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Welcome to the *Herodotus* Student Guide.

I am very excited about this course. In our modern age of sound bites and media spin, *Herodotus* aims at clear and logical analysis of issues and ideas—skills sorely lacking in the public arena and in the church today. Although some of the works we are studying are centuries old, the truths they contain are timeless, and many of the dangerous ideas they were refuting still surround us today, just clothed in modern language and political correctness. It is my prayer that the skills you learn here will help you become like the men of Issachar in I Chronicles 12:32:

...men who had understanding of the times, to know what Israel ought to do...

This PDF is the companion to *Herodotus*. The layout is simple and straightforward. Since it is designed to be used in conjunction with *Herodotus*, you will not find any instruction in this book, only weekly assignment overviews, models, and blank tables.

Begin by reading the Introduction in *Herodotus*. Next, follow the steps for preparation in the following pages. Then proceed to the weekly lessons.

Soli Deo Gratia!

August 2010

Herodotus Student Guide Format

We elected to go with a PDF for this student guide because we expect that students will be doing most of their work on the computer at this point. It is more efficient and cost-effective for students to be able to print only those pages which they need.

We grant permission for a family to print pages as needed from this student guide for use within the family. A teaching parent does not need to purchase a separate pdf. Each student in a co-op or school will need to purchase his own student guide, as will the instructor. We do not grant permission for an instructor to make copies of pages from this pdf for his students. This pdf may not be resold, nor may a print-out of this pdf be sold.

Teacher Planning

Reading the literary models aloud and discussion between the student and teacher of the lessons and the essays in *Herodotus* will greatly enhance the student's progress and understanding. In order to facilitate this, we have added a section at the top of each Weekly Assignment Overview, entitled 'Day 1 Weekly Introduction'. In this section, there is a list of concepts and completed lessons to review, literary models to read aloud and discuss, and lessons to introduce. We believe this format allows *Herodotus* to be taught effectively either at home or in a co-op setting.

Please note that we have provided plenty of material for review, reading, and discussion on Day 1, and in some cases, depending on your situation, you may not be able to cover it all in your allotted class time on that day. Therefore, an important part of your teacher preparation will be to decide what you need to cover based on the needs of your student(s), and schedule your class time accordingly. Some of the review and reading on Day 1 may need to be assigned for the student's independent work.

If you are a home educator, you may prefer to simply work through the lessons day by day with your student. In that case, use the weekly introduction section for reference.

Materials Required

You will need the following materials from Classical Writing to complete this course:

- *Herodotus*
- *Herodotus* Student Guide PDF
- *Herodotus* Answer Key

Optional Additional materials

- Books for recommended literature assignments (see next section)
- *Traditional Logic I* by Martin Cothran
- *Answer Key for Traditional Logic*

You may order these books through a link on the *Herodotus* page of our website, www.classicalwriting.com.

Literature Assignments

Reading great literature is foundational to cultivating writing skills. One of the distinctives of Classical Writing is the use of passages from the finest literature as models to analyze and imitate. We strongly recommend that your students read these works because familiarity with the models used in the lessons will enhance their understanding. Therefore, we have included a schedule of weekly reading assignments. Please note that all of these books are available online as free etexts.

Chapter 1: *The Histories* by Herodotus

Chapter 2: *The Oresteia (Agamemnon, The Libation Bearers, The Euminides)* by Aeschylus

Chapter 3: *On the Incarnation* by Athanasius

Chapter 4: *The Prince* by Niccolò Machiavelli

Chapter 5: *The Ecclesiastical History of the English People* by Bede

Traditional Logic

Chapter 5 of *Herodotus* reviews the concepts of formal logic and applies them to writing. If your students have never taken a course in formal logic, we strongly recommend that they complete *Traditional Logic I* before getting to Chapter 5, using the schedule suggested in the weekly assignment overviews in this student guide. The accompanying *Answer Key for Traditional Logic* is also strongly recommended.

Organizing Your Students' Work

Decide upon the procedures and formats you prefer to use for students turn in their assignments, and communicate this to them. If you are teaching a co-op class, you might consider setting up an online bulletin board for students to turn in some assignments and to ask for other students' input and constructive criticism.

My students at home usually do not print out their assignments until I have checked them via email or file sharing. Google Documents is very helpful for this purpose. I make corrections and notes in a different color and font, and my students can correct their work on the computer rather than print out several rough draft versions of an essay or an analysis assignment.

The assignments and notes below will give you an overview of *Herodotus* and help you prepare for this year.

This course is designed so you can work independently for many of the assignments, however, there are also many lessons with literary models which will be best read aloud and discussed with your teacher. Additionally, when you write essays, it is important that you discuss your outlines and drafts with your teacher.


How the *Herodotus* Student Guide Is Set Up

The first section of the PDF has assignment overviews for all 24 weeks of instruction. These provide you with a weekly checklist for all of your lessons. The next section of this guide contains models and charts for analysis, along with blank charts and tables for you to use as directed in *Herodotus*. These are arranged in lesson order, with the lesson number at the top for easy navigation. The final section of the PDF is the essay forms section. There are planning and editing forms for each type of essay you will write this year.

The Weekly Assignment Overview Explained

The weekly assignment overview acts as a checklist and a reminder to organize your work in *Herodotus*. You may either print this entire section right away and store it in a three-ring binder, or you may print out your assignment checklists weekly.

The assignment overviews are set up for a five-day week, with the first day set aside for discussion with your teacher of the previous week's lessons and for introduction of upcoming lessons and essays. This discussion and introduction is designed to enhance your comprehension of the models and the work required of you. Of course, you are free to make adjustments if you do not follow a five day week.

The mouse symbol  next to an assignment means that you should work on the computer. For all other assignments, there is a table, chart, or model for you to work with in the models and charts section.

Each section of the overview is explained below:

Weekly Introduction provides an outline for discussion of the lessons completed the previous week, models that should be read with your teacher, and upcoming lessons and/or essays that need to be introduced.

Optional Outside Assignments lists optional literature and logic lessons for the week. Discuss with your teacher your responsibilities for these assignments.

Theory, Analysis, and Imitation tells you which lessons to complete in *Herodotus*, along with a summary of the exercises you are to do. Always read the assigned lessons in *Herodotus* before beginning any exercises.

Commonplace Book is a checklist of things you should add to your commonplace book for that day. The title centered in bold above the assignment tells you where to add the listed items. Instructions for making and using your commonplace book begin on page 5 of this guide.

Essay gives the overview of your essay assignment for the week, along with any notes about what you are to read in *Herodotus* concerning upcoming essays.

Additional Commonplace Work is a running checklist of the things you have studied in *Diogenes: Maxim, Diogenes: Chreia, and Herodotus*. Use this list to review the terms and concepts you have learned. Also, you may use this list as a reminder of additional items to be entered in your commonplace book from your reading in other subjects.

How to use this PDF

You may either print the entire document and store it in a three-ring binder or you may print out pages as you need them. Here are a few suggestions:

1. Print the entire assignment overview section, and keep it in your three-ring binder.
2. Print out the models and charts needed for each week at the beginning of the week. Sometimes, you will need more than one copy of a particular chart. This is usually noted at the top of the chart. You may prefer to print only the models and create your own charts on the computer instead of working on paper.
3. Print out the essay forms needed when you begin a new essay.

Create a filing system

As you did in *Diogenes: Maxim* and *Diogenes Chreia*, you will need to save your analysis and imitation work for use in the essays. The easiest way is to set up a filing system to save all of your work on the computer.

You should set up your filing system in the way that will make it easiest for you to find the files you need quickly. Here is one idea of how you can do this. First, create a folder named CW Herodotus. Within that folder, set up the following subfolders: Chapter 1, Chapter 2, Chapter 3, Chapter 4, Chapter 5, and Essays.

You may find that some other filing system makes more sense to you. Whatever you do, make sure you save your work often! Due to the proliferation of computer viruses and the sometimes unpredictable nature of computers, we highly recommend that you periodically save all your files to a CD, a flash drive, or an external hard-drive.

If you do not have access to a computer, you can do your work on notebook paper and save it in a three-ring binder as described in the next section.

Organize Your Three-ring Binder

In addition to your computer files, it is always a good idea to save a hard copy of your work. Set up your binder in a way that makes sense to you. In our homeschool, we have a very simple system with only two tabs: 1) Theory, Analysis, and Imitation and 2) Essays. Add your work to your notebook under the appropriate tabs.

Create your Commonplace Book

We suggest that you create a new commonplace book this year, with a new format. Follow the instructions below, which are based on a standard composition book with 100 sheets. If you currently have a commonplace book and would like to continue using it, you may certainly do so. Adjustments will need to be made in the commonplace instructions on the weekly overviews, but they should be fairly straightforward.

The first right-hand page will be your title page. Center the title vertically and horizontally.

Commonplace Book
of (Student Name)
begun (today's date)

The first third of your commonplace book will be for definitions and outlines. This provides a place to organize what you are learning. You will be instructed in the assignment overviews when and where to enter things in this section.

The remainder of your commonplace book will be for examples of excellent writing that you come across in your Classical Writing work, in your other coursework, and in your pleasure reading. In order to help you get into the habit of commonplacing, every week has at least one assignment to add something to your commonplace book.

The table of contents goes on the second right-hand page. Use the divisions and page numbers listed below to organize your table of contents.

Next, turn to the third right-hand sheet, and in the upper right hand corner, write the page number "1". Continue numbering the pages, front and back, until you get to page 60. Number right hand pages (odd numbers) in the upper right corner, and left hand pages (even numbers) in the upper left corner.

There are two main divisions in the definitions and outlines section. Write the following titles on the page indicated. These titles should be centered in the top open area of the page in large or all capital letters.

Page 3	The Canons of Rhetoric
Page 51	The Three Appeals

Subdivide the section named The Canons of Rhetoric into separate sections. Center the following titles on the top line of the page indicated:

Page 3	The Canon of Invention
Page 27	The Canon of Arrangement
Page 41	The Canon of Style

Subdivide the section named The Three Appeals into separate sections. Center the following titles on the top line of the page indicated:

Page 51	Appeal to Ethos
Page 53	Appeal to Logos
Page 59	Appeal to Pathos

Now you need to add some further subdivisions in the Canon of Invention section. Center the following titles on the top line of the page as indicated:

Page 4	Paragraph Types
Page 11	Canon of Invention: Common Topics
Page 25	Canon of Invention: Special Topics

In the Common Topics subdivision, on the first line of the indicated page, beginning at the left margin, write these titles in all capital letters:

Page 13	Definition
Page 15	Division
Page 17	Comparison
Page 19	Circumstances
Page 21	Relationship
Page 23	Testimony

In the Special Topics subdivision, on the first line of page 25, beginning at the left margin, write 'Judicial Rhetoric' in all capital letters. On the first line of page 26, beginning at the left margin, write 'Ceremonial Rhetoric' in all capital letters. Go halfway down the page, and beginning at the left margin, write 'Deliberative Rhetoric' in all capital letters.

On page 61, center the title 'Commonplace Entries' in all capital letters. When adding entries to your commonplace book, simply start at the top of this page and copy the passage. At the end of the passage, add the attribution, and, if possible, note the kind of passage it is in brackets. Skip one lines between entries. When your book is full, you can begin a new one.

Here is the format we recommend using.

"A penny saved is a penny earned" ~ Benjamin Franklin [Maxim]

Even words cannot give adequate expression; nevertheless, one must briefly use words so that the man who is being shown as an expert with weapons as well as with words can be heralded for both. For because he had demonstrated sufficient skill with both, he surpassed his natural father in his deeds and so, though obviously a son of Philip, was deemed a son of Zeus. ~ Doxapatres [Encomium about Alexander the Great]

"Censer Carthaginem esse delendam." ("I declare that Carthage must be destroyed.")~ Cato the Elder (234 - 149 BC) [Deliberative Rhetoric]

Daphne was the offspring of Earth and Ladon: what proof does she have of her birth? She was human; theirs is a different nature. How did Ladon [join himself]* with Earth? Flooding her with his waters? Then all rivers can be called Earth's husbands, since all flood her. And if a human came forth from a river, then a river can come from humans; for descendants disclose their ancestry. What do they call a marriage of river and earth? A wedding is for sentient beings, of whom the earth is not one. So either Daphne must be classed among streams or Ladon must be reckoned a man. ~ Aphthonius [Clarity – Unclear]

Keep a notebook and a pencil nearby when you are reading so you can jot down ideas, questions, and unfamiliar words. List the things you want to add to your commonplace book, and make notes as you read. You may prefer to put this list on a sticky-note and put it on the book you are reading. Self-stick flags are helpful for marking passages.

Essays

Essays are assigned at the bottom of the weekly overview. On average, you will write one essay every two weeks.

Planning and editing forms for each essay are found in the essay forms section. Print out the appropriate essay forms as needed.

Whenever possible, try to use essay topics and narrative accounts from your other studies, particularly in history and literature. Work with your teacher to come up with appropriate essay topics. As you write each essay, discuss each step with your teacher.

Checking Your Work

Checking your own work is the most effective and efficient way to learn, particularly if you check your answers immediately after you complete your work. Discuss with your teacher the appropriate use of your answer key, and follow your teacher's preferences when checking your work.

Week 1 Assignment Overview				
Day 1 Weekly Introduction <i>Each week on Day 1 the student(s) and teacher should meet together to go over the week's work.</i> <i>See the introduction to this student guide for more information on how to plan and schedule this.</i>	Introduce the course <input type="checkbox"/> Introduction to Chapter 1 in <i>Herodotus</i> <input type="checkbox"/> Pre-lesson - overview of Herodotus of Halicarnassus and <i>The Histories</i> Introduce upcoming lessons and read models <input type="checkbox"/> Models from Lesson 1.1: Cicero <i>On Narratio</i> & Aristotle <i>On Narratio</i> <input type="checkbox"/> The Ancient Greek Justice System (Lesson 1.2) Introduce Essay project <input type="checkbox"/> Essay 1: Slant Narrative <input type="checkbox"/> Read fable model (Models and Charts section)			
	Optional Outside Assignments <input type="checkbox"/> <i>The Histories</i> by Herodotus: Books 1 & 4 <input type="checkbox"/> <i>Traditional Logic I</i> : Introduction			
	Day 2	Day 3	Day 4	Day 5
Theory, Analysis, and Imitation <i>The mouse symbol next to an assignment means that you may work on the computer. For all other assignments, there is a table, chart, or model for you to work with in this student guide.</i>	Pre-lesson & Lesson 1.1 <input type="checkbox"/> Read about Herodotus' <i>Histories</i> <input type="checkbox"/> Underline specific advice about slant narratives in models <i>See list in Essay section for slant narrative model choices</i> <input type="checkbox"/> Slant narrative 1 Point of view: <input type="checkbox"/> Slant narrative 1 Point of view:	Lesson 1.2 <input type="checkbox"/> Extra credit: Write paragraph about trial by jury as instructed	Lesson 1.3 Evaluate rhetorical occasion for: <input type="checkbox"/> <i>Good Night Moon</i> <input type="checkbox"/> <i>Little House</i> <input type="checkbox"/> Pearl Harbor <input type="checkbox"/> <i>The Histories</i> <input type="checkbox"/> Write a paragraph for each	Lesson 1.4 <input type="checkbox"/> Plan paragraphs praising Herodotus and Aesop as instructed <input type="checkbox"/> Write paragraphs as instructed
Commonplace Book <i>The title in bold type above the commonplace item to be added tells where in your commonplace book you should add the item.</i>	Canons of Rhetoric: Canon of Arrangement <input type="checkbox"/> standard format for classical oration (Lesson 1.2) Commonplace Entries <i>See the examples of commonplace entries in the introduction for a suggestion of how to add your entries. Skip a line between each entry. The blank spaces below are for you to write in what you added from your reading in other subjects. Try to develop the habit of commonplacing at least three times per week.</i> <input type="checkbox"/> From <i>The Histories</i> this week <input type="checkbox"/>			
Essay	Read Essay 1, <i>The Slant Narrative</i> , in the Essay section. <i>Possible narratives and points of view to use in your slant narrative for Lesson 1.1:</i> "The Tortoise and the Hare" (tortoise, hare) "The Shepherd's Boy" - also called "The Boy Who Cried Wolf" (boy, townspeople) "Little Red Riding Hood" (wolf, woodsman, grandmother)			

To avoid confusion between Classical Writing Herodotus and Herodotus' Histories, we have consistently referred to the Classical Writing text as Herodotus and the ancient author's work as The Histories.

Week 8 Assignment Overview				
Day 1 Weekly Introduction	<p>Review and discuss previous lessons</p> <ul style="list-style-type: none"> <input type="checkbox"/> Application of the stasis theory to models from Aeschylus (Lessons 2.4-2.8) <p>Introduce upcoming lessons and read models</p> <ul style="list-style-type: none"> <input type="checkbox"/> Commonplace outline (Lesson 2.9) <input type="checkbox"/> Model: <i>Against a Tyrant</i> by Aphthonius (Lesson 2.9) <input type="checkbox"/> Model: <i>Against a Temple Robber</i> by Hermogenes (Lesson 2.10) <input type="checkbox"/> Model: <i>Against Sycophants</i> by Demosthenes (Lesson 2.11) <input type="checkbox"/> Model: <i>He Who Loves Others</i> (Lesson 2.12) <p>Introduce Essay project</p> <ul style="list-style-type: none"> <input type="checkbox"/> Review confirmation essay <input type="checkbox"/> Read narrative model if time allows 			
Optional Outside Assignments	<ul style="list-style-type: none"> <input type="checkbox"/> Optional: <i>The Histories</i> by Herodotus: Books 2 and 3 <input type="checkbox"/> <i>Traditional Logic I</i>: Chapter 7 			
	Day 2	Day 3	Day 4	Day 5
Theory, Analysis, and Imitation	Lesson 2.9	Lesson 2.10	Lesson 2.11	Lesson 2.12
	<ul style="list-style-type: none"> <input type="checkbox"/> Mark outline headers on <i>Against a Tyrant</i> <input type="checkbox"/> Summarize (or paraphrase) <i>Against a Tyrant</i> 	<ul style="list-style-type: none"> <input type="checkbox"/> Mark outline headers on <i>Against a Temple Robber</i> <input type="checkbox"/> Summarize (or paraphrase) <i>Against a Temple Robber</i> 	<ul style="list-style-type: none"> <input type="checkbox"/> Mark outline headers on <i>Against Sycophants</i> <input type="checkbox"/> Summarize (or paraphrase) <i>Against Sycophants</i> 	<ul style="list-style-type: none"> <input type="checkbox"/> Mark outline headers on <i>He Who Loves Others</i> <input type="checkbox"/> Summarize (or paraphrase) <i>He Who Loves Others</i>
Commonplace Book	<p>Canons of Rhetoric: Canon of Arrangement</p> <ul style="list-style-type: none"> <input type="checkbox"/> outline for Commonplace essay (Lesson 2.9) <p style="text-align: center;">Commonplace Entries</p> <ul style="list-style-type: none"> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 			
Essay	<ul style="list-style-type: none"> <input type="checkbox"/> Write a confirmation of Herodotus' version of the Battle of Thermopylae. If you used another history or literature model in Weeks 4-5 for your slant narrative, you may use that narrative instead, or choose a different narrative from your history or literature studies. <p><i>Narrative:</i></p> <p><i>Audience:</i> your history teacher</p>			

On Definition

(1) First of all I will speak of the definition itself.

(2) Definition is a speech which explains that which is defined. But of definitions there are two principal kinds: one, of those things which exist; the other, of those which are understood.

(3) The things which I call existing are those which can be seen or touched; as a farm, a house, a wall, a gutter, a slave, an ox, furniture, provisions, and so on; of which kind of things some require at times to be defined by us. Those things, again, I say have no existence, which are incapable of being touched or proved, but which can be perceived by the mind and understood; as if you were to define usucaption, guardianship, nationality, or relationship; all, things which have no body, but which nevertheless have a certain conformation plainly marked out and impressed upon the mind, which I call the notion of them. They often require to be explained by definition while we are arguing about them.

(4) And again, there are definitions by partition, and others by division: by partition, when the matter which is to be defined is separated, as it were, into different members; as if were to say that civil law was that which consists of laws, resolutions of the senate, precedents, the authority of lawyers, the edicts of magistrates, custom, and equity. But a definition by division embraces every form which comes under the entire genus which is defined; in this way: "Alienation is the surrender of anything which is a man's private property, or a legal cession of it to men who are able by law to avail themselves of such cession." ...

(5) When you have taken those things which are common to the thing which you wish to define with other things, you must pursue them till you make out of them altogether some peculiar property which cannot be transferred to anything else. As this: "An inheritance is money." Up to this point the definition is common, for there are many kinds of

money. Add what follows: "which by somebody's death comes to some one else." It is not yet a definition, for money belonging to the dead can be possessed in many ways without inheritance. Add one word, "lawfully." By this time the matter will appear distinguished from general terms, so that the definition may stand thus:—"An inheritance is money which by somebody's death has lawfully come to some one else." It is not enough yet. Add, "without being either bequeathed by will, or held as some one else's property." The definition is complete.

~ Marcus Tullius Cicero, *De Topica* V and VI

Defining a Thing or a Concept		
	Genus	Species
A miniature poodle		
A love letter		
A Christmas present		
Draconian justice		

Make additional copies of this table as needed.

Defining Words	
Word to Define:	
Dictionary Definition:	
Origin (Etymology):	
What do we mean by the word today?	
Group to which word belongs <i>(how is it different from other group members?)</i> :	
Word parts <i>(divide into syllables and look for roots)</i> :	
Has the meaning changed over the years?	
Synonyms:	
Example(s) of the word used in quotation(s):	
Misunderstandings and misuses of the word:	

On the Incarnation

From [the Christian Faith] we know that, because there is Mind behind the universe, it did not originate itself; because God is infinite, not finite, it was not made from pre-existent matter, but out of nothing and out of non-existence absolute and utter God brought it into being through the Word. He says as much in Genesis: "In the beginning God created the heavens and the earth; and again through that most helpful book *The Shepherd*, "Believe thou first and foremost that there is One God Who created and arranged all things and brought them out of non-existence into being." Paul also indicates the same thing when he says, "By faith we understand that the worlds were framed by the Word of God, so that the things which we see now did not come into being out of things which had previously appeared." For God is good—or rather, of all goodness He is Fountainhead, and it is impossible for one who is good to be mean or grudging about anything. Grudging existence to none therefore, He made all things out of nothing through His own Word, our Lord Jesus Christ.

~Athanasius, *On the Incarnation*, Chapter 1, vs. 4-6

Make additional copies of this table as needed

Defining the Essence of a Word or Concept	
Word or concept to define:	
A statement of the meaning of the word	
A statement making the word clear and distinct	
A statement conveying the fundamental essence	
Word or concept to define:	
A statement of the meaning of the word	
A statement making the word clear and distinct	
A statement conveying the fundamental essence	