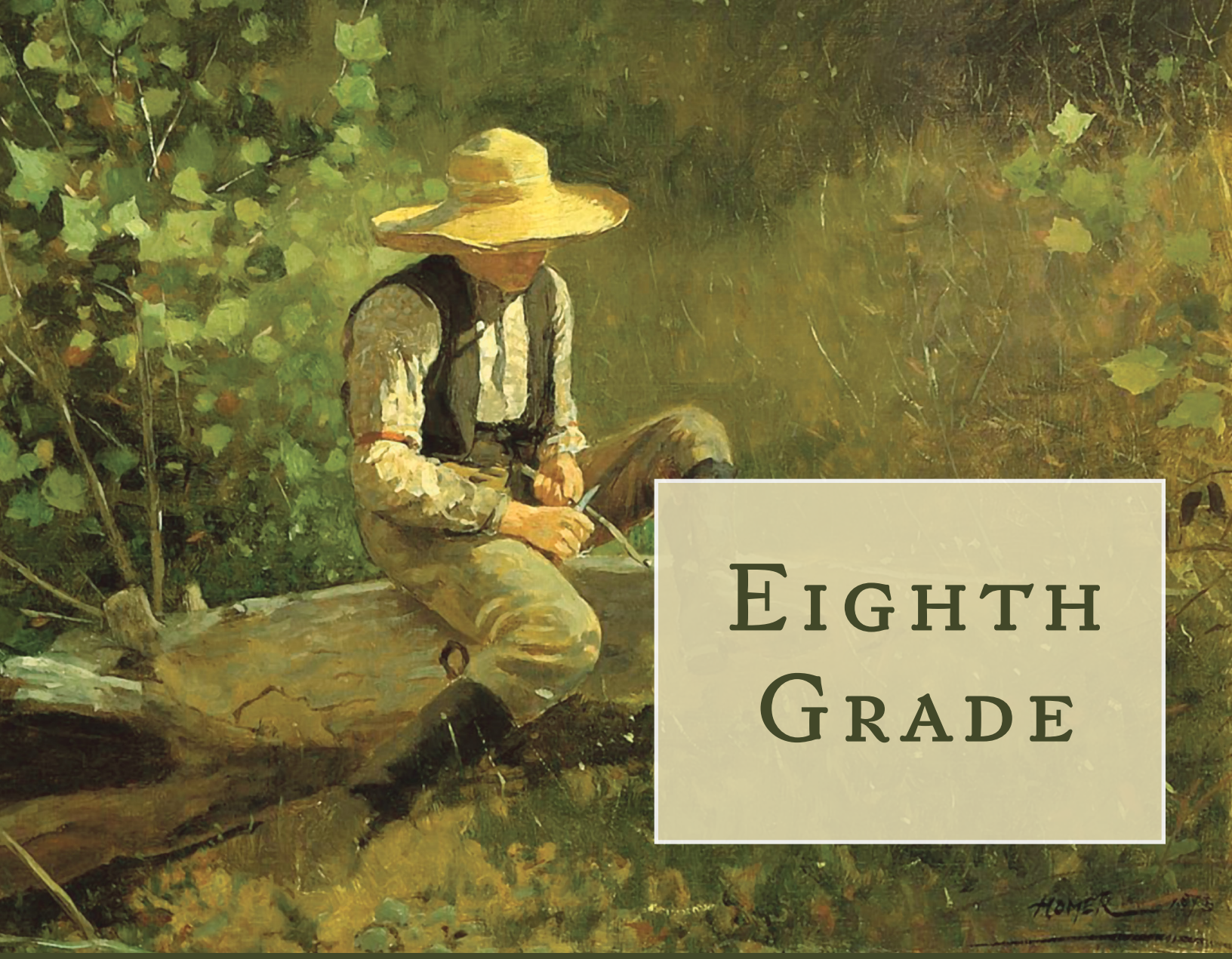


Eighth Grade

Interactive Guide

Includes printable sample lessons!

Welcome!

If you are new to CHC, or new to homeschooling, welcome! If you aren't sure of how this adventuresome path begins, we invite you, with this Seventh Grade Guide, to sample a "taste" of CHC's gentle approach to gain confidence that, as it has for thousands of other families, the CHC approach will work for you, too. Within this guide you'll find a virtual "tour" of those special and well-loved materials which are written by experienced homeschool parents and distributed exclusively by CHC.

Did you know that we homeschool, too? Do we understand what it's like to feel pressed for time to fit in all the tasks that go along with being wife, mother, homemaker, and homeschooler? You bet!

Our years of homeschooling, preschoolers to high schoolers, have led to the development of academically solid materials that are time-proven to enrich the homeschooler, both academically and spiritually, *without being burdensome to mom or students*.

In fact, it is CHC's philosophy that *homeschooling should be a joyful, natural offshoot of parenting and family life, not a "weight" to be dragged along the path throughout childhood!* CHC lifts the burden, but keeps the family on the path.

We are grateful, not only for the business interactions that we have with you, our "CHC family," but the dear friendships and mutual support that have developed between us. It is our prayer that we can continue to serve you, as all of us, the entire "CHC Family," work together to win Heaven, educating for eternity.

Your CHC Family

Contents

Typical Course of Study, 3

Materials Guide, 4

Core Subjects, 5–25

- Literature & Reading Comp., 8–13
- Grammar & Composition, 14–15
- Mathematics, 16–17
- Science, 18–19
- Religion, 20–21
- Hands-On Religion, 22
- High School Discernment, 23
- History & Geography, 24–25

Lesson Plans, 26–27

Electives, 28–30

CHC Typical Course of Study

Eighth Grade

MATHEMATICS

- Exponents: know the quotient rule, know the power theorem, use the y^x calculator key
- Roots: add and multiply radical expressions, find roots of large numbers, solve radical equations
- Simplify radical, polynomial, and rational expressions (multiply, add, factor, divide)
- Algebraic skills: define domain, range, independent variable, and dependent variable; use function notation; use the vertical line test; represent functions as ordered pairs
- Graph linear equations, find roots of equations, quadratic equations, etc.
- Lines, points, segments, and planes; polygons; triangles; circles; geometric solids; area

LANGUAGE ARTS

- Increased reading comprehension & vocabulary
- Appreciating lyric, epic, and dramatic poetry; understanding Shakespeare's plays; literary devices such as meter, voice and speaker, irony (verbal, dramatic, and situational), motif, metonymy, synecdoche, types of plays (tragedy, comedy, history, romance), soliloquy
- Parts of Speech: elusive subjects, appositive nouns, helping verbs, verb tenses, comparative and superlative forms of adjectives and adverbs, functions of a preposition, subordinating conjunctions
- Usage: functions of dependent clauses, adverbial clauses, diagramming a participle, gerunds
- Mechanics: apostrophes, joint ownership, possessive personal pronouns and adjectives, hyphens
- Composition: diction, citation format, persuasive writing, thesis statements, dialogue in a story, narrative writing, creative writing, writing about prose and poetry, writing poetry

SCIENCE

- Earth's orbit, seasons, lunar phases, eclipses; the atmosphere; weather and climate
- Minerals and the rock cycle; plate tectonics, volcanoes and earthquakes; weathering, erosion, soils
- Ground and surface water; landforms and glaciers; geologic history; oceanography
- Christian stewardship

HISTORY AND GEOGRAPHY

- The Scientific Revolution; the Age of Enlightenment
- French Revolution; Napoleonic Wars
- Romanticism; Liberalism; the Industrial Revolution
- World War I; Fascism; Communism; the Spanish Civil War; World War II
- Vatican II; the Nuclear Arms Race

RELIGION

- Deeper understanding of the teachings of Holy Mother Church
- Participation in the life of Christ through celebrating the liturgical seasons
- Volunteer work in the home, the parish, and the community
- High school preparation and discernment
- Challenge of living the faith: service to others, sacrifice, obedience, prayer, charity

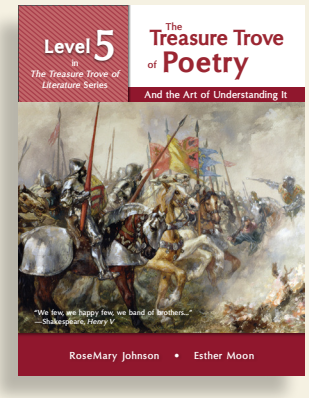
ELECTIVES

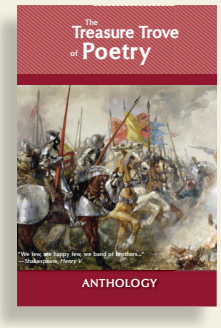
Please note: These sample pages are provided for review purposes only. Sample pages are not complete lessons. View more product details and reviews @ www.chcweb.com. All content is copyright © 2024 Catholic Heritage Curricula. • 1-800-490-7713

Eighth Grade Materials Guide

TITLE	CONSUMABLE	NONCONSUMABLE*
CORE SUBJECTS		
The Treasure Trove of Poetry: Worktext	✓	
The Treasure Trove of Poetry: Anthology		✓
Language of God, Level G	✓	
Saxon Math Algebra 1 Kit		✓
Saxon Math Algebra 1 Solutions Manual		✓
Earth Science: Textbook and Digital Resources		✓
Faith and Life 8 Student Text		✓
Faith and Life 8 Activity Book	✓	
Faith and Life 8 Answer Key		✓
Faith in Action	✓	
High School of Your Dreams Guidebook	✓	
Light to the Nations, Part Two: Student Textbook		✓
Light to the Nations, Part Two: Workbook	✓	
Light to the Nations, Part Two: Answer Key to Workbook		✓
DAILY LESSON PLANS		
CHC Lesson Plans for Eighth Grade	✓	
ELECTIVES (OPTIONAL)		
Ever Ancient Ever New, Level 2: Art Textbook		✓
Ever Ancient Ever New, Level 2: Art Pad	✓	
Sewing with Saint Anne		✓

*Denotes a non-consumable title. May be used by more than one student, and often for more than one grade level.





Language Arts : : Literature & Reading Comprehension

Lead your student to understand and love poetry with this in-depth, Catholic program! *The Treasure Trove of Poetry* guides the student through a selection of lyric poetry, Chesterton's exciting epic poem *The Ballad of the White Horse*, and 20 famous excerpts from Shakespeare. Designed for independent study—no prior literary knowledge needed by the parent!

The Treasure Trove of Poetry is divided into three equal parts:

Part 1: The Secret Code of Poetry (Lyric Poetry)

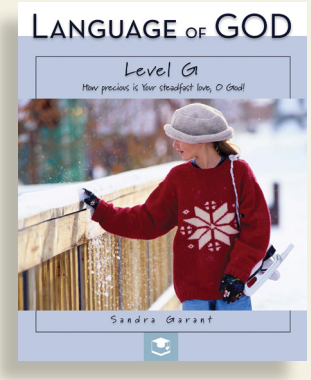
Part 2: *The Ballad of the White Horse* (Epic Poetry)

Part 3: How to Read Shakespeare (Dramatic Poetry)

The Treasure Trove of Poetry includes vocabulary assignments, reading comprehension, literary devices, discussion questions, weekly hands-on activities, poetry journal assignments, memorization and recitation activities, and a final project for each book. Answer key included.

The Treasure Trove of Poetry Anthology is fully annotated to define archaic vocabulary and explain difficult passages. It includes 150 pages of lyric poetry, Chesterton's *The Ballad of the White Horse,* and 20 famous excerpts from Shakespeare.

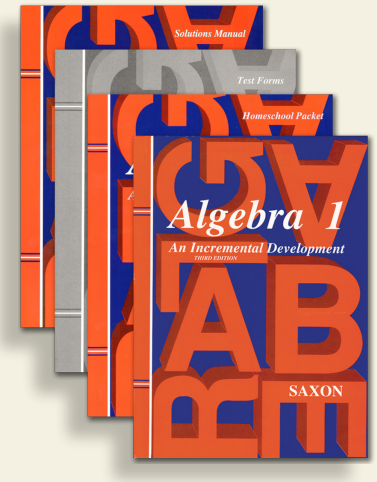
Samples:
- More about *The Treasure Trove of Literature* series, pages 8-9
- Excerpts from Part 1: The Secret Code of Poetry, page 10
- Excerpts from Part 2: *The Ballad of the White Horse*, page 11
- Excerpts from Part 3: How to Read Shakespeare, pages 12-13



Language Arts : : Grammar & Writing Composition

Language of God, Level G is an engaging worktext that teaches English grammar and composition with clarity and humor, while also incorporating examples from great literature. *Language of God, Level G* follows a four-part format: **I–Parts of Speech** (complex subjects and predicates, appositives, linking verbs, progressive tenses, indefinite pronouns, etc.), **II–Usage** (participial phrases, gerunds, sentence diagramming, subject-verb agreement, etc.), **III–Mechanics** (commas, colons, semi-colons, quotation marks, italics, and other technical aspects of writing), and **IV–Composition** (diction, researching, pre-writing, drafting, editing, proofreading, presenting essays, reports, and narratives, etc.) Answer key included.

Samples:
- Table of Contents, page 14
- Excerpts from Parts I and IV, page 15

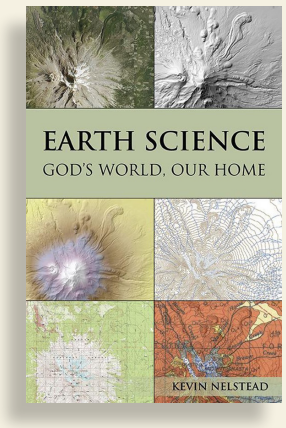


Mathematics

Saxon Algebra 1 covers all the topics in a first-year algebra course and builds the algebraic foundation essential for all students to solve increasingly complex problems. Text features 120 lessons and focuses on algebraic thinking and multiple representations—verbal, numeric, symbolic, and graphical. Kit includes Student Text, Tests, and Answer Key. Solutions Manual is highly recommended.

Samples: • Excerpts from Lesson 75, pages 16–17

Science



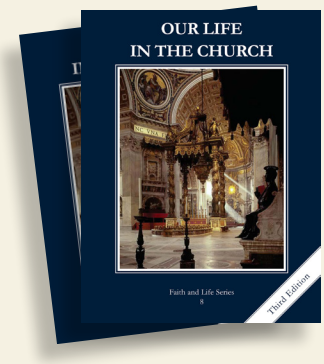
Earth Science: God's World, Our Home (2nd Edition) by Kevin Nelstead unites a Christian perspective with up-to-date geological science. Although the author is not Catholic, he understands that faith and reason can never contradict each other, because (as he explains) "All truth is God's truth."

Earth Science takes a mastery approach to science, focusing on long-term mastery of the most fundamental concepts of Earth Science, rather than a temporary familiarity with a range of topics too broad to cover in depth. Topics studied include the seasons, lunar phases, and eclipses; minerals and the rock cycle; plate tectonics and mountain building; volcanoes and earthquakes; weathering, erosion, and soils; surface water and groundwater; landforms and glaciers; geologic history; oceanography; the atmosphere; weather and climate; and Christian stewardship.

Earth Science features eight in-depth Experimental Investigations, which range from rock and mineral identification to studying volcanoes with topographical maps.

The program consists of a full color textbook and Digital Resources (PDF and Word files). The Digital Resources are essential for the course and provide an Experiment Resource Manual, midterm and final exams, and a complete answer key.

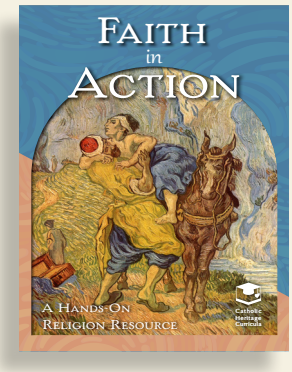
Samples: • Excerpts from Chapters 1 and 4, pages 18–19



Religion : : Catechism (Weeks 1–22)

Each lesson in *Faith and Life 8: Our Life in the Church* builds upon previous ones to give students a clear grasp of the basics of our Faith. The *Faith and Life 8* activity book provides a multitude of activity sheets. Each week, assign those which you feel will help your student best understand and remember the lesson.

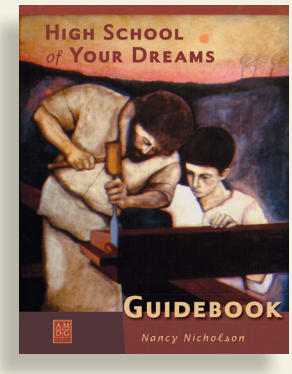
Samples:
- Excerpt from Student Text: Chapter 4, page 20
- Excerpt from Activity Book: Chapter 4, page 21
- Contents, page 21



Religion : : Hands-On (Weeks 1–22)

Faith in Action is designed to help your eighth-grader grow in maturity through inspirational stories, reflections, hands-on activities, and service to others. As the capstone of his elementary-level study of religion, the student will complete a series of volunteer projects. *Faith in Action* provides scheduling suggestions, a variety of ideas for volunteer service projects (many of which the student can complete at home without parental assistance), and step-by-step charts to assist the student in scheduling and planning his projects.

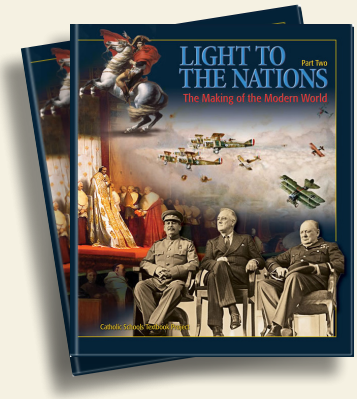
Samples:
- Excerpts from Week 18, page 22



Religion : : High School Discernment (Weeks 23–36)

The last part of the school year has been reserved for the student to look back over what he has learned from the volunteer projects he has completed, and forward towards his high school, career, and vocational goals. As explained in the *High School of Your Dreams Guidebook*, a high school education should be tailored to fit the student's unique interests and vocational/career goals. Whatever your educational plans for your student's high school years, the vocation and career discernment resources in the *High School of Your Dreams Guidebook* will encourage him to take an active part in his education and will make it easier to plan your student's high school years.

Samples:
- Excerpts from Step 3, page 23



History & Geography

Light to the Nations, Part Two: The Making of the Modern World, a full-color **textbook**, explains how modern ideas, institutions, and culture have developed from the high centuries of Christian culture. The **workbook** includes varied styles of exercises for each section in the textbook. The **answer key to workbook** is available separately.

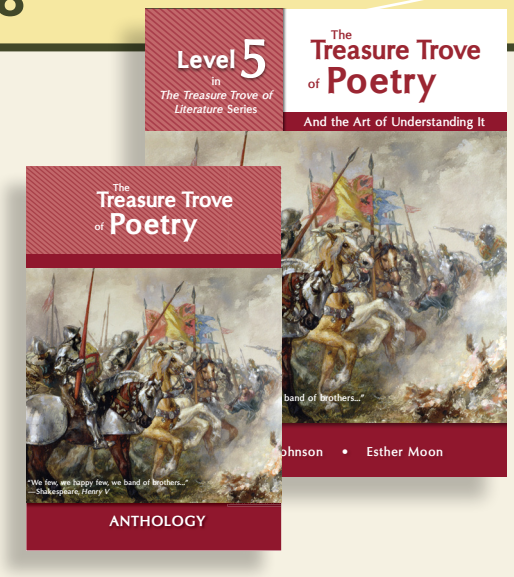
Appendix Two in *CHC Lesson Plans for Eighth Grade* includes instructions for constructing a detailed timeline of the 17th to the 21st centuries, using a free printable timeline template. The student will also write paragraphs on important events during that century. Appendix Two also includes five longer writing assignments on historical topics.

Samples:
- Table of Contents, page 24
- Excerpts from Chapter 18, page 25

Eighth Grade Core Subjects : : Literature & Reading Comp.

8

(The Treasure Trove of Poetry)



Part 1: The Secret Code of Poetry
"Favorite Poems" in *The Treasure Trove of Poetry Anthology*
Students will not only read timeless poems from various eras but will also master the art of appreciating and analyzing poetry. They will learn how poets use techniques such as enjambment, rhyme, meter, hyperbaton as a "secret code" to communicate their meaning more powerfully.
Genre: Lyric Poetry
Main Literary Devices: Rhyme, Meter, Scanning a Poem, Implied Metaphors, Ellipsis, Hyperbaton, Voice and Speaker, Irony (Verbal, Dramatic, and Situational), Verse Forms

Part 2: The Ballad of the White Horse
The Ballad of the White Horse by G.K. Chesterton in *The Treasure Trove of Poetry Anthology*
Students will apply what they have learned about poetry as they read G.K. Chesterton's *The Ballad of the White Horse*. Transport your students back to the 9th century as they follow King Alfred's heroic defense of Christianity against the heathen Danes. This inspiring epic poem will inspire students to face challenges to their Faith with courage, perseverance, and joy.
Genre: Epic Poetry
Main Literary Devices: Mountain Plot, Symbol, Motif, Characterization, Paradox, Metonymy, Hyperbole, Setting, Theme, Allegory, Synecdoche, Conflict

Part 3: How to Read Shakespeare
"Excerpts from Shakespeare" in *The Treasure Trove of Poetry Anthology*
In the final part, students will journey through 20 famous excerpts from Shakespeare, including iconic speeches from *Hamlet, The Merchant of Venice, Henry V, As You Like It, Macbeth*, and *Julius Caesar*. The step-by-step guide ensures that students not only understand Shakespeare's language but also develop the skills to unravel the beauty of his works. This is the perfect introduction to the most rewarding parts of Shakespeare, leaving students eager to read more in later grades.
Genre: Dramatic Poetry
Main Literary Devices: Types of Plays (Tragedy, Comedy, History, Romance), Couplet, Soliloquy, Rhetoric, Characterization, Contrast, Proverb, Apophasis

Q: Why spend a whole year studying poetry?

A: Studying poetry is one of the most effective ways to learn literary techniques and interpretive skills. This is because poetry is the most compact and condensed form of literature; it uses more techniques in a smaller space than any other type of literature. The skills gained from reading poetry are some of the same skills needed to understand novels, plays, and other forms of literature. In particular, students will learn:

- to decipher difficult grammar and word-choice to grasp the essence of what is being said,
- to look beyond the literal level of a text,
- to study the structure of a work and the relationship between its whole and its parts,
- to discern what is most important in complicated ideas,
- to detect irony,
- to think through ideas for themselves.

These skills are critical for reading all types of literature. They are even more necessary as preparation for attending college, because the ability to critically analyze texts and ideas is central to a college education.

Vocabulary

Poetry is one of the most effective ways to grow one's vocabulary since it is both memorable and uses a high frequency of advanced vocabulary. Many vocabulary words are defined in the footnotes of the *Anthology* so that students can learn new words in context. In Part 2 and Part 3, the student is also directed to write the definitions of certain words as they are used in the reading.

Reading Review Questions

The Reading Review Questions help the student recall what he has read and ensure that he has comprehended the reading. Besides basic comprehension questions, the student will also be asked to identify literary techniques in the reading and to rewrite lines of poetry in his own words.

Literary Studies

In Part 1: The Secret Code of Poetry, the Literary Studies lessons cover poetic techniques such as rhyme, meter, hyperbaton, and irony. In Part 2: The Ballad of the White Horse and Part 3: How to Read Shakespeare, the Literary Studies lessons focus on exploring the deeper themes that Chesterton and Shakespeare are trying to communicate in their poetry.

Oral Narration

Oral narration assignments involve more advanced thinking skills than reading review questions because they require the student to organize his thoughts. The act of narration also requires the student to visualize the events he is retelling and helps to cement the events he has read about in the student's memory. Narration tips are provided.

Discussion Questions

The Discussion Questions provided in every fifth lesson go beyond recall and comprehension and require the student to think critically and interpretively and to relate what he has read to his own life. A detailed parent's guide to discussion questions is provided.

Recommended Activities

A wide variety of optional activities—including crafts, art activities, and research projects—are suggested every fifth lesson. The hands-on activities expand on what was read and are meant to bring the poetry to life for the student through memorable experiences.

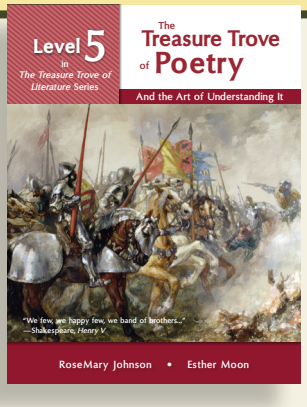
Memorization and Recitation

Regular memorization and recitation assignments encourage the student to share his new understanding of poetry by making a poem come alive for his family and friends. These assignments are also beneficial for the student's memory, vocabulary, pronunciation, and oral expression.

Poetry Journal

Poetry Journal assignments instruct the student to carefully write a poem in a dedicated notebook in his best penmanship, illustrating it as desired. By the end of the course, the student will have compiled his own collection of poems.

Click here to view more samples!



The Secret Code of Poetry

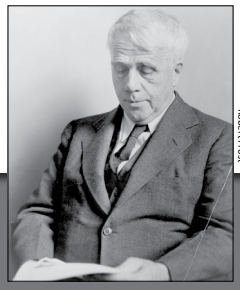
Part 1: Lyric Poetry

The Secret Code of Poetry

What Is Poetry? **2**
Rhyme **19**
Alliteration and Onomatopoeia **24**
Meter **32**
Scanning a Poem **37**
Imagery **42**
Similes and Metaphors **48**
Implied Metaphors **51**
Ellipsis and Hyperbaton **65**
Organization in a Poem **73**
Irony **81**
Allusion **100**
Verse Forms **104**
Step-by-Step Guide to Analyzing a Poem **117**

Poetry Through the Ages

Biblical Poetry **130**
Greek and Latin Poetry **135**
Medieval Poetry **140**
Early Modern Poetry **146**
Romanticism **153**
Poetry in the Modern Era **156**
Final Project: Write a Poem **168**


Robert Frost

A Guide to Understanding and Appreciating Great Poetry in 55 Lessons

7 Implied Metaphors

in stanza 1 of "The Highwayman" follow a clear pattern: [X] is/was [Y]. For was [a torrent of darkness]. Poets often use metaphors that aren't so simple, acteristic of a metaphor is that it pretends something actually is another thing. any ways. Here are some examples:

f stone" is another way to write: [Her heart] is [a stone]

his bedroom" is another way to write: [His bedroom] was [a dark cave]

d horribly with tints of tropic rain" is another way to write: [The sky] was [a tiger, horribly striped with tropical rain]

"The two windows in the tower that is the head of a man" is another way to write: [The two eyes in a man's head] are [two windows in a tower]

As you know, poets are always looking for ways to fit more meaning into few words. To do this, they often use something called an implied metaphor. An **implied metaphor** compares two things without directly mentioning one of them. Consider the phrase "the jeweled sky" at the end of stanza 2 of "The Highwayman."

> And he rode with a jeweled twinkle,
> His pistol butts a-twinkle,
> His rapier hilt a-twinkle, under the jeweled sky.

"The jeweled sky" is an implied metaphor. If we rewrite the phrase as a simple metaphor, we see that the poet is saying: [The stars] were [jewels]. The poet never mentions the stars, but they are *implied*. (Why would Noyes call the sky "jeweled" unless he was thinking about how the stars shine like jewels?)

To understand an implied metaphor, ask yourself, "*What* is being compared to *what*?" Let's look at some examples of how to do this.

> Tyger! Tyger! burning bright
> In the forests of the night...



The phrase "burning bright" in William Blake's "The Tyger" is an implied metaphor. Can you figure out what is being compared to what? Yes, the tiger is being compared to a fire. The fire isn't mentioned directly, but we know Blake must be thinking about fire because he uses the words "burning bright."

Of course, Blake isn't just interested in the two things he is comparing; he wants readers to think about the quality or qualities

Lesson 93 Book VII

Reading and Reading Preparation

Alfred has rallied his men for a last charge against the Danes. Is there any way the
of this battle? Read Book 7.184–264, including the information in the footnotes.

Vocabulary

As you come across the words below in today's reading assignment, look them up
in a dictionary. Write a brief definition of each word as it is used in the poem.

art (7.202) :

dale :

insolence :

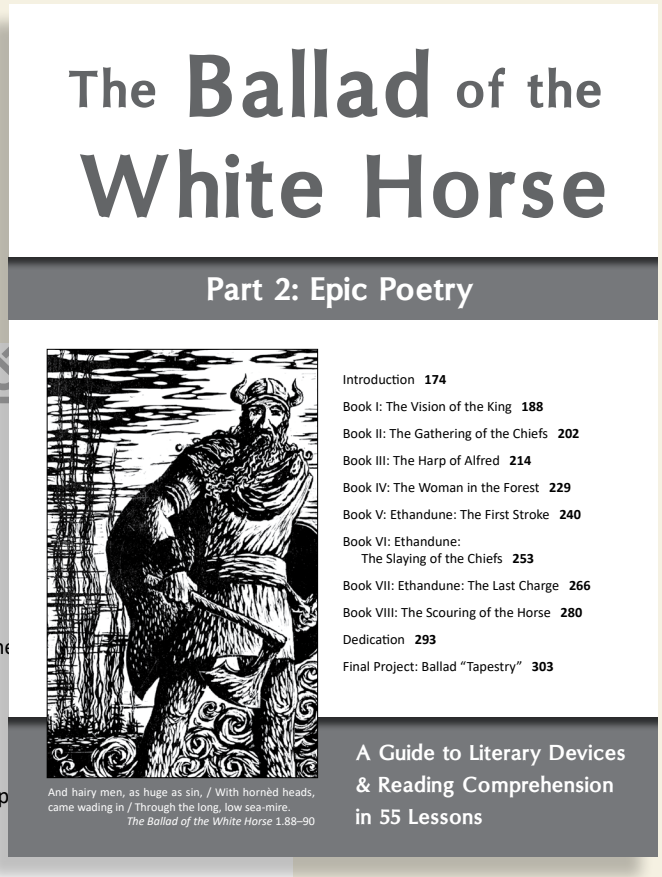
Literary Studies: Death of Ogier

In Book 7, King Alfred comes face to face with Ogier, who represents the forces of evil. Mark was only able to suppress Ogier's destructive rage for a short time, because he represented human reason and human efforts, which will never be strong enough to conquer evil. The forces of evil can only be conquered by God's grace.

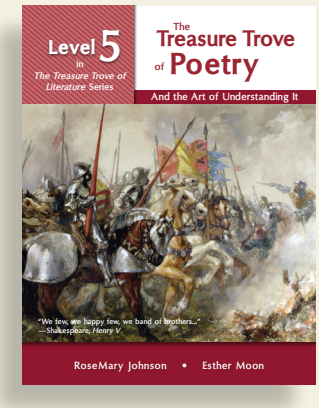
Chesterton makes this clear by arranging the story so that Alfred kills Ogier right after Mary appears (7.200–224). Ogier believes that the evil "gods behind the gods" are more powerful than any good god, but Mary comes as the representative of the Christian God to prove him wrong (3.195). She comes with a sword in her hand to intervene and turn the tide of battle. Immediately after Mary appears to Alfred, Ogier attacks Alfred and is killed by the king's axe. Then Alfred blows his horn and calls upon the remainder of the Christian army to charge the Danes. "The high tide!" King Alfred cries, "The high tide and the turn!" (7.241–242).



The death of Ogier after the appearance of Mary teaches us that only God's grace can defeat chaos and destruction. We can only be successful in the battle against evil thanks to God's assistance. God won't always intervene so obviously as with Mary's appearance, but His grace is always there.

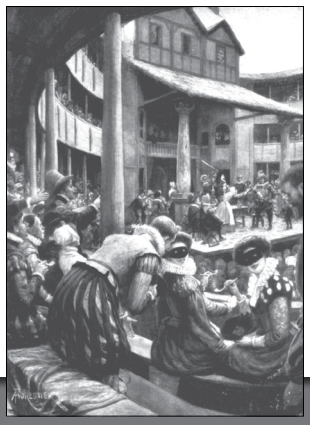


Click here to view more samples!



How to Read Shakespeare

Part 3: Dramatic Poetry



Henry V **314**
Henry VIII **326**
Richard II **330**
The Merchant of Venice **335**
Hamlet **348**
Henry IV, Part 1 **359**
Henry IV, Part 2 **363**
As You Like It **369**
Macbeth **374**
Henry VI, Part 3 **380**
Richard III **384**
King Lear **390**
Julius Caesar **405**

A Guide to Literary Devices & Reading Comprehension in 55 Lessons

114 Henry V

Studies: Rhetoric

r how King Alfred uses rhetoric in *The Ballad of the White Horse* to encourage his st charge at Ethandune? (See Lesson 92.) King Henry V takes the opposite rhetor- lfred's in his speech before the Battle of Agincourt, yet he is also very effective at

g his frightened men not to run away, as Alfred does, Henry actually tells the men e if they don't want to fight. He will even send those soldiers away with money to get home. When he says, "We would not die in that man's company / That fears his fellowship to die with us" (4.3.38–39), Henry means that he doesn't want to die with men who don't want to die with him. This bold statement shows confidence: it implies that Henry is not worried about how many men are fighting on his side. He can afford to be picky, he implies. Henry shows confidence to make his men feel confident, too.



What will happen to the men who stay and fight? Henry argues that they are "marked," destined, either for death or for victory. This is an interesting way to encourage soldiers: rather than reminding them how much depends on their actions, he suggests that the result of the battle is out of their hands. Henry's argument encourages the soldiers to focus on bravely doing what they can, rather than fearing that they won't succeed. If the outcome is destined, they should charge confidently into the fight and not worry about what will happen.

The rhetoric Shakespeare gives Henry in this speech is so powerful that it has been repeated countless times in history and in popular culture as the ultimate inspirational speech. During the Napoleonic Wars in the 18th century, the Englishman Sir Horatio Nelson called his captains his "band of brothers" just before he led them to a decisive victory in the Battle of the Nile. During World War II, the speech was delivered on a

Lesson 115 Discussion & Activities

Discussion Questions

Answer and hold conversations about some or all of these Discussion Questions. A parent's guide to the Discussion Questions can be found in the answer key.

1. In his speech at Harfleur, Henry V tells his men to make their faces and posture imitate those of a tiger, and later he tells the noblemen in his army to be examples for the common soldiers to imitate (3.1.6–9, 24). These two arguments are both examples of the theme of imitation. Do you think imitating another person or thing is a good thing? Have you heard the saying "Fake it till you make it"? This means that if you want to gain a certain skill or virtue, you should pretend to have that skill or virtue until you actually do have it. Do you think this is a good way to act?
2. As Henry V proves in his speeches, desire for honor is a great motivator. How is it a good thing to desire honor? How can it be a bad thing?
3. Henry V says that he doesn't care about physical things such as food and clothing. What he desires more than anything else is honor. Since different people have different personalities, we all have different desires. An artist might desire to paint the perfect picture more than anything else. An outgoing person might desire time with friends more than anything else. What do you desire more than anything else (after God's love, of course)?
4. In *The Ballad of the White Horse*, Alfred helps his men imagine the results of defeat, reminding them what is at stake and what they will lose. In contrast, Henry V helps his men imagine the honor they will gain through victory. Which strategy do you think would make you feel most brave if you were a soldier facing overwhelming odds?

Memorization

Begin memorizing *Henry V* 3.1.1–34 or 4.3.16–67. You will give a formal recitation of it in three weeks.

Recommended Activities

Complete at least one of the following Recommended Activities.

1. Research Activity: Research the Battle of Agincourt, the famous English victory that is dramatized in *Henry V*. (This is the battle fought just after Henry's St. Crispin's Day speech in *Henry V* 4.3.) What were the main weapons used in the battle? How did the French knights' full suits of plate armor prove to be a disadvantage? How did the terrain contribute to the English victory?

Click here for additional samples!

2. Drama Activity: Search online for at least three different recordings of Henry V's speeches at Harfleur and Agincourt. Searching for "Once more unto the breach speech" and "St. Crispin's Day speech" will bring up many results. Pay attention to how each actor uses his voice, expressions, and gestures to make the words "come alive." Which performance do you like the best? Do different actors portray Henry V's character differently? Why do you think some actors omit parts of the speeches?
3. Research Activity: Learn about the lives of Sts. Crispin and Crispinian.
4. Game: Play a game of chess, a board game that was already popular in the Middle Ages. Chess was especially popular among the nobility then, so Henry V is sure to have played the game, both for fun and as a way to develop strategic and tactical thinking.
5. Research Activity: What would it have been like to watch a Shakespeare play at the Globe Theater in London during Shakespeare's lifetime? Research the theater's location, seating or standing arrangements, and other interesting facts (for example, what might the audience throw at the actors if they didn't like the play?). Watch at least the first 30 minutes of Laurence Olivier's 1944 *Henry V* to see a reenactment of the play being performed at the Globe Theater during Shakespeare's day.

TABLE OF CONTENTS

I. Parts of Speech, *1–122*

2 *Subjects*
3 *Complex and Compound Subjects*
6 *Predicates*
8 *Elusive Subjects*
11 *Sentences*
12 *Compound Sentences*
13 *Compound Sentences*
17 *Nouns: Compound Nouns*
19 *Compound Words*
20 *Appositive Nouns*
23 *A Few More Words about Ap*
25 *Collective Nouns*
28 *Plural Nouns*
29 *Irregular Plurals*
30 *More Plural Nouns*
31 *And More Plural Nouns*
32 *Plural Names*
33 *Singular Possessive Nouns*
Special Cases for Singular P
65 *Perfect Progressive Verbs*
69 *The Last Verb Review*
70 *Active and Passive Voice*
75 *Pronouns*
77 *Personal Pronouns*
80 *Indefinite Pronouns*
81 *Pronoun and Verb Agreement*

II. Usage, *123-192*

124 *Complex Sentences*
127 *Functions of Dependent Clauses*
132 *The Dependent Adjectival Clause*
135 *Adverbial Clauses*
138 *Participles and Participial Phrases*
140 *Diagramming a Participle*
143 *Participial Phrases*
146 *Gerunds and Gerund Phrases*
152 *Infinitives and Infinitive Phrases*
155 *Infinitives as Adverbs and Adjectives*

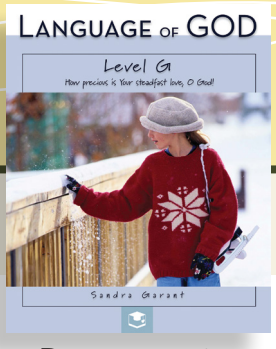
III. Mechanics, *193-232*

194 *Capitalization*
197 *Commas*
199 *Pausing for Dramatic Effect*
202 *Semicolons and Colons*
204 *Colons*
206 *Quotation Marks*
208 *Other Uses for Quotation Marks*
209 *Quotation Marks or Italics?*
211 *Single Quotation Marks*
212 *Apostrophes*
214 *Joint Ownership*
215 *Possessive Personal Pronouns and Adjectives*
216 *Contractions*
217 *Hyphens*
218 *More Uses for Hyphens*
220 *Dashes*
223 *Parentheses*
226 *Abbreviations*
228 *Writing Numbers*
230 *It's about Time*

IV. Composition, *233-295*

234 *Diction — Choosing Your Words*
235 *More about Diction*
236 *Formal and Informal Diction*
238 *Vocabulary*
240 *Sentence Structure*
241 *Varying Sentence Lengths and Structures*
243 *Research*
245 *More Online Research*
246 *Library Research*
248 *Citing Your Sources*
249 *What Do We Cite?*
251 *Citation Format*
253 *Works Cited Page*
255 *Using Online Citation Links*
256 *Basic Elements in a Works Cited Page*
259 *Types of Writing*
261 *Persuasive Writing*
264 *Writing a Persuasive Essay*
265 *Thesis Statements*
267 *Drafting Your Persuasive Essay*
267 *Revising Your Persuasive Essay*
268 *Narrative Writing*
268 *Time in Narratives*
269 *Developing a Series of Events in a Narrative*
271 *Dialogue in a Story*
273 *Selective Dialogue*
274 *Verb Tenses in Dialogue*
276 *Creative Writing*
278 *Heroic Couplets*
279 *Reports*
280 *Pre-writing Stage*
281 *Pre-writing Stage — Sources of Information*
283 *Interviewing Sources*
284 *Organizing Your Information*
284 *Completing Your Research*
285 *Drafting Your Report*
285 *Revising Your Report*
286 *Proofreading Your Report*
286 *Presenting Your Report*
287 *Responding to Literature*
288 *Reading for the General Meaning — Poetry*
289 *Reading for a Deeper Meaning — Poetry*
290 *Reading for the General Meaning — Prose*
290 *Reading for a Deeper Meaning — Prose*
291 *Writing about Prose*
293 *Writing about Poetry*
295 *Your Favorite Fiction Book*

Answer Key, *297-322*



Persuasive Writing

Persuasive writing argues a position. Its purpose is to encourage the reader to accept that position as the right position, the position that should be accepted and acted upon. An example would be a political campaign speech where the speaker is asking for votes.

What persuades us to accept someone's argument? Writers use three basic tools to persuade: the logical appeal, the ethical appeal, and the emotional appeal.

The **logical appeal** uses reasoning and facts to convince people. For example, why should we study algebra? We should study algebra because we will encounter situations that require analytical thinking, the kind of thinking that we will develop by doing algebra. Algebra also introduces the concept of variables, and our decisions must take variables, known and unknown, into account

The **ethical appeal** uses our confide
our basic desire for rightness in the wor
test? If we cheat on an algebra test, we
our ability to learn, and we are shirking
human beings. Our behavior is not fair t

The **emotional appeal** uses high inte
may cause us to react with anger, pity, o
talk before you take your algebra test, s
and success. No one wants to be a loser

Be aware that logical appeals can be
consequences, and the emotional appe
must still use common sense and consic
writing and speech.

Recognizing Pers

Label each of the following statements
of appeal presented by word choice. So

Example: logical "Wher
there is the greatest industrial output o
apartments, proud avenues, and the spr
to have been destroyed, today there ar
theaters, and museums."—President Ro

1. _____ "It is obvious t
note insofar as her citizens of color a

PARTS OF SPEECH

NOUN

Reflexive or Intensive Pronoun Exercise

Write "R" in the blank if the italicized pronoun is reflexive. Write "I" if the pronoun is intensive.

Example: R The actor bowed *himself* off the stage at the end of the play.

1. _____ I bought *myself* a copy of Shakespeare's comedies.

2. _____ Do you *yourself* enjoy reading Shakespeare?

3. _____ In Shakespeare's Scottish play, Macbeth, the main character, tells *himself* that "Life's but a walking shadow, a poor player."

4. _____ Juliet tells *herself* what her future will be when she discovers who the handsome young man at the ball is.

5. _____ Juliet *herself* declares her love for Romeo, a young man whom her family will not accept because of a serious feud between the Capulets and the Montagues.

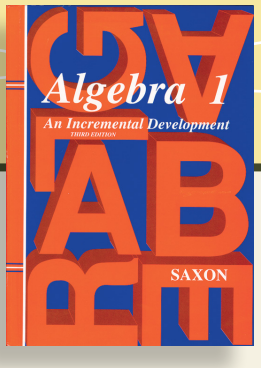
6. _____ Cassius encourages *himself* and Brutus to assassinate Caesar for the good of the people.

7. _____ Although Caesar was warned to remain at home, he *himself* decides that he cannot thwart his fate.

8. _____ Although Marc Antony publicly judges *himself* to be no great speaker, he proceeds to speak eloquently after the assassination of Caesar.

9. _____ Although Regan and Goneril flatter King Lear, Cordelia who truly loves him submits *herself* to honor him without flattery.

10. _____ In The Merchant of Venice, Portia's father *himself* decides she must marry only the man who can determine in which of three caskets her picture has been placed.



LESSON 75 *Writing the Equation of a Line • Slope-Intercept Method of Graphing*

75.A writing the equation of a line

We remember that the graph of a vertical line is everywhere equidistant from the y axis. In the figure on the left, every point on the line A is 3 units to the left of the y axis, and the equation of this vertical line is

$$x = -3$$

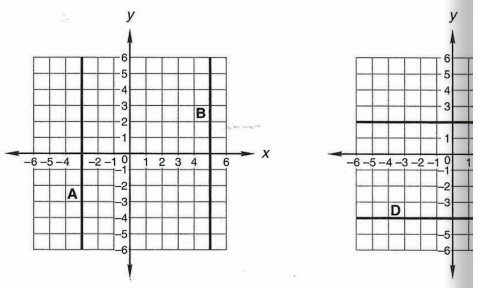
Every point on line A satisfies the equation $x = -3$ as every point on line A has -3 as its x coordinate. The y coordinate can be any real number since there are no rest
point on line B has 5 as its x coordinate, so the equation of line B is

$$x = 5$$

The graph of every vertical line on the coordinate plane has the form

$$x = k$$

where k is the value of the x coordinate of any point on the vertical line. either positive or negative.



The graph of a horizontal line is everywhere equidistant from the x a
line C is 2 units above the x axis, and the equation of this line is

$$y = 2$$

Every point on line C has a y coordinate of 2, and so the equation of line

$$y = 2$$

Note that there are no restrictions on the value of the x coordinate, so the
of the line $y = 2$ are those points whose x coordinates can be any real n
coordinates must be 2. Applying similar reasoning, note that every point
its y coordinate, so its equation is

$$y = -4$$

If we use k to represent the value of the y coordinate of any point on a horizontal line, we can say that the equation of a horizontal line is

$$y = k$$

Thus, we see that the equations of vertical and horizontal lines can be determined by inspection. These equations contain an x and one number or a y and one number.

$$x = +5 \qquad x = -3 \qquad y = +2 \qquad y = -4$$

The equation of a line that is neither vertical nor horizontal cannot be so simply written. However, the equations of these lines can be written in what we call the **slope-intercept form.** The following equations are equations of three different lines written in slope-intercept form.

(a) $y = -6x + 2$ (b) $y = \frac{2}{3}x - 5$ (c) $y = 0.007x + 3$

We note that each equation contains an equals sign, a y, an x, and two numbers. **The only difference in the equations is that the numbers are different.**

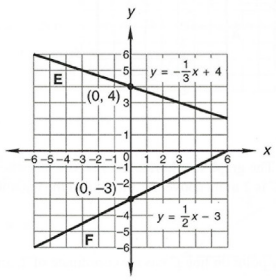
We use the letters m and b when we write this equation without specifying the two numbers.

$$y = mx + b$$

Since the equation of any line that is not a vertical line or a horizontal line can be written in this form, the problem of finding the equation of a given line is reduced to the problem of finding the two numbers that will be the values of m and b in the equation.

intercept

In the slope-intercept form of the equation $y = mx + b$, we will call the constant b the **intercept** of the equation because b is the y coordinate of the line at the point where the line intercepts the y axis. Note that b is the value of y when x has a value of 0. The figure shows the graphs of two lines. Line E intercepts the y axis at +4, so the intercept b in the equation of this line has a value of 4. Line F intercepts the y axis at -3, so the intercept b in the equation of this line has a value of -3.



example 75.1 Find the y intercept of the line whose equation is $y = 3x - 5$.

solution The equation of the line $y = 3x - 5$ is written in the form $y = mx + b$. The constant b is the y intercept, so in this case, the y intercept is **–5.**

Another way to solve this problem is to remember that the y intercept is the y coordinate of the point of intersection of the line and the y axis. In other words, the y intercept is the value

How to order *Saxon Math Algebra 1* Kit and Solutions Manual (3rd edition):

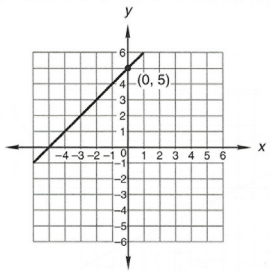
Go to ***chcweb.com/Grade8*** for direct links to purchase these books from an affordable source, or search online by ISBN: 9781565771239 (Kit), 9781565771376 (Solutions Manual).

of y which satisfies the equation of the line when x is set equal to 0. Setting $x = 0$ in the equation of the line, we get

$$y = 3(0) - 5$$
$$= -5$$

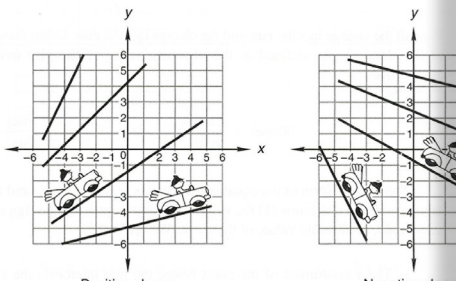
Therefore, the line intersects the y axis at –5 and the y intercept is –5.

example 75.2 Find the y intercept of the line shown.



solution The line shown intersects the y axis at $y = 5$, so the y intercept is **5.**

slope **In the slope-intercept form, $y = mx + b$, we call the constant m the** Thus, in the equation $y = -2x + 6$, we say that the slope of this line coefficient of x is –2. **We note that the slope has both a sign and a ma** value). A line represented by a line segment that points toward the upper rig coordinate plane has a positive slope. A line represented by a line segment the lower right-hand part of the coordinate plane has a negative slope. As a us remember this, we will use the little man and his car. **He always comes f side, as shown here.**



Positive slopes Negative slope

The little man sees the first set of lines as uphill with positive slopes and the as downhill with negative slopes.

New to Saxon Math? Click here for a placement test!

Use the slope-intercept method to graph the equations:

e. $y = -\frac{2}{3}x + 2$ **f.** $5 + 3y = x$

problem set 75

1. (70) Richardson has a bag with 5 white marbles and 7 red marbles. A marble is drawn at random and replaced. Then another marble is randomly drawn. What is the probability that the first marble will be red and the second marble will be white?

2. (70) The spinner shown is spun 4 times. What is the probability that the spinner stops on 4, 2, 3, and 1, in that order?



3. (73) David has a bucket with 5 yellow golf balls and 9 white golf balls. A ball is drawn at random and not replaced. Then another ball is randomly drawn. What is the probability that both are white golf balls?

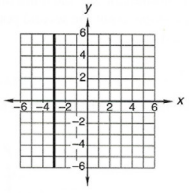
4. (58) Three percent of the caterpillars metamorphosed into butterflies. If Ramona could count 120 butterflies, how many caterpillars had there been? Draw a diagram as an aid in solving the problem.

5. (58) Sakahara socked it to them. If 4800 were present and Sakahara socked 34 percent of them, how many did he sock? Draw a diagram as an aid in solving the problem.

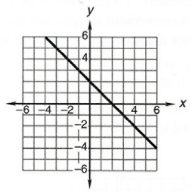
6. (58) Muhammad counted the tents and found that 784 were patched. If there were 1400 tents in all, what percent was patched? Draw a diagram as an aid in solving the problem.

Find the equations of these lines:

7. (75)



8. (75)



Use the slope-intercept method to graph these equations on a rectangular coordinate system:

9. (75) $y = -\frac{3}{2}x + 3$ 10. (75) $2y = -x + 2$

Write these numbers in scientific notation:

11. (74) 0.00123×10^{-5} 12. (74) 0.00123×10^{8}

Factor these binomials. Always factor the common factor first.

13. (73) $b^3x^2 - 4b^3$ 14. (73) $16x^2 - a^2$ 15. (73) $-m^2 + 9p^2$

Factor the trinomials. Always begin by writing the trinomials in descending order of the variables and by factoring out the greatest common factor.

16. (69) $x^2 + 3x - 10$ 17. (69) $4x + x^2 - 21$

18. (71) $5x^2 - 15x - 50$ 19. (71) $x^3 - 3x^2 + 2x$

20. (72) $18(x + y) + 9z(x + y) + z^2(x + y)$

21. (72) $(m + a)x^2 + 3(m + a)x - 18(m + a)$

22. (67) Use elimination to solve:

$$\begin{cases} 4x - 5y = -1 \\ 2x + 3y = 5 \end{cases}$$

23. (71) Use substitution to solve:

$$\begin{cases} N_Q + N_D = 25 \\ N_Q = N_D + 3 \end{cases}$$

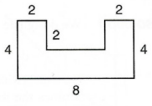
Simplify:

24. (66) $15\sqrt{12} - 30\sqrt{18} + 2\sqrt{300}$ 25. (29) $\frac{5}{-3^{-2}} - \sqrt[5]{-32}$

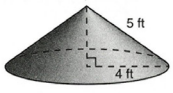
26. (53) $\frac{x^{-2}y^0(x^{-2})^{-2}y^2}{(y^2x^{-4})^2(y^3x^2)^{-1}}$ 27. (68) $\frac{a^{-1} + b^{-1}}{a^{-1}b^{-1}}$

28. (27) Solve: $2.2x - 0.1x + 0.02x = -2 - 0.12$

29. (8) Find the area of this figure. All angles are right angles. The dimensions are in inches.



30. (72) A right circular cone has a base of radius 4 ft and a slant height of 5 ft, as shown. Find the surface area of the right circular cone.



Chapter 1
Earth In Space



Objectives

After studying this chapter and completing the exercises, you should be able to do each of the following tasks, using supporting terms and principles as necessary.

1. Define and describe the four major Earth systems.
2. Give examples of specialties practiced by different kinds of Earth scientists.
3. Describe Earth's location in the solar system, galaxy, and universe.
4. Define what a habitable zone is, and apply this definition to Earth's place in the solar system and the solar system's place in the Milky Way galaxy.
5. Give examples of ways in which Earth seems to be "just right" for complex life.
6. Describe Earth's orbit around the Sun.
7. Explain how the tilt of Earth's axis causes the seasons.
8. Explain why it is hot in the summer and cold in the winter in the Northern Hemisphere.
9. List, in order, the phases of the Moon throughout the lunar cycle.
10. Describe the position of the Sun, Earth, and Moon for each phase of the lunar cycle.
11. Explain what causes partial and total solar eclipses and explain why they do not occur every month.
12. Explain the cause of lunar eclipses.
13. Explain how solar, lunar, and lunisolar calendars work and give an example of each.
14. Compare the Julian and Gregorian calendars, explaining how the Gregorian calendar corrected a flaw in the Julian calendar.

Vocabulary Terms

You should be able to define or describe each of these terms in a complete sentence or paragraph.

1. Antarctic Circle
2. aphelion
3. Arctic Circle
4. atmosphere
5. autumnal equinox
6. biosphere
16. hydrosphere
17. Julian calendar
18. last quarter
19. lithosphere
20. lunar calendar
21. lunar phase
31. solar eclipse
32. summer solstice
33. total lunar eclipse
34. total solar eclipse
35. Tropic of Cancer
36. Tropic of Capricorn

4.3 Mineral Properties and Identification

Geologists and mineral collectors often have to identify unknown mineral samples. There are thousands of minerals, but with experience and knowledge of the properties of various minerals, it is usually possible to identify the more widespread minerals without using sophisticated laboratory techniques.

We cannot see the elements in a mineral just by looking at it, nor can we see the mineral's internal atomic structure. Whether in the field or in a laboratory, geologists use basic properties that are easy to see or measure, such as color and hardness, to identify minerals.

4.3.1 Luster, Color, and Streak

The property of *luster* refers to the way a mineral reflects light off its surface. One of the most important distinctions is between minerals that have metallic luster—that is, those that reflect light like a piece of metal—and those that have nonmetallic luster. Minerals with non-metallic luster are described with terms such as submetallic, glassy, pearly, silky, earthy, waxy, and dull. Three of these lusters are represented by the minerals shown in Figure 4.22.

Another property is color—one of the first things we notice about a mineral. Some minerals have distinctive colors that play a key role in identification. For example, the mineral azurite, pictured in Figure 4.23, has a characteristic blue color. But color is an unreliable property for identifying many minerals because impurities cause them to take on a wide variety of colors. As already mentioned, quartz is normally white or colorless, but impurities give it a number of other colors.

Streak is the color of a mineral when it is powdered. A mineral's streak tends to be much more consistent than its color. The color of the mineral hematite can vary from reddish-brown to black to silver, but its streak is always rust-colored. Streak is typically determined by rubbing a sample over an unglazed ceramic streak plate, as illustrated in Figure 4.24.

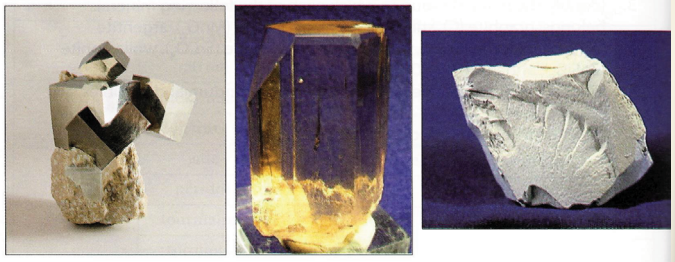


Figure 4.22. Luster. Pyrite (left) has a metallic luster, topaz (center) has a glassy luster, and kaolinite (right) has a dull or earthy luster.



Figure 4.23. Azurite has a distinctive blue color.



Figure 4.24. Ceramic streak plates, showing the dark brown streak of pyrite and the white streak of rhodochrosite.

4.3.2 Crystal Form, Hardness, Cleavage, and Density

Because atoms in a mineral are arranged in orderly patterns, they can form crystals that have distinctive shapes. *Crystal form* is the shape a crystal mineral has if the crystal is free to form without being constrained. In most cases, when minerals form they are in places where they cannot grow freely, and obvious crystal faces do not form. But if a mineral forms in some sort of cavity, beautiful multi-faced crystals can form. The quartz crystals shown in Figure 4.25 grew in the cavity inside a rock, forming a wonderful object called a *geode*. The stunning gypsum crystals in Figure 4.26 grew in a cave in Mexico that was discovered as miners were drilling to expand a silver-lead-zinc mine.

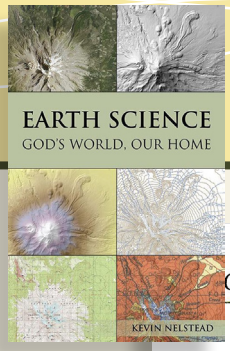


Figure 4.25. Amethyst crystals lining the inside of a geode.

Hardness is a measure of a mineral's resistance to scratching. Hardness is one of the most useful properties for identifying mineral samples. The *Mohs scale* rates mineral hardness on a scale of 1 to 10, where a rating of 1 represents an extremely soft substance and 10 represents an extremely hard substance. The Mohs scale is shown in Table 4.5. The softest mineral on the Mohs scale is talc, which easily scratches with a fingernail and is used for making baby powder (among other things). The hardest mineral in

How to order *Earth Science* Textbook (2nd edition) & Digital Resources:

Go to ***chcweb.com/Grade8*** for direct links to purchase this program from affordable sources.



to be just right for plate tectonics to occur, such as the presence of oceans, and having the right amount of radioactivity in the rocks of the lithosphere.

There are many more ways in which the universe as a whole, and our planet in particular, seem to be purposefully designed and fine-tuned for life. Psalm 19:1 states that "The heavens declare the glory of God, and the sky above proclaims his handiwork." To Christian Earth scientists, it is not only the heavens and sky that declare God's glory, but all God's creation, including everything in the lithosphere, hydrosphere, atmosphere, and biosphere. All Christians believe the entire universe testifies to its loving and providential Creator, our wise God who designed the universe to be inhabited by a spectacular variety of complex life—including us.

1.2.3 Earth in the Galaxy and Universe

On a very dark night, one can see up to two or three thousand stars, only a very tiny fraction of the total number of stars in the galaxy. A *galaxy* is a massive system of stars gravitationally bound to one another. Our Sun is but one of perhaps 200 billion (200,000,000,000) stars in the Milky Way galaxy, the spiral galaxy in which our solar system is located. If we were able to travel outside of the Milky Way galaxy—which would take millions of years to do with our current spacecraft—we would see that it looks something like the galaxy shown in Figure 1.13. As Figure 1.14 illustrates, our solar system is located at the edge of a spiral arm, roughly half way from the center of the galaxy to the outer edge. Our Sun is orbiting the center of the galaxy with a velocity of about 800,000 kilometers per hour, but even moving that fast, it takes over 200,000,000 years for the Sun to make one revolution around the galactic core.

Just as there is a habitable zone in the solar system, where conditions are right for life to flourish, so there seems to be a galactic habitable zone in spiral galaxies where conditions are right for life to exist. Near the galactic core, stars are closer to each other than they are in our neighborhood of the galaxy, and it is believed that catastrophic events, such as stars passing close to one another and disrupting planetary orbits due to gravitational attraction, would make the entire central region of the galaxy inhospitable for complex life. On the other hand, it appears that solar systems near the outer edges of spiral galaxies do not contain a high enough proportion of atoms of elements heavier than hydrogen and helium to have terrestrial planets—worlds made of heavier elements such as iron, silicon, and oxygen.

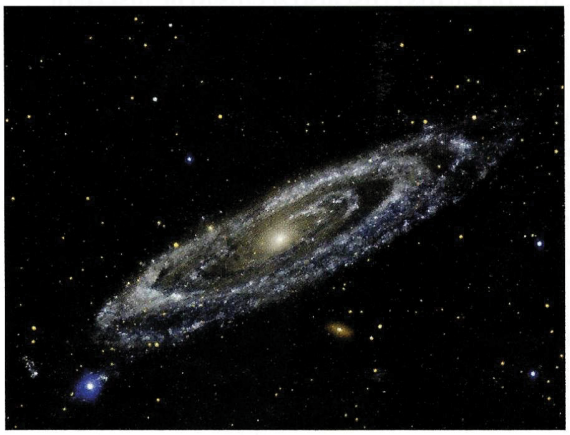
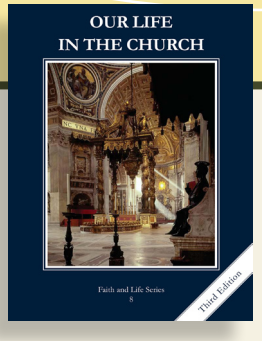


Figure 1.13. Our Milky Way galaxy is a spiral galaxy, like the Andromeda galaxy pictured here.

The Milky Way galaxy is just part of the much larger *universe*.



CHAPTER 4

The Teaching Church

They asked him, "Teacher, we know that you speak and teach rightly, and show no partiality, but truly teach the way of God."

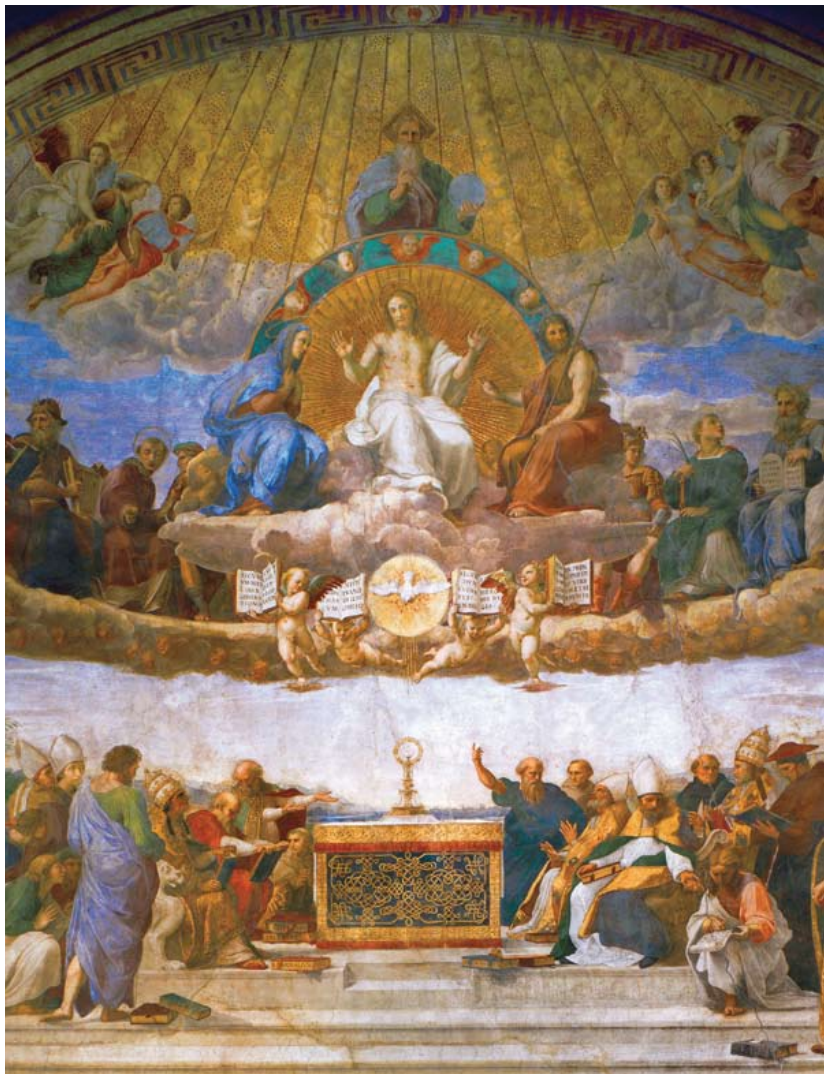
Luke 20:21

"This gospel was to be the source of all saving truths and moral discipline. This was faithfully done: it was done by the apostles who handed on, by the spoken word of their preaching, by the example they gave, by the institutions they established, what they themselves had received" (DV, 7).

As we have already seen, Our Lord left to the Church the *deposit of Faith*. His final command to the apostles was to teach all that he had instructed them. He relied on his apostles and their successors to carry his message to the world. This is made known to us today through the living voice of the Church—the Pope, the bishops, the priests—even the laity. Each of these conveys to us the message of Christ, especially the clergy, who are, by their office, the representatives of Christ. The Church bases her teaching on the deposit of Faith revealed to us by God. Before we look at the source of this teaching we should first consider what is meant by *revelation*.

What Is Revelation?

Revelation literally means to "draw back the veil" or to uncover. God is primarily a mystery to us. On our own we can have only a limited knowledge of him. However, God has unveiled some of the mysteries about himself so that we might come to know and love him. He

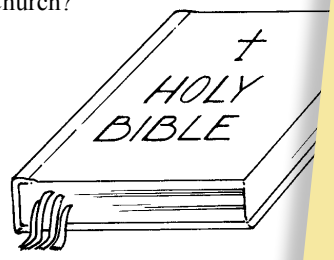


Name:_____

Revelation

Answer the following questions in complete sentences.

1. Who comprises the living voice of the Church?



2. What is revelation?

3. When did public revelation begin and end?

4. Who is the source of revelation?

5. In what two ways is the Word of God passed on to us?

6. What is Sacred Tradition?

7. What is Sacred Scripture?

Contents

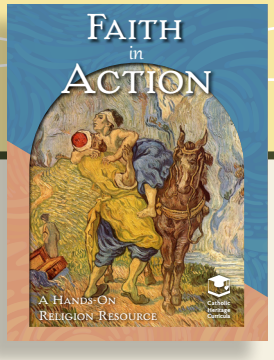
THE CHURCH
1. Christ's Abiding Presence 11
2. The Birth of the Church 15
3. The Nature of the Church 19
4. The Teaching Church 25
5. Authority in the Church 32
6. The Visible Hierarchical Church 39
7. The Church Sanctifying 43
8. The Church Sanctifying 54
9. Mary—Mother of the Church 61
10. The Communion of Saints 69
11. Saints in Our History 74
12. Saints in Our History 80
13. Separated Brethren 88

THE CHRISTIAN IN THE WORLD
14. The Universal Call to Holiness 97
15. The Life of Virtue 102
16. The Works of Mercy & Happiness 110
17. Vocations 115
18. The Lay Apostolate 121
19. Marriage and the Family 124
20. The Christian in the World 129
21. Law and Conscience 134
22. The Church & Social Order 141

THE MEANS TO FULFILL OUR CALL TO HOLINESS
23. Prayer 147
24. The Sacramental Life 153

THE END OF CHRISTIAN LIFE
25. Death & Particular Judgment 163
26. The End of the World 168

APPENDIX
Words to Know 175
Prayers 181



Faith in Action ... In the Family

Parent Notes

- ❑ Cook dinner one day a week. Perhaps you would enjoy trying meatless recipes for Friday nights—they are often easier than other recipes!
- ❑ Fix creative, healthy snacks for siblings.
- ❑ Organize recess games for younger siblings.
- ❑ Prepare younger

WE
Gratitud

"Let the mountai
and the joyf

—From "Alleluia
Anth



18

What is contentment? It is happiness in having whatever God sends, doing whatever God wants, and not worrying if others have more than we do. We would not wish for what others have if we stopped to think of all God has given us. This little story helps us remember how rich in blessings we are. As the old saying tells us, "Count your blessings!"

Harry's Riches

One day, our little Harry spent the morning with his young playmate, Johnny Crane, who lived in a fine house, and on Sundays rode to church in the grandest carriage to be seen in all the country round.

When Harry returned home, he said to me, "Mother, Johnny has money in both pockets!"

"Has he, dear?"

"Yes, ma'am; and he says he could get ever so much more if he wanted it."

"Well, now, that's very pleasant for him," I returned cheerfully, as a reply was plainly expected. "Very pleasant; don't you think so?"

"Yes, ma'am; only—"

"Only what, Harry?"

"Why, he has a l
a hol

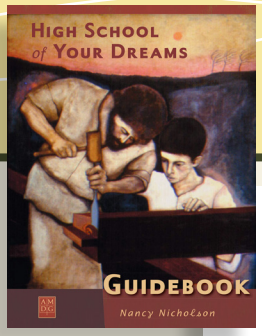
"No, indeed, Harry, we are very far from being poor. We are not so rich as Mr. Crane's family, if that is what you mean."



Thank You!

Use one of the designs below to make a thank you card for someone you usually take for granted. It could be a parent, an aunt or uncle, a grandparent, a godparent, or your parish priest. Fold a blank piece of 8.5 by 11 inch paper in half, then in half again. Cut out one of the designs below and paste it on the front of the card (or create your own design). On the inside, along with your thank you message, you can write a prayer, psalm, or poem. Be specific about what you are thankful for. Then put your card in an envelope and mail it!





Sample
Individualized Plan:
Chelsea the Future Nurse



This Sample Individualized Plan demonstrates how to adapt core subjects such as English and Math in order to fit one's goals more precisely. Even though it might not address the precise field that your student is interested in pursuing, the information and approach will give you ideas that can be applied in your own planning. Space has been left for notes on how the ideas in this Individualized Plan could be adapted for use with designing a student's high school plan.

The following Individualized Plan was written for a student with strong leanings toward nursing. She had already completed a number of high school courses and was an avid reader and writer with a variety of interests, including baking, swimming, and clothing design. She was college-bound and had a strong interest in nursing as a career.

STEP 3

Step 3

Complete Your Student Profile

An important step in developing your individualized high school plan is to complete a Studen Profile. Please remove the Parent's Segment of the Student Profile on pages 35–52 and give it t your parent to read and complete. Then answer the questions on pages 29–33 of the Studer Profile.

Once you and your parent have finished filling out the Student Profile, plan a meeting t discuss the results, referring to "Assessing the Results" on pages 40–41 for guidance. With th information gathered, you will have a better idea of which educational approaches to use.

Student Profile
STUDENT'S SEGMENT

This segment of the student profile is to be completed by the student.

1. Approach to learning: Do you prefer projects and activities, desk work, or a little of both?

2. Do you like to read?

3. Do you enjoy creative writing?

4. Do you like to write short essays?

Step 3: Complete Your Student Profile 29

The High School of Your Dreams Guidebook provides detailed guidance for developing a tentative four-year plan and a schedule for freshman coursework.

Early planning for high school will help the student to focus on his or her goals—building excitement for the coming high school years—and will give time for course and material selection.

Whatever your educational plans for your student's high school years, the vocation and career discernment resources in the *High School of Your Dreams Guidebook* will encourage him to take an active part in his education, and will make it easier to plan your student's high school years.

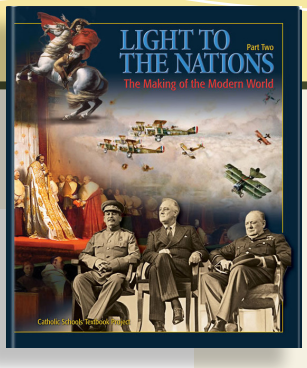


TABLE OF CONTENTS

From the Founding General Editor, CSTP		x
Introduction:	The Scientific Revolution	1
Chapter 1	The Age of Enlightenment	21
Chapter 2	The Age of Enlightened Despots	41
Chapter 3	The Church Before the Revolution	69
Chapter 4	Revolution in France	91
Chapter 5	Many Revolutions	123
Chapter 6	The Rise and Fall of Jacobin France	147
Chapter 7	The Triumph of the "Little Corporal"	177
Chapter 8	The Defense and the Building of Christendom	205
Chapter 9	Metternich's Europe	237
Chapter 10	Romanticism and Revolt, Part I	265
Chapter 11	Romanticism and Revolt, Part II	293
Chapter 12	The Triumph of Liberalism	323
Chapter 13	An Era of Change and Conflict	357
Chapter 14	New Powers, Old Battles	383
Chapter 15	Into a New Century	417
Chapter 16	Europe at War	449
Chapter 17	The "Great War"	481
Chapter 18	The Rise of Totalitarian Regimes	521
Chapter 19	An Even Greater War	557
Chapter 20	The End of a War and the Beginning of a New World	589
	Index	627

The new pope explained this motto in his first encyclical, *Ubi Arcano Dei Consilio*, issued December 23, 1922. "Since the close of the Great War, individuals, the different classes of society, the nations of the earth have not yet found true peace," wrote Pius. Nations were still rivals; public life was clouded "by the dense fog of mutual hatreds"; the war between the rich and poor classes continued, because each class seeks "to rule the other and to assume control of the other's possessions." Even family members were at odds with one another, said the pope, for the war ...ns away "from the family fireside" and had weakened the ...eople of his day, said the pope, refused obedience to rightful ...g to live up to their obligations. "In the face of our much ...e the pope, "we behold with sorrow society lapsing ...nto a state of barbarism."

...ended the war, said the pope, did not bring ... was only written into treaties. It was not ...s of men, who still cherish the desire to ...o continue to menace in a most serious ...stability of civil society." Because of ...uman institution by itself can bring ... Pius, can only come through justice ...e fruits of the grace of Christ, com... Church. "It is therefore," wrote Pius, ...Christ can only exist in the Kingdom ...*n regno Christi*."

...his task "to bring about the reestab...gdom," not only in individual hearts, ...ate as well. In Italy, he had taken steps ...liation between the anticlerical Liberal ...Church. Such a reconciliation had to ...as called the "Roman Question"—what ...government's theft of the Papal States in ...ors, Pius XI demanded that the government ...over at least some of the territory taken from ...e Church be truly independent of the state. ...though, the pope had to deal with the Fascist gov... ...solini, which, at first, was more anti-Catholic than the ...ument had been. Yet, beginning in 1924, Mussolini began ...ed the Church and the Catholic faith of the Italian people. ...e restored control of primary schools to the Church; he ...on (given by priests and religious) mandatory in all Italian ...ed several anticlerical laws. Though in 1925 the pope con... ...acts of oppression against the Church, it was clear that ...ome sort of reconciliation with the pope. ...oubts about *Il Duce*'s goodwill, the pope believed he had to ...erely wanted reconciliation. Thus, in 1926, when Mussolini ...ttle the Roman Question, Pius XI agreed to talks with the ... an opportunity, he thought, to restore both the Church's ...influence over Italy. The talks resulted in a treaty between ...ingdom of Italy, signed at the Lateran Palace in Rome on

...did not restore the Papal States or even the entire city of ...t did create a small, independent state of about 100 square



Pope Pius XI

in the war, said the nationalists; it had been betrayed, "stabbed in the back," by German socialists, international Jews, and Catholics.

Hitler's Nazi party benefited greatly from Germany's misfortunes. In the election of 1930, the party won 18 percent of the vote, a dramatic change from the 2.6 percent it had won in 1928. In 1932, Hitler ran for president against the 85-year-old General Paul von Hindenburg, the war hero who had held the office of president since 1925. Hitler lost the race, but his National Socialist Party did so well that it was quickly becoming the largest party in the *Reichstag*.

With his Nazi *Reichstag* members behind him, Hitler demanded that Hindenburg make him chancellor; but the old general refused. Instead, he dissolved the *Reichstag*; but in the new elections, the Nazis won 230 seats—more than any other party had ever won in the history of the Weimar Republic. Once again, Hitler demanded the chancellorship, and again Hindenburg refused.

But in another election, held in November 1932, the Nazis lost 5 percent of the vote, while the Communists increased their number in the *Reichstag*. Fearing that socialists might take control of the government or that Communists would overthrow it, Hindenburg's friends threw their support to Hitler. He, if anyone, could deal with the Communists, they thought. Several of Hindenburg's allies, including his own son, tried to convince him that he had little to fear from Hitler. Worn out by all the fights in the *Reichstag*, Hindenburg at last gave in. On January 30, 1933, he appointed Adolf Hitler chancellor of the German republic.



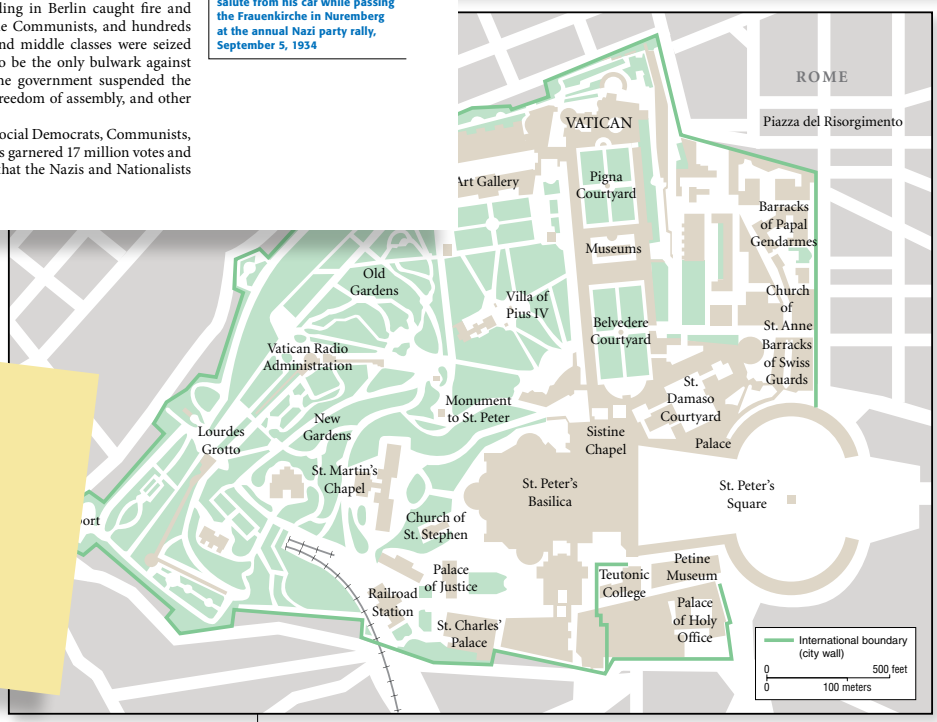
Adolf Hitler giving the Nazi salute from his car while passing the Frauenkirche in Nuremberg at the annual Nazi party rally, September 5, 1934

Dictatorship

With the power of the chancellor in his hands, Hitler began purging the government of his opponents. Most of the *Reichstag* was not Nazi, so he dissolved it. New elections were called. The Nazi party's brown-shirted storm troopers terrorized Communists, Social Democrats, and Center Party members. The government shut down newspapers belonging to opposition parties and forbade or broke up their meetings. The Nazi party seized control of radio stations so that only the Nazi message could be broadcast to German voters.

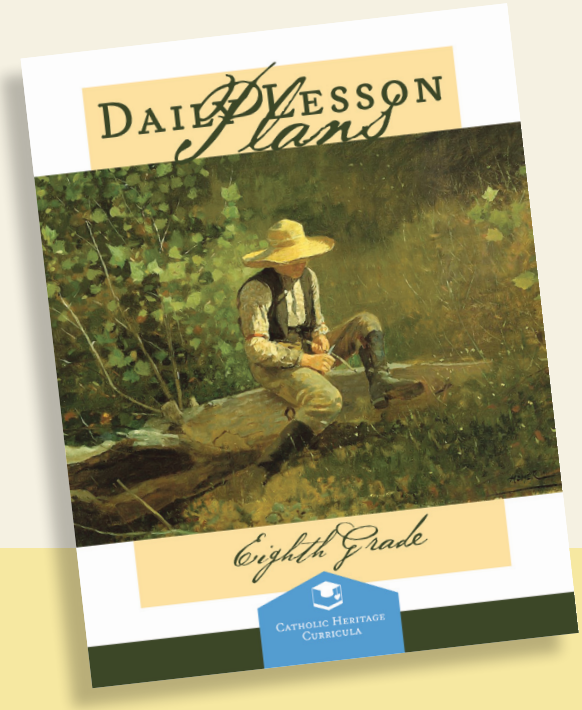
Then, on February 27, 1933, the *Reichstag* building in Berlin caught fire and nearly burned to the ground. The Nazis blamed the Communists, and hundreds of Communist leaders were arrested. The upper and middle classes were seized with the fear of Bolshevism. The Nazis appeared to be the only bulwark against Communist revolution. To "protect" the public, the government suspended the constitutional guarantees of freedom of the press, freedom of assembly, and other personal liberties.

In the election held March 5, 1933, three parties (Social Democrats, Communists, and Centrists) won 17.3 million votes, while the Nazis garnered 17 million votes and their allies, the Nationalists, 3 million. This meant that the Nazis and Nationalists



Vatican City State as it is today

See more samples online!



CHC Daily Lesson Plans: Eighth Grade

The eighth grade lesson plans are designed for 36 weeks, five days a week.

Catholic Heritage Curricula operates under the philosophy that your home is your school; as Catholic parents, you should have complete control over what is taught in your home. CHC facilitates your vision for your own Catholic homeschool, based on the needs of your family. We exist to help those who wish to provide solid, affordable, Catholic academics in a gentle homeschool setting. CHC is not a "school" but a curriculum provider. Like other full curriculum providers, CHC offers lesson plans and all the books necessary to provide a good Catholic education to their children, but at a far lower price. There are no tuition or enrollment fees, simply the cost of the materials.

What Are CHC Lesson Plans?

CHC Lesson Plans provide an organized and flexible framework for learning and developing specific skills. The lesson plans are laid out day-by-day, with weekly goals for those who prefer a simpler guide. These goals form a scope and sequence that builds from skill to skill, year-to-year, providing a solid foundation for your child as he progresses in his studies through the elementary, middle, and upper grades.

The lesson plans are designed around key features: flexibility, ease of use for the busy mom, and incorporation of the Faith with practical living. At a glance you can differentiate between required core subjects and optional electives.

Core & Electives

Only the boxes for required Core subjects are shaded in the lesson plans. Electives are considered optional and have been left unshaded. They may be added to your student's schedule as time, interest, and funds allow.

Week 1 Goals

Math
☑ *Saxon Algebra 1*
Lessons 1-4, pgs. 1-23

Language Arts
LITERATURE & READING COMP.
☑ *The Treasure Trove of Poetry*
Lessons 1-5, pgs. 2-18
Anthology: "Favorite Poems," pgs. 1-151

GRAMMAR & COMPOSITION
☑ *Language of God G*
Parts of Speech, pgs. 1-12

Religion
CATECHISM & HANDS-ON RELIGION
☑ *Faith and Life 8*
Text: Chapter 1, pgs. 11-14
Activity Book: pgs. 1-4
☑ *Faith in Action*, pgs. 1-12

Science
☑ *Earth Science*
"Preface for Students" and Chapter 1, pgs. xx-26

History & Geography
☑ *Light to the Nations II*
Text: Introduction, pgs. 1-20
Workbook: pgs. 1-6

ART & ART APPRECIATION
☑ *Ever Ancient Ever New, Level 2*
See suggested schedule on pg. 29 in this lesson plan.

ELECTIVES
☑ Trombone!
☐
☐

Eighth Grade

✓ Monday	✓ Tuesday
Lesson 1, pgs. 1-3	Lesson 2, pgs. 4-9
Parent: Read introduction, pg Complete Lesson 1, pgs. 2-6. *Anthology*: "Favorite Poems,"	9. s," pgs. 1-151
Subjects: Read over the lesson, pg. 2. Complete the exercise on this page.	jects: Read the lesson on pgs. 3-4. Complete both exercises, the one on pg. 4 and the other on pg. 5.
Faith and Life Text: Read and discuss Chapter 1, "Christ's Abiding Presence," pgs. 11-14.	*Faith and Life Activity Book:* Complete one or more assigned pages.
Read "Preface for beginning of the Read Chapter 1,	1, section 1.2. ng Checks 1.1-1.2 orally or notebook.
Text: Read "Introduction: The Scientific Revolution," pgs. 1-6. *Workbook:* Complete pgs. 1-2.	*Text:* Read "Introduction: The Scientific Revolution," pgs. 7-12. *Workbook:* Complete pgs. 3-4.
Spend one or two days this week reading a chapter from the textbook or completing an Art Pad project.	
Practice trombone	

Daily attendance may be checked off (as shown) or a cumulative number written in the box for those required to keep attendance records.

Assignments are written to the student to facilitate **independent learning.**

Ample space is provided to **write in** appointments, remedial work, skills mastered, test scores, and enrichment activities.

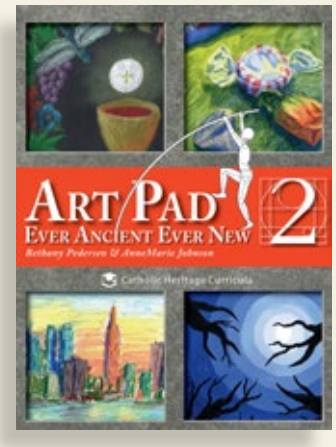
Electives : : Art and Art Appreciation



"Late have I loved You, O Beauty ever ancient, ever new!"
—St. Augustine

Ever Ancient Ever New, Level 2 continues the "story of art" from the High Renaissance masters to the Modern era. The first half of the book focuses on the magnificent art of the Baroque period. The second half then summarizes the artistic movements after 1700 until the present, featuring the masterpieces of Turner, Millet, Monet, Renoir, Van Gogh, and others. The program concludes with a unit on American art from the 18th to 20th centuries.

Each chapter also includes a lesson in Art Theory, with a focus on the principles of design (unity, variety, contrast, movement, proportion, emphasis, repetition, balance, and rhythm).



Level 2 pays special attention to how the art of each period was influenced by the religious and philosophical beliefs of the time, from the Protestant Reformation and the Enlightenment to empiricism and relativism. Particularly valuable is the discussion of the Council of Trent's guidelines for sacred art.

The 422-page, full-color textbook is accompanied by an **Art Pad** of homeschool-friendly art projects that teach fine arts skills such as human figure drawing; working with acrylic paints and oil pastels; still life drawings and paintings; extreme view and two-point linear perspective; crosshatching; contour drawings; grid drawings; using saturated and desaturated colors; creating regular and irregular rhythm; using exaggerated and arbitrary color; compositional skills; advanced painting skills; and more.

Ever Ancient Ever New, Level 2 is designed to be completed over the course of two years, since some of the art projects require three or more hours to do well. It is strongly recommended that the student complete *Ever Ancient Ever New, Level 1* and *Art Pad 1* before beginning *Ever Ancient Ever New, Level 2* and *Art Pad 2*.

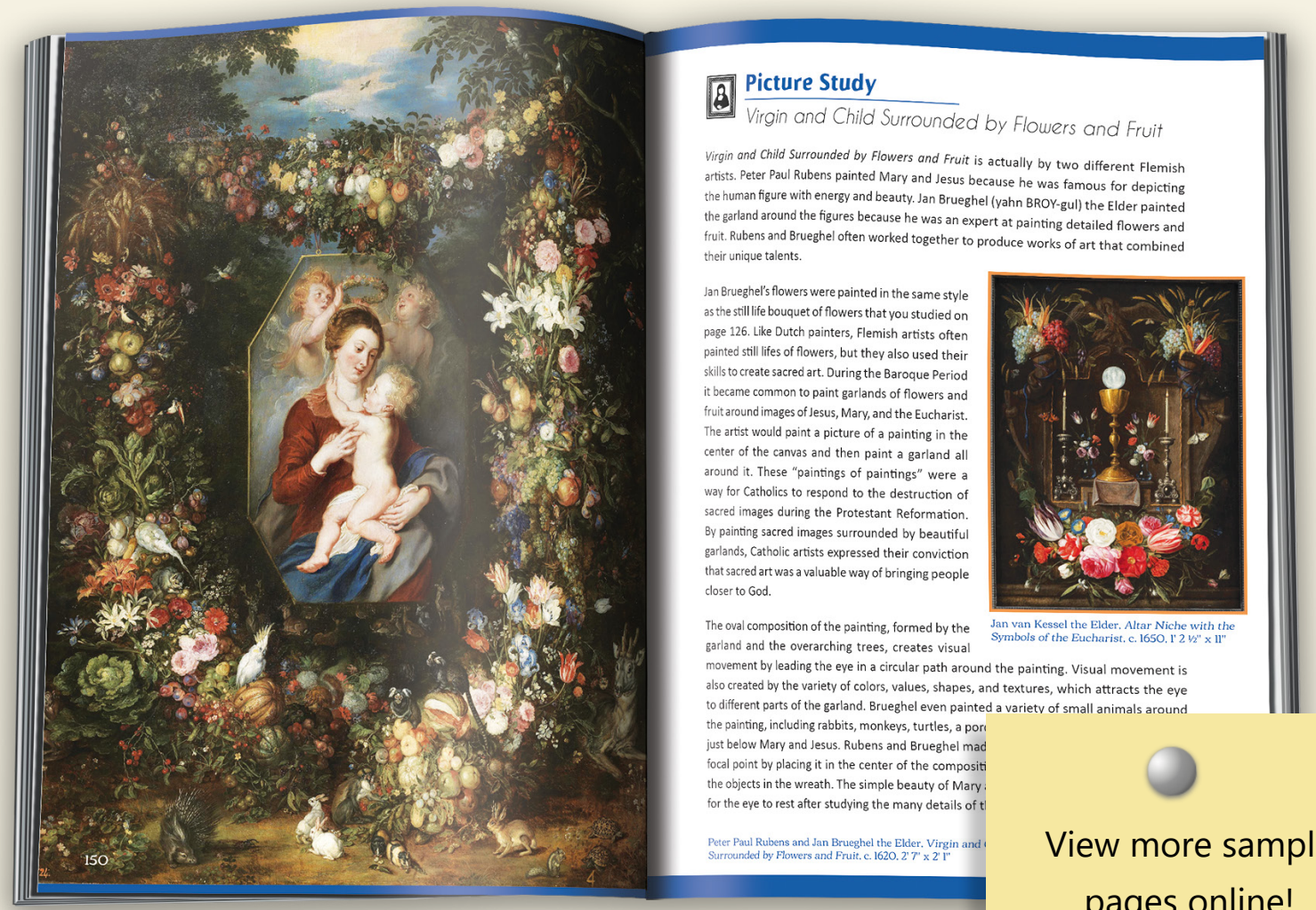
Samples: Sample pages and sample Art Pad projects, page 29



Art Pad Project #27: Impressionist Birch Trees



Art Pad Projects #12–15: Baroque Garland



Picture Study

Virgin and Child Surrounded by Flowers and Fruit

Virgin and Child Surrounded by Flowers and Fruit is actually by two different Flemish artists. Peter Paul Rubens painted Mary and Jesus because he was famous for depicting the human figure with energy and beauty. Jan Brueghel (yahn BROY-gul) the Elder painted the garland around the figures because he was an expert at painting detailed flowers and fruit. Rubens and Brueghel often worked together to produce works of art that combined their unique talents.

Jan Brueghel's flowers were painted in the same style as the still life bouquet of flowers that you studied on page 126. Like Dutch painters, Flemish artists often painted still lifes of flowers, but they also used their skills to create sacred art. During the Baroque Period it became common to paint garlands of flowers and fruit around images of Jesus, Mary, and the Eucharist. The artist would paint a picture of a painting in the center of the canvas and then paint a garland all around it. These "paintings of paintings" were a way for Catholics to respond to the destruction of sacred images during the Protestant Reformation. By painting sacred images surrounded by beautiful garlands, Catholic artists expressed their conviction that sacred art was a valuable way of bringing people closer to God.

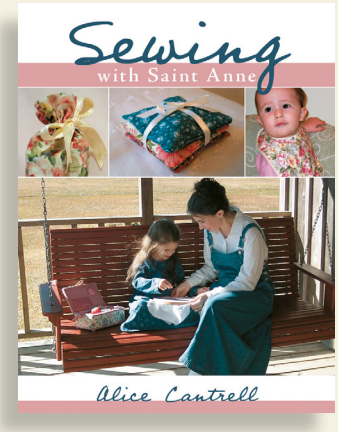
Jan van Kessel the Elder. *Altar Niche with the Symbols of the Eucharist*. c. 1650. 1' 2 ½" x 11"

The oval composition of the painting, formed by the garland and the overarching trees, creates visual movement by leading the eye in a circular path around the painting. Visual movement is also created by the variety of colors, values, shapes, and textures, which attracts the eye to different parts of the garland. Brueghel even painted a variety of small animals around the painting, including rabbits, monkeys, turtles, a por
just below Mary and Jesus. Rubens and Brueghel mad
focal point by placing it in the center of the composit
the objects in the wreath. The simple beauty of Mary
for the eye to rest after studying the many details of t

Peter Paul Rubens and Jan Brueghel the Elder. *Virgin and Surrounded by Flowers and Fruit*. c. 1620. 2' 7" x 2' 1"

150

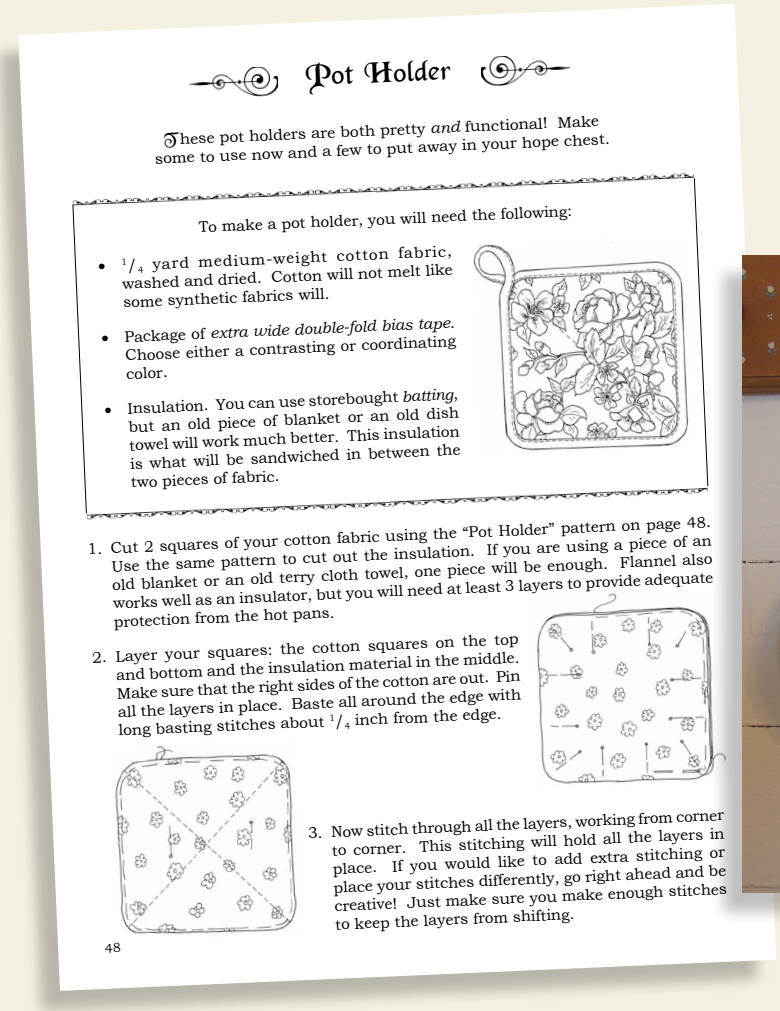
View more sample pages online!



Electives : : Home Economics

Sewing with Saint Anne contains fully-illustrated sewing lessons for 16 different homemaking and gift projects. Each project is labeled to indicate the difficulty level: beginner, intermediate, or advanced. Designed for beginners, and flexible enough to be used individually or with a group or co-op. A sewing machine is helpful, but not required. Patterns included.

Extra: Enjoy historical features such as "Pins and Needles," "A Bit about the Humble Apron," "History of Quilting," and others.



Pot Holder

These pot holders are both pretty *and* functional! Make some to use now and a few to put away in your hope chest.

To make a pot holder, you will need the following:

- 1/4 yard medium-weight cotton fabric, washed and dried. Cotton will not melt like some synthetic fabrics will.
- Package of *extra wide double-fold bias tape.* Choose either a contrasting or coordinating color.
- Insulation. You can use storebought *batting,* but an old piece of blanket or an old dish towel will work much better. This insulation is what will be sandwiched in between the two pieces of fabric.

1. Cut 2 squares of your cotton fabric using the "Pot Holder" pattern on page 48. Use the same pattern to cut out the insulation. If you are using a piece of an old blanket or an old terry cloth towel, one piece will be enough. Flannel also works well as an insulator, but you will need at least 3 layers to provide adequate protection from the hot pans.
2. Layer your squares: the cotton squares on the top and bottom and the insulation material in the middle. Make sure that the right sides of the cotton are out. Pin all the layers in place. Baste all around the edge with long basting stitches about 1/4 inch from the edge.
3. Now stitch through all the layers, working from corner to corner. This stitching will hold all the layers in place. If you would like to add extra stitching or place your stitches differently, go right ahead and be creative! Just make sure you make enough stitches to keep the layers from shifting.

48

