

2L Student Distance Learning

Work for the Week of April 13th - 17th

Check off each assignment as you complete it:

Day	Daily Work	Weekly Work
Monday	<input type="checkbox"/> Math <input type="checkbox"/> Week 1 Lesson 1 [Page 1 - 5] <input type="checkbox"/> English <input type="checkbox"/> Read <i>Ransom of the Red Chief</i> [Page 6 - 13]	<input type="checkbox"/> Science <input type="checkbox"/> Read Lesson 1 and Lesson 3 [Supplemental reading packet] <input type="checkbox"/> Worksheet Lesson 1 [pages 70 -71] <input type="checkbox"/> Worksheet Lesson 3 [pages 106-108]
Tuesday	<input type="checkbox"/> Math <input type="checkbox"/> Week 1 Lesson 2 [Page 60 – 68] <input type="checkbox"/> English <input type="checkbox"/> Questions for <i>Ransom of the Red Chief</i> <input type="checkbox"/> Read Pages 6 – 13 of story, questions page 69]	<input type="checkbox"/> History <input type="checkbox"/> Reading 69 [Pages 14 -18] <input type="checkbox"/> SW U.S. Geography [Pages 128-129] <input type="checkbox"/> Latin <input type="checkbox"/> Verbs [Pages 26 – 36] <input type="checkbox"/> Pronouns [Pages 75 – 76] <input type="checkbox"/> Nouns [Pages 95 – 97] <input type="checkbox"/> Vocab [Pages 110 – 111] <input type="checkbox"/> Translation [Pages 133 – 135]
Wednesday	<input type="checkbox"/> Math <input type="checkbox"/> Week 1 Lesson 3 [Pages 80 -85] <input type="checkbox"/> English <input type="checkbox"/> Read <i>Retrieved Reformation</i> [Page 86 – 93]	<input type="checkbox"/> Spanish <input type="checkbox"/> Infinitive & regular verbs [Page 19 -21] <input type="checkbox"/> Verb Translation [Page 72 – 74] <input type="checkbox"/> Verb Crossword [Page 94] <input type="checkbox"/> Conjugations AR [Page 109] <input type="checkbox"/> Minuto Loc, # practice [Pages 130-134]
Thursday	<input type="checkbox"/> Math <input type="checkbox"/> Week 1 Lesson 4 [Pages 99 - 103] <input type="checkbox"/> English <input type="checkbox"/> Questions for <i>Retrieved Reformation</i> [Reading pages 83 – 93, questions page 104]	<input type="checkbox"/> Logic <input type="checkbox"/> <i>Guide to Thinking</i> [Page 37 – 58] <input type="checkbox"/> Read page 2 -4 Evidence [Page 77] <input type="checkbox"/> Read page 4 -6 Questions [Page 98] <input type="checkbox"/> Read page 7 -8 Questions [Page 112] <input type="checkbox"/> Read page 8 -11 Questions [Page 136]
Friday	<input type="checkbox"/> Math <input type="checkbox"/> Week 1 Lesson 5 [Page 119 – 122] <input type="checkbox"/> English <input type="checkbox"/> Read <i>The Tell-Tale Heart</i> and answer questions on Page 127	<input type="checkbox"/> Art <input type="checkbox"/> Drawing [Pages 113 – 116] <input type="checkbox"/> PE <input type="checkbox"/> 15 min 3x per week [Page 59] <input type="checkbox"/> Music <input type="checkbox"/> <i>Music and Math</i> [Page 78 – 79]

PLEASE SIGN AND DATE BELOW BEFORE RETURNING:

Student Full Name (First & Last): _____

Parent Signature: _____

Date: _____

Variables & Expressions

Relationship of Variables

In mathematical terms, a variable is a symbol which represents an unknown or changing quantity. It is a placeholder for a specific unknown.

A numerical expression is a mathematical phrase which combines operations, numerals, and/or variables to name a number.

Expressions with variables can be used to represent problem situations.

Example 1:

Walter charges \$3 per hour for doing odd jobs. What expression tells how much money Walter earns in h hours?

Solution:

Walter charges \$3 per hour.

The variable is the number of hours (h) Walter works.

Multiply 3 times h to tell how much money Walter earned in h hours.

$$3 \times h = 3h$$

Example 2:

Sarah has \$12 and her friend has m dollars. What expression tells how much money they have together?

Solution:

Sarah has \$12. Her friend has m dollars.

Add the two amounts to find how much they have together.

$$12 + m$$

Example 3:

What is the value of n makes the equation below true?

$$10 + n = 15$$

Solution:

Solve the equation for n .

$$10 + n = 15$$

$$10 - 10 + n = 15 - 10$$

$$n = 5$$

Example 4:

What rule completes the input-output table?

INPUT	FUNCTION RULE	OUTPUT
2	?	7
3	?	10
4	?	13

Solution:

Each number in the input column is increasing by 1.

Each number in the output column is increasing by 3.

To make the rule easier to find, expand the table.

INPUT	FUNCTION RULE	OUTPUT
0	?	1
1	?	4
2	?	7
3	?	10
4	?	13

Notice each output is the result of multiplying the input by 3 and adding 1.

Letting x be the variable, the *function rule* is shown below.

$$3x + 1$$

Assignment: Variables & Expressions

Question 1 .

Lisa is traveling down the highway at 55 miles per hour. Which expression shows the distance she will have traveled after h hours?

- A. $55 + h$
- B. $55 \times h$
- C. $55 \div h$
- D. $55 - h$

Question 2 .

Each student at Madison middle school owns three spiral notebooks. Mrs. Campbell wants to calculate the total number of notebooks in the middle school. What variable is needed to calculate the total?

- A. s , the number of students at the school
- B. t , the number of teachers who have notebooks
- C. n , the number of spiral notebooks per student
- D. r , the number of students with red notebooks

Question 3 .

Shannon went on a road trip that was 400 miles long. Which expression shows the miles per gallon obtained by her car if she used g gallons of gas on the trip?

- A. $g - 400$
- B. $400 \div g$
- C. $400 + g$
- D. $400 \times g$

Question 4 .

There are already 1,400 gallons of water in a swimming pool. If water is filling the pool at a rate of 40 gallons per minute, which expression indicates the amount of water, in gallons, in the swimming pool after m minutes?

- A. $1,400 - 40 \times m$
- B. $1,400 + 40 \times m$
- C. $(1,400 + 40) \div m$
- D. $1,400 \div 40 \times m$

Question 5 .

Ryan weighs 135 pounds, and Mark weighs p pounds. Which expression shows their combined weight?

- A. $135 \div p$
- B. $135 + p$
- C. $135 - p$
- D. $135 \times p$

Question 6 .

If we let a represent your current age, then which expression will represent your age seven years ago?

- A. $a + 7$
- B. $a \times 7$
- C. $a - 7$
- D. $a \div 7$

Question 7 .

The price of a new computer is p dollars. The computer is on sale for 40% off. Which expression shows the savings that is being offered on the computer?

- A. $p \div 40$
- B. $0.4 \times p$
- C. $0.6 \times p$
- D. $p - 0.4p$

Question 8 .

It takes Alisa ten minutes to fill a dozen water balloons. She wants to calculate how long it will take her to fill all the water balloons if each friend at her party gets a dozen balloons. What variable is needed to calculate the time it will take to fill all the balloons?

- A. d , the amount of time it takes Alisa to fill a dozen balloons
- B. s , the number of students in Alisa's math class
- C. b , the number of bags of water balloons Alisa bought
- D. f , the number of friends attending Alisa's party

Question 9 .

Kim read b books last month. This month she read 25 books. Which expression shows the total number of books Kim has read in the past two months?

- A. $b \times 25$
- B. $b - 25$
- C. $b + 25$
- D. $b \div 25$

Question 10 .

Maria wants to add to her CD collection. If a CD costs \$13, which expression shows the cost of d CDs?

- A. $13 \div d$
- B. $13 \times d$
- C. $13 + d$
- D. $13 - d$

The Ransom Of Red Chief by O Henry

IT LOOKED like a good thing; but wait till I tell you. We were down South, in Alabama -- Bill Driscoll and myself -- when this kidnaping idea struck us. It was, as Bill afterward expressed it, "during a moment of temporary mental apparition"; but we didn't find that out till later.

There was a town down there, as flat as a flannel-cake, and called Summit, of course. It contained inhabitants of as undeleterious and self-satisfied a class of peasantry as ever clustered around a Maypole. Bill and me had a joint capital of about six hundred dollars, and we needed just two thousand dollars more to pull off a fraudulent town-lot scheme in Western Illinois with. We talked it over on the front steps of the hotel. Philoprogenitiveness, says we, is strong in semi-rural communities; therefore and for other reasons, a kidnaping project ought to do better there than in the radius of newspapers that send reporters out in plain clothes to stir up talk about such things. We knew that Summit couldn't get after us with anything stronger than constables and maybe some lackadaisical bloodhounds and a diatribe or two in the Weekly Farmers' Budget. So, it looked good.

We selected for our victim the only child of a prominent citizen named Ebenezer Dorset. The father was respectable and tight, a mortgage fancier and a stern, upright collection-plate passer and forecloser. The kid was a boy of ten, with bas-relief freckles, and hair the colour of the cover of the magazine you buy at the news-stand when you want to catch a train. Bill and me figured that Ebenezer would melt down for a ransom of two thousand dollars to a cent. But wait till I tell you.

About two miles from Summit was a little mountain, covered with a dense cedar brake. On the rear elevation of this mountain was a cave. There we stored provisions. One evening after sundown, we drove in a buggy past old Dorset's house. The kid was in the street, throwing rocks at a kitten on the opposite fence.

"Hey, little boy!" says Bill, "would you like to have a bag of candy and a nice ride?"

The boy catches Bill neatly in the eye with a piece of brick.

"That will cost the old man an extra five hundred dollars," says Bill, climbing over the wheel.

That boy put up a fight like a welter-weight cinnamon bear; but, at last, we got him down in the bottom of the buggy and drove away. We took him up to the cave and I hitched the horse in the cedar brake. After dark I drove the buggy to the little village, three miles away, where we had hired it, and walked back to the mountain.

Bill was pasting court-plaster over the scratches and bruises on his features. There was a burning behind the big rock at the entrance of the cave, and the boy was watching a pot of boiling coffee, with two buzzard tailfeathers stuck in his red hair. He points a stick at me when I come up, and says:

"Ha! cursed paleface, do you dare to enter the camp of Red Chief, the terror of the plains?"

"He's all right now," says Bill, rolling up his trousers and examining some bruises on his shins. "We're playing Indian. We're making Buffalo Bill's show look like magic-lantern views of Palestine in the town hall. I'm Old Hank, the Trapper, Red Chief's captive, and I'm to be scalped at daybreak. By Geronimo! that kid can kick hard."

Yes, sir, that boy seemed to be having the time of his life. The fun of camping out in a cave had made him forget that he was a captive, himself. He immediately christened me Snake-eye, the Spy, and announced that, when his braves returned from the warpath, I was to be broiled at the stake at the rising of the sun. Then we had supper; and he filled his mouth full of bacon and bread and gravy, and began to talk. He made a during-dinner speech something like this:

"I like this fine. I never camped out before; but I had a pet 'possum once, and I was nine last birthday. I hate to go to school. Rats ate up sixteen of Jimmy Talbot's aunt's speckled hen's eggs. Are there any real Indians in these woods? I want some more gravy. Does the trees moving make the wind blow? We had five puppies. What makes your nose so red, Hank? My father has lots of money. Are the stars hot? I whipped Ed Walker twice, Saturday. I don't like girls. You dassent catch toads unless with a string. Do oxen make any noise? Why are oranges round? Have you got beds to sleep on in this cave? Amos Murray has got Six toes. A parrot can talk, but a monkey or a fish can't. How many does it take to make twelve?" Every few minutes he would remember that he was a pesky redskin, and pick up his stick rifle and tiptoe to the mouth of the cave to rubber for the scouts of the hated paleface. Now and then he would let out a war-whoop that made Old Hank the Trapper shiver. That boy had Bill terrorized from the start.

"Red Chief," says I to the kid, "would you like to go home?"

"Aw, what for?" says he. "I don't have any fun at home. I hate to go to school. I like to camp out. You won't take me back home again, Snake-eye, will you?"

"Not right away," says I. "We'll stay here in the cave a while."

"All right!" says he. "That'll be fine. I never had such fun in all my life."

We went to bed about eleven o'clock. We spread down some wide blankets and quilts and put Red Chief between us. We weren't afraid he'd run away. He kept us awake for three hours, jumping up and reaching for his rifle and screeching: "Hist! pard," in mine and Bill's ears, as the fancied crackle of a twig or the rustle of a leaf revealed to his young imagination the stealthy approach of the outlaw band. At last, I fell into a troubled sleep, and dreamed that I had been kidnapped and chained to a tree by a ferocious pirate with red hair.

Just at daybreak, I was awakened by a series of awful screams from Bill. They weren't yells, or howls, or shouts, or whoops, or yalps, such as you'd expect from a manly set of vocal organs -- they were simply indecent, terrifying, humiliating screams, such as women emit when they see ghosts or caterpillars. It's an awful thing to hear a strong, desperate, fat man scream incontinently in a cave at daybreak.

I jumped up to see what the matter was. Red Chief was sitting on Bill's chest, with one hand twined in Bill's hair. In the other he had the sharp case-knife we used for slicing, bacon; and he was industriously and realistically trying to take Bill's scalp, according to the sentence that had been pronounced upon him the evening before.

I got the knife away from the kid and made him lie down again. But, from that moment, Bill's spirit was broken. He laid down on his side of the bed, but he never closed an eye again in sleep as long as that boy was with us. I dozed off for a while, but along toward sun-up I remembered that Red Chief had said I was to be burned at the stake at the rising of the sun. I wasn't nervous or afraid; but I sat up and lit my pipe and leaned against a rock.

"What you getting up so soon for, Sam?" asked Bill.

"Me?" says I. "Oh, I got a kind of a pain in my shoulder. I thought sitting up would rest it."

"You're a liar!" says Bill. "You're afraid. You was to be burned at sunrise, and you was afraid he'd do it. And he would, too, if he could find a match. Ain't it awful, Sam? Do you think anybody will pay out money to get a little imp like that back home?"

"Sure," said I. "A rowdy kid like that is just the kind that parents dote on. Now, you and the Chief get up and cook breakfast, while I go up on the top of this mountain and reconnoitre."

I went up on the peak of the little mountain and ran my eye over the contiguous vicinity. Over toward Summit I expected to see the sturdy yeomanry of the village armed with scythes and pitchforks beating the countryside for the dastardly kidnappers. But what I saw was a peaceful landscape dotted with one man ploughing with a dun mule. Nobody was dragging the creek; no couriers dashed hither and yon, bringing tidings of no news to the distracted parents. There was a sylvan attitude of somnolent sleepiness pervading that section of the external outward surface of Alabama that lay exposed to my view.

"Perhaps," says I to myself, "it has not yet been discovered that the wolves have home away the tender lambkin from the fold. Heaven help the wolves!" says I, and I went down the mountain to breakfast.

When I got to the cave I found Bill backed up against the side of it, breathing hard, and the boy threatening to smash him with a rock half as big as a cocoanut.

"He put a red-hot boiled potato down my back," explained Bill, "and the mashed it with his foot; and I boxed his ears. Have you got a gun about you, Sam?"

I took the rock away from the boy and kind of patched up the argument. "I'll fix you," says the kid to Bill.

"No man ever yet struck the Red Chief but what he got paid for it. You better beware!"

After breakfast the kid takes a piece of leather with strings wrapped around it out of his pocket and goes outside the cave unwinding it.

"What's he up to now?" says Bill, anxiously. "You don't think he'll run away, do you, Sam?"

"No fear of it," says I. "He don't seem to be much of a home body. But we've got to fix up some plan about the ransom. There don't seem to be much excitement around Summit on account of his disappearance; but maybe they haven't realized yet that he's gone. His folks may think he's spending the night with Aunt Jane or one of the neighbours. Anyhow, he'll be missed to-day. To-night we must get a message to his father demanding the two thousand dollars for his return."

Just then we heard a kind Of war-whoop, such as David might have emitted when he knocked out the champion Goliath. It was a sling that Red Chief had pulled out of his pocket, and he was whirling it around his head.

I dodged, and heard a heavy thud and a kind of a sigh from Bill, like a horse gives out when you take his saddle off. A niggerhead rock the size of an egg had caught Bill just behind his left ear. He loosened himself all over and fell in the fire across the frying pan of hot water for washing the dishes. I dragged him out and poured cold water on his head for half an hour.

By and by, Bill sits up and feels behind his ear and says: "Sam, do you know who my favourite Biblical character is?"

"Take it easy," says I. "You'll come to your senses presently."

"King Herod," says he. "You won't go away and leave me here alone, will you, Sam?"

I went out and caught that boy and shook him until his freckles rattled.

"If you don't behave," says I, "I'll take you straight home. Now, are you going to be good, or not?"

"I was only funning," says he sullenly. "I didn't mean to hurt Old Hank. But what did he hit me for? "I'll behave, Snake-eye, if you won't send me home, and if you'll let me play the Black Scout to-day."

"I don't know the game," says I. "That's for you and Mr. Bill to decide. He's your playmate for the day. I'm going away for a while, on business. Now, you come in and make friends with him and say you are sorry for hurting him, or home you go, at once."

I made him and Bill shake hands, and then I took Bill aside and told him I was going to Poplar Cove, a little village three miles from the cave, and find out what I could about how the kidnapping had been regarded in Summit. Also, I thought it best to send a peremptory letter to old man Dorset that day, demanding the ransom and dictating how it should be paid.

"You know, Sam," says Bill, "I've stood by you without batting an eye in earthquakes, fire and flood -- in poker games, dynamite outrages, police raids, train robberies and cyclones. I never lost my nerve yet till we kidnapped that two-legged skyrocket of a kid. He's got me going. You won't leave me long with him, will you, Sam?"

"I'll be back some time this afternoon," says I. "You must keep the boy amused and quiet till I return. And now we'll write the letter to old Dorset."

Bill and I got paper and pencil and worked on the letter while Red Chief, with a blanket wrapped around him, strutted up and down, guarding the mouth of the cave. Bill begged me tearfully to make the ransom fifteen hundred dollars instead of two thousand. "I ain't attempting," says he, "to decry the celebrated moral aspect of parental affection, but we're dealing with humans, and it ain't human for anybody to give up two thousand dollars for that forty-pound chunk of freckled wildcat. I'm willing to take a chance at fifteen hundred dollars. You can charge the difference up to me."

So, to relieve Bill, I acceded, and we collaborated a letter that ran this way:

Ebenezer Dorset, Esq.:

We have your boy concealed in a place far from Summit. It is useless for you or the most skilful detectives to attempt to find him. Absolutely, the only terms on which you can have him restored to you are these: We demand fifteen hundred dollars in large bills for his return; the money to be left at midnight to-night at the same spot and in the same box as your reply -- as hereinafter described. If you agree to these terms, send your answer in writing by a solitary messenger to-night at half-past eight o'clock. After crossing Owl Creek, on the road to Poplar Cove, there are three large trees about a hundred yards apart, close to the fence of the wheat field on the right-hand side. At the bottom of the fence-post, opposite the third tree, will be found a small pasteboard box. The messenger will place the answer in this box and return immediately to Summit.

If you attempt any treachery or fail to comply with our demand as stated, you will never see your boy again.

If you pay the money as demanded, he will be returned to you safe and well within three hours. These terms are final, and if you do not accede to them no further communication will be attempted.

TWO DESPERATE MEN.

I addressed this letter to Dorset, and put it in my pocket. As I was about to start, the kid comes up to me and says:

"Aw, Snake-eye, you said I could play the Black Scout while you was gone."

"Play it, of course," says I. "Mr. Bill will play with you. What kind of a game is it?"

"I'm the Black Scout," says Red Chief, "and I have to ride to the stockade to warn the settlers that the Indians are coming. I'm tired of playing Indian myself. I want to be the Black Scout."

"All right," says I. "It sounds harmless to me. I guess Mr. Bill will help you foil the pesky savages."

"What am I to do?" asks Bill, looking at the kid suspiciously.

"You are the hoss," says Black Scout. "Get down on your hands and knees. How can I ride to the stockade without a hoss?"

"You'd better keep him interested," said I, "till we get the scheme going. Loosen up."

Bill gets down on his all fours, and a look comes in his eye like a rabbit's when you catch it in a trap.

"How far is it to the stockade, kid?" he asks, in a husky manner of voice.

"Ninety miles," says the Black Scout. "And you have to hump yourself to get there on time. Whoa, now!" The Black Scout jumps on Bill's back and digs his heels in his side.

"For Heaven's sake," says Bill, "hurry back, Sam, as soon as you can. I wish we hadn't made the ransom more than a thousand. Say, you quit kicking me or I'll get up and warm you good."

I walked over to Poplar Cove and sat around the post-office and store, talking with the chawbacons that came in to trade. One whiskerando says that he hears Summit is all upset on account of Elder Ebenezer Dorset's boy having been lost or stolen. That was all I wanted to know. I bought some smoking tobacco, referred casually to the price of black-eyed peas, posted my letter surreptitiously and came away. The postmaster said the mail-carrier would come by in an hour to take the mail on to Summit.

When I got back to the cave Bill and the boy were not to be found. I explored the vicinity of the cave, and risked a yodel or two, but there was no response.

So I lighted my pipe and sat down on a mossy bank to await developments.

In about half an hour I heard the bushes rustle, and Bill wobbled out into the little glade in front of the cave. Behind him was the kid, stepping softly like a scout, with a broad grin on his face. Bill stopped, took off his hat and wiped his face with a red handkerchief. The kid stopped about eight feet behind him.

"Sam," says Bill, "I suppose you'll think I'm a renegade, but I couldn't help it. I'm a grown person with masculine proclivities and habits of self-defense, but there is a time when all systems of egotism and predominance fail. The boy is gone. I have sent him home. All is off. There was martyrs in old times," goes on Bill, "that suffered death rather than give up the particular graft they enjoyed. None of 'em ever was subjugated to such supernatural tortures as I have been. I tried to be faithful to our articles of depredation; but there came a limit."

"What's the trouble, Bill?" I asks him.

"I was rode," says Bill, "the ninety miles to the stockade, not barring an inch. Then, when the settlers was rescued, I was given oats. Sand ain't a palatable substitute. And then, for an hour I had to try to explain to him why there was nothin' in holes, how a road can run both ways and what makes the grass green. I tell you, Sam, a human can only stand so much. I takes him by the neck of his clothes and drags him down the mountain. On the way he kicks my legs black-and-blue from the knees down; and I've got to have two or three bites on my thumb and hand cauterized.

"But he's gone" -- continues Bill -- "gone home. I showed him the road to Summit and kicked him about eight feet nearer there at one kick. I'm sorry we lose the ransom; but it was either that or Bill Driscoll to the madhouse."

Bill is puffing and blowing, but there is a look of ineffable peace and growing content on his rose-pink features.

"Bill," says I, "there isn't any heart disease in your family, is there?"

"No," says Bill, "nothing chronic except malaria and accidents. Why?"

"Then you might turn around," says I, "and have a took behind you."

Bill turns and sees the boy, and loses his complexion and sits down plump on the round and begins to pluck aimlessly at grass and little sticks. For an hour I was afraid for his mind. And then I told him that my scheme was to put the whole job through immediately and that we would get the ransom and be off with it by midnight if old Dorset fell in with our proposition. So Bill braced up enough to give the kid a weak sort of a smile and a promise to play the Russian in a Japanese war with him is soon as he felt a little better.

I had a scheme for collecting that ransom without danger of being caught by counterplots that ought to commend itself to professional kidnapers. The tree under which the answer was to be left -- and the money later on -- was close to the road fence with big, bare fields on all sides. If a gang of constables should be watching for any one to come for the note they could see him a long way off crossing the fields or in the road. But no, sirree! At half-past eight I was up in that tree as well hidden as a tree toad, waiting for the messenger to arrive.

Exactly on time, a half-grown boy rides up the road on a bicycle, locates the pasteboard box at the foot of the fence-post, slips a folded piece of paper into it and pedals away again back toward Summit.

I waited an hour and then concluded the thing was square. I slid down the tree, got the note, slipped along the fence till I struck the woods, and was back at the cave in another half an hour. I opened the note, got near the lantern and read it to Bill. It was written with a pen in a crabbed hand, and the sum and substance of it was this:

Two Desperate Men.

Gentlemen: I received your letter to-day by post, in regard to the ransom you ask for the return of my son. I think you are a little high in your demands, and I hereby make you a counter-proposition, which I am inclined to believe you will accept. You bring Johnny home and pay me two hundred and fifty dollars in cash, and I agree to take him off your hands. You had better come at night, for the neighbours believe he is lost, and I couldn't be responsible for what they would do to anybody they saw bringing him back.

Very respectfully,

EBENEZER DORSET.

"Great pirates of Penzance!" says I; "of all the impudent -- "

But I glanced at Bill, and hesitated. He had the most appealing look in his eyes I ever saw on the face of a dumb or a talking brute.

"Sam," says he, "what's two hundred and fifty dollars, after all? We've got the money. One more night of this kid will send me to a bed in Bedlam. Besides being a thorough gentleman, I think Mr. Dorset is a spendthrift for making us such a liberal offer. You ain't going to let the chance go, are you?"

"Tell you the truth, Bill," says I, "this little he ewe lamb has somewhat got on my nerves too. We'll take him home, pay the ransom and make our get-away."

We took him home that night. We got him to go by telling him that his father had bought a silver-mounted rifle and a pair of moccasins for him, and we were going to hunt bears the next day.

It was just twelve o'clock when we knocked at Ebenezer's front door. Just at the moment when I should have been abstracting the fifteen hundred dollars from the box under the tree, according to the original proposition, Bill was counting out two hundred and fifty dollars into Dorset's hand.

When the kid found out we were going to leave him at home he started up a howl like a calliope and fastened himself as tight as a leech to Bill's leg. His father peeled him away gradually, like a porous plaster.

"How long can you hold him?" asks Bill.

"I'm not as strong as I used to be," says old Dorset, "but I think I can promise you ten minutes."

"Enough," says Bill. "In ten minutes I shall cross the Central, Southern and Middle Western States, and be legging it trippingly for the Canadian border."

And, as dark as it was, and as fat as Bill was, and as good a runner as I am, he was a good mile and a half out of Summit before I could catch up with him.

Name: _____

22

Reading 69 - Spread of Protestantism and Counter-Reformation

Calvin Formalized Protestant ideas

- P. 1 Church of England _____
- P. 4 Calvin's book _____
- P. 5 Men and women are _____
"elect" _____
Predestination _____
- P. 6 theocracy _____
Revolt against _____
- P. 7 Geneva _____
- P. 8 "city of saints" _____

Knox led the Scottish Reformation

- P. 1 John Knox _____
Presbyters _____
- P. 2 In 1567 _____
National church _____

Protestant churches spread widely

- P. 1 Calvinist form _____
- P. 2 Lutheranism _____
Gustavus Vasa _____
In Norway _____

Ignatius began the Jesuits

- P. 1 *Spiritual Exercises* _____
- P. 2 Society of Jesus _____
Jesuits _____
- P. 4 three activities of focus _____

- P. 5 Jesuit missionaries _____
- P. 6 Third goal _____

Reforming popes led the Church

- P. 1 Two goals _____
- P. 2 Pope Paul III three steps _____

- P. 3 Council of Trent _____
 - Goal 1 _____
 - Goal 2 _____
 - Goal 3 _____
 - Goal 4 _____
- P. 4 Pope Paul IV _____
 - Index of Forbidden Books* _____
- P. 5 Catholic Reformation _____

Religion divided Europe

- P. 1 Charles V _____
- P. 2 Schmalkaldic League _____
- P. 3 Imperial Diet of Augsburg _____
- P. 4 Peace of Augsburg _____
- P. 6 Division of Charles V empire _____

Thomas Preparatory School 2020

Reading 69

Calvin formalized Protestant ideas.

1 The Church of England remained close to the Catholic Church in many of its doctrines and ceremonies. Meanwhile, other forms of Protestantism were developing elsewhere in Europe.

2 When Luther stood trial at Worms, John Calvin was a boy of 12 in Noyon (nwah-YOH), France. No one could have guessed that this shy, studious child would in some ways have even greater influence than Luther. Luther had sparked the religious revolution. A generation later, Calvin gave order to the new faith.

3 Calvin studied law and philosophy at the University of Paris. Early in the 1530's, he came under the influence of French followers of Luther. When King Francis I ordered these Protestants arrested, Calvin fled. Eventually, he made his way to Switzerland.

4 In 1536, Calvin published a book called the *Institutes of the Christian Religion*. This work set forth a systematic Protestant philosophy. The first edition of the *Institutes* was completely sold out in a year.

5 Calvin taught that men and women are by nature sinful. By God's grace, however, a very few people will be saved from sin. Calvin called these few the "elect." Because God is all-knowing, Calvin said, He has known since the beginning of time who will be saved. Calvin's doctrine is called **predestination**.

6 Calvin said that the duty of the elect is to rule society so as to glorify God. Therefore, he taught, the church should dominate the state. Calvin hoped for a **theocracy**, a government controlled by church leaders. This idea was a major difference between Calvinism and Lutheranism, for Luther preached obedience to earthly rulers. Calvin's ideas gave more support for revolt against an "ungodly" ruler, an idea that later influenced events in Scotland and several other countries.

7 Calvin did more than write about his ideas. He actually set up the kind of theocracy he had described in his book. In 1541, Protestants in the French-speaking city of Geneva, Switzerland, asked Calvin to lead their community. When Calvin arrived there in the 1540's, Geneva was a self-governing city of about 20,000 people.

8 To many Protestants, Geneva under Calvin's rule became a "city of saints." Calvin and his followers regulated the lives of everybody who

lived in the city. Everyone in Geneva attended classes in religion. No one wore brightly colored clothing or played cards. No one could argue in defense of the pope. No one could visit a public inn after nine o'clock at night. For breaking such rules, a person might be imprisoned, excommunicated, or banished from the city. Moreover, in Protestant Geneva as in Catholic Rome, anyone who preached a different set of doctrines might be burned at the stake.

Knox led the Scottish Reformation.

Protestants from everywhere in Europe came to Geneva to see how a sober, purified city was organized. Among the admiring visitors was a preacher from Scotland named John Knox. When he returned to Scotland in 1559, Knox put Calvin's ideas on church organization to work in Scottish towns. Each community church was governed by a small group of laymen called elders or presbyters (PREHZ-buh-tuhrs). From this organization, followers of Knox became known as Presbyterians.

In 1567, Protestant nobles led by Knox overthrew the Catholic queen of Scotland, Mary Stuart, in a nearly bloodless revolt. They put her one-year-old son, James VI, on the throne. Real power, however, was in the hands of the Protestant nobles. They created a national church and made Calvinism Scotland's official religion.

Protestant churches spread widely.

1 Elsewhere in Europe, the Calvinist form of church organization was widely adopted by Swiss, French, and Dutch reformers. Except for Scotland, no other kingdom officially converted to Calvinist belief. However, as the map on page 355 shows, communities of Calvinist Protestants were to be found from England to Italy.

2 In Sweden, Norway, and Denmark, Lutheranism became the official religion. Denmark had ruled both Sweden and Norway until 1523. In that year, Sweden revolted against the Danish king. The leader of the Swedish independence movement, Gustavus Vasa, became Sweden's new king. He soon ended papal power in Sweden and seized Church lands. Norway remained under Danish control and became Lutheran when Denmark made Lutheranism the official religion of the country in 1536.

The Catholic Church made changes.

1 While Protestants won many followers, millions of Catholics held fast to their traditional beliefs. Catholics in the 1500's had their own religious reformers. One great champion of Catholic reform was Ignatius (ig-NAY-shus) of Loyola, later canonized as Saint Ignatius.

Ignatius began the Jesuits.

1 Born in 1491, Ignatius grew up in his father's castle in Loyola in eastern Spain. The great turning point in his life came in 1521 when he was in the Spanish army fighting the French. A cannonball shattered his right leg, leaving him an invalid for months. During his recovery, Ignatius thought about his past sinfulness and the events of the life of Jesus. His daily devotions seemed to cleanse his soul. In 1522, he began writing a book. Titled *Spiritual Exercises*, his book laid out a day-by-day plan of meditation, prayer, and study.

2 Over the next 18 years, Ignatius gathered a band of followers. Eventually, he won the support of Pope Paul III. In 1540, the pope made Ignatius's company a new monastic order called the Society of Jesus. Those who later joined the order were commonly called Jesuits (JEHZ-uh-wuhts).

3 What made the Jesuits unique was their emphasis on absolute discipline and obedience. They were like a spiritual army. These disciplined Catholics were willing to go anywhere in the world in the service of the pope.

4 The Jesuits concentrated on three activities. First, they founded superb schools throughout Europe. Jesuit teachers were rigorously trained in both classical studies and theology. Priests who attended the Jesuit schools were far better educated than many other priests.

5 The second mission of the Jesuits was to convert non-Christians to Catholicism. Jesuit missionaries risked their lives preaching Christianity in the Americas, Africa, and Asia.

6 The Jesuits' third goal was to prevent Protestantism from spreading. The zeal of the Jesuits overcame the drift toward Protestantism in Poland and southern Germany (Bavaria). These regions today are overwhelmingly Roman Catholic because of the work of the Jesuits.

Reforming popes led the Church.

1 Two popes of the 1500's, Paul III and Paul IV, took the lead in reforming the Catholic Church. They had two goals. One was to strengthen and purify the Catholic Church for its own sake. Their other goal was to combat Protestantism.

2 Pope Paul III (1534-1549) took three important steps in reforming the Catholic Church. First, he directed a council of cardinals to make a thorough investigation of simony, indulgence selling, and other abuses within the Church. Second, he approved the Jesuit order. Third and most important, he decided to call a great council of Church leaders.

3 In 1545, Catholic bishops and cardinals met in the town of Trent in northern Italy. After much heated discussion, they agreed on the following doctrines:

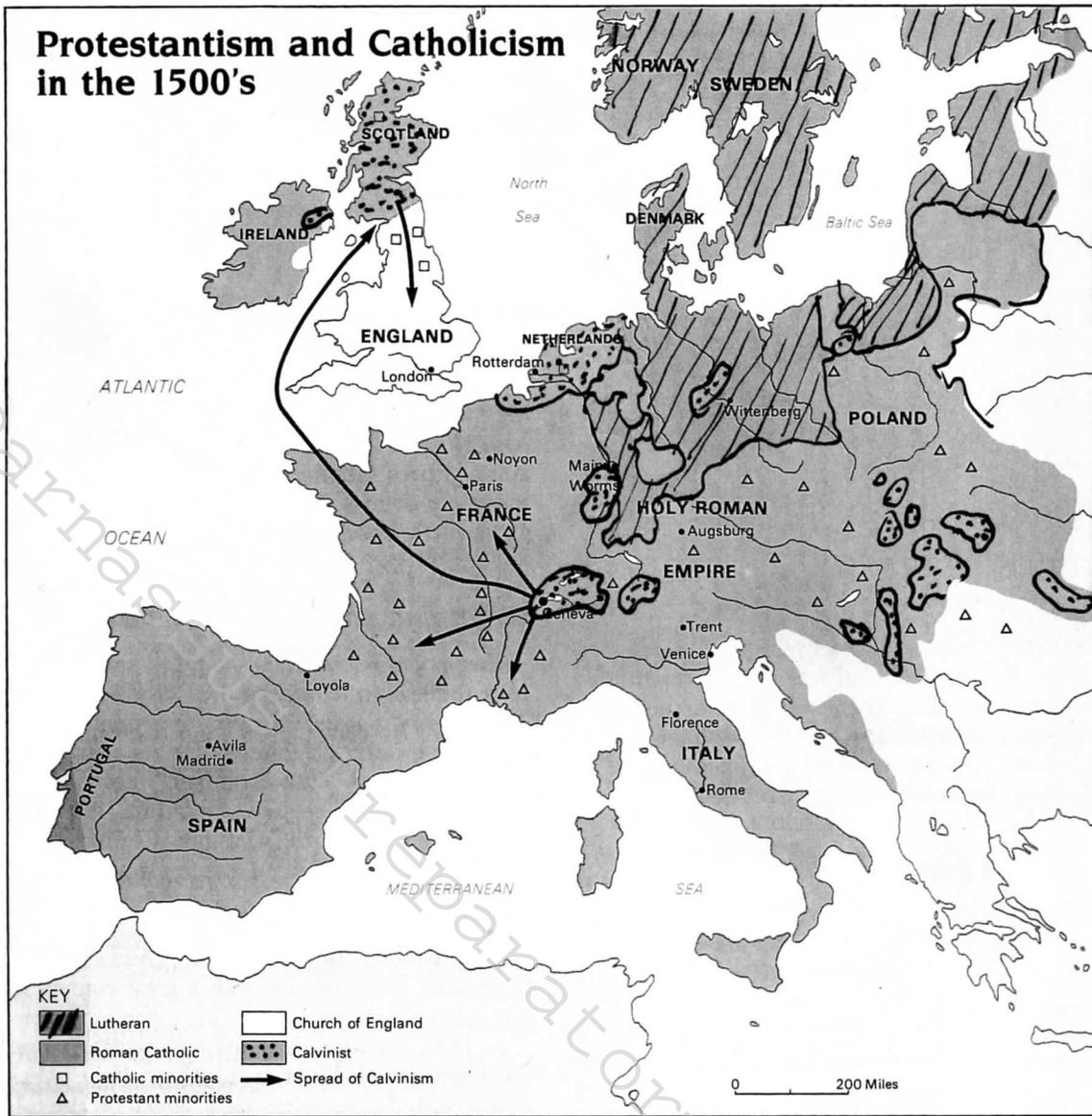
1. The pope's interpretation of the Bible was final. Any Christian who substituted his or her own interpretation was a heretic.
2. Christians were not saved by faith alone, as Luther argued. They were saved by faith *and* by good works.
3. The Bible and Church tradition shared equal authority for guiding a Christian's life.
4. Indulgences, pilgrimages, and veneration of holy relics were all valid expressions of Christian piety. (But the false selling of indulgences was banned.)

4 Another reforming pope, Paul IV (1555-1559), vigorously carried out the council's decrees. In 1559, he drew up a list of books that he considered dangerous to the Catholic faith. This list was known as the *Index of Forbidden Books*. Catholic bishops throughout Europe were ordered to gather up the offensive books (including Protestant Bibles) and burn them in great bonfires. In Venice alone, 10,000 books were burned in one day.

5 Historians have given two different names to this wave of reform in the Catholic Church. Protestant historians have generally called it the Counter-Reformation. They argued that its goal was to stamp out Protestantism. Catholic historians usually called this period the Catholic Reformation. They stressed the sincere desire of popes, cardinals, nuns, and monks to end Church corruption.

Religion divided Europe.

6 While the popes tried religious measures to strengthen the Church and crush Protestantism, Holy Roman Emperor Charles V turned to military measures. In 1544, Charles finally felt safe enough from his French and Turkish enemies



Map Study

Where was Protestantism stronger, in northern Europe or in southern Europe?
Where was the center of the Calvinist movement?

to take up arms against the Protestant princes of Germany.

2 These Protestant rulers had joined together in a defensive group called the Schmalkaldic (sh-mahl-KAHLD-ik) League. In 1547, Charles's troops met the Schmalkaldic princes in battle and badly trounced them. However, the Catholic princes of Germany refused to join Charles in his war against Protestantism.

3 Weary of fighting, Charles ordered all German princes, both Protestant and Catholic, to assemble for an Imperial Diet in the city of Augsburg. At that meeting, the princes agreed that the religion of each German state was to be decided by its ruler. This famous religious settlement, signed in 1555, was known as the Peace of Augsburg.

4 By the terms of the Peace of Augsburg, German princes could choose either Lutheranism or Catholicism. Calvinism and other forms of Protestantism were outlawed.

5 From the point of view of Charles V, the Peace of Augsburg was not a happy settlement. After all, it led to religious division, not unity. All his life, Charles V had been deeply attached to the great institutions of the Middle Ages—feudalism, chivalry, and the Catholic Church. As Holy Roman emperor, he had hoped to preserve these institutions. However, the forces of historical change were too powerful for him to stop.

6 Charles was sick of troubles. He was eager to give up his crown, which had brought him little but grief. To his son, Philip II, he gave Spain, parts of Italy, the Netherlands, and Spain's holdings in the Americas. He turned over the Holy Roman Empire to his brother, Ferdinand. Then Charles V, once ruler of the largest empire in the world, retired to a monastery in Spain. He died there in 1558.

This week we are reviewing basic Spanish verb conjugations in the present tense. Here are a couple of on-line links to get some practice in as well if you have access:

<https://www.spanishdict.com/quizzes/36/spanish-present-tense-forms>

<https://conjuguemos.com/verb/133>

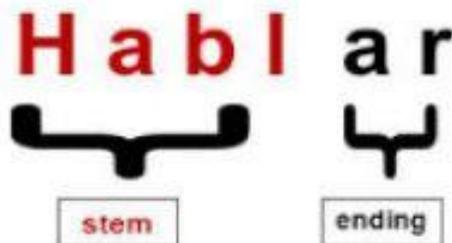
<https://studyspanish.com/verbs/random-quiz/pireg>

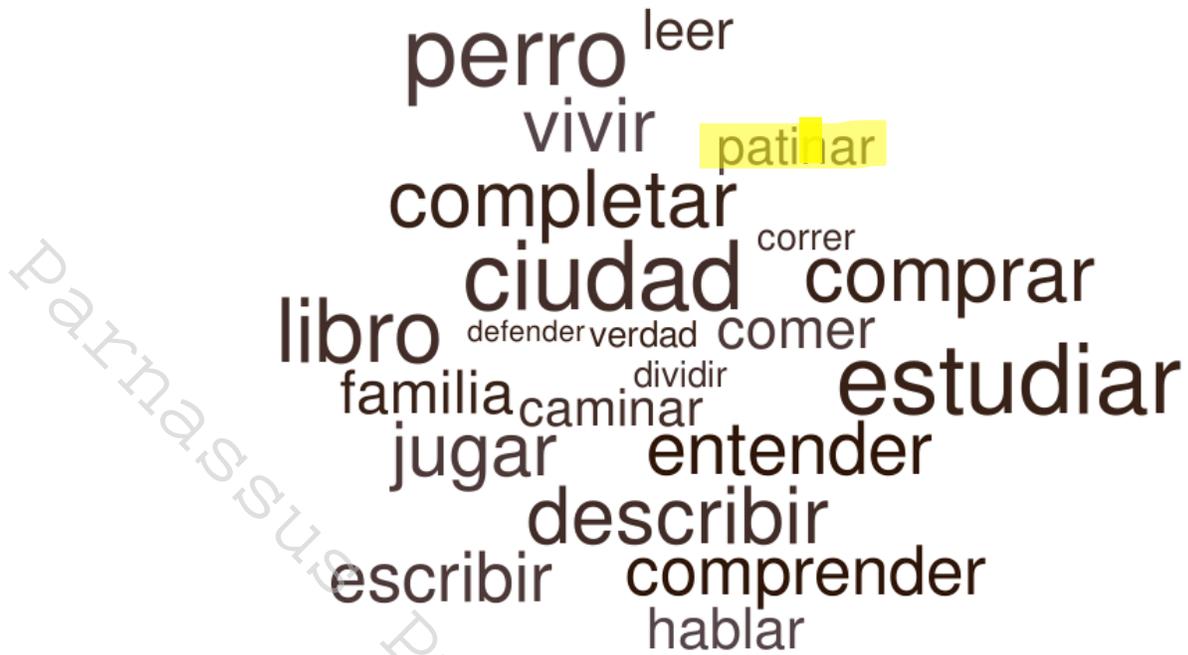
Infinitives (los infinitivos)

- Verbs in the **infinitive** form are not conjugated and do not indicate anything about who is performing an action or at what point in time the action is taking place.
- There are **3 types of infinitives in Spanish**: those that end in -AR, those that end in -ER, and those that end in -IR

Parts of an Infinitive in Spanish

- An infinitive has **TWO** parts:
 - **The stem** which tells us the meaning of the word
 - And the ending that is either **-ar, -er** or **-ir** and translates to the English word **“to”**





1. Find the infinitives in the word cloud, then classify them based on their endings in the chart below. Hint: Not all of the words are infinitives.

-ar	-er	-ir
EX: Patinar		

AR/ER/IR verb practice

1. Add the correct **AR endings** for the verb *hablar* and write the English meaning :

yo	habl_	<u>I talk</u>
tú	habl __	<u>You</u>
él/ella	habl _	_____
nosotros	habl _____	_____
vosotros	habl _____	_____
ellos/ellas	habl __	_____

2. Add the correct **ER endings** for the verb *comer* and write the English meaning

yo	com_	<u>I eat</u>
tú	com __	_____
él/ella	com _	_____
nosotros	com _____	_____
vosotros	com _____	_____
ellos/ellas	com __	_____

3. Add the correct **IR endings** for the verb *vivir* and write the English meaning

Note: ER and IR endings are very similar!

yo	viv_	<u>I live</u>
tú	viv __	_____
él/ella	viv _	_____
nosotros	viv _____	_____
vosotros	viv _____	_____
ellos/ellas	viv __	_____

Chapter 18

Nouns

1st Declension

adulescētia, adulescēntiae (f) -

youth, young manhood;

youthfulness (5)

agricola, agricolae (m) -

farmer (3)

amica, amicae (f) - friend

(female) (3)

amicitia, amicitiae (f) -

friendship (10)

aqua, aquae (f) - water (14)

Asia, Asiae (f) - Asia (12)

ciemētia, ciemēntiae (f) -

mildness, gentleness,

mercy (16)

cōpia, cōpiae (f) - abundance,

supply (8)

cōpia, cōpiarum (f) - supplies,

troops, forces (8)

cūlpa, cūlpae (f) - fault,

blame (5)

cūra, cūrae (f) - care, attention,

caution, anxiety (4)

dēa, dēae (f) - goddess (6)

discipula, discipulae (f) - learner,

pupil, student (female) (6)

divitiāe, divitiārum (f. pl.) -

riches, wealth (13)

fāma, fāmae (f) - rumor, report;

fame, reputation (2)

fēmina, fēminae (f) - woman (3)

flia, fliae (f) - daughter (3)

fōrma, fōrmae (f) - form, shape;

beauty (2)

fortūna, fortunāe (f) - fortune,

luck (2)

glōria, glōriae (f) - glory,

fame (5)

hōra, hōrae (f) - hour, time (10)

insīdiae, insīdiarum (f) - ambush,

plot, treachery (6)

īra, īrae (f) - ire, anger (2)

Itālia, Itāliae (f) - Italy (15)

littera, litterae (f) - a letter of the

alphabet (7)

litterae, litterarum (f) - a letter
(epistle), literature (7)

magistra, magistrae (f) -
schoolmistress, teacher,

mistress (4)

médica, medicae (f) - doctor,
physician (female) (12)

memória, memoriāe (f) -
memory, recollection (15)

móra, mōrae (f) - delay (4)

nātūra, naturāe (f) - nature (10)

naúta, nauťae (m) - sailor (2)

patiētia, patiēntiae (f) -

suffering; patience,

endurance (12)

pátria, patriāe (f) - fatherland,

native land,

(one's) country (2)

pecūnia, pecūniae (f) -

money (2)

philosóphia, philosophiae (f) -

philosophy (2)

poéna, poénae (f) - penalty,

punishment (2)

poéta, poétae (m) - poet (2)

pórta, portae (f) - gate,

entrance (2)

puélla, puellae (f) - girl (2)

rēgīna, regīnae (f) - queen (7)

Róma, Romae (f) - Rome (14)

rósa, rosae (f) - rose (2)

sapiētia, sapiēntiae (f) -

wisdom (3)

sátura, saturae (f) - satire (16)

sciētia, sciēntiae (f) -

knowledge (18)

sentētia, sentēntiae (f) -

feeling, thought, opinion,

vote, sentence (2)

tērra, terrae (f) - earth, ground,

land, country (7)

túrba, turbae (f) - uproar,

disturbance; mob, crowd,

multitude (14)

vía, viae (f) - way, road,

street (10)

victória, victoriāe (f) - victory (8)

víta, vitae (f) - life;

mode of life (2)

2nd Declension

áger, agrī (m) - field, farm (3)

amicus, amici (m) - friend
(male) (3)

ánimī, animōrum (m) - high

spirits, pride, courage (5)

ánimus, animī (m) - soul, spirit,
mind (5)

ánnus, anni (m) - year (12)

básium, básii (n) - kiss (4)

béllum, bellī (n) - war (4)

caélum, caeli (n) - sky,
heaven (5)

cōnsíllium, cōnsílii (n) - plan,

purpose, counsel, advice,

judgment, wisdom (4)

déus, déi (m) - god (6)

discípulus, discipuli (m) - learner,

pupil, student (male) (6)

dōnum, donī (n) - gift,

present (4)

exítium, exitiī (n) - destruction,

ruin (4)

fáctum, facti (n) - deed, act,

achievement (13)

flíus, filii (m) - son (3)

Graécus, Graeci (m) -

a Greek (6)

libéllus, libelli (m) -

little book (17)

líber, libri (m) - book (6)

lóca, locorum (n) - places,

region (9)

lóci, loci (m) - passages in

literature (9)

lócus, loci (m) - place; passage in

literature (9)

lúdus, ludī (m) - game, sport;

school (18)

magíster, magistri (m) -

schoolmaster, teacher,

master (4)

médicus, medici (m) - doctor,

physician (male) (12)

hómō, hómīnis (m) - human being, man (7)
lābor, labóris (m) - labor, work, toil; a work, production (7)
laus, laúdis (f) - praise, glory, fame (8)
libértās, libértātis (f) - liberty (8)
móres, mórum (m) - habits, morals, character (7)
mōs, móris (m) - habit, custom, manner (7)
nómen, nóminis (n) - name (7)
pāx, pácis (f) - peace (7)
ratiō, ratiōnis (f) - reckoning, account; reason, judgment, consideration; system; manner, method (8)
rēx, régis (m) - king (7)
scrīptor, scrīptóris (m) - writer, author (8)
sóror, soróris (f) - sister (8)
témpus, témporis (n) - time; occasion, opportunity (7)
úxor, uxóris (f) - wife (7)
virgō, vírginis (f) - maiden, virgin (7)
virtūs, virtútis (f) - manliness, courage; excellence, character, worth, virtue (7)

Indeclinable

nihil - nothing (1)
sátis - enough (5)

Pronouns

hic, haec, hoc - this; the latter; he, she, it, they (9)
ille, illa, illud - that; the former; the famous; he, she, it, they (9)
iste, ista, istud - that of yours, that; such (as you have, as you speak of); *sometimes with contemptuous force, e.g., that despicable, that wretched* (9)
mē - me, myself (1)
quid - what (1)
tē - you, yourself (*sing.*) (5)

Adjectives

álīi... álīi - some... others (9)
álius, álla, áliud - other, another (9)
áliter, álitera, áliterum - the other (of two), second (9)
antíquus, antíqua, antíquum - ancient, old-time (2)
avárus, avára, avárum - greedy, avaricious (3)
béllus, bélla, béllum - pretty, handsome, charming (4)
bónus, bóna, bónum - good, kind (4)
Graécus, Graéca, Graécum - Greek (6)
hūmánus, hūmána, hūmánum - pertaining to man, human; humane, kind; refined, cultivated (4)
líber, líbera, líberum - free (5)
mágnus, mágna, mágnum - large, great; important (2)
málus, mála, málum - bad, wicked, evil (4)
méus, méa, méum - my (2)
múltus, múlta, múltum - much, many (2)
neúter, neútra, neútrum - not either, neither (9)
nóster, nóstra, nóstrum - our, ours (5)
nóvus, nóva, nóvum - new; strange (7)
núllus, núlla, núllum - not any, no, none (9)
párvus, párva, párvum - small, little (4)
paúci, paúcae, paúca - few, a few (3)
perpétuus, perpétua, perpétuum - perpetual, lasting, uninterrupted, continuous (6)
plénus, pléna, plénium - full, abundant, generous (6)

púcher, púchra, púchrum - beautiful, handsome; fine (5)
Rómānus, Rómána, Rómānum - Roman (3)
sálvus, sálva, sálvum - safe, sound (6)
sánuus, sána, sánium - sound, healthy, sane (5)
secúndus, secúnda, secúndum - second; favorable (6)
sólus, sóla, sólum - alone, only, the only (9)
stúltus, stúlta, stúltum - foolish (4)
tótus, tóta, tóttum - whole, entire (9)
túus, túa, túum - your (*sing.*) (2)
úllus, úlla, úllum - any (9)
únus, úna, únium - one, single, alone (9)
úter, útra, útrum - either, which (of two) (9)
vérus, véra, vérum - true, real, proper (4)
véster, véstra, véstrum - your (*pl.*) (6)

Indeclinable

sátis - enough, sufficient (5)

Verbs

1st Conjugation

ádiuvō, adiuvāre, adiúvī, adiútum - to help, aid, assist; to please (4)
ámō, amāre, amávī, amátum - to love, like (1)
cēnō, cēnāre, cēnāvī, cēnátum - to dine (5)
cōgitō, cōgitāre, cōgitāvī, cōgitátum - to think, ponder, consider, plan (1)
cōnservō, cōnservāre, cōnservāvī, cōnservátum - to preserve, conserve, maintain (1)

culpō, culpāre, culpāvī, culpātum - to blame, censure (5)
dēmōnstrō, dēmōnstrāre, dēmōnstrāvī, dēmōnstrātum - to point out, show, demonstrate (8)
dō, dāre, dēdī, dātum - to give, offer (1)
errō, errāre, errāvī, errātum - to wander; err, go astray, make a mistake, be mistaken (1)
iuvō, iuvāre, iuvāvī, iūtum - to help, aid, assist; to please (4)
laudō, laudāre, laudāvī, laudātum - to praise (1)
necō, necāre, necāvī, necātum - to murder, kill (7)
satiō, satiāre, satiāvī, satiātum - to satisfy, sate (3)
servō, servāre, servāvī, servātum - to preserve, save, keep, guard (1)
sUPERō, superāre, superāvī, superātum - to be above, have the upper hand, surpass; overcome, conquer (5)
tolerō, tolerāre, tolerāvī, tolerātum - to bear, endure (6)
vocō, vocāre, vocāvī, vocātum - to call, summon (1)

2nd Conjugation

aúdeō, audēre, aūsus sum - to dare (7)
dēbeō, dēbere, dēbuī, dēbitum - to owe; ought, must, should (1)
dóceō, docēre, dócuī, dóctum - to teach (8)
hábeō, habēre, hábuī, hábitum - to have, hold, possess; consider, regard (3)

máneō, manēre, mánsī, mánsus - to remain, stay, stay behind, abide, continue (5)
móneō, monēre, mónuī, mónitum - to remind, advise, warn (1)
remáneō, remanēre, remánsī, remánsus - to remain, stay, stay behind, abide, continue (5)
sálvē, salvēte - hello, greetings (1)
sálveō, salvēre - to be well, be in good health (1)
terreō, terrēre, terruī, territum - to frighten, terrify (1)
valē, valēte - good-bye, farewell (1)
valēō, valēre, váluī, vallitūrum - to be strong, have power; be well (1)
videō, vidēre, vídī, vísum - to see; observe, understand (1)

3rd Conjugation

ágō, ágere, égī, áctum - to drive, lead, do, act; pass, spend (*life or time*) (8)
díscō, díscere, díclī - to learn (8)
dúco, dúcere, dúxī, dúctum - to lead; consider, regard; prolong (8)
gérō, gérere, géssī, géstum - to carry; carry on, manage, conduct, wage, accomplish, perform (8)
scrībō, scríbere, scrípsī, scríptum - to write, compose (8)
tráhō, tráhere, tráxī, tráctum - to draw, drag; derive, acquire (8)
víncō, víncere, vícī, víctum - to conquer, overcome (8)

Irregular

póssum, pósse, pótuī - to be able, can, could, have power (6)
sum, ésse, fúī, futūrum - to be, exist (4)

Adverbs

crās - tomorrow (5)
hérī - yesterday (5)
hódīē - today (3)
íbi - there (6)
nímis, nímium - too, too much, excessively; (*in a positive sense, esp. with adjectives and adverbs*) exceedingly, very (9)
nōn - not (1)
númquam - never (8)
nunc - now, at present (6)
quándō - when (5)
quárē - because of which thing (*lit.*); therefore, wherefore, why (6)
saépe - often (1)
sátis - enough, sufficiently (5)
sémper - always (3)
támen - nevertheless, still (8)
tum - then, at that time; thereupon, in the next place (5)
úbi - where, when (6)

Conjunctions

dum - while, as long as, at the same time that; *or* until (*+subjunctive*) (8)
énim - for, in fact, truly (9)
et - and; even (2)
et... et - both... and (2)
ígítur - therefore, consequently (5)
sed - but (2)
sī - if (1)

Prepositions

ad (+acc.) - to, up to, near to (8)

dē (+abl.) - down from, from;
concerning, about (3)

ex, ē (abl.+) - out of, from,
from within; by reason of,
on account of ; of (*after
cardinal numerals*) (8)

in (+acc.) - into, toward;
against (9)

in (+abl.) - in, on (3)

post (+acc.) - after, behind (7)

própter (+acc.) - on account of,
because of (5)

síne (+abl.) - without (2)

**sub (+abl. w/ verbs of rest or
+acc. w/ verbs of motion)** -
under, up under, close to,
down to/into, to/at the foot
of (7)

Interjection

ō - O!, Oh! (2)

Idioms

amábō tē - please (1)

grátias ágere (+dat.) -
to thank someone;
to give thanks to (8)

nōn solum . . . sed étiam -
not only . . . but also (9)

poénās dáre - to pay the
penalty (2)

sí quándō - if ever (5)

Suffixes

-ne - interrogative suffix attached
to the first word of a
sentence, typically the verb
or another word on which the
question hinges, to introduce
a question whose answer is
uncertain (5)

-que - and (*enclitic conjunction;
appended to the second of
two words to be joined*) (6)

A

2L Latin CHEAT SHEET

1st Declension:

Case	Singular	Plural
Nominative	-a	-ae
Genitive	-ae	-ārum
Dative	-ae	-īs
Accusative	-am	-ās
Ablative	-ā	-īs
Vocative	-a	-ae

2nd Declension:

B

Case	Singular	Plural
Nominative	-us/er/ um (N)	-ī/-a (N)
Genitive	-ī	-ōrum
Dative	-ō	-īs
Accusative	-um	-ōs/ -a (N)
Ablative	-ō	-īs
Vocative	-e/er	-ī/-a (N)

3rd Declension:

C

Case	Singular	Plural
Nominative	Word	-ēs/-a(N)
Genitive	-is	-um
Dative	-ī	-ibus
Accusative	-em/Word(N)	-ēs/-a(N)
Ablative	-e	-ibus
Vocative	Word	-ēs/-a(N)

Present Tense Endings (1/2): NONE/am, is, are

D

Person	Singular	Plural
1 st	-ō	-mus
2 nd	-s	-tis
3 rd	-t	-nt

Imperfect Tense Endings (1/2) WAS/WERE

E

Person	Singular	Plural
1 st	-bam	-bāmus
2 nd	-bās	-bātis
3 rd	-bat	-bant

Future Tense Endings (1/2): WILL

F

Person	Singular	Plural
1 st	-bō	-bimus
2 nd	-bis	-bitis
3 rd	-bit	-bunt

Personal Pronouns:

G

Person	Singular	Plural
1 st	I	We
2 nd	You	You all
3 rd	HSI	They

Functions of the Cases: H

Case	Function	Translation
Nom.	Subject	The, a
Gen.	Possession	Of
Dat.	Indirect Object	To-For
Acc.	Direct Object	The, a
Abl.	Object of a Preposition	By-with-from
Voc.	Direct Address	NONE

Present Tense Endings (3rd)

NONE/am, is, are

I

Person	Singular	Plural
1 st	-ō	-imus
2 nd	-is	-itis
3 rd	-it	-unt

Imperfect Tense Endings (3rd)

WAS/WERE

J

Person	Singular	Plural
1 st	-ēbam	-ēbāmus
2 nd	-ēbās	-ēbātis
3 rd	-ēbat	-ēbant

Future Tense Endings (3rd)

WILL

K

Person	Singular	Plural
1 st	-am	-ēmus
2 nd	-ēs	-ētis
3 rd	-et	-ent

The Nine Muses "TUM PEC CET" L

1.) Thalia—Comedy & Idyllic Poetry

2.) Urania—Astronomy

3.) Melpomene—Tragedy

4.) Polyhymnia—Sacred Music

5.) Erato—Love Poetry

6.) Clio—History

7.) Calliope—Epic Poetry & Eloquence

8.) Euterpe—Lyric Poetry

9.) Terpsichore—Dance

M

Present Forms of Sum, Esse, Fui, Futurus

Person	Singular	Plural
1 st	sum I am	sumus we are
2 nd	es you are	estis you all are
3 rd	est he, she, it is	sunt they are

Imperfect Forms of Sum, Esse, Fui, Futurus

N

Person	Singular	Plural
1 st	eram I was	erāmus we were
2 nd	erās you were	erātis you all were
3 rd	erat he, she, it was	erant they were

Future Forms of Sum, Esse, Fui, Futurus

O

Person	Singular	Plural
1 st	erō I will be	erimus we will be
2 nd	eris you will be	eritis you all will be
3 rd	erit he, she, it will be	erunt they will be

Demonstrative Chart: Hic, Haec, Hoc**P**

Case	Masc Sg	Fem Sg	Neut Sg	Trans. Sg	Masc Pl	Fem Pl	Neut Pl	Trans. Pl
Nom	hic	haec	hoc	This	hī	hae	haec	These
Gen	huius	huius	huius	of this	hōrum	hārum	hōrum	of these
Dat	huic	huic	huic	to-for this	hīs	hīs	hīs	to-for these
Acc	hunc	hanc	hoc	this	hōs	hās	haec	these
Abl	hōc	hāc	hōc	BWF this	hīs	hīs	hīs	BWF these

Demonstrative Chart: Ille, Illa, Illud**Q**

Case	Masc Sg	Fem Sg	Neut Sg	Trans. Sg	Masc Pl	Fem Pl	Neut Pl	Trans. Pl
Nom	ille	illa	illud	That	illī	illae	illa	Those
Gen	illius	illius	illius	of that	illōrum	illārum	illōrum	of those
Dat	illī	illī	illī	to-for that	illīs	illīs	illīs	to-for those
Acc	illum	illam	illud	that	illōs	illās	illa	those
Abl	illō	illā	illō	BWF that	illīs	illīs	illīs	BWF those

Special -ius Adjective Endings:**R**

Case	Masc Sg	Fem Sg	Neut Sg	Masc Pl	Fem Pl	Neut Pl
Nom	-us	-a	-um	-ī	-ae	-a
Gen	-ius	-ius	-ius	-ōrum	-ārum	-ōrum
Dat	-ī	-ī	-ī	-īs	-īs	-īs
Acc	-um	-am	-um	-ōs	-ās	-a
Abl	-ō	-ā	-ō	-īs	-īs	-īs

3rd Person Pronoun Chart:

SINGULAR

S

Case	Masculine	Masc Trans	Feminine	Fem Trans	Neuter	Neut Trans
Nominative	is	He	ea	She	id	It
Genitive	eius	his	eius	her	eius	its
Dative	eī	to-for him	eī	to-for her	eī	to-for it
Accusative	eum	him	eam	her	id	it
Ablative	eō	By-With-From him	eā	By-With-From her	eō	By-With-From it

PLURAL

S

Case	Masculine	Feminine	Neuter	Plural Trans
Nominative	eī	eae	ea	They
Genitive	eōrum	eārum	eōrum	their/of them
Dative	eīs	eīs	eīs	to-for them
Accusative	eōs	eās	ea	them
Ablative	eīs	eīs	eīs	by-with-from them

1st Person Singular Pronoun Chart:**T**

Case	Singular	Translation
Nom	ego	I
Gen	meī	of me
Dat	mihi	to me
Acc	mē	me
Abl	mē	by-with-from me

1st Person Plural Pronoun Chart:**U**

Case	Plural	Translation
Nom	nōs	We
Gen	nostrum/ nostrī	of us/our
Dat	nōbīs	to us
Acc	nōs	us
Abl	nōbīs	by-with-from us

2nd Person Singular Pronoun **V**

Case	Singular	Translation
Nom	tū	You
Gen	tuī	of you
Dat	tibi	to you
Acc	tē	you
Abl	tē	by-with-from you

2nd Person Plural Pronoun: **W**

Case	Singular	Translation
Nom	vōs	You all
Gen	vestrum/ vestrī	of you all
Dat	vōbīs	to-for you all
Acc	vōs	you all
Abl	vōbīs	by-with-from you all

Perfect Tense (All Conj.) **X**

Magic Words: have, has, + Past Participle (-ed)

Ex. I have verbed, HSI has verbed

Person	Singular	Plural
1 st	-ī	-imus
2 nd	-istī	-istis
3 rd	-it	-ērunt

Future Perfect Tense (All Conj.) **Y**

Magic Words: will have + Past Participle (-ed)

Ex. I will have verbed, HSI will have verbed

Person	Singular	Plural
1 st	--erō	-erimus
2 nd	-eris	-eritis
3 rd	-erit	-erint

Pluperfect Tense (All Conj.) **Z**

Magic Words: had + Past Participle (-ed)

Ex. I had verbed, HSI had verbed

Person	Singular	Plural
1 st	-eram	-erāmus
2 nd	-erās	-erātis
3 rd	-erat	-erant

3rd Declension I-Stem Masculine/Feminine **Alpha**

Case	Singular	Plural
Nominative	Word	-ēs
Genitive	-is	-īum
Dative	-ī	-ibus
Accusative	-em	-ēs
Ablative	-e	-ibus
Vocative	Word	-ēs

3rd Declension I-Stem Neuter:

Bravo

Case	Singular	Plural
Nominative	Word	-ia
Genitive	-is	-ium
Dative	-ī	-ibus
Accusative	-em	-ia
Ablative	-ī	-ibus
Vocative	Word	-ia

3rd Declension ADJECTIVES MFN:

Charlie

Case	Singular	Plural
Nominative	Word	-ēs/-ia
Genitive	-is	-ium
Dative	-ī	-ibus
Accusative	-em/Word(N)	-ēs/-ia
Ablative	-ī	-ibus
Vocative	Word	-ēs/-ia

Unus, Una, Unum (SINGULAR ONLY):

Delta

Trēs, Tria (PLURAL ONLY):

Echo

Case	Masculine	Feminine	Neuter	Translation	Masc/Fem	Neuter	Transl.
Nom	ūnus	ūna	ūnum	One	trēs	tria	Three
Gen	ūnius	ūnius	ūnius	of one	trium	trium	of three
Dat	ūnī	ūnī	ūnī	to-for one	tribus	tribus	to-for three
Acc	ūnum	ūnam	ūnum	one	trēs	tria	three
Abl	ūnō	ūnā	ūnō	by-with-from one	tribus	tribus	by-with-from three

Duo, Duae, Duo (PLURAL ONLY):

Foxtrot

Mille, Milia:

Golf

Case	Masculine	Feminine	Neuter	Translation	MFN Sg Adjective	Trans	Neuter Pl Noun	Trans
Nom	duo	duae	duo	Two	mille	a thousand	milia	thousands
Gen	duōrum	duārum	duōrum	of two	mille	of a thousand	miliūm	of thousands
Dat	duōbus	duābus	duōbus	to-for two	mille	to-for a thousand	milibus	to-for thousands
Acc	duōs	duās	duo	two	mille	a thousand	milia	thousands
Abl	duōbus	duābus	duōbus	by-with-from two	mille	by-with-from a thousand	milibus	by-with-from thousands

The Relative Pronoun:**Hotel**

*Remember that the translation will be the same in the singular and the plural. The only difference is if the ANTECEDENT is a person or a thing.

SINGULAR

Case	Masc Sg	Fem Sg	Neut Sg	Trans. (Person)
Nom	quī	quae	quod	Who
Gen	cuius	cuius	cuius	whose
Dat	cui	cui	cui	to-for whom
Acc	quem	quam	quod	whom
Abl	quō	quā	quō	by-with-from whom

PLURAL

Case	Masc Sg	Fem Sg	Neut Sg	Trans. (Thing)
Nom	quī	quae	quae	Which
Gen	quōrum	quārum	quōrum	of which
Dat	quibus	quibus	quibus	to-for which
Acc	quōs	quās	quae	which
Abl	quibus	quibus	quibus	by-with-from which

Present PASSIVE (1st/2nd Conj):**India**

Magic Words: am, is, are + Past Participle (-ed)

Ex. I am verbed, You are verbed, HSI is verbed

Person	Singular	Plural
1 st	-r	-mur
2 nd	-ris	-minī
3 rd	-tur	-ntur

Imperfect PASSIVE (1st/2nd Conj):**Juliet**

Magic Words: was, were + Past Participle (-ed)

Ex. I was verbed, you were verbed

Person	Singular	Plural
1 st	-bar	-bāmur
2 nd	-bāris	-bāminī
3 rd	-bātur	-bantur

Perfect Passive (All Conj.)

Kilo

Magic Words: have/has been + Past Participle

Ex. I have been verbed, She has been verbed

Person	Singular	Plural
1 st	4 th P.P + sum	4 th P.P + sumus
2 nd	4 th P.P + es	4 th P.P + estis
3 rd	4 th P.P + est	4 th P.P + sunt

Pluperfect Passive (All Conj.)

Lima

Magic Words: had been + Past Participle

Ex. I had been verbed, They had been verbed

Person	Singular	Plural
1 st	4 th P.P + eram	4 th P.P + erāmus
2 nd	4 th P.P + erās	4 th P.P + erātis
3 rd	4 th P.P + erat	4 th P.P + erant

Future Perfect Passive (All Conj.)

Mike

Magic Words: will have been + Past Participle

Ex. I will have been verbed, It will have been verbed

Person	Singular	Plural
1 st	4 th P.P + erō	4 th P.P + erimus
2 nd	4 th P.P + eris	4 th P.P + eritis
3 rd	4 th P.P + erit	4 th P.P + erunt

The Interrogative Pronoun:

November

Remember that the translation will be the same in the singular and the plural. The only difference is if the ANTECEDENT is a person or a thing.

SINGULAR

Case	Masc/Fem Sg	Neut Sg	Trans. (Person)
Nom	<i>quis</i>	<i>quid</i>	Who?
Gen	<i>cuius</i>	<i>cuius</i>	whose?
Dat	<i>cui</i>	<i>cui</i>	to-for whom?
Acc	<i>quem</i>	<i>quid</i>	whom?
Abl	<i>quō</i>	<i>quō</i>	by-with-from whom?

PLURAL (exactly the same as the Relative Pronoun)

November

Case	Masc Sg	Fem Sg	Neut Sg	Trans. (Thing)
Nom	quī	quae	quae	Which?
Gen	quōrum	quārum	quōrum	of which?
Dat	quibus	quibus	quibus	to-for which?
Acc	quōs	quās	quae	which?
Abl	quibus	quibus	quibus	by-with-from which?

Ablative Chart (Up through CH 22):

Oscar

Ablative Construction	Preposition(s)	Translation(s)
Obj. of Prepositions	SID SPACE	under, in, without, etc.
Means	NONE	by
Manner	cum; NONE	with
Accompaniment	cum	with
with Cardinal Numerals	ex/de	of
Time When or Within Which	NONE	at, on in, within
Agent	ā/ab	by
Place from Which	ā,/ab/de/ex	FROM; away from, down from, out of
Separation	NONE; ā,/ab/de/ex	FROM; away from, down from,; none
Place Where	in/sub	in, on; under

2L Latin Distance Learning Week 1: Grammar Companion

Part 1: Verbs

The key to conjugating any noun is finding the STEM then adding the ENDING. For a verb of *any* conjugation in the PERFECT system (Perfect, Pluperfect, and Future Perfect), the stem is found by chopping off the **-ī** from the **THIRD** Principle Part.

Ex. dūcō, ducere, dūxī, ductum (to lead) → dūcō, ducere, **dūxī**, ductum (to lead) → dūx | ī

Stem = dūx

Then, add the endings depending on which tense is requested.

Perfect Tense

Magic Word(s):

have, has, did

-ī	-imus
-istī	-istis
-it	-erunt

Pluperfect Tense:

Magic Word(s):

had

-eram	-eramus
-eras	-eratis
-erat	-erant

Future Perfect Tense:

Magic Word(s):

will have

-ero	-erimus
-eris	-eritis
-erit	-erint

If the requested tense was PERFECT, then your forms would look like:

dūxī	dūx imus
dūxistī	dūxist is
dūxit	dūxer unt

Translate in three steps:

- (1) Give the appropriate personal pronoun according to the corresponding person and number

Person	Singular	Plural
1 st	I	We
2 nd	You	You all
3 rd	He, She, or It	They

- (2) Add the appropriate magic word for each tense, as seen above

- (3) Add the *past participle* form of the English translation of the verb. Usually, all you do is add **-ed** to the end of the verb.

Ex. love → loved | praise → praised | lead → led (not leaded) | teach → taught (not teached)

As a result, you could translate a word like **dūximus** as “We have led”

2L Latin Distance Learning Week 1

Part 1: Verbs

Directions: *Conjugate then translate neglegō, neglegere, neglēxī, neglectum (to neglect, disregard) in the PLUPERFECT tense.*

Person	Singular	Translation
1 st		
2 nd		
3 rd		
Person	Plural	Translation
1 st		
2 nd		
3 rd		

Part 1: Vocab

cōpia	_____	poena	_____
terra	_____	laus	_____
ego	_____	auris	_____
senectūs	_____	cīvitās	_____
remedium	_____	medicus	_____

UNIT 1

Guide to Critical Thinking

Purpose of this Unit

This Guide is meant to help you improve your critical thinking skills. Critical thinking, as used in this book, means evaluating or judging arguments. The critical thinker asks, "Why should I believe this?" or "How do I know this is true?" Just as importantly, critical thinking means constructing good arguments. Here, the critical thinker asks, "Why do I believe this?" and "Do I have a logical, well-supported case to back up my claims?"

~~As mentioned in the Introduction to this text,~~ you are going to be confronted in this book with opposing viewpoints. You will have to decide for yourself which are stronger and which are weaker. This Guide will help you with the critical thinking skills necessary to judge the viewpoints presented and to express your own verbal and written views on topics.

Historians use critical thinking skills constantly in evaluating the reliability of documents, in selecting what is important, and in determining the underlying causes for events. But critical thinking is useful in everyday life as well. It is called for in such situations as buying a car, watching the news, voting, or deciding on a job or career. Improved skills in this area will help you make better judgments more often.

You can get an overall picture of critical thinking by reading through this Guide. You will find it most useful, however, when you need to use a particular skill in a particular lesson. For example, the section on evaluating **Generalizations** will be useful in Lesson 9, which asks several questions on recognizing and drawing good generalizations.

When Is an Argument Not a Fight?

An *argument* or interpretation, as used in this Guide, refers to presenting a conclusion and defending it with reasons that logically lead to the conclusion. You will have to decide for yourself how strong each argument is. A case is a set of arguments. The strength of a case may be judged by examining individual arguments. Arguments or interpretations may include any or all of the following components.

- Assertions • Evidence • Reasoning •
- Assumptions • Values •

Keep the importance of words in mind as you look through the following pages. Words are the keys to arguments. Signal words like "but," "however," and "on the other hand" indicate a change of direction in an argument. Words will serve as your clues in identifying parts of an argument and, once the argument

has been identified, they will serve as your keys in analyzing the strength of that argument.

Once you recognize an argument, you will want to analyze it. You will break it down into its respective parts and evaluate the elements against certain standards of excellence in reasoning and evidence. You will examine the assumptions to see if they are warranted. You will consider how the author's values shape the evidence and reasoning presented.

Assertions

An assertion is a statement, conclusion, main point, or claim concerning an issue, person, or idea. It can be the conclusion of a very short argument, or it can be the main point (thesis) of an argument of perhaps two or more paragraphs.

For example, consider the short argument, "Bob is very responsible, so I'm sure he'll show up." The conclusion (assertion) in the argument is the phrase "...so I'm sure he'll show up." (The part of the argument that isn't the conclusion ["Bob is very responsible,..."] is called the premise. Premises are assumptions or reasons offered to support a conclusion. See the section on **Assumptions**, pages 15-16.)

IDENTIFYING ASSERTIONS

Words that often cue an assertion or conclusion include "therefore," "then," "so," and "thus." You can also identify an assertion by asking yourself, "What is the author trying to prove? Of what is the author trying to convince me?"

EVALUATING ASSERTIONS

Two important questions to ask to evaluate the overall assertion of an argument are:

- Is the assertion supported by good reasons (supporting arguments)?
- Are the reasons supported by evidence?

Evidence

Evidence consists of the information a person uses to support assertions. It is the data, information, and knowledge which a historian, social scientist, or any communicator uses to support an argument; it is not the argument or interpretation itself.

There are many sources of evidence. Some of the more common sources include statements by witnesses or other people, written documents, objects, photographs, and video recordings. Lack of sources for evidence seriously weakens an argument. That is why many historical works include footnotes to cite sources; that is also why you should cite sources in essays you write.

For example, historians studying a Civil War battle could gather written accounts of the battle from sources such as diaries, battle reports, and letters. They could examine objects that had been found on the battlefield and photographs taken at the time of the battle. They also might use accounts by other historians, but these would be weaker sources because they are not eyewitness

IDENTIFYING EVIDENCE

accounts (see primary sources below).

To help locate evidence in an argument, look for endnotes, quotation marks, or such words as “according to,” “so-and-so said,” or “such-and-such shows.”

The initial questions to be asked when evaluating any evidence offered in support of an argument should be:

- Is there a source given for this information?
- If so, what is it?

EVALUATING EVIDENCE

Only when you know the sources of evidence can you judge how reliable the evidence actually is. Frequently, you can use the following evaluation method when considering evidence and its sources. This can be shortened to **PROP**; remember that good sources will “prop up” evidence.

P Is it a primary (eyewitness) or secondary (not an eyewitness) source?

Primary sources are invariably more desirable. To reach valid conclusions, you need to realize the importance of primary sources and gather as many as possible to use as evidence in an argument. You should depend on secondary sources, like encyclopedias or history texts, only when primary sources are unavailable.

R If the source is a person, does he or she have any reason to distrust the evidence?

Would those giving the statement, writing the document, recording the audio (or video), or identifying the object benefit if the truth were distorted, covered up, falsified, sensationalized, or manipulated? Witnesses with no reason to distort the evidence are more desirable than those who might benefit from a particular presentation of the evidence.

O Are there other witnesses statements, recordings, or evidence which report the same data, information, or knowledge?

Having other evidence verify the initial evidence strengthens the argument.

P Is it a public or private statement?

If the person making the statement of evidence knew or intended that other people should hear it, then it is a public statement. A private statement may be judged more accurate because it was probably said in confidence and is, therefore, more likely to reflect the speaker's true feelings or observations.

These four factors (PROP) will be enough to evaluate most

evidence you encounter. Additional factors that are sometimes considered regarding evidence include:

Witnesses

- What are the frames of reference (points of view) of the witnesses? What are their values? What are their backgrounds?
- Are the witnesses expert (recognized authorities) on what they saw?
- Did the witnesses believe their statements could be checked? (If I believe you can check my story with other witnesses, I am more likely to tell the truth.)
- Was what the witnesses said an observation (“Maria smiled”) or an inference (“Maria was happy”)? Inferences are judgments that can reveal much about the witnesses’ points of view or motives (reasons) for making statements.

Observation
Conditions

- Were physical conditions conducive to witnessing the event? (Was it foggy? Noisy? Dark?)
- What were the physical locations of the witnesses in relation to the event? Were they close to the action? Was there anything blocking their view?

Witnesses’
Statement or
Document

- Is the document authentic or a forgery?
- What is the reputation of the source containing the document?
- How soon after the event was the statement made?
- Did the witnesses use precise techniques or tools to report or record the event? For example, did they take notes or use reference points?

Reasoning

Just as evidence can be judged for its reliability, so reasoning can be evaluated for its logic.

Reasoning is the logical process through which a person reaches conclusions. For example, you notice that the car is in the driveway (evidence) so you reason that your mother is home (conclusion). Five kinds of reasoning are frequently used in historical interpretations:

- cause-and-effect
- comparison
- generalization
- proof (by evidence, example, or authority)
- debating (eliminating alternatives)

These types of reasoning, along with questions to help evaluate them and fallacies (errors in reasoning) for each, are explained on the next page.

Reasoning by Cause and Effect

This type of reasoning is used when someone argues that something caused, brought about, or will result in something else. For example, Laura's motorcycle will not start (effect), so she decides it must be out of gas (proposed cause).

Causation is very complex—so complex that some historians feel that they do not really understand the causes of an event even after years of study. Other historians do not even use the word cause; instead they talk about change. Please keep a sense of humility when you study causation. When you finish your course, you are not going to know all the causes of complex events. Rather, you are going to know a little bit more about how to sort out causes.

Historians believe in multiple causation, that is, that every event has several or many causes. This belief does not, however, relieve us of the responsibility of trying to figure out which are the most important causes. Indeed, one of the most frequent sources of debate among historians stems from disagreements over the main causes of events.

IDENTIFYING CAUSE-AND-EFFECT REASONING

One way to identify cause-and-effect reasoning is to watch for such cue words as “caused,” “led to,” “forced,” “because,” “brought about,” “resulted in,” or “reason for.” You can also identify it by asking, “Is the author arguing that one thing resulted from another?”

EVALUATING CAUSE-AND-EFFECT REASONING

Several important questions may be used to evaluate the strength of a causal explanation.

REMARKS

- Is there a **reasonable connection** between the cause and the effect? Does the arguer state the connection?
In the motorcycle example, for instance, there is a reasonable connection between the motorcycle being out of gas and not starting. Lack of gasoline would cause a motorcycle not to start.
- Might there be **other possible causes** for this effect? Has the arguer eliminated these as possible causes?
There are also, however, other possible causes for a motorcycle failing to start. Maybe the starter isn't working. Other possible causes have not been eliminated.
- Might there be **important previous causes** that led to the proposed cause?
In some cases a previous cause might be more important than the proposed cause; e.g., a leak in the gasoline tank might cause a motorcycle to be out of gasoline. In this case simply putting gasoline in the tank will not make the engine run again.

3/21
7th Hour
5

Cause-and-Effect Fallacies

Single Cause

Any conclusion that a historical event had but one cause commits the single-cause fallacy. For example, the statements “Eloise married Jon because he’s handsome” and “Antiwar protests caused the United States to pull out of the Vietnam War” both make use of the single-cause fallacy.

In both cases there are likely to be other factors, or causes, involved. The fallacy can be avoided by carefully investigating and explaining the complexity of causes. Be careful, however. Historians may sometimes assert that something “caused” an event when they really mean it was the main, not the only, cause.

Preceding event as cause

A Latin phrase (*Post hoc, ergo propter hoc*), meaning “after this, therefore because of this,” is the technical name of a fallacy that occurs when someone assumes that because event B happened after event A, A caused B. “I washed my car, so naturally it rained” and “Since the Depression followed the stock market crash of 1929, the stock market crash must have caused it” are both examples of this fallacy. To avoid the error, the author of the argument must explain how A caused B.

8th hour
3/21

Correlation as cause

This fallacy occurs when a conclusion is reached that because A and B occurred at the same time or occur regularly at the same time (the correlation), then one caused the other.

Some correlations, such as cigarette smoking and increased incidence of heart disease, are very strong. Others are not as strong. In some correlations where A is argued to cause B, ask yourself if B could instead have caused A. For example, “Students who have fewer absences (A) achieve higher grades in school (B).” In this case, consideration might also be given to the correlation that “Students who achieve higher grades in school (B) have fewer absences (A).”

Again, the fallacy might be avoided by an explanation of how A caused B. Since, however, a connection cannot always be shown, people are frequently forced to rely on correlations. For example, you don’t have to know, mechanically, how a car works to know that turning the ignition should cause it to start.

False scenario

This fallacy uses the argument that if something had happened, then something else would have happened (or if something had not happened, then something else would not have happened). “If you hadn’t told Mother on me, I wouldn’t be in trouble” is an example of false-scenario reasoning. “If we had not built railroads in the late 1800s, the United States would not have had as much economic growth as it did with the railroads” is another.

5/18

Reasoning by Comparison

Alike comparison

Difference comparison

Although some of this kind of predicting can occur when we have a great deal of evidence regarding what might have happened, it is generally much less certain than causal reasoning about what actually did happen. To avoid this fallacy, concern yourself with what actually happened rather than what might have happened.

This type of reasoning, sometimes called "reasoning by analogy," consists of two basic types, both of which involve drawing comparisons between two cases.

The first type of comparison chooses two cases (people, events, objects, etc.) and reasons that since they are alike in some ways, they will be alike in some other way. For example, Joe might reason that Fernandez did all of his homework and got an "A" in geometry, so if Joe does all of his homework he can also get an "A." Joe is reasoning that since the two cases (his and Fernandez's) are similar in terms of homework (doing it all), they will be similar in terms of outcome (an "A").

The second type compares two cases and reasons that since they are different in some respect, something must be true. For example, Juan might reason that his baseball team is better than Cleon's, since Juan's team won more games. Juan is concluding that since the two cases (teams) are different in some respect (one team won more games), it is true that the team that won the most games is a better team.

If Joe and Fernandez are taking the same course (geometry), and have the same mathematical ability and the same teacher, then the conclusion that the outcome would be the same is stronger than it would be if they were different in any or all of these areas. If the two baseball teams played the same opponents and the same number of games, then the conclusion that one team is better (different) than the other is stronger than it would be if they were different in any of these ways.

* Usually, more similarities make a stronger argument. A similarity found in an argument of difference, however, will weaken the argument. If the two baseball teams had the same winning percentage, then the conclusion that one was better (different) than the other would be weakened by this similarity.

As another example of a difference comparison, examine the argument: "The federal budget deficit increased from \$800 billion three years ago to \$912 billion this year. We've got to do something about it before it destroys our economy." What if the federal budget deficit were 4% of the Gross National Product (the measure of goods and services produced in a year)

*Stronger Argument =
more similarities*

*Weaker Argument =
more similarities in
an argument of
difference*

IDENTIFYING
COMPARISON
REASONING

three years ago and 4% this year also? Here, a similarity found between the deficits of the two years being compared weakens the conclusion that the federal budget deficit is getting worse. Thus, differences weaken arguments comparing similarities, and similarities weaken arguments comparing differences.

Cue words can help identify comparisons. Watch for such comparative terms as “like,” “similar to,” “same as,” “greater (or less) than,” “better (or worse) than,” and “increased (or decreased).” Some comparisons, however, are implied rather than stated. For example, someone might say, “Oh, I wouldn’t travel by plane. It’s too dangerous.” You might ask “dangerous compared to what?” If a higher percentage of people are injured or killed using alternate methods of travel (automobiles, trains), then the statement is weakened considerably.

In examining comparisons, ask yourself:

- How are the cases similar; how are they different?

EVALUATING
COMPARISON
REASONING

This skill involves *evaluating comparison arguments*. It is not the same activity as “compare and contrast,” where you are asked to find the similarities and differences between two items; i.e., “Compare and contrast the American and French Revolutions.” In evaluating comparison arguments you, on your own, are to recognize that a comparison argument is being made and, without being told, ask about the similarities and differences of the two cases being compared.

5/20
8-11 by self
~~GOOD~~

**Reasoning by
Generalization**

This kind of reasoning includes both definitional and statistical generalizations. The generalization, “No U.S. senator is under 30 years of age,” is an example of a *definitional generalization*, since by legal definition, a United States senator must be at least 30 years of age.

Statistical generalization is important to evaluating historical arguments. Statistical generalizations argue that what is true for some (part or sample) of a group (such as wars, women, or songs) will be true in roughly the same way for all of the group. For example, Maribeth might argue that since the bite of pizza she took (sample) is cold, the whole pizza (the whole group) is cold.

Statistical generalizations can be further subdivided into two types. *Hard generalizations* are those applied to all (or none) of the members of a group, e.g., the whole cold pizza above, or a statement like “All the apples have fallen off the tree.” A hard generalization is disproved by one counterexample (contrary case). For example, if there is one apple still on the tree, the

generalization is disproved.

Soft generalizations are those applied to most (or few) members of a group, e.g., "Most people remember the Vietnam War." A soft generalization is not disproved by one—or even several—contrary cases, but the generalization is weakened as the contrary cases add up. For example, if someone says that Luis does not remember the Vietnam War, the generalization is not disproved. If, however, that person cites fifty people who do not remember the Vietnam War, the generalization is getting shaky.

The probability that a statistical generalization is correct increases with the size of the sample and the degree to which a sample is representative of the whole group. Your generalization that "Nella is prompt," is more likely to be accurate if she was on time on all twenty occasions when she was supposed to meet you than if she was on time the only time she was supposed to meet you.

Representativeness is even more important than size in generalizations. In the pizza example, the sample is quite small (only one bite from the whole pizza) but very representative—if one part of the pizza is cold, it is highly likely that the whole pizza is cold. Similarly, presidential election polls are small (about 1200 people polled) but usually very accurate, since those sampled are quite representative of the whole electorate. If you think of the whole group of voters as a circle, a presidential election poll might look like Figure 1.

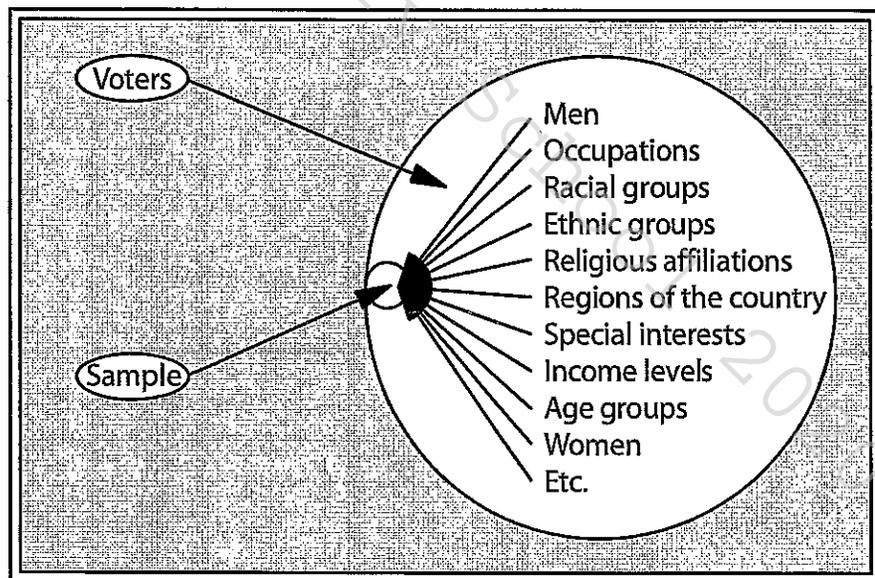


Figure 1. The sample should represent all these groups of voters (and many more) in the same proportion as they make up the whole electorate.

IDENTIFYING
GENERALIZATIONS

EVALUATING
GENERALIZATIONS

You can recognize statistical generalizations by watching for their cue words (“all,” “none,” “some,” “most,” “a majority,” “few”) or plural nouns (“women,” “farmers,” or “people”).

Questions you should ask when evaluating generalizations include the following.

- How large is the sample?
The strength of a statistical generalization is improved by larger sized sampling.
- How representative is the sample?
If you picture the generalization as a little circle and a big circle, as in Figure 1, the question becomes: Does the little circle have all the same subgroups in the same proportion as the big circle?

You should not, however, be concerned only with evaluating generalizations that other people make. You should also be concerned with how far you can legitimately generalize from what you know.

For example, if you learned that slaves on ten large cotton plantations in Maryland in the 1850s were brutally treated, you might generalize that slaves on most large cotton plantations in Maryland at that time were brutally treated. You would be on much shakier ground, however, to generalize that slaves on most plantations were brutally treated at all times. You really have no information about slaves on, say, small Virginia tobacco plantations in the 1720s, so you shouldn’t make such a broad generalization. The warning is, “Do not overgeneralize.”

**Generalization
Fallacies** *Hasty
generalization*

This fallacy consists of a general conclusion based on an inappropriately small or unrepresentative sample. For example, suppose a reporter polls three people in Illinois, all of whom say they support gun control. If the reporter concludes that all (or even most) people in Illinois support gun control, then he or she is making a hasty generalization.

This fallacy includes such oversimplifications as “If it weren’t for bankers, we wouldn’t have wars.” To avoid such fallacies, remember that any group (such as people, wars, or depressions) is quite complex and must be carefully sampled to take those complexities into account.

*Composition and
division
(stereotyping)*

These two related fallacies confuse the characteristics of the group and the characteristics of the individuals within that group. In composition, the characteristics of the individual(s) within the group are ascribed (given) to the whole group. (“She’s a good lawyer, so the law firm she is a member of must be a good firm.”) In division, characteristics that belong to the group as a

whole are assumed to belong to each of the individuals. (“She’s a member of a good law firm, so she must be a good lawyer.”)

These fallacies are commonly referred to as *stereotyping*, which is defined as “applying preconceived ideas to a group or members of a group.” This results in the groups or individuals being judged before we really know them. This act of prejudging is where we derive the word *prejudice*. “You’re Jewish, so you must be well educated” and “Of course he’s a drinker, he’s Irish!” are examples of stereotype statements.

Special pleading

In this fallacy the arguer presents a conclusion based on information favorable to the argument while ignoring unfavorable information. (“Mom, I should be able to go to the dance. I passed my history test and got an ‘A’ in math.” ...omitting the information that I failed science and English.) A good argument avoids this fallacy by including unfavorable information and overcoming it with compelling reasons for accepting the thesis or conclusion.

Reasoning by Proof (Evidence, Example, or Authority)

These types of reasoning concern whether or not the evidence or authority used supports the point being argued. It does not concern the strengths and weakness of the evidence itself (see the **Evidence** section of the Guide). Similarly, the word “proof” as used here does not mean absolute proof—as in mathematics—but rather refers to methods used to support an argument or interpretation.

This is generally a legitimate method of supporting an argument. For example, a doctor might be called to testify in court to support the argument that a claimant had certain injuries (proof by authority). A biologist might explain the results of several investigations (example), cite evidence gathered (evidence), and quote the written opinions of several experts (authority) to support an argument on the effects of toxic waste.

IDENTIFYING PROOF REASONING

Proof reasoning can be identified by cue words such as “for example,” “for instance,” “according to,” “authority,” and “expert.” When evaluating argument by proof, you should look at the answers to several questions:

EVALUATING PROOF
Evidence
Examples
Authority

- Does the evidence prove the point being argued? Does it support the point under consideration?
- Are the examples pertinent to the argument?
- Is this person an expert on this particular topic? What are the qualifications of the authority? Are they presented?
- Do other authorities agree with these conclusions? Are there any authorities who disagree with the conclusion? Are counterarguments acknowledged and/or refuted?

END 

**Fallacies
of Proof**

*Irrelevant
proof*

Arguments which present compelling evidence that does not apply to the argument in question are fallacies of irrelevant proof. For example, “If you flunk me, I’ll lose my scholarship” and “Everyone else does it” are fallacies of irrelevant proof. As a further example, suppose Senator Smith is accused of taking bribes to vote for certain laws and, in his defense, presents a great deal of evidence that shows he is a good family man. This evidence does not concern his actions as a senator and is thus irrelevant to the charges. Good arguments avoid this fallacy by sticking to the issue under question.

*Negative
proof*

This fallacy type presents a conclusion based on the lack or absence of evidence to the contrary. For example, “There is no evidence that Senator Macklem is an honest woman, so it’s obvious she is a crook” or “Since you haven’t proven that there is no Santa Claus, there must be one.” Remember that you must present evidence to **support** your conclusions when you are making a case.

*Prevalent
proof*

Related to the fallacy of negative proof, this fallacy concludes that something must be the case because “everyone knows” it is the case. Such arguments as “Everyone knows she’s a winner” and “Politicians can’t be trusted; everyone knows that” are examples of the prevalent proof fallacy. Remember, in previous times “everyone knew” that the sun revolved around the earth! The critical thinker sometimes asks questions even about things which everyone knows.

Numbers

A conclusion that the argument is right solely because of the great amount of evidence gathered commits the fallacy of numbers. For example, “We checked hundreds of thousands of government records, so our theory must be right.”

Notice that no mention is made of what the “government records” contained—the argument only states that they were “checked.” A great deal of evidence can be amassed to support a slanted perspective or an argument using poor reasoning or faulty assumptions. When constructing arguments, check them not only for strong evidence but also for sound reasoning and assumptions.

*Appeal-
to-authority*

A conclusion that is based only on the statement of an expert commits the appeal-to-authority fallacy. Such arguments conclude, “I’m right because I’m an expert” and lack additional supporting evidence. For example, the argument “It must be true because it says so right here in the book” is based only on the “authority” of the book’s author. Arguments must be judged on the strength of their evidence and their reasoning rather than solely on the authority of their authors.

Appeal to the golden mean

This logical fallacy is committed when the argument is made that the conclusion is right because it is moderate (between the extreme views). If someone argued, "Some people say Adolf Hitler was right in what he did, while others say he was one of the most evil leaders in history." These views are so extreme that a more moderate view must be right. "He must have been an average leader," he or she would be appealing to the golden mean. (Of course, the "extreme" view that Hitler was evil is right in this case.)

This fallacy can be avoided by realizing that there is no reason for an extreme view to be wrong simply because it is extreme. At one time it was considered "extreme" to think that women should vote or that people would fly.

**Reasoning by Debate
(eliminating alternatives)**

Reasoning by debate helps a person see why one interpretation should be believed over other interpretations and puts an interpretation into a context. It is not surprising, therefore, that articles in historical journals frequently begin by a survey of other interpretations of the topic under study and an attempt to refute opposing interpretations.

This type of reasoning advances an argument by referring to and attempting to show the weaknesses of alternative interpretations. This attempt to disprove, called debating, is not only acceptable, but desirable. For example, someone might argue, "Peter thinks Mi-Ling will get the lead role in the play, but he's wrong. Lucetta has a better voice and more acting experience, so she'll get the lead." A historian might argue, "Although the traditional view is that slavery is the main cause of the Civil War, people who hold that view are wrong. Economic problems, especially over the tariff, were the main cause of the bloody war." Both are applying reasoning by debate.

IDENTIFYING DEBATES

Cue words for this type of reasoning include "other people believe," "the traditional view is," "other views are wrong because," "older interpretations," and "other viewpoints are."

EVALUATING DEBATES

To help evaluate debate reasoning, ask questions like the following.

- Have all reasonable alternatives been considered? Have they all been eliminated as possibilities?
- Does this author attack the other views in a fair way?
- What might the authors of the other views say in response to this argument?

In eliminating possible alternatives, the author must be careful to attack the argument rather than the arguer, to present reasoned evidence against the argument, and to fairly

**Fallacies
of Debate** *Either-or*

interpret the alternative argument under consideration. This form of questioning can also be helpful when there is a lack of information.

This fallacy presents a conclusion that since A and B were the only possible explanations—and since A was not possible, B is proven to be the explanation. For example, “Only Willis and Cross were around, but Willis was swimming so Cross must have done it.” What if someone else was actually around but no one saw him or her?

Of course, eliminating alternatives can be very important to reasoning a problem through, as Sherlock Holmes demonstrates so well. But one must be careful to ask: Have all alternatives been eliminated? Could it be both alternatives? Don’t let yourself be “boxed in” by this type of reasoning.

*Attacking
the arguer*

(In logical terminology, this is called *ad hominem*—Latin for “to the man.”) This fallacy occurs when statements are directed at the person making the argument rather than at the arguments presented. For example, the statement “No one should listen to what Mrs. Rouge says. She’s a Communist” is an attack on Mrs. Rouge personally rather than on the statement she made.

Sometimes the attack is more subtle, such as a look of disgust, a negative comment (“I don’t believe you just said that”), or sarcastic laughter. Good arguments avoid this fallacy by refuting the argument, not the person.

Straw man

This is the technique of attacking the opponents’ argument by adding to or changing what a person said, then attacking the additions or changes. For example, Johannas says he’s opposed to capital punishment, and Thibedeau replies, “People like you who oppose punishing criminals make me sick.” (Johannas did not say he opposed punishing criminals.) When constructing an argument, remember to be fair and argue against what your opponents said, not your version of what they said.

There are many methods of trying to prove something. The types of reasoning explained above (cause-and-effect; comparisons; generalizations; proof by evidence, example, or authority; and debate) are all methods of proof to be considered when evaluating historical arguments. The next section examines assumptions, which are like reasoning in that they lead to conclusions (assertions). They are different from reasoning, however, in that they are not always consciously argued. Authors frequently do not realize the assumptions they are making.

Assumptions

An assumption is the part of an argument containing the ideas or opinions that the arguer takes for granted. Stated assumptions are not of concern for the purposes of this Guide. When authors say they are assuming something, all you decide is whether you

GENERAL UNSTATED
ASSUMPTIONS

Part of the
argument as a
whole, where certain
over-arching assumptions
are made.

agree with the stated assumption.

Unstated assumptions are more difficult to recognize. There are two types of unstated assumptions: the general, more encompassing type and the specific type.

These assumptions are part of the argument as a whole and, as such, cannot be identified by rewriting particular arguments. In any argument there are an infinite number of such assumptions. For example, if you say you are going to the store to buy a TV, you are making the general assumptions that the store will be there, that you won't die on the way, that they'll have televisions in stock, and so forth. Some assumptions are trivial or unlikely, but others are very important. For example, if the President of the United States says, "We want North Korea to allow American inspectors to check that they really do not have nuclear weapons," he is assuming that the North Koreans cannot be trusted.

If, on the other hand, the President allowed the North Koreans to say they didn't have nuclear weapons without a means of verifying the North Korean statement, he would then be assuming the North Koreans can be trusted. He might or might not be right in either case. The important point is that we should recognize his assumption.

8th
Hour

SPECIFIC UNSTATED
ASSUMPTIONS

General assumptions shape historical interpretations. A historian who assumes that economics drives people's behavior will select economic information and write from that perspective; a historian who assumes that politics, in the form of power and compromise, shapes society will focus on that area in both research and writing.

To understand specific unstated assumptions you need to know something about the form of arguments. As was explained in the section on **Assertions**, arguments are made up of the conclusion and the rest of the argument, which is designed to prove the conclusion. The sentences that comprise the rest of the argument are called premises.

Short arguments take the form of *premise, premise, conclusion*. A well-known example is: "Socrates is a man. All men are mortal. Therefore, Socrates is mortal." In premise, premise, conclusion format, this would be:

Premise: Socrates is a man.

Premise: All men are mortal.

Conclusion: Therefore, Socrates is mortal.

If the above argument "looks funny," it's because people rarely talk this way. In normal speech, we often state the conclusion first: "I should be able to go outside now. My homework is

done.” It is also common to not state one of the premises or the conclusion at all. For example, if we are trying to decide who should pay for the broken vase, you might say, “Well, Joaquin pushed me into it.” Your point (although you did not state it) is that Joaquin should pay.

When you leave out a premise, you are making an assumption. For example, the argument, “We should spend our vacation in the mountains because we need a rest,” can be rewritten this way:

Premise: We need a rest.

Premise: ??

Conclusion: (Therefore) we should spend our vacation in the mountains.

The missing premise is the assumption.

You can figure out what the assumption is by asking, “What has to be true for this conclusion to be true?” In the above case, the missing premise (assumption) is: “The mountains are a good place to rest.”

When you have identified an assumption, evaluate it by asking if the assumption is correct. Assumptions are frequently related to the beliefs and values of the author, as explained in the next section.

Values are conditions that the person making an argument believes are important, worthwhile, or intrinsically good for themselves, their family, their country, and their world. Money, success, friendship, love, health, peace, power, freedom, and equality are examples of things people may value.

It is often important to discover the underlying values of the author of an argument, since assumptions made by an author are often related to the author’s beliefs and values. This will help you understand why the viewpoint is argued the way it is, and in cases where your values may be different from the author’s values, it will help you understand why you might disagree with the argument. For example, if you believe that peace is more important than demonstrating power, then you are going to disagree with an argument which says that since Country A increased its power by attacking Country B; it was right to attack.

Clues to an author’s value judgments are found in sentences containing words such as “good,” “bad,” “right,” “wrong,” “justified,” “should,” or “should not.” For example, if someone says, “The United States was wrong (value judgment) to drop the atomic bomb on Hiroshima because so many people were killed,” that person is saying that life (value) is more important

IDENTIFYING
ASSUMPTIONS

EVALUATING
ASSUMPTIONS

Values

IDENTIFYING VALUE
STATEMENTS

than the other conditions or values involved (power, peace vs. war, etc.).

To help identify an author's values, ask:

- Who wrote this?
- What beliefs does this person hold?

When you have identified a value judgment in an argument, you can then examine it. For example, consider the argument, "We should have capital punishment because criminals will commit

Evaluating Value Statements

1. *Separate the argument into its factual and value parts*

Factual part:

Capital punishment will make criminals commit fewer crimes. (Notice that this could be investigated by examining statistics on the number of crimes with and without capital punishment.)

Value assumption:

Fewer crimes is good (a desirable outcome).

2. *Rephrase the value statement into general terms.*

Anything (general term) which causes fewer crimes is good (value judgment).

3. *Ask yourself if the value statement is right in all instances*

Is the statement, "Anything which causes fewer crimes is good" true? Can you think of cases in which you might not agree? Substitute some specific situations and see if the statement is still right. For example, "Jailing all people accused of a crime, whether found guilty or not would also cause fewer crimes to be committed. Should we do this?"

fewer crimes if they think they might be executed."

This kind of questioning will help both you and the person who originally made the claim think more fully about the value(s) behind the claim.

Three general questions can be used to test the worthiness of value claims.

- Are you willing to use this value in all situations?
- What would society be like if everyone believed and acted on this value?
- Would you want the value applied to you?

The next page contains two charts you may find helpful for reminding you of methods you can use to analyze the viewpoints presented in this book. As you proceed, refer to this "Guide to Critical Thinking" to help you with the lessons.

A MODEL FOR ANALYZING ARGUMENTS

A model is a way of organizing information. One type of model is an acronym where each letter in the model stands for a word. The model outlined here is **ARMEAR**. Each letter will remind you of a part of arguments to examine.

A Author

R Relevant Information

M Main Point

E Evidence

A Assumptions

R Reasoning

- Who wrote this interpretation and why?
- What are the author's values or beliefs?
- What can you learn about the author?
- What do you know about the topic being argued or topics related to it?
- What is the main point or thesis of the argument?
- What evidence is presented to support the argument?
- How reliable is it?
- What are the sources of the evidence?
- What assumptions does the author make?
- What reasoning is used in the argument? Cause and effect? Comparison? Generalization? Proof? Debate?
- How strong is the reasoning?

FIVE MAIN PARTS OF AN ARGUMENT

Assertion, main point, or thesis
Evidence

Reasoning

Assumptions
Values

- What is the author trying to prove?
- Is the source given for information?
- How strong is it? Primary? Reason to distort? Other evidence to verify? Public or private? (**PROP**).
- Cause-and-Effect — Is the connection shown? Are there other possible causes? Is there an important cause previous to the one proposed?
- Comparisons — How are the two cases different and how are they similar?
- Generalizations — How large and representative is the sample?
- Proof — Does the evidence support the point being made? How many examples are given? Is this authority an expert on this topic?
- Debate — Does the author attack other views in a fair way? Have all possible alternatives been eliminated?
- What must be true if the thesis is true (acceptable)?
- Do I agree with these values?
- Is this value position right in all instances?

Argument/Syllogism
Proper: state two premises, then conclusion should follow (follows all 7 rules) Common: state the conclusion first, often skips a premise and only states one

Argument Analysis	5 Main Parts of an Argument
Author	1) Assertion/thesis
Relevant info	2) Evidence
Main point	3) Reasoning
Evidence	4) Assumptions
Assumptions	5) Values
Reasoning	

Term	Definition
Argument	Presenting a conclusion and defending it with reasons
Case	A set of arguments
Assertion	Statement, conclusion, main point, or claim concerning an issue, person, or idea
Evidence	The information a person uses to support assertions

Types of Reasoning

Cause and Effect

What: X makes Y happen

Cue words: caused, lead to, forced, because, brought on, resulted in, reason for

Evaluate:

- Reasonable connection?
- Other possible causes?
- Important previous causes?

Fallacies:

- Single Cause
- Preceding event as a cause
- Correlation as a cause
- False scenario

Comparison

What: draws comparisons between two cases

Two kinds:

- 1) Alike comparison: something alike in some ways must be alike in other ways
- 2) Difference comparison: two cases, have something different, so x must be true

Cue words: like, similar to, same as, greater/less than, better/worse than, increased/decreased

Generalization

What: generalizing

Two kinds:

- 1) Definitional: no/yes ____ is ____
- 2) Statistical: what is true for some of the group is true for all of the group
 - a. Hard generalizations (universal)
 - b. Soft generalizations (particular)

Cue words: all, none, some, most, a few, a majority, or plural nouns

Evaluate:

- How large is sample?
- How representative is sample? (Variety, or all the same group?)

Fallacies:

- Hasty generalization
- Composition and division (stereotyping)
- Special Pleading

By Proof

What: statement is made and evidence that supports it is given

Evaluate:

- Evidence proves the point being argued?
- Examples pertinent to the argument?
- Is the person an expert on the topic?
- Do other authorities agree with the conclusion?

Fallacies:

- Irrelevant proof
- Negative proof (no conclusion from two negative premises)
- Prevalent proof
- Numbers
- Appeal to authority
- Appeal to the golden mean

By Debate

What: presents two sides and then proves the other interpretation wrong; puts interpretation into context

Cue words: others believe/say, the traditional view is, other views are wrong because, other interpretations, other viewpoints are

Evaluate:

- Have all reasonable alternatives been considered?
- All possibilities eliminated?
- Author attacking views in a fair way?
- What would attacked authors respond?

Fallacies:

- Either-or
- Attacking arguer (ad hominem)
- Straw man

Assumption

What: ideas/opinions arguer takes for granted

Two kinds:

- 1) Stated
- 2) Unstated (dangerous)

Unstated:

- 1) General
 - a. Part of the whole argument, infinite number
- 2) Specific
 - a. Specific to one premise (which is usually missing)

Ask: what is true for the conclusion to be true?

Evaluate: is the assumption correct?

Values

What: conditions a person making an argument believes are important/worthwhile/good

Cue words: good, bad, right, wrong, justified, should, should not

Arguments Cheat Sheet

Evaluate:

- 1) Separate argument into facts and values
- 2) Rephrase the values into general terms
- 3) Is the value statement right in all circumstances? What if everyone valued this? Would you want the value applied to you?

Name: _____ Hour: _____

Logic—Guide to Thinking

Day 1: Pg. 1-2

- 1) What is the definition of logic?
- 2) Signal words indicate when an argument is coming. Give three examples of signal words (remember, we learned some in our other logic book when talking about syllogisms)
- 3) For the sake of our learning, an argument and a syllogism are the same thing. How is an argument different from a syllogism? Give two examples.
- 4) Write a syllogism that follows the rules you have learned so far. Draw the line for the conclusion, and label the major, minor, and middle terms.

			SOL Physical Education Exercise Guide			
1. Warm-Up 5-10 minutes. Choose between running, jogging or walking.	1. Warm-Up 5-10 minutes. Choose between running, jogging or walking.	1. Warm-Up 5-10 minutes. Choose between running, jogging or walking.	1. Warm-Up 5-10 minutes. Choose between running, jogging or walking.	1. Warm-Up 5-10 minutes. Choose between running, jogging or walking.	1. Warm-Up 5-10 minutes. Choose between running, jogging or walking.	1. Warm-Up 5-10 minutes. Choose between running, jogging or walking.
2. Stretch for 10 minutes. Use our SOL stretch routine. Include planks, push-ups and sit-ups if you want to challenge yourself.	2. Stretch for 10 minutes. Use our SOL stretch routine. Include planks, push-ups and sit-ups if you want to challenge yourself.	2. Stretch for 10 minutes. Use our SOL stretch routine. Include planks, push-ups and sit-ups if you want to challenge yourself.	2. Stretch for 10 minutes. Use our SOL stretch routine. Include planks, push-ups and sit-ups if you want to challenge yourself.	2. Stretch for 10 minutes. Use our SOL stretch routine. Include planks, push-ups and sit-ups if you want to challenge yourself.	2. Stretch for 10 minutes. Use our SOL stretch routine. Include planks, push-ups and sit-ups if you want to challenge yourself.	2. Stretch for 10 minutes. Use our SOL stretch routine. Include planks, push-ups and sit-ups if you want to challenge yourself.
3. Do 20 minutes of continuous exercise. Play a sport or simply get outside. Exercise in place if needed.	3. Do 20 minutes of continuous exercise. Play a sport or simply get outside. Exercise in place if needed.	3. Do 20 minutes of continuous exercise. Play a sport or simply get outside. Exercise in place if needed.	3. Do 20 minutes of continuous exercise. Play a sport or simply get outside. Exercise in place if needed.	3. Do 20 minutes of continuous exercise. Play a sport or simply get outside. Exercise in place if needed.	3. Do 20 minutes of continuous exercise. Play a sport or simply get outside. Exercise in place if needed.	3. Do 20 minutes of continuous exercise. Play a sport or simply get outside. Exercise in place if needed.
4. Have a parent initial here you completed your workout. _____	4. Have a parent initial here you completed your workout. _____	4. Have a parent initial here you completed your workout. _____	4. Have a parent initial here you completed your workout. _____	4. Have a parent initial here you completed your workout. _____	4. Have a parent initial here you completed your workout. _____	4. Have a parent initial here you completed your workout. _____

All SOL Students,

Complete #1-3 three times a week, or more, and have your parent's initial box #4 when you're finished. Exercise will benefit your body and mind. Keep moving, we hope to see you all soon!

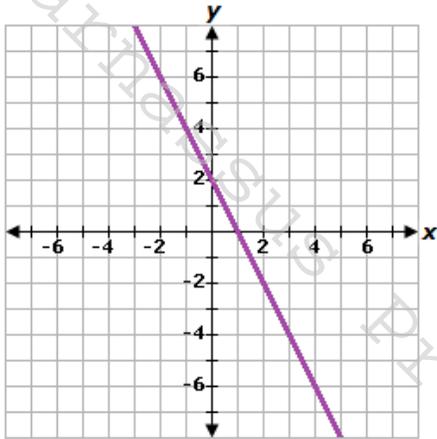
-Magister Mangold and Magister Beck

Tables and Graphs

A table of x - and y -values correlates to a graph when all the points in the table are located on the line shown in the graph.

Example 1:

Which of the following tables matches the graph below?



x	-2	-1	0	1	2
y	-6	-4	2	4	6

A.

x .	-2	-1	0	1	2
y	6	4	2	0	2

B.

x .	-2	-1	0	1	2
y	6	4	2	0	-2

C.

x .	-2	-1	0	1	2
y	6	4	2	-4	-6

D.

Use the graph to find the points on the line. The points $(-2, 6)$, $(-1, 4)$, $(0, 2)$, $(1, 0)$, and $(2, -2)$ are on the graph shown.

The table that contains these points is below.

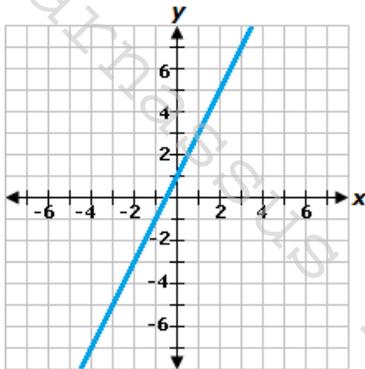
x	-2	-1	0	1	2
-----	----	----	---	---	---

y	6	4	2	0	-2
---	---	---	---	---	----

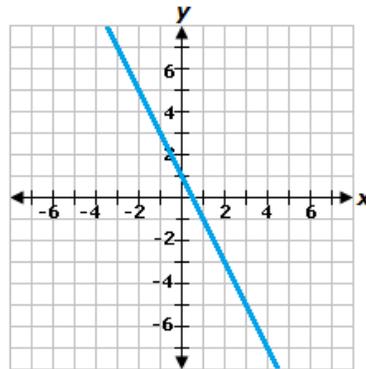
c.

Which of the following graphs matches the table below?

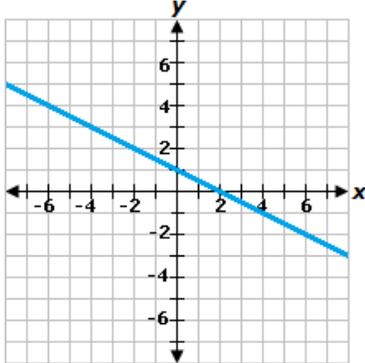
x	-4	-2	0	2	4
y	-1	0	1	2	3



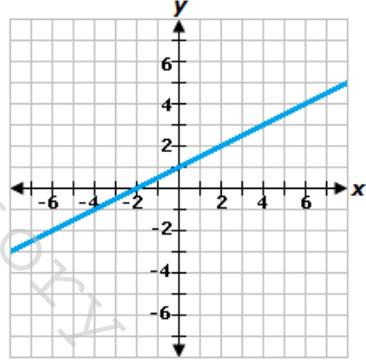
A.



C.



B.

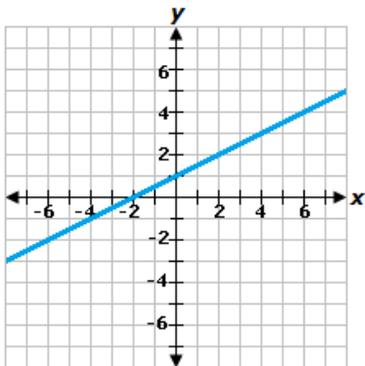


D.

Solution:

Use the table to find the points on the line. The line contains the points $(-4, -1)$, $(-2, 0)$, $(0, 1)$, $(2, 2)$, and $(4, 3)$.

The graph that contains these points is below.



D.

Relationships Between Two Quantities

A function is a mathematical relationship between two values.

A function table displays input and output values of a function.

The output values are determined by the function.

Example

Input (n)	Output
5	11
7	15
12	25
19	?
35	71

Find an expression which can be used to determine the missing number in the table above.

Look at the table and try to determine a pattern.

For each input value, the corresponding output value is determined by multiplying the input value by 2 and then adding 1 to it: $n \times 2 + 1$.

Relationships Between Two Quantities

A number pattern is a sequence of numbers arranged according to a rule or formula.

Example

Write the first five terms of the pattern represented by the expression below, where $n = 1, 2, 3, \dots$

$$2n + 3$$

Solution

Substitute $n = 1, 2, 3, 4,$ and 5 into the expression to find the first five terms of the pattern.

Therefore, the first five terms of the pattern are **5, 7, 9, 11, 13**.

Example

What expression produces the n^{th} term of the sequence?

28, 45, 62, 79, 96, ...

Solution

Consider the pattern as a table of input/output values, where the input value is the term number and the output value is the term value.

Notice the difference between consecutive output values is 17.

Use the fact that the output values are based on multiples of 17 to find the expression for the n^{th} term.

The expression which produces the n^{th} term is $11 + 17 \times n$, or **$11 + 17n$** .

Input (n)	Input \rightarrow Output	Output (term value)
1	$11 + 17 \times 1$	28
2	$11 + 17 \times 2$	45
3	$11 + 17 \times 3$	62
4	$11 + 17 \times 4$	79
5	$11 + 17 \times 5$	96
n	$11 + 17 \times n$	$11 + 17n$

Assignment: Relationships Between Two Quantities

Question 1 .

What number pattern is generated by the following expression when $n = 1, 2, 3, 4, \dots$?

$$4 + \frac{n}{2}$$

- A. $4 \frac{1}{2}, 6, 6 \frac{1}{2}, 8, \dots$
 B. $\frac{1}{2}, 5 \frac{1}{2}, 6 \frac{1}{2}, 7 \frac{1}{2}, \dots$
 C. $4 \frac{1}{2}, 5, 5 \frac{1}{2}, 6, \dots$
 D. $4 \frac{1}{2}, 5 \frac{1}{2}, 6, 6 \frac{1}{2}, \dots$

Question 2 .

Look at the pattern below.

$$3 \frac{1}{4}, 3 \frac{1}{2}, 3 \frac{3}{4}, 4, 4 \frac{1}{4}, \dots$$

Which number sentence can be used to determine the n^{th} number in the pattern?

- A. $n + \frac{1}{2}$
 B. $3 \times n + \frac{1}{4}$
 C. $3 + n \times \frac{1}{2}$
 D. $3 + n \times \frac{1}{4}$

Question 3 .

What number pattern is generated by the following expression when $n = 1, 2, 3, 4, \dots$?

$$4n + 6$$

- A. 10, 15, 19, 23, ...
 B. 10, 20, 30, 40, ...
 C. 4, 8, 12, 16, ...
 D. 10, 14, 18, 22, ...

Question 4 .

INPUT (n)	OUTPUT
4	22
5	28
6	34
7	

8	46
9	52

Which expression could be used to figure out what number goes in the empty box above?

- A. $n \times 6 - 2$
 B. $n \times 5$
 C. $n \times 7 - 6$
 D. $26 - n$

Question 5 .

What number pattern is generated by the following equation when $n = 1, 2, 3, 4, \dots$?

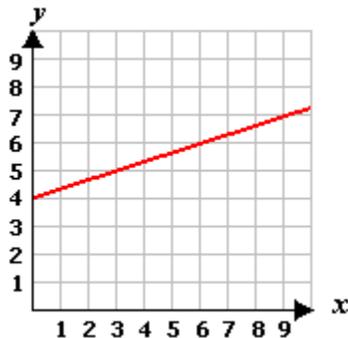
$$2n + \frac{n}{4} + 1$$

- A. $3 \frac{1}{4}, 5 \frac{1}{2}, 7 \frac{3}{4}, 10, \dots$
 B. $3 \frac{1}{4}, 6, 8 \frac{1}{4}, 11, \dots$
 C. $3 \frac{1}{4}, 5 \frac{3}{4}, 8, 10 \frac{1}{4}, \dots$
 D. $3 \frac{1}{4}, 5 \frac{1}{2}, 7 \frac{1}{4}, 9, \dots$
 E. $2 \frac{1}{4}, 4 \frac{1}{2}, 6 \frac{3}{4}, 9, \dots$

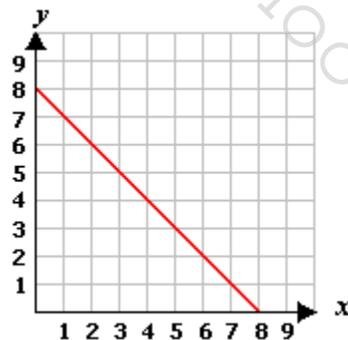
Question 6 .

Which of the following graphs matches the table below?

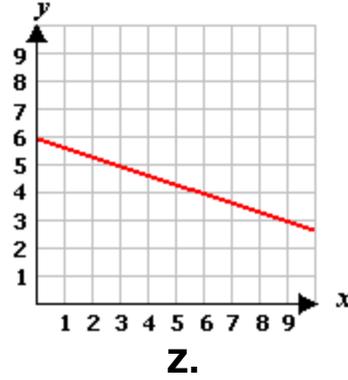
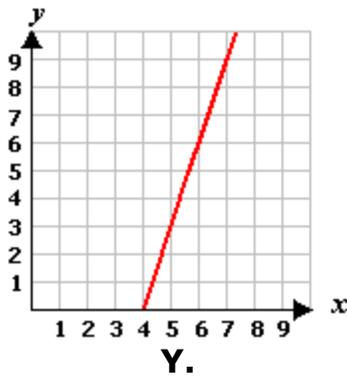
x	3	6	9
y	5	4	3



W.



X.

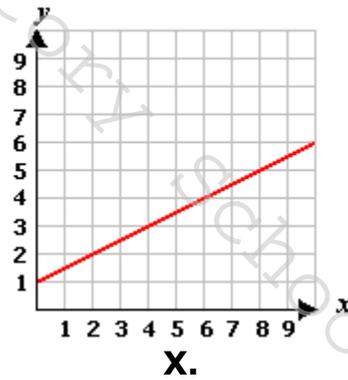
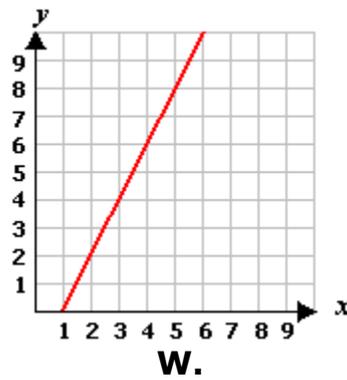


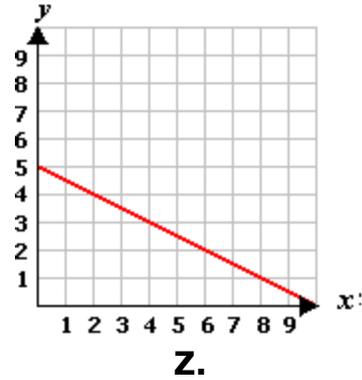
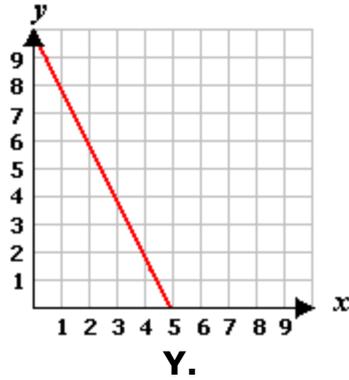
- A. Y
- B. Z
- C. W
- D. X

Question 7 .

Which of the following graphs matches the table below?

x	4	6	8
y	3	2	1





- A. W
 B. X
 C. Z
 D. Y

Question 8 .

INPUT (n)	OUTPUT
1	6
4	21
7	36
10	
13	66
16	81

Which expression could be used to figure out what number goes in the empty box above?

- A. $n \times 5 + 1$
 B. $n \times 4 + 2$
 C. $n \times 4 + 17$
 D. $n + 5$

Question 9 .

The first five terms of a sequence are given below.

7, 11, 15, 19, 23, ...

Determine which of the following formulas gives the n^{th} term of this sequence.

- A. $a_n = 3n + 3$
- B. $a_n = 2(n - 1) + 3$
- C. $a_n = 2n + 3 - 1$
- D. $a_n = 4n + 3$

Question 10 .

Look at the pattern below.

5, 10, 15, 20, ...

Which number sentence can be used to determine the n^{th} number in the pattern?

- A. $5 \times n$
- B. $n - 5$
- C. $n + 5$
- D. $\frac{1}{5} \times n$

Directions:

- 1) Read the story
- 2) Answer the questions
 - Write in complete sentences
 - 3 sentences *minimum* for each question
 - Use cursive. Write clearly.

“Ransom of the Red Chief”

1) This story has a very different ending than the kidnappers planned for! When was the first moment while reading that you realized this story would end strangely? What tipped you off?

2) Tone is the feeling or attitude of the story. What is the tone of this story? How do you know?

Motion ▪ *Guided Reading and Study*

See your science packet for the Describing and Measuring Motion Reading

Describing and Measuring Motion

This section explains how to recognize when an object is in motion and how to determine how fast it is moving.

Describing Motion

1. An object is in _____ when its distance from another object is changing.
2. What is a reference point?

3. An object is in motion if it changes position relative to a(n) _____.
4. Complete the table about SI.

SI	
Question	Answer
What is its whole name?	
What is its basic unit of length?	
What does the prefix <i>milli-</i> mean?	

5. How many centimeters are there in a meter? _____
6. How many meters are there in a kilometer? _____

Calculating Speed

7. What is the formula used to calculate the speed of an object?

8. How would you find the average speed of a cyclist throughout an entire race?

Describing Velocity

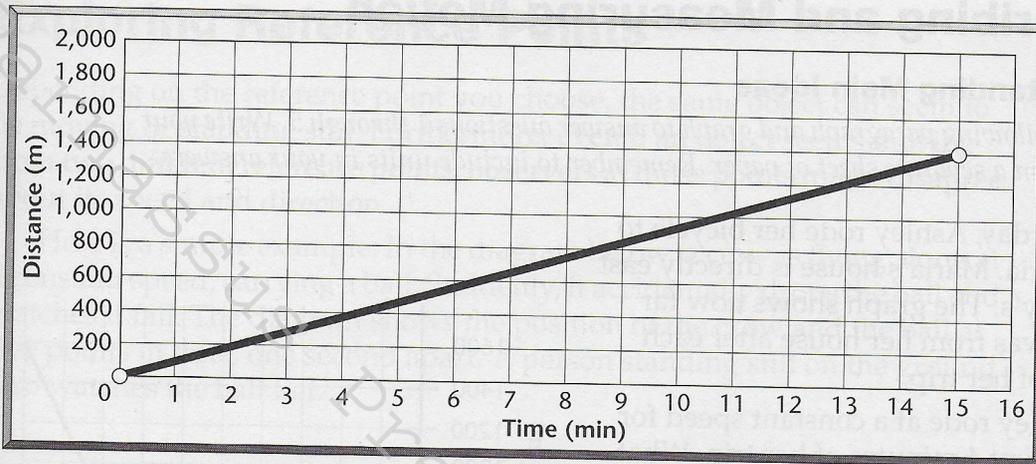
9. Speed in a given direction is called _____.
10. An approaching storm is moving at 15 km/hr. What do you need to know to determine its velocity?

Motion ▪ *Guided Reading and Study*

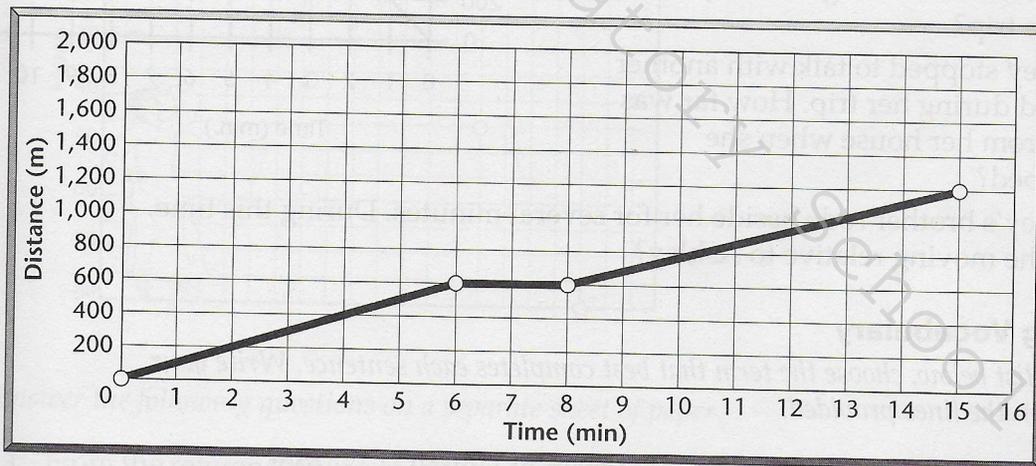
Describing and Measuring Motion *(continued)*

Graphing Motion

11. The slant of a line on a graph is called its _____.
12. Is the following sentence true or false? The steepness of a motion graph's slope depends on how quickly or slowly the object is moving.
- _____



13. The motion graph above graphs the motion of a jogger on a run one day. How far did the jogger run in 15 minutes? _____



14. The motion graph above also shows the motion of a jogger on a run one day. The line is divided into segments. The middle segment is horizontal. What does that tell you about the jogger's progress between minute 6 and minute 8?

Here is a chart of the present tense verb endings. Keep this somewhere safe for reference.

	<u>AR</u>	<u>IR</u>	<u>ER</u>
YO	-O	-O	-O
TÚ	-AS	-ES	-ES
ÉL ELLA USTED	-A	-E	-E
NOSOTROS NOSOTRAS	-AMOS	-IMOS	-EMOS
VOSOTROS VOSOTRAS	-ÁIS	-ÍS	-ÉIS
ELLOS ELLAS USTEDES	-AN	-EN	-EN

1. Translate the following into English:

USE THE VOCAB BOX AT THE BOTTOM ON THE PAGE FOR HELP!

EX. cantar

cantamos - we sing

1. cantar

canta - _____

2. practicar

practico - _____

3. comprender

comprendemos - _____

4. vivir

vives - _____

5. estudiar

estudias - _____

6. beber

bebemos - _____

7. trabajar

trabajan - _____

8. salir

sales - _____

9. comer

como - _____

10. practicar

practicamos - _____

2. Translate the following into Spanish:

1. comer

We eat - _____

2. practicar

They practice - _____

3. comprender

I understand - _____

4. vivir

John lives - _____

5. estudiar

They study - _____

6. beber

you drink - _____

7. trabajar

We work - _____

8. salir

The girls go out - _____

AR verbs:

cantar - to sing

practicar - to practise

cantar - to sing

trabajar - to work

ER verbs:

comer - to eat

beber - to drink

comprender - to understand

IR verbs:

salir - to go out

vivir - to live

Let me know how you're doing!

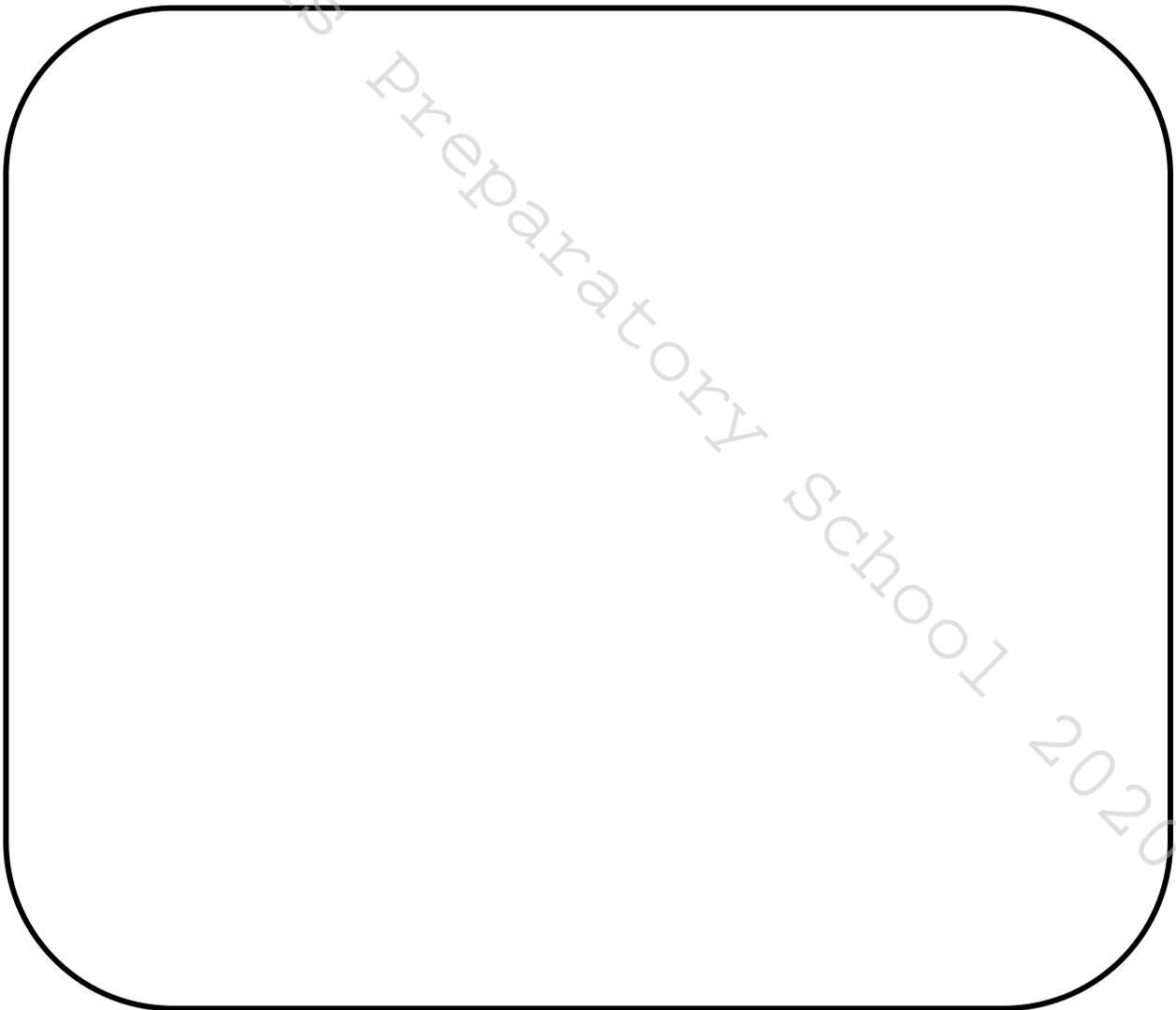
¡La Cuarentena En Una Palabra!

hint: cuarentena = quarantine

(use one word – in Spanish – to describe your quarantine time)

Mi palabra es: _____
(My word is:)

Haz un dibujo de la palabra que eligiste:
(Make a drawing of the word chose)



2L Latin Distance Learning Week 1: Grammar Companion

Part 2: Personal Pronouns

SINGULAR

Case	Masculine	Masc Trans	Feminine	Fem Trans	Neuter	Neut Trans
Nominative	is	He	ea	She	id	It
Genitive	eius	his	eius	her	eius	its
Dative	eī	to-for him	eī	to-for her	eī	to-for it
Accusative	eum	him	eam	her	id	it
Ablative	eō	By-With-From him	eā	By-With-From her	eō	By-With-From it

PLURAL

Case	Masculine	Feminine	Neuter	Plural Trans
Nominative	eī	eae	ea	They
Genitive	eōrum	eārum	eōrum	their/of them
Dative	eīs	eīs	eīs	to-for them
Accusative	eōs	eās	ea	them
Ablative	eīs	eīs	eīs	by-with-from them

2L Latin Distance Learning Week 1

Part 2: Pronouns

Directions: *Going first by memory, then using the attached key, complete the following chart to decline then translate the 3rd Person Pronouns (is, ea, id → he, she, it).*

SINGULAR:

Case	Masculine	Masc Trans	Feminine	Fem Trans	Neuter	Neut Trans
Nominative	is	He	ea	She	id	it
Genitive						
Dative						
Accusative						
Ablative						

PLURAL

Case	Masculine	Feminine	Neuter	Plural Trans
Nominative	eī	ae	ea	They
Genitive				
Dative				
Accusative				
Ablative				

Part 2: Vocab

satura	_____	māter	_____
mare	_____	īra	_____
vītāre	_____	alere	_____
doctus	_____	quid	_____
centum	_____	igitur	_____

Name: _____ Hour: _____

Logic—Guide to Thinking

Day 2: Pg. 2-4

- 1) Define assertion:
- 2) An assertion is similar to what? (hint: something we learned in the last book)
- 3) An assertion is coming in the paragraph and you know that because...give three examples of signal words.
- 4) A good assertion has two elements to it. What are they?
- 5) Define evidence:
- 6) What does PROP stand for?
P _____ R _____ O _____ P _____
- 7) A primary source is one that was created at the time of what is being studied (ex: the diary of Ann Frank). Why would a primary source be better than a secondary source?
- 8) Give one reason why you might not trust a witness as a source.
- 9) Why would you want additional witnesses or sources?
- 10) Why is a private statement better?

Music Lesson No. 1: Music and Math

What is music? How does it work? The ancient Greeks tried to answer these questions, as in this myth about the gods Hermes and Apollo:

Hermes picked up an empty tortoise shell and noticed its resonant sound properties. Attaching strings made from cow guts, Hermes invented the lyre, a plucked string instrument related to the modern harp. When Apollo heard the sweet sounds of Hermes playing the lyre, Apollo forgave him for stealing Apollo's cows.

Please answer these questions about the myth:

- Did Hermes invent music, or did he just discover it?

- What did the tortoise shell inspire Hermes to do?

- Why is it significant that Hermes made the lyre from animal parts?

- How did the lyre music affect Apollo?

This myth tells us that music already exists in the natural world. The Greek philosopher and mathematician Pythagoras recognized this when he studied the music of the universe. Pythagoras and other Greek thinkers saw music as essential part of nature. Pythagoras found that music and math had much in common, and that math could explain how musical tones are combined in melody and harmony. Pythagoras's wife, Theano of Crotona, unlocked the secrets of the Golden Ratio, a key to creating and enjoying beauty in the arts.

For Further Exploration

Hermes [pronounced “HEHR-mis”]. Greek mythological figure. Also known as the Messenger God, Hermes delivers messages from the gods to humans. He is credited with many inventions, and is also the god of travelers and rhetoric. Hermes is the younger half-brother of Apollo. More at <https://www.theoi.com/Olympios/Hermes.html>

Apollo. Greek mythological figure. He is the Greek god of music, war, and the sun. He is the older half-brother of Hermes. More at <https://www.theoi.com/Olympios/Apollon.html>

Hermes and Apollo myth. Read the entire myth here:

<https://www.theoi.com/Olympios/HermesMyths.html#Theft1> (scroll down to “Hermes, Inventor of the Lyre”)

Pythagoras. Greek philosopher and mathematician. Known for the Pythagorean Theorem in geometry, he is also the founder of music theory. Pythagoras began to wonder about the math behind musical sounds when he heard a blacksmith hitting anvils. For the full story, watch this: https://www.youtube.com/watch?v=SCcSdrhB_Jc (from 1’20”)

Theano of Crotona. Greek philosopher. She might have been Pythagoras’s wife, student, or daughter. Theano wrote about the roles of women and how numbers and objects, including works of art, are related. She described the doctrine of the Golden Ratio in an essay called *On Virtue*.

Lyre. A Greek musical instrument with three or seven strings. A forerunner of the modern harp, the lyre was the instrument of Apollo and his followers.

At right: a seven-string lyre depicted on a Greek vase.

Listen here: <https://www.youtube.com/watch?v=eIERNFoEf3Y>



The Golden Ratio. Based on the number 1.618 (*phi*, not to be confused with *pi*). The Golden Ratio (*phi*) is found when we divide a line into two parts so that the longer part (“a”) divided by the shorter part (“b”) is equal to the entire length (“a + b”) divided by the longer part (“a”).

Properties of Arithmetic

COMMUTATIVE PROPERTY

For any real numbers a and b , the following is true for addition and multiplication.

$$a + b = b + a$$

$$a \times b = b \times a$$

Examples

$$2 + 1 = 1 + 2$$

$$5 \times 9 = 9 \times 5$$

The commutative property is not true for subtraction and division.

$$4 - 3 \text{ is not equal to } 3 - 4$$

$$6 \div 2 \text{ is not equal to } 2 \div 6$$

DISTRIBUTIVE PROPERTY

For any real numbers a , b , and c , the following is true.

$$a(b + c) = ab + ac$$

$$(b + c)a = ba + ca$$

Examples

$$3(2 + 1) = (3 \times 2) + (3 \times 1)$$

$$(5 + 7)6 = (5 \times 6) + (7 \times 6)$$

ASSOCIATIVE PROPERTY

For any real numbers a , b , and c , the following is true for addition and multiplication.

$$a + (b + c) = (a + b) + c$$

$$a(bc) = (ab)c$$

Examples

$$(3 + 2) + 1 = 3 + (2 + 1)$$

$$(4 \times 5) \times 9 = 4 \times (5 \times 9)$$

The associative property is not true for subtraction and division.

$$(4 - 3) - 2 \text{ is not equal to } 4 - (3 - 2)$$

$$(12 \div 2) \div 3 \text{ is not equal to } 12 \div (2 \div 3)$$

Properties of Arithmetic

ORDER OF OPERATIONS

1. Perform any calculations inside parentheses or brackets.
2. Simplify exponents and roots from left to right.
3. Perform all multiplication and division in order from left to right.
4. Perform all addition and subtraction in order from left to right.

Example

Simplify the following expression using the correct order of operations.

$$2\left(\frac{1}{4} + \frac{3}{8}\right) - 1$$

Solution

Example

Simplify the following expression using the correct order of operations.

$$0.7(1.3 + 2.5) + 9.6 \div 0.8$$

Solution

Simplify Expressions

Applying properties of arithmetic and combining like terms are common techniques for simplifying algebraic expressions.

Example 1:

Simplify the following expression.

$$(3x + 10y) + (15x + 7y)$$

Solution:

To simplify, combine like terms.

$$\begin{aligned} (3x + 10y) + (15x + 7y) &= 3x + 10y + 15x + 7y \\ &= 3x + 15x + 10y + 7y \\ &= (3 + 15)x + (10 + 7)y \end{aligned}$$

$$= \mathbf{18x + 17y}$$

Example 2:

Simplify the following expression.

$$(23x + 45y) - (17x + 32y)$$

Solution:

To simplify, first distribute the negative to the terms in the second parentheses. Then, combine like terms.

$$\begin{aligned}(23x + 45y) - (17x + 32y) &= 23x + 45y - 17x - 32y \\ &= 23x - 17x + 45y - 32y \\ &= (23 - 17)x + (45 - 32)y \\ &= \mathbf{6x + 13y}\end{aligned}$$

Example 3:

Simplify the following expression.

$$3(7x + 11) + 14$$

Solution:

To simplify, first use the distributive property, and then combine like terms.

$$\begin{aligned}3(7x + 11) + 14 &= 3(7x) + 3(11) + 14 \\ &= 21x + 33 + 14 \\ &= \mathbf{21x + 47}\end{aligned}$$

Assignment: Properties of Arithmetic

Question 1 .

Indicate which property is illustrated in [Step 4](#).

Step 1 $7x + 4 + 8x + 9 = (7x + 4) + (8x + 9)$
Step 2 $= 7x + (4 + 8x) + 9$
Step 3 $= 7x + (8x + 4) + 9$
Step 4 $= (7x + 8x) + (4 + 9)$
Step 5 $= (7 + 8)x + (4 + 9)$
Step 6 $= 15x + 13$

- A. distributive
- B. commutative
- C. associative
- D. arithmetic fact

Question 2 .

Use the correct order of operations to solve the problem below.

$$13 - 4 + 1 - 6 \div 2$$

- A. 13
- B. 5
- C. 7
- D. 22

Question 3 .

Which algebraic expression is equivalent to the expression below?

$$\frac{5}{x}(5x^2 + 2x) - 5$$

- A. $25x + 5$
- B. $25x - 3$
- C. $25x^2 + 10x - 5$
- D. $25x^3 + 10x^2 - 5$

Question 4 .

Which algebraic expression is equivalent to the expression below?

$$7(5x + 6) - 2$$

- A. $35x + 40$
- B. $77x - 2$
- C. $5x - 8$
- D. $35x + 4$

Question 5 .

Use the correct order of operations to solve the problem below.

$$7 \times 4 + 4 \div 4 - (2 + 3)$$

- A. 32
- B. 24
- C. 30
- D. 34

Question 6 .

Indicate which property is illustrated in [Step 5](#).

Step 1 $3x + 2 + 4x + 9 = (3x + 2) + (4x + 9)$

Step 2 $= 3x + (2 + 4x) + 9$

Step 3 $= 3x + (4x + 2) + 9$

Step 4 $= (3x + 4x) + (2 + 9)$

Step 5 $= (3 + 4)x + (2 + 9)$

Step 6 $= 7x + 11$

- A. associative
- B. commutative
- C. distributive
- D. arithmetic fact

Question 7 .

Use the correct order of operations to solve the problem below.

$$48 \div 4 \times (15 - 12)$$

- A. 4
- B. 12
- C. 48
- D. 36

Question 8 .

OMMITTED

Question 9 .

Use the correct order of operations to solve the problem below.

$$45 - 2 \times (4 + 4)$$

- A. 29
- B. 45
- C. 41
- D. 344

Question 10 .

Use the correct order of operations to solve the problem below.

$$19 - (3 + 1) - 9 \div 3$$

- A. 14
- B. 12
- C. 18
- D. 10



A Retrieved Reformation

IN THE PRISON SHOE-SHOP, JIMMY VALENTINE was busily at work making shoes. A prison officer came into the shop, and led Jimmy to the prison office. There Jimmy was given an important paper. It said that he was free.

Jimmy took the paper without showing much pleasure or interest. He had been sent to prison to stay for four years. He had been there for ten months. But he had expected to stay only three months. Jimmy Valentine had many friends outside the prison. A man with so many friends does not expect to stay in prison long.

“Valentine,” said the chief prison officer, “you’ll go out tomorrow morning. This is your chance. Make a man of yourself. You’re not a bad

fellow at heart. Stop breaking safes open, and live a better life.”

“Me?” said Jimmy in surprise. “I never broke open a safe in my life.”

“Oh, no,” the chief prison officer laughed. “Never. Let’s see. How did you happen to get sent to prison for opening that safe in Springfield? Was it because you didn’t want to tell where you really were? Perhaps because you were with some lady, and you didn’t want to tell her name? Or was it because the judge didn’t like you? You men always have a reason like that. You never go to prison because you broke open a safe.”

“Me?” Jimmy said. His face still showed surprise. “I was never in Springfield in my life.”

“Take him away,” said the chief prison officer. “Get him the clothes he needs for going outside. Bring him here again at seven in the morning. And think about what I said, Valentine.”

At a quarter past seven on the next morning, Jimmy stood again in the office. He had on some new clothes that did not fit him, and a pair of new shoes that hurt his feet. These are the usual clothes given to a prisoner when he leaves the prison.

Next they gave him money to pay for his trip on a train to the city near the prison. They gave him five dollars more. The five dollars were supposed to help him become a better man.

Then the chief prison officer put out his hand for a handshake. That was the end of Valentine, Prisoner 9762. Mr. James Valentine walked out into the sunshine.

He did not listen to the song of the birds or look at the green trees or smell the flowers. He went straight to a restaurant. There he tasted the first sweet joys of being free. He had a good dinner. After that he went to the train station. He gave some money to a blind man who sat there, asking for money, and then he got on the train.

Three hours later he got off the train in a small town. Here he went to the restaurant of Mike Dolan.

Mike Dolan was alone there. After shaking hands he said, “I’m sorry we couldn’t do it sooner, Jimmy my boy. But there was that safe in Springfield, too. It wasn’t easy. Feeling all right?”

“Fine,” said Jimmy. “Is my room waiting for me?”

He went up and opened the door of a room at the back of the house. Everything was as he had left it. It was here they had found Jimmy, when they took him to prison. There on the floor was a small piece of cloth. It had been torn from the coat of the cop, as Jimmy was fighting to escape.

There was a bed against the wall. Jimmy pulled the bed toward the middle of the room. The wall behind it looked like any wall, but now Jimmy found and opened a small door in it. From this opening he pulled out a dust-covered bag.

He opened this and looked lovingly at the tools for breaking open a safe. No finer tools could be found any place. They were complete; everything needed was here. They had been made of a special material, in the necessary sizes and shapes. Jimmy had planned them himself, and he was very proud of them.

It had cost him over nine hundred dollars to have these tools made at a place where they make such things for men who work at the job of safe-breaking.

In half an hour Jimmy went downstairs and through the restaurant. He was now dressed in good clothes that fitted him well. He carried his dusted and cleaned bag.

“Do you have anything planned?” asked Mike Dolan.

“Me?” asked Jimmy as if surprised. “I don’t understand. I work for the New York Famous Bread and Cake Makers Company. And I sell the best bread and cake in the country.”

Mike enjoyed these words so much that Jimmy had to take a drink with him. Jimmy had some milk. He never drank anything stronger.

A week after Valentine, 9762, left the prison, a safe was broken open in Richmond, Indiana. No one knew who did it. Eight hundred dollars were taken.

Two weeks after that, a safe in Logansport was opened. It was a new kind of safe; it had been made, they said, so strong that no one could break it open. But someone did, and took fifteen hundred dollars.

Then a safe in Jefferson City was opened. Five thousand dollars were taken. This loss was a big one. Ben Price was a cop who worked

on such important matters, and now he began to work on this.

He went to Richmond, Indiana, and to Logansport, to see how the safe-breaking had been done in those places. He was heard to say: "I can see that Jim Valentine has been here. He is in business again. Look at the way he opened this one. Everything easy, everything clean. He is the only man who has the tools to do it. And he is the only man who knows how to use tools like this. Yes, I want Mr. Valentine. Next time he goes to prison, he's going to stay there until his time is finished."

Ben Price knew how Jimmy worked. Jimmy would go from one city to another far away. He always worked alone. He always left quickly when he was finished. He enjoyed being with nice people. For all these reasons, it was not easy to catch Mr. Valentine.

People with safes full of money were glad to hear that Ben Price was at work trying to catch Mr. Valentine.

One afternoon Jimmy Valentine and his bag arrived in a small town named Elmore. Jimmy, looking as young as a college boy, walked down the street toward the hotel.

A young lady walked across the street, passed him at the corner, and entered a door. Over the door was the sign, "The Elmore Bank." Jimmy Valentine looked into her eyes, forgetting at once what he was. He became another man. She looked away, and brighter color came into her face. Young men like Jimmy did not appear often in Elmore.

Jimmy saw a boy near the bank door, and began to ask questions about the town. After a time the young lady came out and went on her way. She seemed not to see Jimmy as she passed him.

"Isn't that young lady Polly Simpson?" asked Jimmy.

"No," said the boy. "She's Annabel Adams. Her father owns this bank."

Jimmy went to the hotel, where he said his name was Ralph D. Spencer. He got a room there. He told the hotel man he had come to Elmore to go into business. How was the shoe business? Was there already a good shoe-shop?

The man thought that Jimmy's clothes and manners were fine.

He was happy to talk to him.

Yes, Elmore needed a good shoe-shop. There was no shop that sold just shoes. Shoes were sold in the big shops that sold everything. All business in Elmore was good. He hoped Mr. Spencer would decide to stay in Elmore. It was a pleasant town to live in and the people were friendly.

Mr. Spencer said he would stay in the town a few days and learn something about it. No, he said, he himself would carry his bag up to his room. He didn't want a boy to take it. It was very heavy.

Mr. Ralph Spencer remained in Elmore. He started a shoe-shop. Business was good.

Also he made many friends. And he was successful with the wish of his heart. He met Annabel Adams. He liked her better every day.

At the end of a year everyone in Elmore liked Mr. Ralph Spencer. His shoe-shop was doing very good business. And he and Annabel were going to be married in two weeks. Mr. Adams, the small-town banker, liked Spencer. Annabel was very proud of him. He seemed already to belong to the Adams family.

One day Jimmy sat down in his room to write this letter, which he sent to one of his old friends:

Dear Old Friend:

I want you to meet me at Sullivan's place next week, on the evening of the 10th. I want to give you my tools. I know you'll be glad to have them. You couldn't buy them for a thousand dollars. I finished with the old business—a year ago. I have a nice shop. I'm living a better life, and I'm going to marry the best girl on earth two weeks from now. It's the only life—I wouldn't ever again touch another man's money. After I marry, I'm going to go further west, where I'll never see anyone who knew me in my old life. I tell you, she's a wonderful girl. She trusts me.

Your old friend, Jimmy.

On the Monday night after Jimmy sent this letter, Ben Price

arrived quietly in Elmore. He moved slowly about the town in his quiet way, and he learned all that he wanted to know. Standing inside a shop, he watched Ralph D. Spencer walk by.

“You’re going to marry the banker’s daughter, are you, Jimmy?” said Ben to himself. “I don’t feel sure about that!”

The next morning Jimmy was at the Adams home. He was going to a nearby city that day to buy new clothes for the **wedding**. He was also going to buy a gift for Annabel. It would be his first trip out of Elmore. It was more than a year now since he had done any safe-breaking.

Most of the Adams family went to the bank together that morning. There were Mr. Adams, Annabel, Jimmy, and Annabel’s married sister with her two little girls, aged five and nine. They passed Jimmy’s hotel, and Jimmy ran up to his room and brought along his bag. Then they went to the bank.

All went inside—Jimmy, too, for he was one of the family. Everyone in the bank was glad to see the good-looking, nice young man who was going to marry Annabel. Jimmy put down his bag.

Annabel, laughing, put Jimmy’s hat on her head and picked up the bag. “How do I look?” she asked. “Ralph, how heavy this bag is! It feels full of gold.”

“It’s full of some things I don’t need in my shop,” Jimmy said. “I’m taking them to the city, to the place where they came from. That saves me the cost of sending them. I’m going to be a married man. I must learn to save money.”

The Elmore bank had a new safe. Mr. Adams was very proud of it, and he wanted everyone to see it. It was as large as a small room, and it had a very special door. The door was controlled by a clock. Using the clock, the banker planned the time when the door should open. At other times no one, not even the banker himself, could open it. He explained about it to Mr. Spencer. Mr. Spencer seemed interested but he did not seem to understand very easily. The two children, May and Agatha, enjoyed seeing the shining heavy door, with all its special parts.

While they were busy like this, Ben Price entered the bank and looked around. He told a young man who worked there that he had

not come on business; he was waiting for a man.

Suddenly there was a cry from the women. They had not been watching the children. May, the nine-year-old girl, had playfully but firmly closed the door of the safe. And Agatha was inside.

The old banker tried to open the door. He pulled at it for a moment. "The door can't be opened," he cried. "And the clock—I hadn't started it yet."

Agatha's mother cried out again.

"Quiet!" said Mr. Adams, raising a shaking hand. "All be quiet for a moment. Agatha!" he called as loudly as he could. "Listen to me." They could hear, but not clearly, the sound of the child's voice. In the darkness inside the safe, she was wild with fear.

"My baby!" her mother cried. "She will die of fear! Open the door! Break it open! Can't you men do something?"

"There isn't a man nearer than the city who can open that door," said Mr. Adams, in a shaking voice. "My God! Spencer, what shall we do? That child—she can't live long in there. There isn't enough air. And the fear will kill her."

Agatha's mother, wild too now, beat on the door with her hands. Annabel turned to Jimmy, her large eyes full of pain, but with some hope, too. A woman thinks that the man she loves can somehow do anything.

"Can't you do something, Ralph? Try, won't you?"

He looked at her with a strange soft smile on his lips and in his eyes.

"Annabel," he said, "give me that flower you are wearing, will you?"

She could not believe that she had really heard him. But she put the flower in his hand. Jimmy took it and put it where he could not lose it. Then he pulled off his coat. With that act, Ralph D. Spencer passed away and Jimmy Valentine took his place.

"Stand away from the door, all of you," he commanded.

He put his bag on the table, and opened it flat. From that time on, he seemed not to know that anyone else was near. Quickly he laid

the shining strange tools on the table. The others watched as if they had lost the power to move.

In a minute Jimmy was at work on the door. In ten minutes—faster than he had ever done it before—he had the door open.

Agatha was taken into her mother's arms.

Jimmy Valentine put on his coat, picked up the flower and walked toward the front door. As he went he thought he heard a voice call, "Ralph!" He did not stop.

At the door a big man stood in his way.

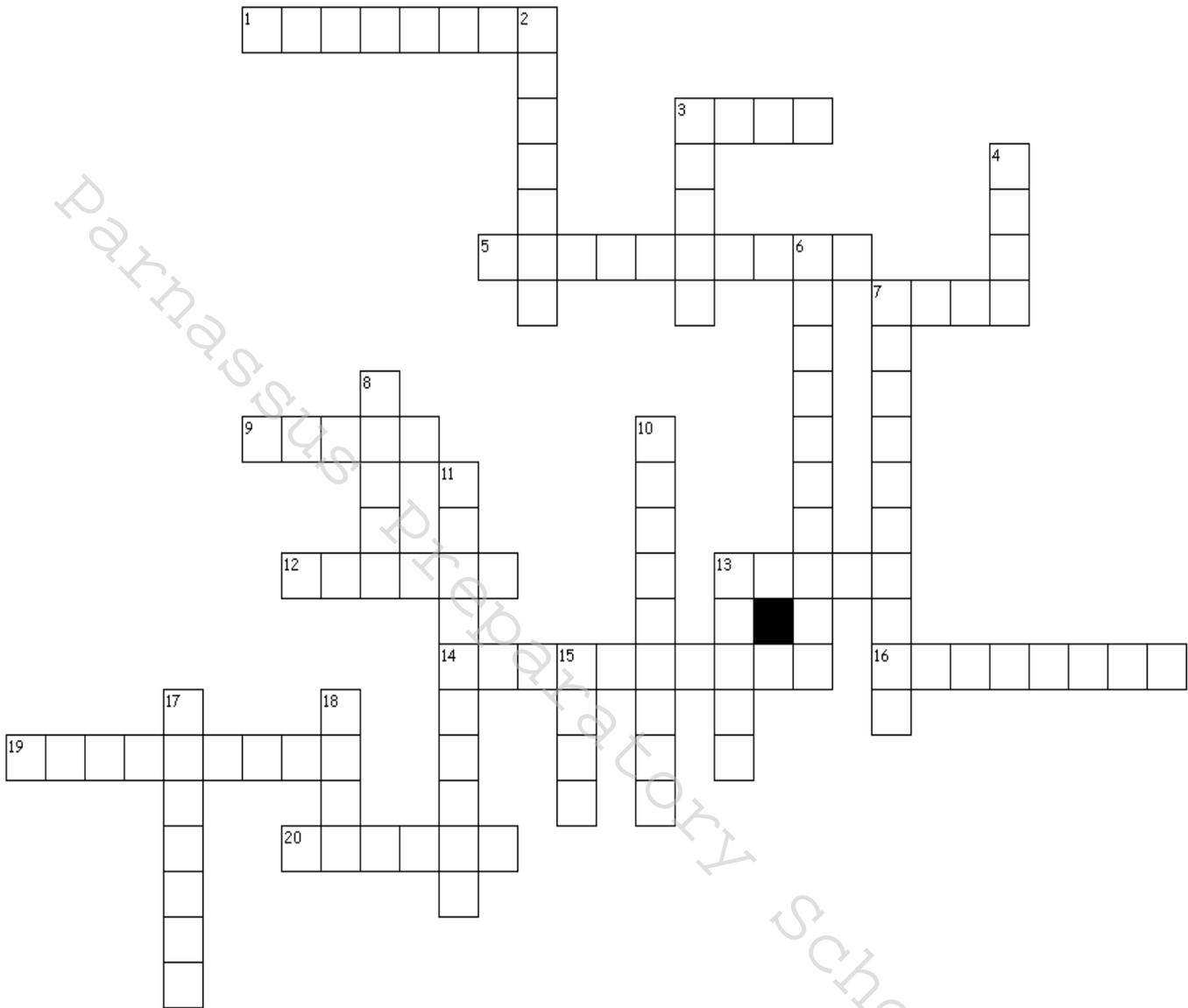
"Hello, Ben!" said Jimmy, still with his strange smile. "You're here at last, are you? Let's go. I don't care, now."

And then Ben Price acted rather strangely.

"I guess you're wrong about this, Mr. Spencer," he said. "I don't believe I know you, do I?"

And Ben Price turned and walked slowly down the street.

Regular verbs – write the correctly conjugated verb in the crossword puzzle based on the clue below.



Across

- 1. You work
- 3. I live
- 5. You understand
- 7. I eat
- 9. You and Roger go out
- 12. They sing
- 13. The dogs eat
- 14. we work
- 16. The students study
- 19. I understand
- 20. Y'all drink

Down

- 2. We go out
- 3. You live
- 4. I drink
- 6. My classmates and I study
- 7. They understand
- 8. Manuel and John live
- 10. Y'all work
- 11. You and your friends practice
- 13. You eat
- 15. Julia drinks
- 17. He works
- 18. Maria eats

2L Latin Distance Learning Week 1: Grammar Companion

Part 3: Nouns

Just like verbs, the key to declining nouns is by finding the BASE and the CASE ENDING. To find the base of any noun, you must first chop off the ending from the genitive singular, the 2nd form of a noun in its vocabulary listing. Each declension's genitive singular will end in a different way:

(1st) -ae (2nd) -ī (3rd) -is

Ex. poena, **poenae**, f. (punishment) → poenae → poen | ae → Base = poen

Ex. vitium, **vitiī**, n. (destruction) → vitiī → viti | ī → Base = viti

*Ex. pater, **patris**, m (father) → patris → part | is → Base = patr

*Remember that the third declension changes, usually, its spelling after it goes from Nom → Gen but the Nominative will still retain the form that is originally found in the vocabulary listing.

After that the formula of BASE + CASE = NOUN requires the CASE ENDINGS. This all depends on the Declension (1st, 2nd, or 3rd) and Gender of the noun so both must be identified right away by checking the vocabulary listing. The Declension, and the endings that follow, are identified by looking at the genitive singular. Once the Declension and Gender are identified, determine which set of the following endings to use.

1st Declension F/M

Case	Singular	Plural
Nom	-ae	-ae
Gen	-ae	-ārum
Dat	-ae	-īs
Acc	-am	-ās
Abl	-ā	-īs

2nd Declension M

Case	Singular	Plural
Nom	-us	-ī
Gen	-ī	-ōrum
Dat	-ō	-īs
Acc	-um	-ōs

Abl	-ō	-īs
-----	----	-----

2nd Declension N

Case	Singular	Plural
Nom	-um	-a
Gen	-ī	-ōrum
Dat	-ō	-īs
Acc	-um	-a
Abl	-ō	-īs

Gen	-is	-um
Dat	-ī	-ibus
Acc	-em	-ēs
Abl	-e	-ibus

3rd Declension N

Case	Singular	Plural
Nom	Word	-a
Gen	-is	-um
Dat	-ī	-ibus
Acc	Word	-a
Abl	-e	-ibus

3rd Declension M/F

Case	Singular	Plural
Nom	*Word	-ēs

* The "Word" in the boxes refers to whichever form of the Nominative Singular is given before it changes.

**Neuter nouns of all declensions follow the following two rules:

(1) The Nominative and Accusative are exactly the same

(2) The Nominative and Accusative PLURAL always end in **-a**

An example declension using one of the bases above could look like:

Case	Singular	Plural

Nom	pater	patrēs
Gen	patris	patrum
Dat	patrī	patribus
Acc	patrem	patrēs
Abl	patre	patribus

When translating, simply use the following format in front of the noun's meaning:

Case	Singular
Nom	The, a

Gen	of the
Dat	to-for the
Acc	the, a
Abl	by-with-from the

Case	Singular
Nom	The father
Gen	of the father
Dat	to-for the father
Acc	the, a father
Abl	by-with-from the father

2L Latin Distance Learning Week 1

Part 3: Nouns

Directions: *Decline and translate libertās, libertātis, f. (freedom) → 3rd Declension.*

Case	Singular	Plural	Sg. Trans.	Pl. Trans.
Nominative				
Genitive				
Dative				
Accusative				
Ablative				

Part 3: Vocab

trahere	_____	sine	_____
fugere	_____	sed	_____
ūnus	_____	pulcher	_____
alter	_____	noster	_____
malus	_____	dea	_____

Name: _____ Hour: _____

Logic—Guide to Thinking

Day 3: Pg. 4-6

- 1) List the five kinds of reasoning often used in historical interpretations.

- 2) Define cause and effect reasoning.

- 3) Give an example of cause and effect reasoning that is not found in the book.

- 4) Give four examples of “cue words” for cause and effect reasoning.

- 5) There are three important things to consider about a cause and effect argument. What are they?

- 6) List the four fallacies of cause and effect arguments.

Symbolize Problem Situations

Translating verbal descriptions into mathematical equations can be helpful for problem solving.

Example

Jeremy went to the Die-Cast Car collectors convention and bought 7 cars for 56 dollars. If each car costs the same amount, find the number sentence that can be used to find the cost of each car.

Solution

Since the cost of each car is unknown, let c stand for the cost of each car.

Multiplying the number of cars bought, 7, by the number of dollars each car cost, c , will tell the total amount Jeremy spent on the cars in all.

$$7 \times c = ?$$

The question says that he bought all of the cars for 56 dollars. Since 56 is the product of 7 and c , it goes on the right side of the equal sign.

So, the number sentence that will help solve the problem is:

$$7 \times c = 56.$$

Example

Over the summer Samantha went to art camp. During art camp she painted a total of 48 pictures. If she painted 4 pictures during each week of camp, find the number sentence that can be used to find the number of weeks she went to art camp.

Solution

Since the number of weeks she went to camp is unknown, let w stand for the number of weeks.

Dividing the total number of pictures painted, 48, by the number of weeks at camp, w , will tell the number of pictures painted each week.

$$48 \div w = ?$$

The question says that she painted 4 pictures each week of camp. Since 4 is the quotient of 48 and w , it goes on the right side of the equal sign.

So, the number sentence that will help solve the problem is:

$$48 \div w = 4.$$

Example

Christina would like to have at least 10 shirts she can wear to her new job. She already has four. Write an inequality which could be used to solve for x , the number of shirts she needs to buy.

Solution

Translate the given information.

# of shirts she already has	+	# of shirts she needs to buy	\geq	total # of shirts she'd like to have
4	+	x	\geq	10

Therefore, the inequality $x + 4 \geq 10$ could be used to find x .

Assignment: Symbolize Problem Situations

Question 1 .

Johnny had \$10.50 in quarters. He went to the laundromat and spent all of his quarters doing laundry.

Which equation describes how many quarters Johnny had, where n is the number of quarters Johnny had?

- A. $\$0.25 \times n = \10.50
- B. $\$0.25 + n = \10.50
- C. $\$0.25 \times \$10.50 = n$
- D. $\$10.50 - n = \0.25

Question 2 .

A car dealer took a survey at the end of the month. Out of a shipment of 59 cars, the car dealer has 19 left.

Which equation could be used to find out how many cars were sold that month, where n is the number of cars sold?

- A. $59 + 19 = n$
- B. $9 \times n = 59$
- C. $59 - n = 19$
- D. $n - 59 = 19$

Question 3 .

Bryce is making $\frac{1}{4}$ -pound hamburger patties. He was able to make $14\frac{1}{2}$ of this size patty.

Which equation can be used to find how much hamburger meat he started with, m ?

- A. $\frac{m}{\frac{1}{4}} = 14\frac{1}{2}$
- B. $m - \frac{1}{4} = 14\frac{1}{2}$
- C. $\frac{1}{4}m = 14\frac{1}{2}$
- D. $m + \frac{1}{4} = 14\frac{1}{2}$

Question 4 .

Which equation represents the following statement?

a number divided by 2 is 9

- A. $2 \div n = 9$
- B. $\div 2 = 9$
- C. $n \times 2 = 9$
- D. $n - 2 = 9$

Question 5 .

Colby baked 14 cookies on Saturday. On both Saturday and Sunday, he baked a total of 35 cookies. Which of the following equations would describe n , the number of cookies he baked on Sunday?

- A. $14 + n = 35$
- B. $14 \times n = 35$
- C. $14 - n = 35$
- D. $14 \div n = 35$

Question 6 .

For her birthday, Kimmy would like to give a cupcake to every one of the 128 sixth graders at her school, except for the 12 students who she knows do not like cupcakes. (She will have to give them something else.)

If cupcakes come in packages of 6, which inequality can Kimmy use to find how many packages of cupcakes she will have to buy so that every student who likes cupcakes can have one?

- A. $128(p) \geq 12 + 6$
- B. $p \leq (128 - 12 - 6)$
- C. $6(p) - 12 \geq 128$
- D. $6(p) \geq 128 - 12$

Question 7 .

Raul has 26 CDs in his collection. He will be giving 7 of his CDs to his friend, Hilda, for her birthday.

Which equation would describe n , the total number of CDs in Raul's collection after Hilda's birthday?

- A. $26 + 7 = n$
- B. $26 \times 7 = n$
- C. $26 \div 7 = n$
- D. $26 - 7 = n$

Question 8 .

Which equation represents the following statement?

18 minus a number is 9

- A. $18 - n = 9$
- B. $9 - n = 18$
- C. $9 - 18 = n$
- D. $n - 18 = 9$

Question 9 .

Drew is only allowed to watch 180 minutes of TV every week. Every weekend, his parents make him "pay" for his extra TV time by helping clean the house at least 1 hour for every 5 minutes over his limit. This week, Drew watched 195 minutes of TV.

Which inequality can Drew use to figure out how many hours he will have to spend cleaning this weekend?

- A. $h \geq (195 - 180) \div 5$
- B. $5 + h \geq 195 - 180$
- C. $h \leq (195 - 180) \times 5$
- D. $195 - 5 \leq 180 + h$

Question 10 .

Which equation represents the following statement?

18 divided by a number is 6

- A. $n \div 18 = 6$
- B. $18 \div 6 = n$
- C. $6 \div 18 = n$
- D. $18 \div n = 6$

Directions:

- 1) Read the story
- 2) Answer the questions
 - Write in complete sentences
 - 3 sentences *minimum* for each question
 - Use cursive. Write clearly.

“Retrieved Reformation”

1) Theme is the subject or main idea of a story. What might the theme of this story be? If there is a lesson, what is it?

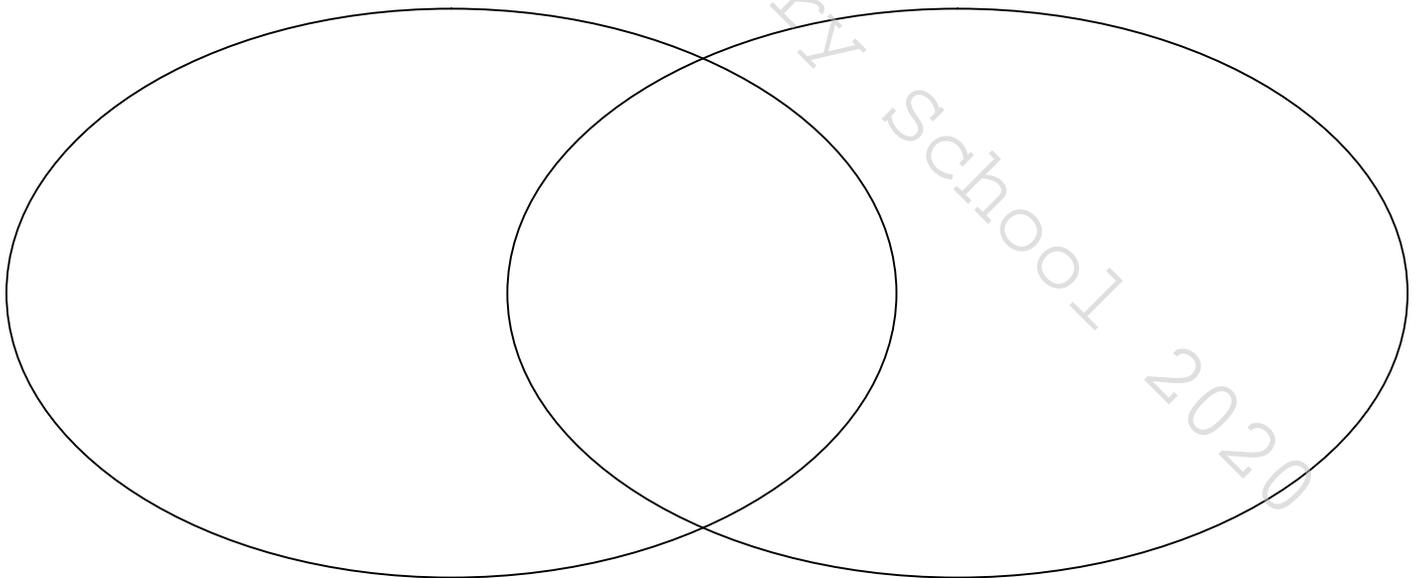
2) Jimmy wants to leave his old life behind, but at the end of the story he seems to think it is too late. Ben Price, however, pretends not to recognize him. Why does Ben do this?

3) Did Jimmy make the right decision? Why or why not?

4) We don't know much about Annabel, and Jimmy doesn't either at first. However, he still is willing to turn his life around for her, fulfilling the classic "bad boy meets good girl" story. Give an example of another book, movie, or TV show where something similar happens. Make three connections for how they are similar.

5) Based on our definition of chivalry, do you think Jimmy is a chivalrous character?

6) Compare Jimmy to one of the Knights of the Round Table. Give three points for each section of the Venn Diagram (three things about Jimmy, three about the knight you choose, and three things they have in common).



Motion ▪ *Guided Reading and Study*

See your science packet for the Acceleration Reading

Acceleration

This section describes what happens to the motion of an object as it accelerates, or changes velocity. It also explains how to calculate acceleration.

Use Target Reading Skills

As you read the section, locate the main idea. Write the main idea in the top section of the graphic organizer. Then, as you read, look for details that give examples of the main idea. Look for examples in the text, the figures, and the captions. Record the details in the lower portion of the graphic organizer.

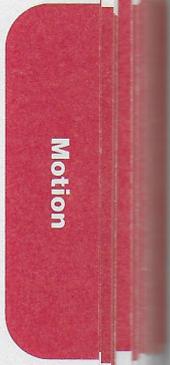
Main Idea		
In science, acceleration refers to . . .		
Detail	Detail	Detail

What Is Acceleration?

1. What is acceleration? _____

2. Acceleration involves a change in either _____ or _____.
3. Any time the speed of an object increases, the object experiences _____.
4. Is the following sentence true or false? Acceleration refers to increasing speed, decreasing speed, or changing direction.

5. Deceleration is another word for negative _____.
6. Is the following sentence true or false? An object can be accelerating even if its speed is constant. _____



Motion ▪ *Guided Reading and Study*

Acceleration *(continued)*

7. Circle the letter of each sentence that describes an example of acceleration.
 - a. A car follows a gentle curve in the road.
 - b. A batter swings a bat to hit a ball.
 - c. A truck parked on a hill doesn't move all day.
 - d. A runner slows down after finishing a race.
8. The moon revolves around Earth at a fairly constant speed. Is the moon accelerating?

9. Use the table below to compare and contrast the meanings of *acceleration*.

Acceleration	
In Everyday Language	In Scientific Language
	Increasing speed
Slowing down	
Turning	

Calculating Acceleration

10. What must you calculate to determine the acceleration of an object?

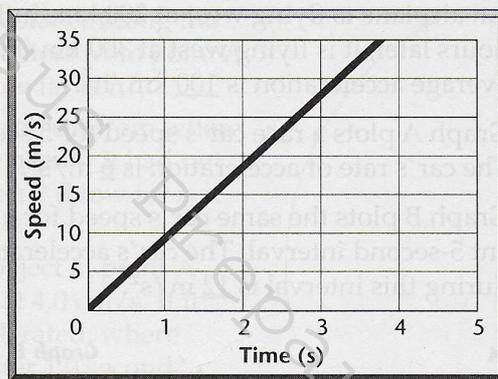
11. What is the formula you use to determine the acceleration of an object moving in a straight line?

12. Is the following sentence true or false? To calculate the acceleration of an automobile, you must first subtract the final speed from the initial speed. _____

Motion ▪ *Guided Reading and Study*

13. Circle the letter of each sentence that is true about calculating the acceleration of a moving object.
- a. If an object is moving without changing direction, then its acceleration is the change in its speed during one unit of time.
 - b. If an object's speed changes by the same amount during each unit of time, then the acceleration of the object at any time is the same.
 - c. To determine the acceleration of an object, you must calculate the change in velocity during only one unit of time.
 - d. If an object's acceleration varies, then you can describe only average acceleration.

Graphing Acceleration



14. The graph above shows the motion of an object that is accelerating. What happens to the speed of the object over time?
-
15. The graph line is slanted and straight. What does this line show about the acceleration of the object?
-

Completa las siguientes frases con la conjugación correcta.

(Complete the following phrases with the correct conjugation).

AR VERBS:

1. Paola y yo _____ mucho. (viajar)

2. Carmen _____ a Gustavo. (saludar)

3. Yo no _____ francés. (hablar)

4. Pilar y Lorena _____ en Madrid. (estudiar)

5. ¿Vosotros _____ en el hospital? (trabajar)

6. Los Coubanos _____ salsa muy bien. (bailar)

7. Adriana _____ música de Shakira. (escuchar)

8. La profesora _____ a los estudiantes nuevos. (presentar)

9. Manuel _____ la lección. (practicar)

10. Nosotros _____ en el parque. (caminar)

O	AMOS
AS	ÁIS
A	AN

Bailar – to dance

Practicar – to practice

Caminar – to walk

Presentar – to present

Escuchar – to listen

Saludar – to greet

Estudiar – to study

Trabajar – to work

Hablar – to speak

Viajar – to travel

2L Latin Distance Learning Week 1: Grammar Companion

Part 4: Vocab

Even though you've already had the expectation to be memorizing them with your vocab *COUGH* use this time to get familiar with the FOUR PRINCIPLE PARTS of verbs. Particularly, since it leads into the new content of Chapter 19, you will be focusing on the FOURTH principle part.

So, if your vocabulary entry looks like this:

video, vidēre, vīdī, vīsum (to see)

You want the FOURTH principle part:

video, vidēre, vīdī, vīsum (to see)

2L Latin Distance Learning Week 1

Part 4: Vocab Identification

Directions: *For each verb, using your notes or memory, provide the **FOURTH** principle part then give the meaning.*

Verb	4 th P.P.	Translation	Verb	4 th P.P.	Translation
adiuvō, adiuvāre (4)			amō, amāre (1)	amātum	to love
apellō, appellāre (14)			cēnō, cēnāre (5)		
cōgitō, cōgitāre (1)			cōservō, cōservāre (1)		
creō, creāre (12)			culpō, culpāre (5)		
dēmōnstrō, dēmōnstrāre(8)			dēsīderō, dēsīdāre (17)		
dō, dare (1)			errō, errāre (1)		
exspectō, exspectāre(15)			iuvō, iuvāre (4)		

Part 4: Vocab

scrībere _____
 satis _____
 culpāre _____
 tū _____
 cūra _____

numquam _____
 dē _____
 caecus _____
 perīculum _____
 aetās _____

Name: _____ Hour: _____

Logic—Guide to Thinking

Day 4: Pg. 7-8

- 1) Define alike comparison.

- 2) Define difference comparison.

- 3) If a comparison has more similarities than differences, it is more likely to be _____

- 4) If a comparison has more differences than similarities, it is more likely to be _____

- 5) Give four examples of “cue words” for comparison arguments.

- 6) There is a key question to ask when evaluating a comparison argument. What is it?

Step #1

This weeks assignment is all about drawing a shading simple shapes.

Pick one of these still life photos and sketch it on a FULL sheet of paper.

You will then add shadows and highlights to your sketch as I will demonstrate in the packet.

A



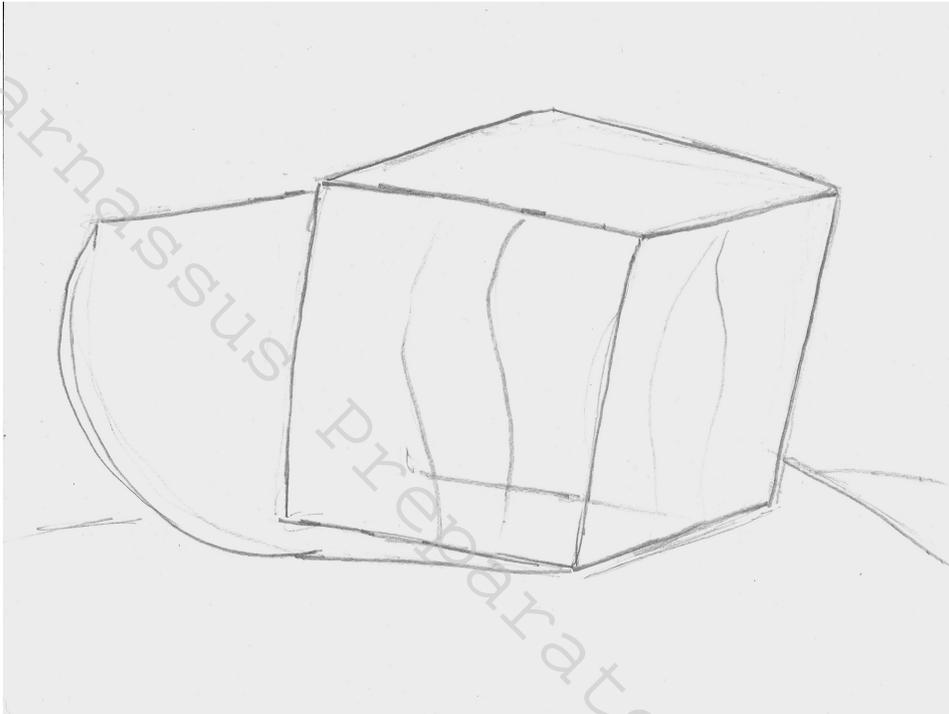
B



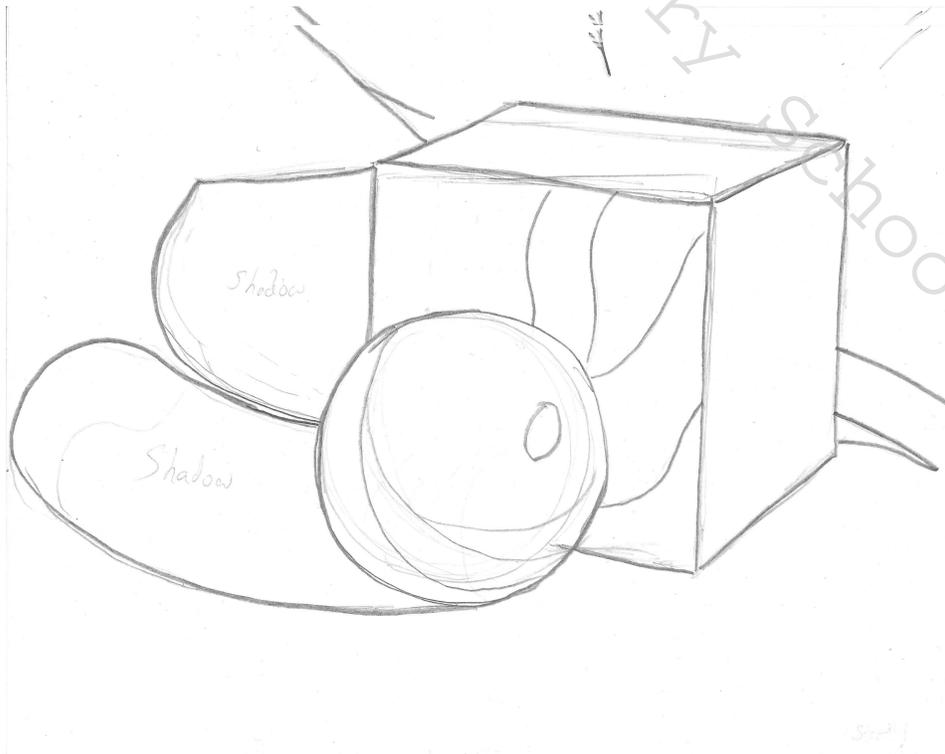
Step #2

Draw the raw shapes and lines you see in your still life and remember these are guide lines, you do not want to press hard on the paper. If you see shadows don't shade them yet, try and draw the outline of the shadows as a shape.

A



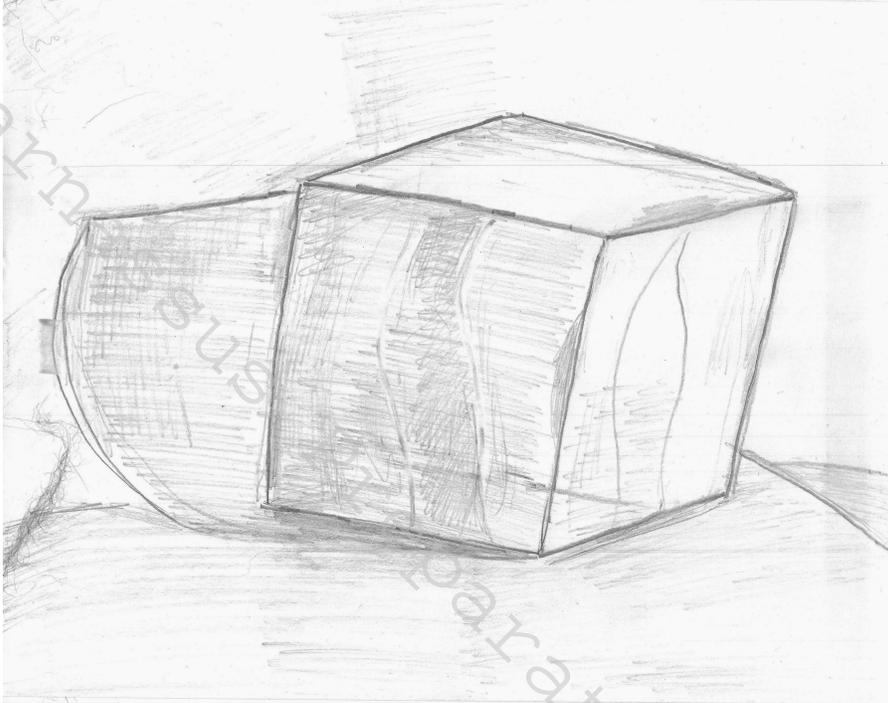
B



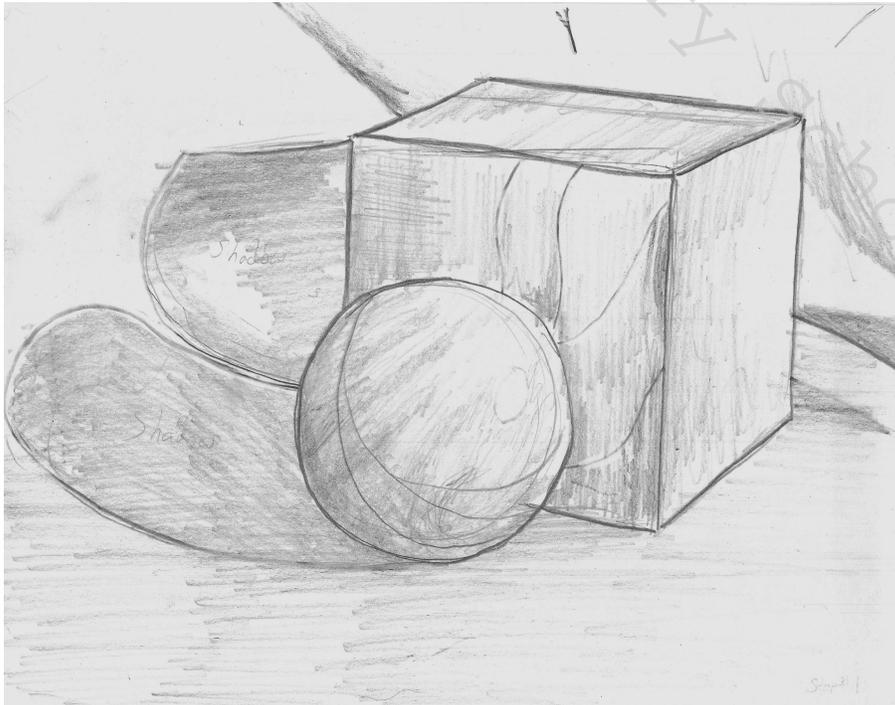
Step #3

Start to look for light, middle, and dark tones in your still life. Shade your drawing in lightly using the side of your pencil (a dull pencil works best for shading). The pencil marks you are laying down will become the lightest grays in your final still life so do not use a lot of pressure. Also, use only a pencil for this step, do not smudge or smear your pencil shading yet.

A



B

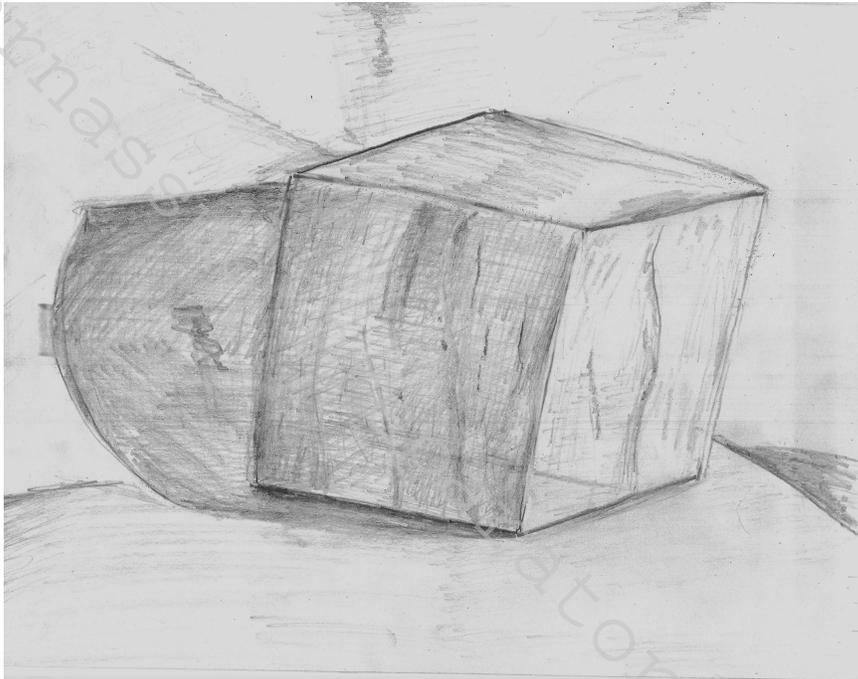


Step #4

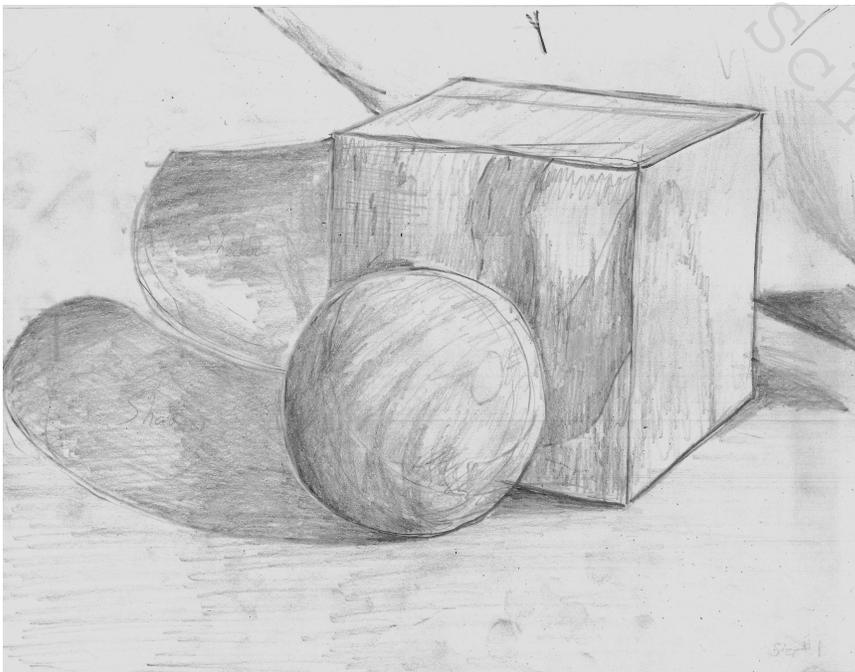
Start making the dark points of your still life darker, add your medium and dark tones. As you finish your shading, you can start to smudge (smooth your pencil markings with your finger). Add other details such as patterns in the wood, and shadows created by folds in the fabric. Then, erase any highlight spots you would like to be completely white (there should not be many) and you are finished.

To turn in your still life, please take a picture of it and email it to me at Zachman@parnassusprep.com. The subject line should include your full name, red or blue day and your hour. If you turn your things in on through the bus system, please just write that same information on the back of your sketch.

A



B



Parnassus Preparatory School 2020

Parnassus Preparatory School 2020

Solve Equations

To solve a linear equation, get the variable on one side by itself.

To isolate the variable, use inverse operations.

To keep the equation balanced, remember to do the same thing to both sides of the equation.

Example 1: Solve the following equation for x.

$$x + 3 = 9$$

Solution:

$$\begin{aligned}x + 3 &= 9 \\x + 3 - 3 &= 9 - 3 \\x &= 6\end{aligned}$$

Example 2: Solve the following equation for x.

$$x - 5 = 10$$

Solution:

$$\begin{aligned}x - 5 &= 10 \\x - 5 + 5 &= 10 + 5 \\x &= 15\end{aligned}$$

Example 3: Solve the following equation for y.

$$4y = 12$$

Solution:

$$\begin{aligned}4y &= 12 \\4y \div 4 &= 12 \div 4 \\y &= 3\end{aligned}$$

Example 4: Solve the following equation for y.

$$y \div 3 = 5$$

Solution:

$$\begin{aligned}y \div 3 &= 5 \\y \div 3 \times 3 &= 5 \times 3 \\y &= 15\end{aligned}$$

Assignment: Solve Equations**Question 1 .**

Which value for x makes the sentence true?

$$8x - 2x = 36$$

- A. $3 \frac{3}{5}$
- B. 6
- C. 5
- D. 7

Question 2 .

Which value for x makes the sentence true?

$$11x = 77$$

- A. 66
- B. 14
- C. 7
- D. 18

Question 3 .

Which value for y makes the sentence true?

$$8 = y - 20$$

- A. 28
- B. 8
- C. 12
- D. 20

Question 4 .

Which value for x makes the sentence true?

$$5x + 35 = -2x$$

- A. -3
- B. -4
- C. -5
- D. 7

Question 5 .

It costs \$0.05 per mile to ride the train from Minneapolis to Duluth, Minnesota. If the entire trip costs \$6.85, what is the distance from Minneapolis to Duluth?

- A. 137 miles
- B. 132 miles
- C. 143 miles
- D. 135 miles

Question 6 .

Last weekend, Ted, Whitney, Kimmy, and Frank went to see a movie at the local movie theater. They each bought one adult ticket. Additionally, Ted and Whitney bought one box of candy apiece and Whitney, Kimmy, and Frank each bought a bag of popcorn. If the price of an adult ticket is \$11.75, the price of a box of candy is \$3.00, and the price of a bag of popcorn is \$3.50, how much did Ted, Whitney, Kimmy, and Frank spend all together at the movie theater?

- A. \$53.50
- B. \$63.00
- C. \$63.50
- D. \$60.00

Question 7 .

A local cellular phone company charges their customers a monthly service charge of \$44.90 and an overage charge of \$1.17 a minute for every minute used over 500 minutes. Determine how much Hattie's phone bill will be if she talks on her phone for 537 minutes in May.

- A. \$628.29
- B. \$93.19
- C. \$88.19
- D. \$131.48

Question 8 .

Which value for x makes the sentence true?

$$7x = 4x + 24$$

- A. 10
- B. $2\frac{2}{11}$
- C. 7
- D. 8

Question 9 .Which value for x makes the sentence true?

$$x + 3 = 17$$

- A. 20
- B. 14
- C. 17
- D. 3

Question 10 .Which value for y makes the sentence true?

$$y \div 5 = 9$$

- A. 4
- B. 45
- C. 14
- D. 1.8

The Tell-Tale Heart by Edgar Allan Poe

TRUE! --nervous --very, very dreadfully nervous I had been and am; but why will you say that I am mad? The disease had sharpened my senses --not destroyed --not dulled them. Above all was the sense of hearing acute. I heard all things in the heaven and in the earth. I heard many things in hell. How, then, am I mad? Hearken! and observe how healthily --how calmly I can tell you the whole story.

It is impossible to say how first the idea entered my brain; but once conceived, it haunted me day and night. Object there was none. Passion there was none. I loved the old man. He had never wronged me. He had never given me insult. For his gold I had no desire. I think it was his eye! yes, it was this! He had the eye of a vulture --a pale blue eye, with a film over it. Whenever it fell upon me, my blood ran cold; and so by degrees --very gradually --I made up my mind to take the life of the old man, and thus rid myself of the eye forever.

Now this is the point. You fancy me mad. Madmen know nothing. But you should have seen me. You should have seen how wisely I proceeded --with what caution --with what foresight --with what dissimulation I went to work! I was never kinder to the old man than during the whole week before I killed him. And every night, about midnight, I turned the latch of his door and opened it --oh so gently! And then, when I had made an opening sufficient for my head, I put in a dark lantern, all closed, closed, that no light shone out, and then I thrust in my head. Oh, you would have laughed to see how cunningly I thrust it in! I moved it slowly --very, very slowly, so that I might not disturb the old man's sleep. It took me an hour to place my whole head within the opening so far that I could see him as he lay upon his bed. Ha! would a madman have been so wise as this, And then, when my head was well in the room, I undid the lantern cautiously--oh, so cautiously --cautiously (for the hinges creaked) --I undid it just so much that a single thin ray fell upon the vulture eye. And this I did for seven long nights --every night just at midnight --but I found the eye always closed; and so it was impossible to do the work; for it was not the old man who vexed me, but his Evil Eye. And every morning, when the day broke, I went boldly into the chamber, and spoke courageously to him, calling him by name in a hearty tone, and inquiring how he has passed the night. So you see he would have been a very profound old man, indeed, to suspect that every night, just at twelve, I looked in upon him while he slept.

Upon the eighth night I was more than usually cautious in opening the door. A watch's minute hand moves more quickly than did mine. Never before that night had I felt the extent of my own powers --of my sagacity. I could scarcely contain my feelings of triumph. To think that there I was, opening the door, little by little, and he not even to dream of my secret deeds or thoughts. I fairly chuckled at the idea; and perhaps he heard me; for he moved on the bed suddenly, as if startled. Now you may think that I drew back --but no. His room was as black as pitch with the thick darkness, (for the shutters were close fastened, through fear of robbers,) and so I knew that he could not see the opening of the door, and I kept pushing it on steadily, steadily.

I had my head in, and was about to open the lantern, when my thumb slipped upon the tin fastening, and the old man sprang up in bed, crying out --"Who's there?"

I kept quite still and said nothing. For a whole hour I did not move a muscle, and in the meantime I did not hear him lie down. He was still sitting up in the bed listening; --just as I have done, night after night, hearkening to the death watches in the wall.

Presently I heard a slight groan, and I knew it was the groan of mortal terror. It was not a groan of pain or of grief --oh, no! --it was the low stifled sound that arises from the bottom of the soul when overcharged with awe. I knew the sound well. Many a night, just at midnight, when all the world slept, it has welled up from my own bosom, deepening, with its dreadful echo, the terrors that distracted me. I say I knew it well. I knew what the old man felt, and pitied him, although I chuckled at heart. I knew that he had been lying awake ever since the first slight noise, when he had turned in the bed. His fears had been ever since growing upon him. He had been trying to fancy them causeless, but could not. He had been saying to himself --"It is nothing but the wind in the chimney --it is only a mouse crossing the floor," or "It is merely a cricket which has made a single chirp." Yes, he had been trying to comfort himself with these suppositions: but he had found all in vain. All in vain; because Death, in approaching him had stalked with his black shadow before him, and enveloped the victim. And it was the mournful influence of the unperceived shadow that caused him to feel --although he neither saw nor heard --to feel the presence of my head within the room.

When I had waited a long time, very patiently, without hearing him lie down, I resolved to open a little --a very, very little crevice in the lantern. So I opened it --you cannot imagine how stealthily, stealthily --until, at length a simple dim ray, like the thread of the spider, shot from out the crevice and fell full upon the vulture eye.

It was open --wide, wide open --and I grew furious as I gazed upon it. I saw it with perfect distinctness --all a dull blue, with a hideous veil over it that chilled the very marrow in my bones; but I could see nothing else of the old man's face or person: for I had directed the ray as if by instinct, precisely upon the damned spot.

And have I not told you that what you mistake for madness is but over-acuteness of the sense? --now, I say, there came to my ears a low, dull, quick sound, such as a watch makes when enveloped in cotton. I knew that sound well, too. It was the beating of the old man's heart. It increased my fury, as the beating of a drum stimulates the soldier into courage.

But even yet I refrained and kept still. I scarcely breathed. I held the lantern motionless. I tried how steadily I could maintain the ray upon the eye. Meantime the hellish tattoo of the heart increased. It grew quicker and quicker, and louder and louder every instant. The old man's terror must have been extreme! It grew louder, I say, louder every moment! --do you mark me well I have told you that I am nervous: so I am. And now at the dead hour of the night, amid the dreadful silence of that old house, so strange a noise as this excited me to uncontrollable terror. Yet, for some minutes longer I refrained and stood still. But the beating grew louder, louder! I thought the heart must burst. And now a new anxiety seized me --the sound would be heard by a neighbour! The old man's hour had come! With a loud yell, I threw open the lantern and leaped into the room. He shrieked once --once only. In an instant I dragged him to the floor, and pulled the heavy bed over him. I then smiled gaily, to find the deed so far done. But, for many minutes, the heart beat on with a muffled sound. This, however, did not vex me; it would not be heard

through the wall. At length it ceased. The old man was dead. I removed the bed and examined the corpse. Yes, he was stone, stone dead. I placed my hand upon the heart and held it there many minutes. There was no pulsation. He was stone dead. His eye would trouble me no more.

If still you think me mad, you will think so no longer when I describe the wise precautions I took for the concealment of the body. The night waned, and I worked hastily, but in silence. First of all I dismembered the corpse. I cut off the head and the arms and the legs.

I then took up three planks from the flooring of the chamber, and deposited all between the scantlings. I then replaced the boards so cleverly, so cunningly, that no human eye --not even his --could have detected any thing wrong. There was nothing to wash out --no stain of any kind --no blood-spot whatever. I had been too wary for that. A tub had caught all --ha! ha!

When I had made an end of these labors, it was four o'clock --still dark as midnight. As the bell sounded the hour, there came a knocking at the street door. I went down to open it with a light heart, --for what had I now to fear? There entered three men, who introduced themselves, with perfect suavity, as officers of the police. A shriek had been heard by a neighbour during the night; suspicion of foul play had been aroused; information had been lodged at the police office, and they (the officers) had been deputed to search the premises.

I smiled, --for what had I to fear? I bade the gentlemen welcome. The shriek, I said, was my own in a dream. The old man, I mentioned, was absent in the country. I took my visitors all over the house. I bade them search --search well. I led them, at length, to his chamber. I showed them his treasures, secure, undisturbed. In the enthusiasm of my confidence, I brought chairs into the room, and desired them here to rest from their fatigues, while I myself, in the wild audacity of my perfect triumph, placed my own seat upon the very spot beneath which reposed the corpse of the victim.

The officers were satisfied. My manner had convinced them. I was singularly at ease. They sat, and while I answered cheerily, they chatted of familiar things. But, ere long, I felt myself getting pale and wished them gone. My head ached, and I fancied a ringing in my ears: but still they sat and still chatted. The ringing became more distinct: --It continued and became more distinct: I talked more freely to get rid of the feeling: but it continued and gained definiteness --until, at length, I found that the noise was not within my ears.

No doubt I now grew very pale; --but I talked more fluently, and with a heightened voice. Yet the sound increased --and what could I do? It was a low, dull, quick sound --much such a sound as a watch makes when enveloped in cotton. I gasped for breath --and yet the officers heard it not. I talked more quickly --more vehemently; but the noise steadily increased. I arose and argued about trifles, in a high key and with violent gesticulations; but the noise steadily increased. Why would they not be gone? I paced the floor to and fro with heavy strides, as if excited to fury by the observations of the men --but the noise steadily increased. Oh God! what could I do? I foamed --I raved --I swore! I swung the chair upon which I had been sitting, and grated it upon the boards, but the noise arose over all and continually increased. It grew louder --louder --louder! And still the men chatted pleasantly, and smiled. Was it possible they heard not? Almighty God! --no, no! They heard! --they suspected! --they knew! --they were making a

mockery of my horror!-this I thought, and this I think. But anything was better than this agony! Anything was more tolerable than this derision! I could bear those hypocritical smiles no longer! I felt that I must scream or die! and now --again! --hark! louder! louder! louder! louder!

"Villains!" I shrieked, "dissemble no more! I admit the deed! --tear up the planks! here, here! --It is the beating of his hideous heart!"

-THE END-

Parnassus Preparatory School 2020

Directions:

- 1) Read the story
- 2) Answer the questions
 - Write in complete sentences
 - 3 sentences *minimum* for each question
 - Use cursive. Write clearly.

“Tell-Tale Heart”

1) The character in the story keeps saying that he is *not* crazy. Do you think this is true? Why or why not?

2) The punctuation in this story is very different. There are a lot of dashes—which are supposed to give a dramatic pause. What do you think of this writing style?

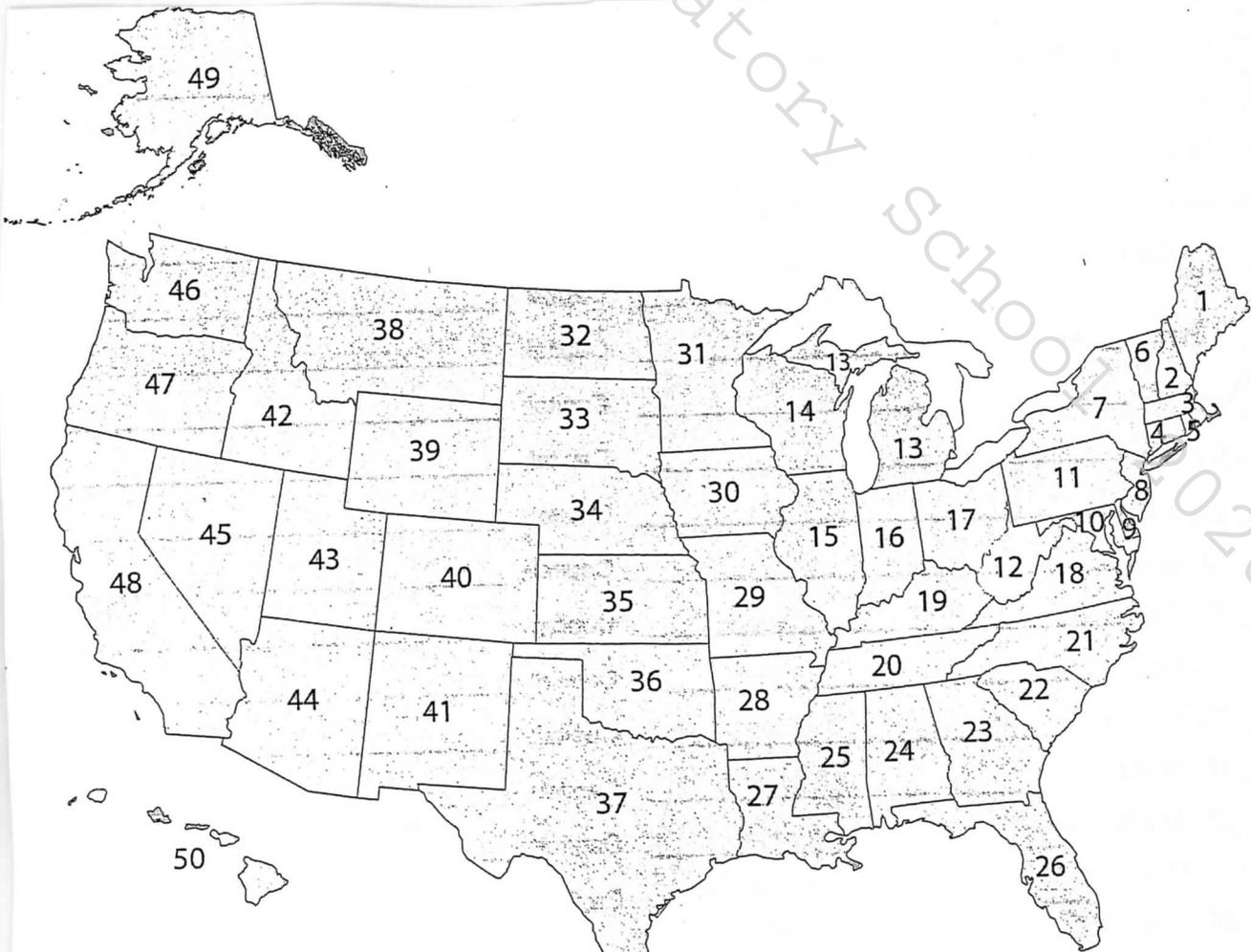
Name: _____

Hour: _____

2L History - Pacific and Southwest Capitals and States

Identify the states, abbreviations and capital cities for the numbered states below.
Use the matching on the reverse side as a word bank.

State	Abbreviation	Capital City
49. _____	_____	_____
46. _____	_____	_____
47. _____	_____	_____
48. _____	_____	_____
50. _____	_____	_____
44. _____	_____	_____
41. _____	_____	_____
37. _____	_____	_____
36. _____	_____	_____



Match the capital with the state.

Pacific States

- | | |
|-------------------|---------------|
| ___ 1. Alaska | a. Sacramento |
| ___ 2. Oregon | b. Olympia |
| ___ 3. Washington | c. Honolulu |
| ___ 4. California | d. Juneau |
| ___ 5. Hawaii | e. Salem |

Southwestern States

- | | |
|-------------------|------------------|
| ___ 6. Arizona | f. Oklahoma City |
| ___ 7. New Mexico | g. Austin |
| ___ 8. Texas | h. Phoenix |
| ___ 9. Oklahoma | i. Santa Fe |

Write the abbreviation for each state

- ___ 1. Alaska
- ___ 2. Oregon
- ___ 3. Washington
- ___ 4. California
- ___ 5. Hawaii
- ___ 6. Arizona
- ___ 7. New Mexico
- ___ 8. Texas
- ___ 9. Oklahoma

¡Un Minuto Loco!

1. Cover up the answer key. Set a timer for 1 minute. When the time starts write the conjugated Spanish verb for the subject in each box. **DON'T CHEAT!!**
2. Complete as many as you can correctly before the timer stops. If you don't know one, skip it!
3. When the time is up, use the key to correct your work. Record your score in the box.

Example: Juan (vivir) write: VIVE

1. Nosotros (vender)	2. Yo (subir)	3. Usted (vivir)
4. Tú (comprar)	5. Pedro (beber)	6. Las chicas (hablar)
7. Vosotros (abrir)	8. Mary (bailar)	9. Sra. Peyerl (trabajar)
10. Mi familia (comprender)	11. Nosotros (subir)	12. Los animales (beber)
13. Yo (hablar)	14. Tú y Doug (correr)	15. La chica (viajar)
16. Tú (estudiar)	17. Ed Sheeran (cantar)	18. Yo (comer)
19. John y yo (saludar)	20. El hombre (practicar)	21. Yo (recibir)

CORRECT _____

ANSWER KEY:

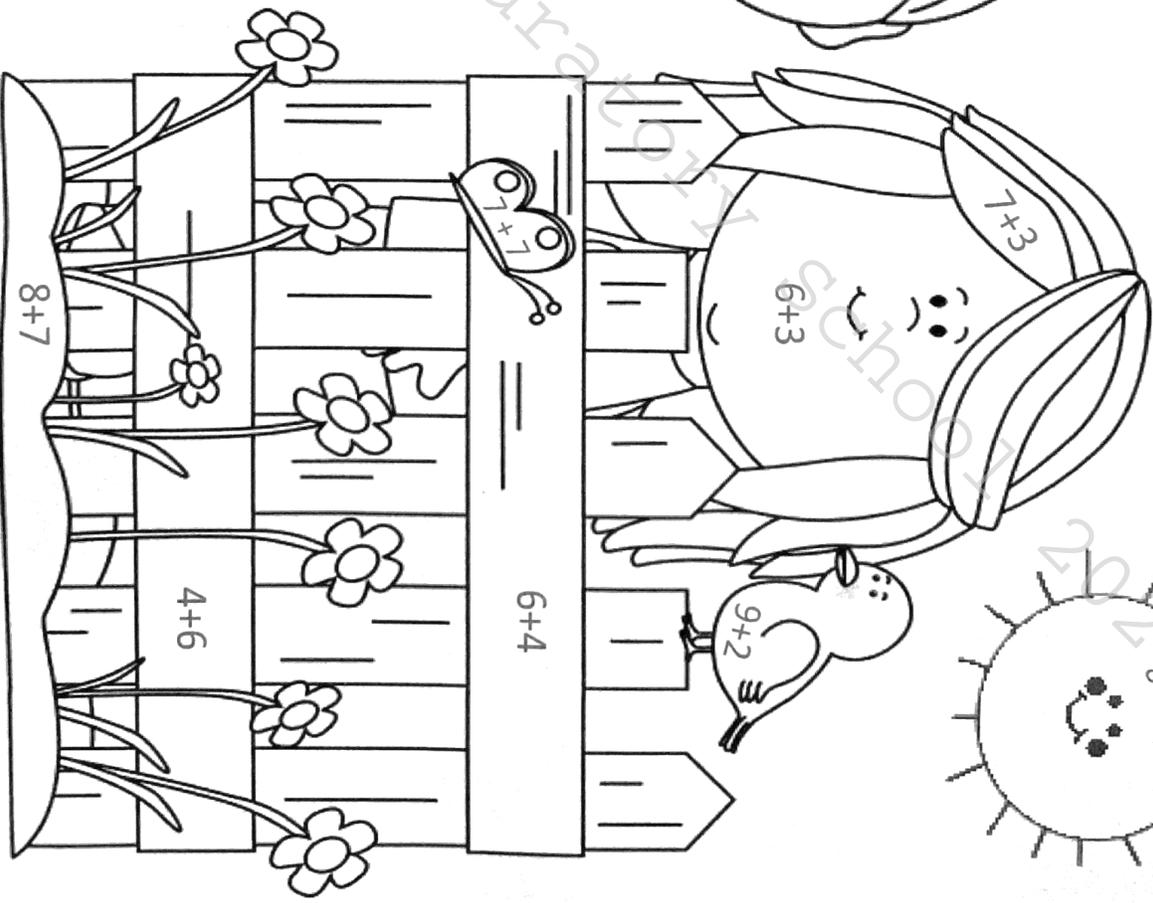
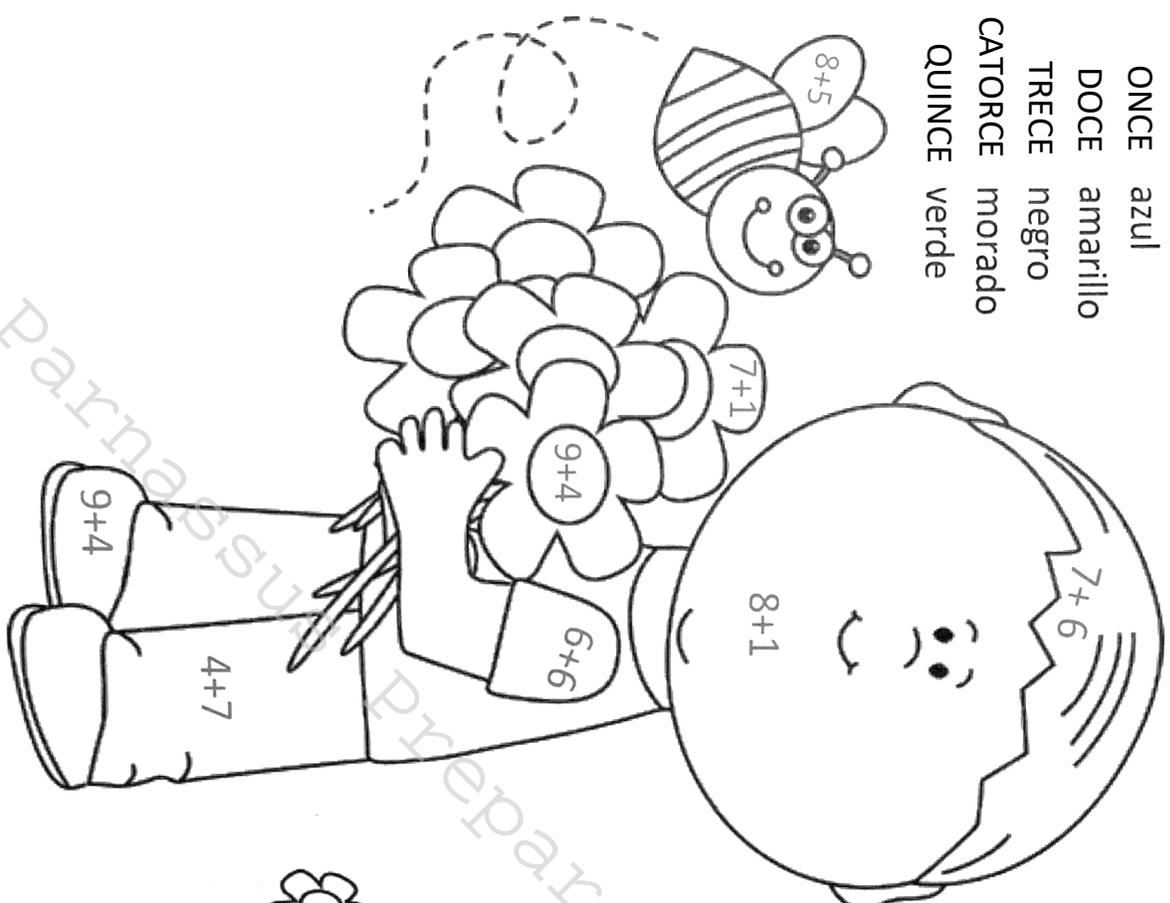
1. Nosotros (vender) VENDEMOS	2. Yo (subir) SUBO	3. Usted (vivir) VIVE
4. Tú (comprar) COMPRAS	5. Pedro (beber) BEBE	6. Las chicas (hablar) HABLAN
7. Vosotros (abrir) ABRÍS	8. Mary (bailar) BAILA	9. Sra. Peyerl (trabajar) TRABAJA
10. Mi familia (comprender) COMPRENDE	11. Nosotros (subir) SUBIMOS	12. Los animales (beber) BEBEN
13. Yo (hablar) HABLO	14. Tú y Doug (correr) CORRÉIS	15. La chica (viajar) VIAJA
16. Tú (estudiar) ESTUDIAS	17. Ed Sheeran (cantar) CANTA	18. Yo (comer) COMO
19. John y yo (saludar) SALUDAMOS	20. El hombre (practicar) PRACTICA	21. Yo (recibir) RECIBO

Nombre: _____

Fecha: _____

- OCHO rosado
- NOVEVE piel
- DIEZ café
- ONCE azul
- DOCE amarillo
- TRECE negro
- CATORCE morado
- QUINCE verde

Primavera: Sumar color por numero



Parnasus Preparación de la Escuela

2L Latin Distance Learning Week 1: Grammar Companion

Part 5: Translation

cōpiae eōrum illam tōtam cīvitātem numquam capient.

Translation can be tricky but there are a few things you can do make it easier.

Step 1: Parse Nouns/Adjectives into their case, number, and gender

Step 2: Parse all verbs into their person, number, and gender

Step 3: Find the meanings of each of your words.

Save yourself some time by grouping words together

- Demonstratives and Adjectives will go with the nouns that share their case, number, and gender (not necessarily the ending)
- Genitives will follow after the nouns they possess
- Adverbs and infinitives are usually grouped with their verbs
- Prepositional phrases (in, on, under, etc.) are grouped together and usually move about in the English translation

As such you can group your sentence together like so:

cōpiae eōrum | illam tōtam cīvitātem | numquam capient.

Noun	Case	Number	Gender	Meaning
cōpiae	Nom/Gen/Dat	Pl/Sg/Sg	F	Troops/of troops/ to-for troops
eōrum	Genitive	Pl	M/N	their
illam tōtam cīvitātem	Accusative	Sg	F	that entire state

numquam → Never

Verb	Person	Number	Tense	Translation
capient	3 rd	Pl	Future	(They) will seize

I won't always parse the nouns and verbs for you, so it is up to you to USE YOUR CHEAT SHEETS, if you know a noun's declension and gender, you can find the ending(s) and obtain all possible translations. Same goes for a verb.

After parsing each noun, adjective, or verb to get all possible translations of those individual words, you can put it into English word order.

Follow the basic English word order:

SUBJECT → VERB → OBJECT

Use the functions of the cases to help you:

Case	Function
Nominative	Subject
Genitive	Possession
Dative	Indirect Object
Accusative	Direct Object
Ablative	Object of a Preposition

If your sentence does not have a possible Nominative, then you must translate the verb using the personal pronoun that you identified from the person and number (e.g I, you, he, she, it, we, y'all, they). In the case of the sentence above, the "they" translated with *capient* actually refers to the Nominative subject and isn't needed in the translation.

Anything in the accusative must be translated AFTER the verb (hence the OBJECT of Direct Object) WATCH OUT: Latin loves to put Accusatives as the first word of the sentence and the verb at the end even though the English translation needs them the other way around.

2L Latin Distance Learning Week 1

Part 5: Translation

Directions: *Using your vocab sheets and cheat sheets, translate the following sentence.*

1.) cōpiae eōrum illam tōtam cīvitātem numquam capient.

Part 5: Vocab

puella	_____	stultus	_____
nēmō	_____	pars	_____
sententia	_____	soror	_____
mors	_____	nihil	_____
agricola	_____	iuvāre	_____

Name: _____ Hour: _____

Logic—Guide to Thinking

Day 5: Pg. 8-11

- 1) Define statistical generalization.
- 2) Define hard generalization.
- 3) Define soft generalization.
- 4) Give four “cue words” for a generalization argument.
- 5) What are two questions you should ask when evaluating a generalization argument?
- 6) List the three generalization fallacies.
- 7) Define hasty generalization.
- 8) Define composition and division (stereotyping).
- 9) Define special pleading.

Please keep the “cheat sheet” with the lists of arguments and fallacies. You can use this in the coming weeks.