current unit):

- Drill Vocabulary.
- Drill yourself on your Basic Sentences and Readings.
- Review/drill the information in your Technical Terms & Definitions section.

Every day, go straight to something you don't know very well, and spend a few minutes working on learning it. This is the way to master a language.

Of course, you will also continue to build your Latin Notebook and study, the same way you have been all along. Write out every word, complete paradigm, Basic Sentence, Reading, etc. in your Latin Notebook, as soon as you first learn them.

Every time you learn a new word, or paradigm, or Basic Sentence, after you've copied it into your Notebook, stand up, march around your house, and memorize it right away. Do not imagine that you will do that work later. You must memorize all new Vocabulary, paradigms, and Sentences on the spot.

Finally, beginning this year, when you learn past or present participles, you should record them on the appropriate Verb page, but you need not write out all of the forms in your Adjectives section anymore (unless you want to).

READING IN *LECTIONES PRIMAE & LECTIOES SECUNDAE*

After working out of your Notebook each day, next turn to your Latin Reader, and read at least one sentence from it. If you haven't been doing this a lot up until now, you will find this hard. But then that would be all the more reason why you need to do it.

The good news is that—as you keep doing just one little sentence, day by day—you'll get better at it, and it will get faster and faster. And it will get to be fun.

I suggest you read from the unit in the Reader that is one unit *behind* where you are in the text. If the reading is a fable, perhaps read one paragraph per day. If you're reading from the *Sententiae*, simply read one of them.

Use scratch paper to write down your translation as you go, to diagram difficult sentences, to jot down guesses, etc.

One last thing—draw a toga on the undressed woman in the Reader, Unit 2. :)

FINAL THINGS

The course says that you do not need to learn the Basic Sentences as well as you needed to in Latin Level One. *This is not the case.* You will find that you are expected to know the Basic Sentences and Readings on the tests, just like you did in Level One. (We learned that the hard way.) Plus, the Basic Sentences and Readings teach you important structures and vocabulary; the better you know them, the better you will understand Latin altogether. Learn them well.

Finally, remember: Always translate every Latin word you read. Be sure to think of the dictionary meaning *and* the structural meaning, *always*. *For every single word.*

UNIT 1

Fr. 1: Do not skip these frames. If you are doing so well that you don't think you need this review, then you will be able to do it all very quickly, so it will not cause you a great loss of time. And if it does take you a lot of time, well, then, you needed the review then, didn't you? (Always approach these reviews in this way; always do them.)

Fr. 48: Make a note about Vowel Weakening in your Technical Terms & Definitions section, on the Spelling Rules page. Be sure to note the frame number, so you can look it up easily later, if you need to!

Fr. 62: I use my own Latin Notebook to study. Write out verb paradigms; write out noun and adjective conjugations; write out Basic Sentences. It is good to study by practicing saying these things aloud, but for anything with which you are having particular trouble, go beyond reciting it out loud, and practice writing it out on scratch paper.

Fr. 68: Here is the first instance of the special typeset, for important facts. Each time Dr. Sweet does this, it is very important that you do two things:

1. Write it down in the Technical Terms & Definitions section of your notebook (see below). In Level Two, you're going beyond a hodgepodge of Latin knowledge and really learning to understand the language. When he teaches you facts about Latin, treat it the same way you do the things you learn in Logic—write it down in your notebook, with examples, notes, and anything else you need to make sure that you have a quick-reference place to turn to, where you can review all of these different rules. Also note where you learned this new concept in the textbook, so you can quickly turn back to that place for review, if needed later. There will be times when it seems like a lot, even too much to understand. But every time it's confusing, just turn to this section in your notebook and review your notes, to refresh yourself on these different structures.
2. Stand up, and march around the house and memorize the rule immediately. Memorize it, word for word.

Fr. 68–80: (Yes, still frame 68.) Write this rule on the Spelling Rules page in your Technical Terms & Definitions section. For example, when I came to these frames, I wrote:

Spelling Rules for Verbs

- A long vowel becomes short before another vowel. (1–71)
- A long vowel becomes short before final –t. (1–73)
- A long vowel becomes short before final –m. (1–80)

Fr. 94 ff.: Deponent verbs! At first, I thought this was terribly hard and confusing. But it's not, so fear not! First of all, deponent verbs are in Greek, too, so be happy to know that you're working on your biblical Greek, here! Second, deponent verbs follow the forms of passive verbs for their conjugations. But they are actually not passive, but active. You memorize them, so you'll memorize that the meaning is active—so it really isn't hard to remember which verbs are deponent verbs. I promise, this really isn't hard.

As you begin to learn deponent verbs, here is the key: Deponent verbs belong to 1st, 2nd, 3rd, and 4th conjugations, just like the regular verbs. So figure out which conjugation a new verb is, and add it to your Verbs section, right away.

For example, you know that a passive 1st Conjugation verb follows the pattern like **laudātur/laudantur**. So every deponent verb that follows that **–ātur/–antur** pattern is a 1st Conjugation verb, and it goes into that section just like the rest. For review, here are example passive forms:

1st Conj: laudātur/laudantur

2nd Conj: mordētur/mordentur

LOGIC TIPS & HELPS

HOW TO STUDY LOGIC

As you will learn, Logic treats *thinking* as a part of God's Creation to be studied. How do we think? Because we have a sin nature, our hearts are always whispering lies and deceit to us.¹ Lies often take shape in wrong thinking. For example,

Everything the Bible teaches is true and good. The Bible teaches that Judas hung himself. Therefore, it is true and good to hang oneself.

I hope you can see that something went wrong with that argument! But can you detect exactly where the line of reasoning went off-track? When the arguments are not as clear as the one above, Christians can become deceived through subtle arguments that seem to be right, but lead to a deadly conclusion.

It is critical that we learn to detect wrong thinking, and to think rightly. Hence, Christians teach their children Logic. (It was the anti-Christian humanists who took Logic out of the schools, around 100 years ago; we're returning to the old Christian ways and adding it back in!)

We will be using the Canon Logic Series in Understanding 1 & 2. James Nance has put together a curriculum that will teach you all of the fundamentals of Logic. But it very much is what you make of it.

This material may seem easy, especially at the beginning of this year. But do every Exercise, memorize every term, and give everything serious thought. It is tempting to become overconfident at the beginning of this course, and to think it is all "easy", and then to end up swimming in a sea of only half-learned Logic material—lost in that sea.

Nance expects you to treat this as a serious course, and to work diligently to learn the material.

Now, for specifics.

LESSONS

Nance expects you to learn all of the material in each Lesson.

Terms. When you read a Lesson, you will see important words in bold, and also in the margin of your text. Write these terms and their definitions in your Logic notebook, and also note the page number on which they were taught, so it will be easy for you to find that spot in the book again if you have questions about it later. Then, just like in Latin class, memorize the definition right there on the spot. You must have these definitions memorized.

Examples. When Nance walks you through a Logic example in the Lesson, before you read how he works through the example, get out some notebook paper, and try to work it out on your own. When you get stuck, go back to the book and read more of his explanation. As soon as you see what to do next, go back to your own work and try to work it out on your own again, til you get stuck again. This is how examples are supposed to be done, and the author expects you to participate in the Lessons like this.

Other Information. Finally, in your notes, write down any other information you found important in the Lesson, again noting the page number. You are expected to learn all of the information in the Lessons (and the Introduction), so read slowly, take good notes, and memorize all new information right away.

¹ Jeremiah 17:9.

WRITING A (MINI) RESEARCH PAPER

FOR UNDERSTANDING 1 NATURAL PHILOSOPHY ASSIGNMENTS

GENERAL

Writing a research paper uses the writing skills you've already learned, but adds the new elements of:

1. Diligent research,
2. Synthesizing scholarly information, and
3. Proper documentation of sources, including footnotes and bibliography.

You will write a few "mini" research papers in your Natural Philosophy coursework, this year.

WHAT IS A RESEARCH PAPER?

When writing a research paper, you begin by performing research—investigating a matter through reading the work of others or doing experiments. When performing true scholarly research, you must not read the work of only one author, but of several different scholars. You must consider their different information, evaluate it, and synthesize it into a new writing which adds something valuable to the body of knowledge.

EVERY SENTENCE MUST BE SOURCED.

In your research paper, you are not presenting your own ideas, but the research you have done. As such, every sentence in your paper should be presenting information from other authors. Yes, every sentence!

DOCUMENTATION

Every time you present the ideas of another author, you must document who the author of the idea is, and where you found the idea. The purpose of this is, first, to give credit to whom credit is due, and second, to direct the reader to the source, so he can verify that you are quoting you source correctly and also read more about this idea for himself.

We document our sources by using footnotes in the text, and a bibliography at the end of the paper.

THE BIBLE

Because we must examine all ideas by the light of scripture, as Wycliffe says, I expect to see scriptures among your sources, wherever appropriate.

PLAGIARISM

Plagiarism is when we directly quote from another author, without giving that author credit. It's lying, by taking someone else's good idea and presenting it as if it were your own idea.

GEOGRAPHY

UNDERSTANDING 1 GEOGRAPHY ASSIGNMENTS (UGA MAPS)

WEEK 2

United States: All 50 states, plus capitals East of the Mississippi.¹

- Answers: page 118.
- Map Drill: page 119.

WEEK 3

United States: All 50 states with capitals.

- Answers: page 120.
- Map Drill: page 121.

WEEK 8

Western Europe: Countries with capitals. (Note: Draw in San Marino and Vatican City.)

- Answers: page 122.
- Map Drill: page 123.

WEEK 11

Europe: All countries with capitals.

- Answers: page 124.
- Map Drill: page 125.

WEEK 14

North America: Canada with provinces and 3 major cities, Mexico with capital, review USA.

- Answers: page 126.
- Map Drill: page 127.

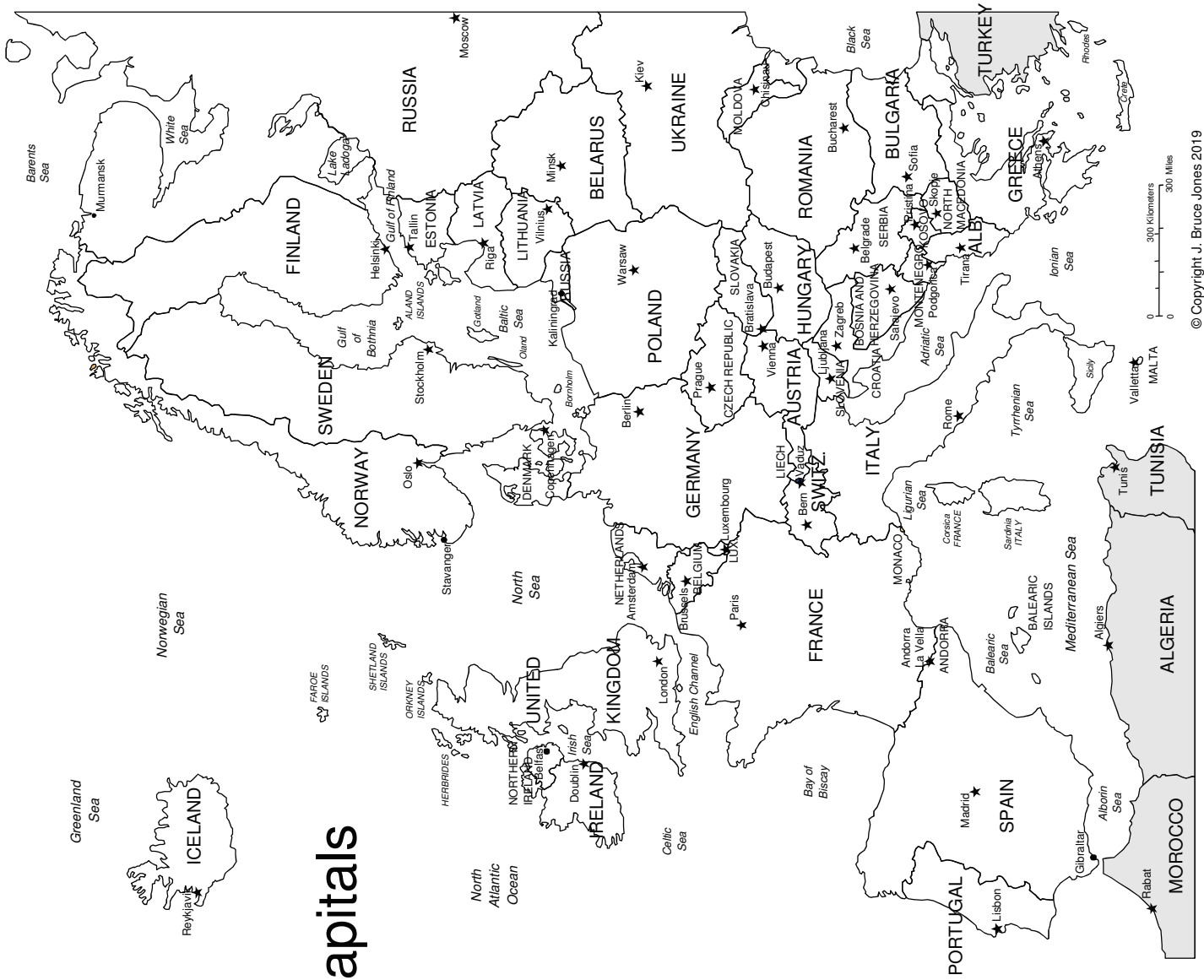
WEEK 17

South America: Countries with capitals.

- Answers: page 128.
- Map Drill: page 129.

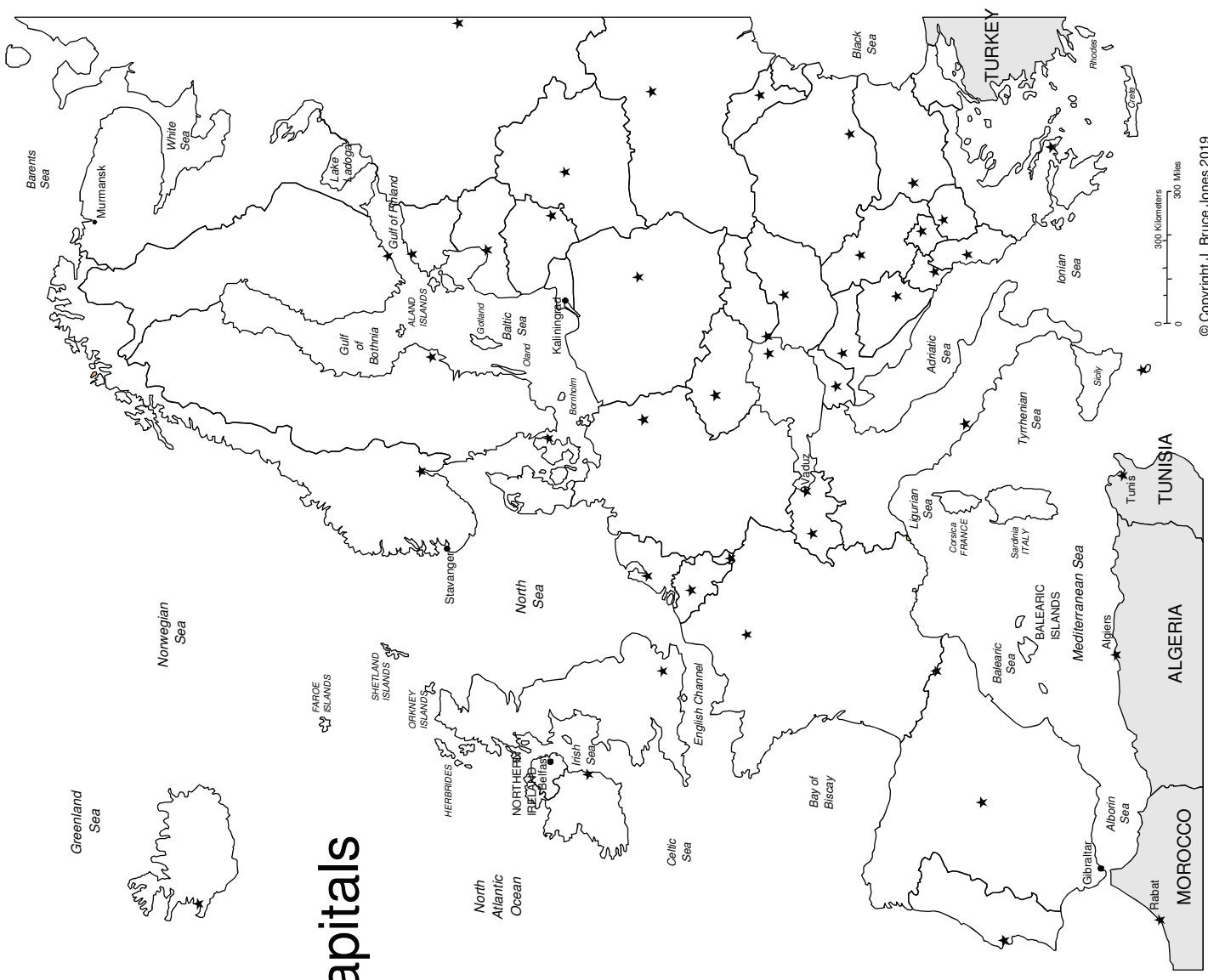
¹ Maps courtesy of bjdesign.gumroad.com; used by permission.

Europe with Capitals



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Europe with Capitals



0 300 Kilometers
0 300 Miles
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DIALECTICS & SPEECH

By now, you're familiar with the Christian Trivium—Grammar, Logic, and Rhetoric. Here in our Christian Trivium Education, we love the connection we see between those three subjects and the more biblical wording of Knowledge, Understanding, and Wisdom.

For centuries, Christians educated their students in these three subjects. But these subjects were not taught at the same time, like we think of subjects in school today. Rather, first a student was taught Grammar. *Then* he was taught Logic. And after those subjects were mastered, he was instructed in Rhetoric last.

GRAMMAR

Grammar school was characterized by teaching students to read, write, and understand languages through memorization, copywork, and formal grammar instruction. Because language always communicates something, the teaching of language was also a vehicle for teaching all sorts of other good things. In other words, each text (the model bit of language being used for the lesson) was chosen with care, to teach students, in addition to the language lesson itself, the most helpful and important things they ought to know. Thus, children memorized and copied scriptures and other important writings—which taught the knowledge of God, man's fallen sinful state, that there is a fearful judgment to come, the gospel, a Christian's duty toward God and man, meaningful literature, history, etc.

LOGIC

Logic instruction, next, taught children how to think. Logic, in the Christian Trivium days, was a broader subject than it generally is considered to be today. Dialectics is a branch of logic, which teaches the rules and modes of reasoning correctly. The logic texts which the student will study in Understanding 1 and Understanding 2, from Canon Press, focus mainly on teaching Dialectics. In Understanding 3, when the student studies Isaac Watts' Logic text, he will learn more about the broader scope of logic in general.

The importance of logic cannot be overstated.

Logic is the art of using reason well in our inquiries after truth, and the communication of it to others.¹

The key word in that definition is *truth*.

This world is full of false ideas that sound really convincing. Even worse, our own hearts are full of false ideas that sound really convincing! We are created by God, with the ability to reason well; but our understanding is darkened by our own deceiving hearts,² by our natural bent toward sin.³

Everything God says is true. Completely true, absolutely true, with no falseness or error in it. God's commandments stand up to reason; God's proclamations have no mistakes in them; God's word is 100% logically valid.

Lies, always, have an error in reasoning. Lies do not stand up to the test of logic.

¹ This is the definition for *logic* that Isaac Watts gives, in his book, *Logic: The Right Use of Reason in the Inquiry after Truth*. In his *Dictionary*, Webster quotes Watts' definition verbatim.

² Ephesians 4:18.

³ Galatians 5:17.

God created our minds so that we could test the truth, so that we would reason well—so that we would recognize and reject error, so that we would be able to recognize truth as such, and thus embrace it and hold it fast. But with our minds darkened by sin, we do not always think rightly.

This is why Christians teach logic.

Christianity is a religion of the *mind*. Again and again, the Bible tells us that God is not going to judge us based on our outward actions, but that He is weighing the *hearts* of men. *As a man thinks within himself, so he is*. What is the commandment, by which we must be saved? *Believe on the Lord Jesus Christ, and thou shalt be saved*.

Christians understand that the *mind* is the battleground for the soul.

Logic teaches us how to see through convincing-sound lies. Logic teaches us how to recognize truth, so we can embrace it and trust it fully. Logic teaches us how to test any argument, any statement, so we can discover if it be true or false.

Christians believe that the knowledge of the truth is the difference between an eternity of torment and an eternity of bliss, for every person. Thus, we consider logic to be the second most important subject for every student to learn. Language first, because you can't teach truth or logic or God's Word at all if the student doesn't understand language. But once language is thoroughly understood, we teach youth how to think rightly, according to biblical principles—namely, the principle that we must order our thoughts according to the Truth, and reject false thinking. *Bringing into captivity every thought to the obedience of Christ*.¹

RHETORIC

After a student has mastered his language by studying the most excellent examples of writings from masters, and after a student has, further, mastered the rules of correct reasoning, then the student is taught Rhetoric.

This order is of supreme importance.

We do not want our young people being trained to communicate using persuasive techniques when the things they have to say are filled with mistakes, or worse, filled with actual falsehoods. Not only would their good-sounding communication pose a danger to their hearers, but—because *we actually think in language*—their good-sounding false declarations will deceive our students themselves!

Thus, Christians ensure that our students have mastered logic, mastered the right use of reasoning in our inquiries after truth, before we teach them the art of rhetoric.

This stands in sharp contrast to the practice of the ancient Greeks and Romans, and their Art of Sophistry.

Sophistry is fallacious reasoning. As in, using logical fallacies. This was considered one of the highest, most applauded achievements a young man could attain in ancient Greece, to be a master of sophistry.

Can you imagine a culture in which one of their highest art forms is *knowingly* arguing for false ideas? But, as I always say, *pagans gonna pagan*. That's history.

The reason why that history is important is because much of modern thought and practice comes straight from those pagans. In this case, modern speech and debate is designed to teach Greek sophistry.

¹ 2 Corinthians 10:5.