



Our Lady of Victory School  
421 S. Lochsa Street, Post Falls, ID 83854  
208-773-7265 [www.olvs.org](http://www.olvs.org)  
Notes to Parents and Students  
(Save these notes for future reference.)

# Our Lady of Victory

## Ancient Literature Course

Student's Name \_\_\_\_\_

### *Texts used in this course:*

#### **D'Aulaire's Greek Myths**

D'Aulaire's Greek Myths *Student Guide*

D'Aulaire's Greek Myths *Teacher Guide*

**A Midsummer Night's Dream**, William Shakespeare, Dover Publications

**The Iliad**, by Homer; **The Trojan War**, by Homer; **The Odyssey**, by Homer; and **The Adventure of Aeneas** by Virgil; excerpted from *The Age of Fable*, in these lesson plans.

**Julius Caesar**, William Shakespeare, Dover Publications

**Aesop's Fables, Unabridged**, Aesop, Dover Publications

### *Extra supplies needed:*

Colored pencils - The student will color pages in **D'Aulaire's Greek Myths**, and use them in other exercises throughout the course. The illustrations in **Aesop's Fables** and those in the following lesson plans may also be colored. (Save the photo of the vase on the front page of these lesson plans.)

A college level English dictionary is needed to look up the numerous vocabulary words in the exercises.

### Ancient Literature and History Courses

This Ancient Literature course is designed to acquaint and familiarize the student with classic and enduring literature from the ancient authors of Western Civilization, including mythology and the great epics of Homer and Virgil. Two Shakespearean plays are included that are more current (less than 450 years old), but which derive from Ancient sources - either literary, mythological or historical. Shakespeare is admired as one of the most profound writers of all time, and this course will help the student understand the importance of studying his work, and learn to decipher it in order to provide a sound basis for further Shakespearean studies.

The Ancient History and Ancient Literature courses are usually studied together in 9th Grade, providing the student with the foundational history and literature of Western Civilization with which to build future studies, and to reveal how God has used Western Civilization over the centuries as the seed bed of the Faith. The student derives the most benefit from using both the Ancient History Course and Ancient Literature Course together as the texts, maps, and pictures compliment each other, and the *Bible History* in the history course provides balance; however, they each stand alone.

### Excerpts from *The Age of Fable*, by Thomas Bulfinch.

Included within these lesson plans are excerpts from the copyright-free version of *The Age of Fable*, provided by *The Project Gutenberg EBook of The Age of Fable, by Thomas Bulfinch*. The excerpts include portions of introductions to several ancient authors, along with Bulfinch's versions of *The Iliad*, *The Trojan War*, and *The Odyssey*, attributed to Homer; and *The Adventures of Aeneas* by Virgil. He has made them suitable for a younger audience and written the essentials of the much longer and detailed epics into shorter stories to give the reader a fine overview without bogging them down with too many details or overly advanced notions providing a strong foundation for later reading of the original versions.

Written around 1859, he includes excerpts from some of the finest contemporary poets in order to show how these ancient tales inspire the arts even to his day. In these readings we've added more information to some of the poets' biographical information, such as full names and dates of birth and death.

Unfortunately, his anti-Catholic prejudice, often encountered in older English-based history references, and writers who rely on them, is carried over into much of his other work, but we can still enjoy his rich use of the English language and sharp editing in these excerpts.



**Ancient Literature Answer Key**  
(To be removed and kept by parent.)

**First Quarter**

Parents should use the *D'Aulaires' Greek Myths Teacher Guide* to check student answers to all questions, including the Comprehension Questions in each lesson. Use the EZ Grader to figure the grade percentage. The *Teacher Guide* gives very thorough answers to the questions, however, it is not necessary that the student include all of the information in their answers. They should give their answers in full sentences with proper grammar and spelling. See the Teacher Guide for examples of full sentences.

There will be map work and other activities assigned each week from the Activities section of each lesson. Check that the work is done and grade it with the rest of the lesson. Check the Lists on page 97 to see that they are filled in as indicated and that the map names are underlined on the maps from pages 98 and 99. The tests will not be required from the *Teacher's Guide*, as this course is being conducted at the High School level in one quarter, as opposed to an entire grade school year. The Review Lessons will be assigned so the stories will remain fresh in the student's memory.

**Second, Third, and Fourth Quarters**

It will help the student better retain story plots and actions, as well as any moral issues, if he can discuss his weekly readings with his parent or home teacher. This will also help him formulate his thinking for the writing exercises.

Most weeks the parent checks that all work required in the lesson plans is done; if not, students should be required to do it before it is checked off as completed. In the Third and Fourth Quarters there are also questions and essays for the student to complete. Please send them in ungraded unless otherwise noted, for the school tutor to grade.

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## Ancient Literature Course

Student's Name \_\_\_\_\_

Address \_\_\_\_\_

City, State, Zip \_\_\_\_\_

Parent's Name \_\_\_\_\_

*Texts used in the First Quarter:*

**DGM** - D'Aulaire's Greek Myths

**SG** - D'Aulaire's Greek Myths Student Guide

**TG** - D'Aulaire's Greek Myths Teacher Guide

### Week 1

1. Read *Notes to Parents and Students* on the previous page of this lesson plan.
2. Place tabs in the Student Guide (SG) workbook at the *Pronunciation Guide* page, 101; the *Maps* page, 98; and the *Lists* page, 96. You can use sticky notes or tab them with tape folded over the edge.
3. Read **OID** by T. Bulfinch, on the next page in this lesson plan.
4. In SG read page 5: *Why Study Greek Mythology*.

Completed Work \_\_\_\_\_

**Read the pages in DGM before completing the SG workbook pages according to the instructions below.** For every Lesson in the Student Guide (SG) do the following from the indicated pages:

**Facts To Know:** Read the names and descriptions, and between them write the pronunciation for each name (if available) from the Pronunciation Guide on pages 101 to 103 in the Student Guide. Say each one aloud.

**Vocabulary:** Using your neatest handwriting write in the meanings of the words (bolded) next to them. Use the dictionary and the text to determine their meaning.

**Comprehension Questions:** Answer each question in complete sentences. Give as much information as you can remember for your answer. Try to answer each question from memory before you refer to the text for help. **Activities:** Each week you will be given specific assignments in SG, however, always do any map identification by underlining the given name(s) on one of the maps on pages 98 and 99.

**DGM** - Read pages 9-15.

**SG** - Complete Lesson 1, pages 8 & 9. Complete lesson from instructions above. In Lesson 1, **Activities**, you're asked to identify 'Crete'. On the 'Greece and Asia Minor' map on page 99, underline the word 'Crete' on the island at the bottom center of map.

Grade \_\_\_\_\_

**DGM** - Read pages 16 - 21.

**SG** - Complete Lesson 2, pages 10 & 11. Complete lesson from instructions above. **Activities:** Identify 'Mt. Olympus' and do #1. The *Lists* appendix is on page 96.

Grade \_\_\_\_\_

**DGM** - Read pages 22 - 23

**SG** - Complete Lesson 3, pages 12 & 13. Complete lesson from instructions above. Write in the names of the Olympian gods under their pictures on pages 22 and 23 in **DGM**. Color any pictures you'd like. **Activities:** Do #1, see page 96.

Grade \_\_\_\_\_

**OVID**

(from *The Age of Fable*, by Thomas Bulfinch)

Ovid, often alluded to in poetry by his other name of Naso, was born in the year 43 B.C. He was educated for public life and held some offices of considerable dignity, but poetry was his delight, and he early resolved to devote himself to it. He accordingly sought the society of the contemporary poets, and was acquainted with Horace and saw Virgil, though the latter died when Ovid was yet too young and undistinguished to have formed his acquaintance. Ovid spent an easy life at Rome in the enjoyment of a competent income. He was intimate with the family of Augustus, the emperor, and it is supposed that some serious offence given to some member of that family was the cause of an event which reversed the poet's happy circumstances and clouded all the latter portion of his life. At the age of fifty he was banished from Rome, and ordered to betake himself to Tomi, on the borders of the Black Sea. Here, among the barbarous people and in a severe climate, the poet, who had been accustomed to all the pleasures of a luxurious capital and the society of his most distinguished contemporaries, spent the last ten years of his life, worn out with grief and anxiety. His only consolation in exile was to address his wife and absent friends, and his letters were all poetical. Though these poems (the "Trista" and "Letters from Pontus") have no other topic than the poet's sorrows, his exquisite taste and fruitful invention have redeemed them from the charge of being tedious, and they are read with pleasure and even with sympathy.

The two great works of Ovid are his "Metamorphoses" and his "Fasti." They are both mythological poems, and from the former we have taken most of our stories of Grecian and Roman mythology. A late writer thus characterizes these poems:

"The rich mythology of Greece furnished Ovid, as it may still furnish the poet, the painter, and the sculptor, with materials for his art. With exquisite taste, simplicity, and pathos he has narrated the fabulous traditions of early ages, and given to them that appearance of reality which only a master hand could impart. His pictures of nature are striking and true; he selects with care that which is appropriate; he rejects the superfluous; and when he has completed his work, it is neither defective nor redundant. The 'Metamorphoses' are read with pleasure by youth, and are re-read in more advanced age with still greater delight. The poet ventured to predict that his poem would survive him, and be read wherever the Roman name was known."

The prediction above alluded to is contained in the closing lines of the "Metamorphoses," of which we give a literal translation below:

"And now I close my work, which not the ire  
Of Jove, nor tooth of time, nor sword, nor fire  
Shall bring to nought. Come when it will that day  
Which o'er the body, not the mind, has sway,  
And snatch the remnant of my life away,  
My better part above the stars shall soar,  
And my renown endure forevermore.  
Where'er the Roman arms and arts shall spread  
There by the people shall my book be read;  
And, if aught true in poet's visions be,  
My name and fame have immortality."

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## Ancient Literature Course

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Student's Name \_\_\_\_\_

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### Week 2

**Read the pages in DGM before completing the SG workbook pages according to the instructions below. For every Lesson in the Student Guide (SG) do the following:**

**Facts To Know:** Read the names and descriptions, and between them write the pronunciation for each name (if available) from the Pronunciation Guide on pages 101 to 103 in the Student Guide. Say each one aloud.

**Vocabulary:** Using your neatest handwriting write in the meanings of the words (bolded) next to them. Use the dictionary and the text to determine their meaning.

**Comprehension Questions:** Answer each question in complete sentences. Give as much information as you can remember for your answer. Try to answer each question from memory before you refer to the text for help. **Activities:** Each week you will be given specific assignments in SG, however, always do any map identification by underlining the given name(s) on one of the maps on pages 98 and 99.

**DGM** - Read pages 24 -29.

**SG** - Complete Lesson 4, pages 14 - 25. In **DGM** find the Ancient Greek map on the page after the *Contents* page. Color the waters blue (the page is brownish so use a bright blue) using the maps in **SG** as a guide if needed. This will help you to see the land better. **Activities:** Identify map names on Map.

Grade \_\_\_\_\_

**DGM** - Read pages 30 -37

**SG** - Complete Lesson 5, pages 16 - 17. **Activities:** Identify map names on Map. Do # 2 and #3. Write your answers in the space provided under the questions.

Grade \_\_\_\_\_

**SG** - Complete Review Lesson, pages 18 - 23, (Lessons 1 - 5). Answer questions you know in neat writing before referring to text for help. Color any pages you choose.

Grade \_\_\_\_\_