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Dear Teacher,

Welcome to the Aesop & Homer - Instructor's Guide for Older Beginners. Our hope is that this guide and answer key will enable you to guide your students through the Aesop & Homer - Student Workbook for Older Beginners successfully and comfortably.

When the first student workbook for Homer became available, we received many comments from teachers who wanted to have an answer key to help them with the grammar and diagramming. And so, with the realization that an answer key is eminently helpful, we present you with this book.

Deī gratiā,

Lene Jaqua, Carolyn Vance, and Kathy Weitz

August, 2006

Introduction

Please review pages 1-7 of *Aesop*, and pages 9-17 of *Homer* before you go any further, since it is foundational to this writing program. Also, read pages 6-9 in the *Aesop & Homer - Student Workbook for Older Beginners*.

Welcome

Welcome to the *Aesop & Homer - Instructor's Guide for Older Beginners*. The accompanying workbook is a fast track version for your student (7th grade and above) to get started in Classical Writing so he can move onto our high school level writing as soon as possible. It covers all the beginning composition skills from Classical Writing, skills that are usually taught over four years in the early grades.

Our goal is to get your student through the basics in one year, so he is ready to advance to the higher levels of Classical Writing. We DO NOT recommend that you use this workbook with students below 7th grade, regardless of how advanced they are. The workload is considerable and requires a more mature learner. When possible, the beginning level concepts are best mastered slowly over time for those who have the time to do so. Also, the books following this one, in terms of content, are not appropriate for a younger student in terms of difficult political content, challenging vocabulary, and philosophical ideas.

We do recommend that you use these 22 weeks of work in conjunction with the *Poetry for Beginners - Student Workbook for Older Beginners*, which contains 12 weeks of work. This gives your student one year of writing instruction and prepares him to go on to *Diogenes: Maxim* and/or *Intermediate Poetry* the following year.

While the workbook is designed to make the student more independent, this is not a course that a student should (or can!) teach himself. Your involvement in daily lessons is crucial to your student's success. This book does contain some tasks a student can perform on his own, particularly once routines have been established, but the Classical Writing series is designed for you to actively teach your student.

Materials

To use the *Aesop & Homer - Instructor's Guide to the Student Workbook for Older Beginners*, you will need the following volumes, available from Classical Writing:

Classical Writing - Aesop and

Classical Writing - Homer: the original books containing all the theory, lessons, and information needed to teach this course.

Classical Writing - Aesop & Homer - Student Workbook for Older Beginners: contains all the models used for the twenty-two weeks of writing instruction and student workpages for all lessons and exercises. You will need one workbook per student.

Harvey's Elementary Grammar (or equivalent grammar text): This will be your student's grammar theory book. Lessons are scheduled in the weekly assignment lists.

Note: All necessary models are all included in the student workbook as well as in this instructor's guide.

Additional Suggested Materials:

Dictionaries: see suggestions in *Aesop*, p. 21

Thesaurus: look at <http://www.dictionary.com> for an on-line source, or use *Roget's Thesaurus*, which can be found in bookstores and libraries.

Three bound and lined composition notebooks for each student: A Copybook, a Grammar Notebook, and an optional Vocabulary Notebook. The particulars of this are discussed in the Preparation section of the *Aesop & Homer - Student Workbook for Older Beginners*.

A typing instruction program: if your student has not yet mastered typing. It is suggested that your student type his compositions because it makes the editing process so much easier! We recommend *Typing Instructor*, available from Timberdoodle (www.timberdoodle.com), or *Jump Start Typing*.

One three ring binder: for each student's writing projects.

A few other supplies are also listed on page 12 of the *Aesop & Homer - Student Workbook for Older Beginners*.

Introduction

Special Encouragement to the Teacher

We want to encourage you, the teacher, to keep your own copybook. This will benefit your student as he sees you setting an example of lifelong learning, and it will benefit you as you enjoy the beauty of language penned by some of the most gifted minds in history.

How to Use This Book

To simplify things, we will use some abbreviations and symbols in this instructor's guide and the student workbook to refer to each of the component books in this series.

Here is a key:

SW - *Student Workbook*

IG - *Instructor's Guide*

Copybook is referred to by name

About those gray boxes in the SW that look like this:

This box tells you to refer to Homer, Day 1,
Skill Level 1, pages 24-26.

Day 1, SL 1
Homer pp. 24-26

Instructor's Guide: Weekly Lesson Plans

Each week begins with an **Assignment Checklist**. This list is a copy of the Assignment Checklist found in the student workbook. It is explained thoroughly on pages 8-9 of the *Aesop & Homer - Student Workbook for Older Beginners*. The white area is the student's weekly checklist, and the gray area is your weekly checklist.

Two things of note for the teacher are highlighted below.

Grammar Notebook Quiz: Each week, your student is instructed to have a grammar notebook quiz. This is a chance to assure yourself that your student is understanding and retaining the information from his grammar course. You may make this as simple or elaborate as you prefer. You may quiz your students orally, with only an occasional written quiz. A sample Grammar Notebook Quiz is found at the end of this introduction to give you an idea of how it could be done.

Teacher Preparation: These are tasks you should complete to prepare for the week's study. The first instruction will always be to read or review the sections from Aesop or Homer which will be covered that week. All the information you need to teach the week's lesson is found in the given sections.

In the teacher preparation section you will be advised to read background information on the author and model type, which can be found in Appendix A of this book. In addition, you may wish to obtain copies of books where the stories are recorded. There are many lovely illustrated editions of fairy tales, children's stories, and Bible stories at bookstores or libraries. Many of these stories are drawn from Yesterday's Classics and are now available online or as illustrated paperbacks. (<http://www.yesterdaysclassics.com>)

On the second page, you will find the **Weekly Model**. The models are provided here so you have your own model to read and mark up. As part of this answer key, we have divided each model into scenes indicated by different fonts. This is NOT an exact science. Please understand that scene division choices can vary. Our choices are only there to guide you. If you prefer to divide the scenes up differently, do so.

The next section contains the **Teacher Helps & Notes**. Here you will find the sentences for parsing and diagramming. The answers have been written, checked, and re-checked to ensure that they are done correctly. If any of the answers do not make sense, please visit our message board at <http://www.classicalwriting.com/messageboard/index.php>, and ask us. We do make mistakes and would love to be corrected, should you find an error. Also, we may be able to clear up any confusion if you cannot see how we arrived at a particular answer.

Introduction

Instructor's Guide: Appendices

Appendix A has background information on each author in the *Aesop & Homer - Student Workbook for Older Beginners*.

Appendix B is the *Take Your Art With You* section, designed to help apply the skills learned in *Aesop* and *Homer* to models drawn from other reading of literature, Scripture, science, or history.

Appendix C contains a copy of the Sentence Marking Conventions, found also in the student workbook, a sample Sentence Marking Conventions chart, and the Homer Editing Checklist.

A Suggestion for Ease of Use

You may find it helpful to use self-adhesive removable flags to mark the following pages in your instructor's guide:

1. The week you are currently studying
2. The Utterance Chart
3. The Sentence Marking Conventions

Copy the Parsing Chart on page 168 of *Homer* onto one side of a piece of cardstock, and the Sentence Marking Conventions onto the other side to use as a large bookmark in the student workbook. You might laminate it after completing the Sentence Marking Conventions. This provides a handy reference for completing the parsing and sentence marking exercises.

Final Notes

We have designed this book so that you can pick it up and begin teaching quickly. We hope that you will find it easy to use, and that it will help you and your student to enjoy grammar and composition.

If you have any questions about these instructor's guides and student workbooks, please contact us on the Classical Writing message boards at:

<http://www.classicalwriting.com/messageboard/index.php>

We would also love to hear your comments and suggestions!

Sample Grammar Notebook Quiz

This is an example of how I conduct a grammar notebook quiz. This example is the quiz I give after completion of the Theory work for Week 5 (Section 16 in *Harvey's Elementary Grammar*).

Oral review of Section 15-16

1. What is the definition of a verb?
2. What is an objective element?
3. What is a transitive verb? Give a sentence with an example.
4. What is an intransitive verb? Give a sentence with an example.
5. What is a copulative (linking) verb? Give a sentence with an example.

Alternately, you could have your student write out each of those definitions, or you could give your student the definition, and have him tell or write the answer.

Oral review of previous weeks' lessons

1. What is a predicate?
2. What is a subject?
3. What are the two classes of nouns? Give five examples of each.
4. Name the parts of speech.
5. Name the four classifications of sentences. Give the definition of each one and an example for each.
6. Parse the nouns in this sentence: *The young man was a model of diligence.*

Again, this could be a written quiz if you prefer.

Your goal is to keep reviewing these concepts so that your student understands them and can identify them.

Preparation Week *Aesop & Homer for Older Beginners*

Schedule

Day 1

- ☐ *Prepare Grammar Notebook**
- ☐ *Harvey's Elementary Grammar Section 1 Assignment*

Day 2

- ☐ *Prepare Copybook**
- ☐ *Harvey's Elementary Grammar Section 2 Assignment*

Day 3

- ☐ *Prepare Vocabulary Notebook**
- ☐ *Harvey's Elementary Grammar Section 3-4.1 Assignments*

Day 4

- ☐ *Harvey's Elementary Grammar Section 4.2 Assignments*
- ☐ *Notebook Quiz with your teacher*

**Directions for preparing each of these notebooks are on the following pages.*

Theory

Harvey's Elementary Grammar

- ❑ *Section 1 (Objects)*
- ❑ *Notebook: senses, object, word*
- ❑ *Questions*

- ❑ *Section 2 (Definitions)*
- ❑ *Notebook: language, spoken language, written language, grammar, English grammar*
- ❑ *Questions & Exercises*

- ❑ *Sections 3-4.1 (The Sentence, Sentence Making)*
- ❑ *Notebook: sentence, proposition, directions for writing a sentence, declarative, interrogative*
- ❑ *Questions & Exercises*

- ❑ *Sections 4.2 (Sentence Making)*
- ❑ *Notebook: imperative, exclamatory*
- ❑ *Questions & Exercises*

Alternate Grammar Text

[illegible]

For the Teacher

Teacher Preparation

- ❑ Read through all of *Aesop*. Note that we will not be doing the grammar work that is discussed in *Aesop*, because it will be covered thoroughly as we work through *Homer*. Read it for your information only.
- ❑ Look over the week's work. Gather the materials your student will need to complete the assignments.

Week 10 Assignment Checklist Model: <i>The Boston Tea Party</i>		
Theory	Harvey's Elementary Grammar <input type="checkbox"/> <i>Section 28-29 (Pronoun, Adjective Element)</i> <input type="checkbox"/> <i>Notebook: pronoun, adjective element, possessive (and remarks), appositive</i> <input type="checkbox"/> <i>Exercises & Questions</i> <input type="checkbox"/> <i>Notebook Review & Quiz</i>	Alternate Grammar Text <hr/> <hr/> <hr/>
Analysis & Imitation	Day 1 ~ Reading & Understanding (Skill Level 4 Routine) <input type="checkbox"/> <i>Careful reading routine and oral narration</i> <input type="checkbox"/> <i>Review Summary Sentences with your teacher</i> <input type="checkbox"/> <i>Divide the narrative into scenes and identify essentials and accidentals.</i> Day 2 ~ Words (Skill Level 4 Routine) <input type="checkbox"/> <i>Verb Imitation Lessons</i> <input type="checkbox"/> <i>Parse Verbs</i> <input type="checkbox"/> <i>Parsing Review</i> <input type="checkbox"/> <i>*Dictation (can be done on any Day)</i> <input type="checkbox"/> <i>Vocabulary Analysis</i> Day 3 ~ Sentences (Skill Level 4 Lessons 5-6) <input type="checkbox"/> <i>Lesson with your teacher</i> <input type="checkbox"/> <i>Shuffle Steps 1, 2, 3, 4, and 5</i> Day 4 ~ Paragraphs (Skill Level 4 Routine) <input type="checkbox"/> <i>Copybook Assignment</i> <input type="checkbox"/> <i>Paraphrase by Subtraction</i>	
Writing Project	Writing Project 4 <i>Begin your writing project on Day 1 after you have completed the Reading & Understanding portion of the lesson.</i> <input type="checkbox"/> <i>Step I. Analyze</i> <input type="checkbox"/> <i>Step II. Plan</i> <input type="checkbox"/> <i>Step III. Draft</i> <input type="checkbox"/> <i>Step IV. Edit</i>	
Teacher Notes	Teacher Preparation <input type="checkbox"/> Read week's lesson and indicated sections from <i>Homer</i> . <input type="checkbox"/> Read the model and the author information. <input type="checkbox"/> Note which grammar exercises the student is to do. <input type="checkbox"/> Choose vocabulary words, dictation, and copywork selections. Notes	

The Boston Tea Party by Mara L. Pratt

This Boston tea-party was a very different sort of a party from the quiet little tea-parties to which your mammas like to go. There were no invitations sent out for this tea-party, and the people who attended it behaved in a very queer way, considering they were at a tea-party.

THIS WAS THE WAY IT CAME ABOUT. THE ENGLISH HAD PUT A TAX, YOU WILL REMEMBER, UPON NEARLY EVERYTHING, TEA INCLUDED. NOW, WHEN THEY FOUND THAT THE COLONISTS WERE SO FURIOUS ABOUT IT, AND SEEMED SO DETERMINED TO STAND UP FOR THEIR RIGHTS, THE ENGLISH BEGAN TO BE AFRAID, AND TO THINK THAT PERHAPS THEY HAD GONE A LITTLE TOO FAR.

SO, WISHING TO SOOTHE THE ANGRY COLONISTS, THEY TOOK OFF THE TAX ON EVERYTHING EXCEPT THE TEA. "WE WILL KEEP THE TAX ON THAT," SAID THE ENGLISH, "JUST TO LET THE COLONISTS KNOW THAT WE HAVE THE POWER TO TAX THEM, AND THAT THEY MUST OBEY; BUT WE WILL NOT ASK THEM TO GIVE US THEIR MONEY ON THE OTHER THINGS."

Foolish people, to suppose the colonists were going to be quieted in that way. It wasn't the money that they were made to pay that had angered them; they were willing to pay that; but it was the idea of their being taxed without representation!

"DOES ENGLAND SUPPOSE IT IS THE FEW PALTRY DOLLARS THAT WE CARE FOR?" SAID THEY. "NO; WE WILL SHOW HER THAT, WHILE WE WOULD BE WILLING TO PAY THOUSANDS OF DOLLARS IF WE WERE TREATED FAIRLY, WE WILL NOT PAY ONE CENT WHEN SHE TREATS US LIKE SLAVES!"

Not many days had passed before word came that a great vessel was nearing the harbor, loaded with tea. A lively meeting was held in Faneuil Hall, and afterwards in the Old South Church; and the people all declared that the tea should never be allowed to be brought ashore.

AT EVENING THE VESSEL WAS SEEN SLOWLY NEARING THE WHARF. EVERYTHING WAS QUIET, AND YOU WOULD NEVER HAVE IMAGINED WHAT WAS GOING TO HAPPEN.

SLOWLY THE SHIP COMES IN, NEARER AND NEARER THE LITTLE WHARF. NOW, WITH A HEAVY SWASH OF WATER AND A BOOM, SHE TOUCHES; OUT JUMP HER SAILORS TO FASTEN HER ROPES.

BUT HARK! WHAT NOISE IS THAT? IT IS THE INDIAN WAR-WHOOP. AND SEE! DOWN RUSH THE INDIANS THEMSELVES, YELLING AND BRANDISHING THEIR TOMAHAWKS. IN AN INSTANT THEY HAVE BOARDED THE VESSEL. DOWN INTO THE HOLD THEY GO, YELLING AND WHOOPING AT EVERY STEP.

THE TERRIFIED SAILORS STAND BACK AGHAST. OUT THEY COME AGAIN, LUGGING WITH THEM THEIR HEAVY CHESTS OF TEA. STILL THEY YELL AND WHOOP; AND OVER GO THE CHESTS INTO THE DARK WATER BELOW.

AND NOW, WHEN EVERY CHEST IS GONE, SUDDENLY THE INDIANS GROW VERY QUIET; THEY COME OFF FROM THE DECK; AND, ORDERLY, TAKE THEIR STAND UPON THE WHARF; THEN DO WE SEE THAT THEY WERE NOT INDIANS AT ALL. THEY WERE ONLY MEN OF BOSTON DISGUISED.

This then was the Boston tea-party, which took place in Boston Harbor on

the evening of December 16, 1773. Three hundred and forty-two chests were thrown overboard.

ON THEIR WAY HOME THE PARTY PASSED THE HOUSE AT WHICH ADMIRAL MONTAGUE WAS SPENDING THE EVENING. THE OFFICER RAISED THE WINDOW AND CRIED OUT, "WELL, BOYS, YOU'VE HAD A FINE NIGHT FOR YOUR INDIAN CAPER.

Teacher Helps & Notes

This week's model is historical fiction about the American Revolutionary War.

Day 2, Parsing

This then was the Boston tea-party, which took place in Boston Harbor on the evening of December 16, 1773.

Verb	Definition	Classification	Properties	Role
was	state	linking	past, singular	copula
took place	state	intransitive	past, singular	predicate

Day 2, Parsing Review

The Americans had taken one great step towards liberty, and the English had been taught a lesson of American grit.

Word	Part of Speech	Definition	Classification	Properties	Role
Americans	noun	person	proper	plural	subject
had taken	verb	action	transitive	past, plural	predicate
step	noun	thing	common	singular	direct object
liberty	noun	idea	common	singular	obj. prep.
English	noun	person	proper	plural	subject
had been taught	verb	action	transitive	past, plural	predicate
lesson	noun	thing	common	singular	direct object
grit	noun	thing	common	singular	obj. prep.

(continued on the next page)

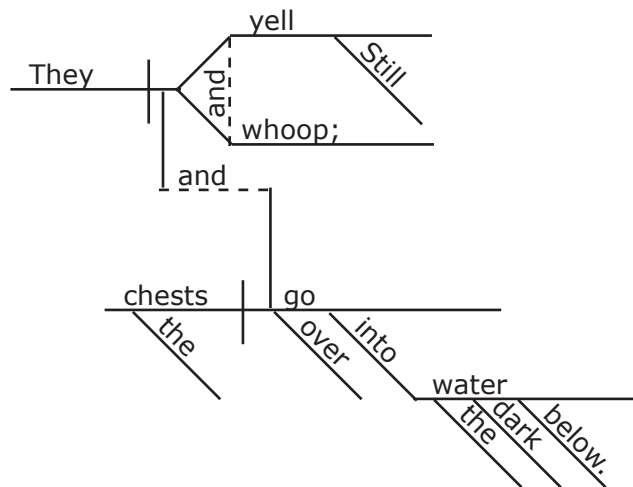
Teacher Helps & Notes

There were no invitations sent out for this tea-party, and the people who attended it behaved in a very queer way, considering they were at a tea-party,

Word	Part of Speech	Definition	Classification	Properties	Role
were sent	verb	action	transitive	past, plural	predicate
invitations	noun	thing	common	plural	subject
tea-party	noun	thing	common	singular	obj. prep.
people	noun	person	common	plural	subject
attended	verb	action	transitive	past, singular	predicate
behaved	verb	state	intransitive	past, plural	predicate
way	noun	thing	common	singular	obj. prep.
were	verb	being	intransitive	past, plural	predicate
tea-party	noun	thing	common	singular	obj. prep.

Day 3, Six Sentence Shuffle, Step 1.

adv IV IV prep IV adj prep adj adj OP adv
 Still they yell and whoop; and over go the chests into the dark water below.



Teacher Helps & Notes

adv prep adj adj OP prep OP adj OP IV adv IV adj inf
 Now, with a heavy swash of water and a boom, she touches; out jump her sailors to

inf. adj DO
 fasten her ropes.

