Classical School Solutions

Grade 5 - Sample Week

Day 1	Day 2
1. Math-U-See or Right Start Math	1. Math-U-See or Right Start Math
2. Handwriting (pg. 2)	2. Poetry (pg. 14)
3. Vocabulary (pg. 3)	3. Handwriting (pg. 15)
4. Grammar (pgs. 4-5)	4. Vocabulary (pg. 16)
5. History (pgs. 6-12)	5. Grammar (pg. 17-19)
6. Literature (pg. 13) *Days 1-4 Read chapters 11-15 of *The Five Little Peppers and how They Grew* by Margaret Sidney	6. Science (pgs. 20-22)
	7. Literature (pg. 13) *Days 1-4 Read chapters 11-15 of *The Five Little Peppers and how They Grew* by Margaret Sidney

Day 3	Day 4
1. Math-U-See or Right Start Math	1. Math-U-See or Right Start Math
2. Handwriting (pg. 23)	2. Picture Study (pg. 35)
3. Vocabulary (pg. 24)	3. Grammar (pg. 36)
4. Grammar (pgs. 25-27)	4. Handwriting (pg. 37)
5. History (pgs. 28-34)	5. Vocabulary (pg. 38-39)
6. Literature (pg. 13) *Days 1-4 Read chapters 11-15 of *The Five Little Peppers and how They Grew* by Margaret Sidney	6. Science (pgs. 40-42)
	7. Literature (pg. 13) *Days 1-4 Read chapters 11-15 of *The Five Little Peppers and how They Grew* by Margaret Sidney

Day 1

Copy each letter pair once.

bo sl ta sa

Li Lo Le La

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Copy each letter pair twice.

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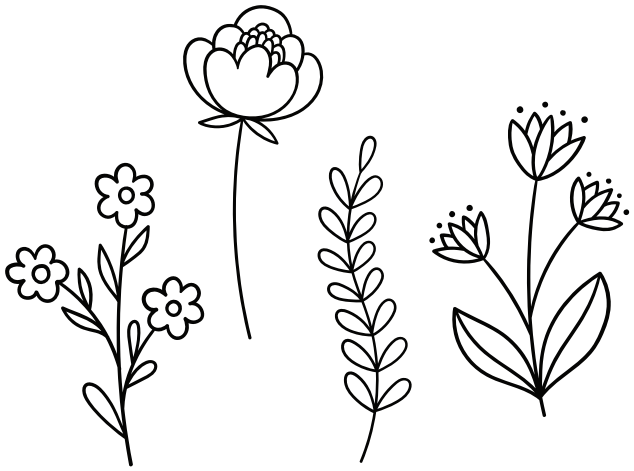
Copy two of the pictures into the box below.

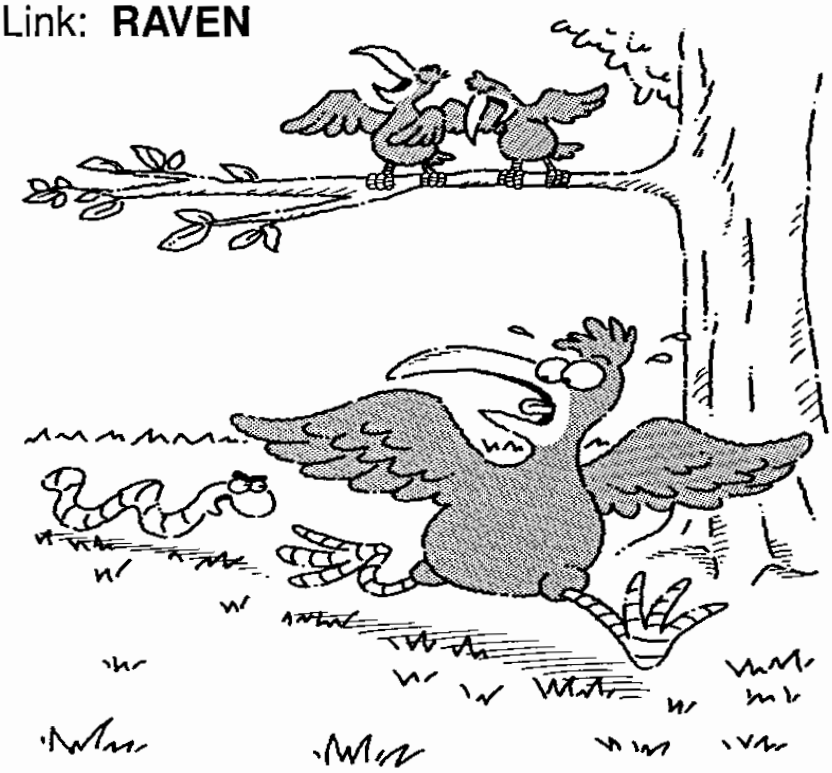


3. Vocabulary: Word of the Day

- Write a sentence of your own using your vocabulary word of the day.

CRAVEN
(KRAY ven) *adj.*
lacking the least bit of courage; cowardly

Link: **RAVEN**



*"A **CRAVEN RAVEN** on the run"*

- ❑ The soldier was full of bluster about how bravely he would fight, but his comrades later found him to be **CRAVEN** once the battle started.
- ❑ To let his wife do his fighting for him was the act of a **CRAVEN** husband with no backbone.
- ❑ The **CRAVENLY** act of the assassin, John Wilkes Booth, led to the death of President Lincoln.

Your Sentence:

WRITING A GOOD ENDING SENTENCE

When you are telling a story, every sentence should add something about your subject. A story is not interesting if it is too long. Stop when your story is finished. You should be especially careful about your last sentence because you want to give your listeners something interesting to remember.

For instance, in telling the story of “My Funny Mistake," don't close with “This was a very funny mistake.” If you have told the story well, everyone will know that it was a funny mistake. A much more interesting sentence would be, “Every one in the family laughed at me,” or “ I don't think I shall ever make that mistake again.”

If you are telling the class about “ My Favorite Place to Play,” you ought not to end your description by saying,“I like this place very much.” This is not a good ending sentence because if you have described the place well, every one knows you like it.

A better ending would be, “ That is why I always choose to play in the attic,” or “I hope no one ever cuts those trees.”

EXERCISE:

1. Can you think of a better closing sentence for these stories?

A RUNAWAY

When I was five years old, I ran away from home. At first I had a good time looking at everything in the street. Soon I discovered that I could not find my way home. I began to cry. A policeman came along and carried me home. ***He was very kind.***

Your sentence:

_____

_____

AN UNEXPECTED GUEST

We had an unexpected guest at our picnic this summer. Mother was unpacking the lunch basket. We were all very hungry. Suddenly a big dog came running up and grabbed part of the lunch. ***We all chased him away.***

Your sentence:

Write a paragraph using the following prompts: erase and correct any mistakes in spelling or punctuation.

In the Engine House —alarm sounds—men sliding down pole — fire truck — engine — fires started.

PHILIP OF MACEDON

Bust of Philip of Macedonia

In the days about 30 years after the end of the Peloponnesian War, Thebes, a city west of Athens, had become the strongest city in Greece. Epaminondas was leader there, and he received in his house a young Mac-e-do'-ni-an prince named Philip. This young man had been sent to Greece as a hostage, and was brought up under the eye of Epaminondas. The Theban hero got the best teachers for Philip, who was thus trained with great care, and became not only quite learned, but also brave and strong.

Mac'e-don, Philip's country, was north of Greece, and its rulers spoke Greek and were of Greek descent; but, as the people of Macedon (or Macedonia) were not of the same race, the Greeks did not like them, and never allowed them to send any one to the meetings that Greek cities sometimes held.

When Philip was eighteen years old, he suddenly learned that the king, his brother, was dead, and had left an infant to take his place. Philip knew that a child could not govern: so he escaped from Thebes, where he was not very closely watched, and made his way to Macedon.

Arriving there, he offered to rule in his little nephew's stead. The people were very glad indeed to accept his services; and when they found that the child was only half-witted, they formally offered the crown of Macedon to Philip.

Now, although Macedon was a very small country, Philip no sooner became king than he made up his mind to place it at the head of all the Greek states, and make it the foremost kingdom of the world.

This was a very ambitious plan; and in order to carry it out, Philip knew that he would need a good army. He therefore began to train his men, and, remembering how successful Epaminondas had been in making Thebes preeminent, he taught them to fight as the Thebans had fought - instead of drawing up his soldiers in one long line of battle, he formed them into a solid body, an arrangement which soon became known as the Macedonian phalanx.

Each soldier in the phalanx had a large shield, and carried a spear. As soon as the signal for battle was given, the men locked their shields together so as to form a wall, and stood in ranks one behind the other.

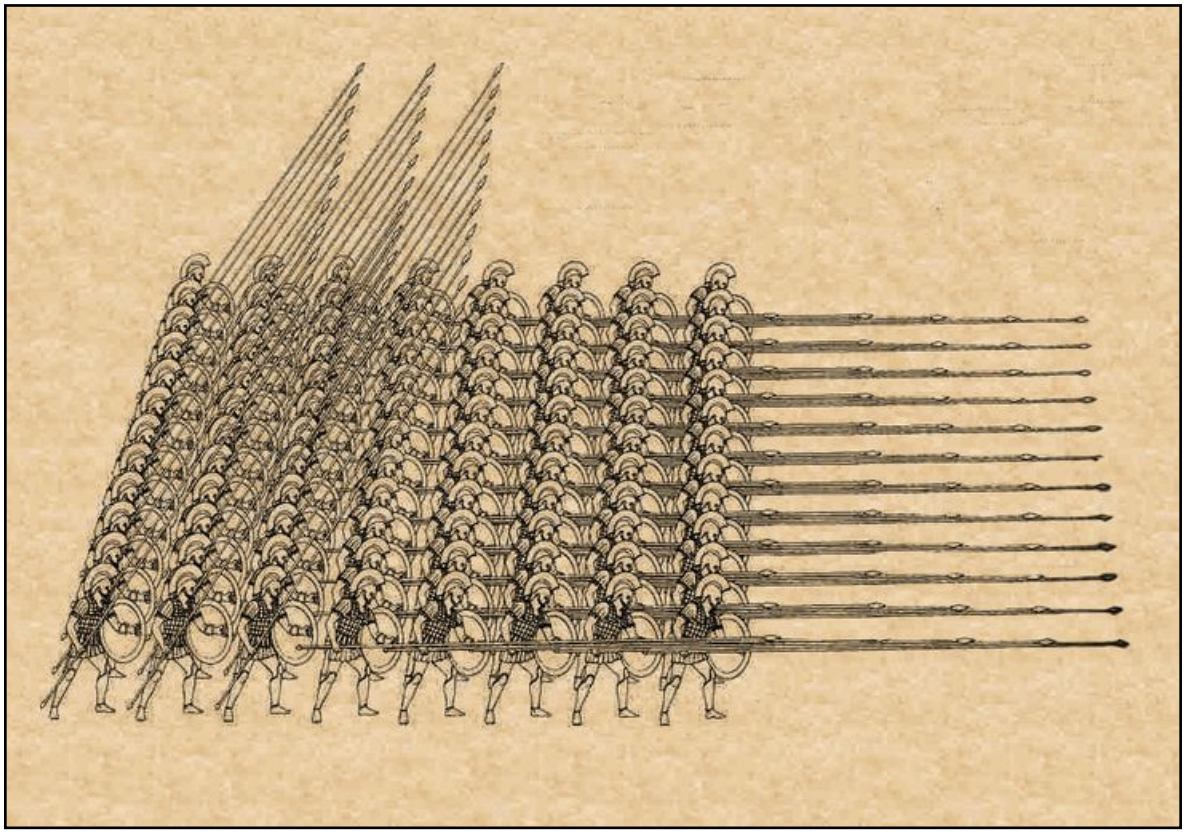


Diagram of a Macedonian Phalanx

The first row of soldiers had short spears, and the fourth and last rows very long ones. The weapons, of the other rows were of medium length, so that they all stuck out beyond the first soldiers, and formed a bristling array of points which no one dared meet.

Philip not only trained his army so as to have well-drilled soldiers ready, but also found and began to work some goldmines in his kingdom. As they yielded much precious metal, he soon became one of the richest men of his time. This wealth proved very useful, for it helped him to hire a great force of soldiers, and also to buy up a number of allies. In fact, Philip soon found that his gold was even more useful than his army, and he was in the habit of saying that "a fortress can always be taken if only a mule laden with gold can be got inside."

Philip was so kind and just that he soon won the love of all his subjects. It is said that he listened to the complaints of the poor and humble with as much patience as to those of his noblest courtiers.

Once, after dining heavily and drinking too much, Philip was suddenly called upon to try the case of a poor widow. As the king's head was not very clear, he was not able to judge as well as usual: so he soon said that she was in the wrong, and should be punished.

The woman, who knew that she was right, was very angry; and, as the guards were dragging her away, she daringly cried, "I appeal!"

"Appeal?" asked Philip, in a mocking tone, "and to whom do you appeal? I am the king!"

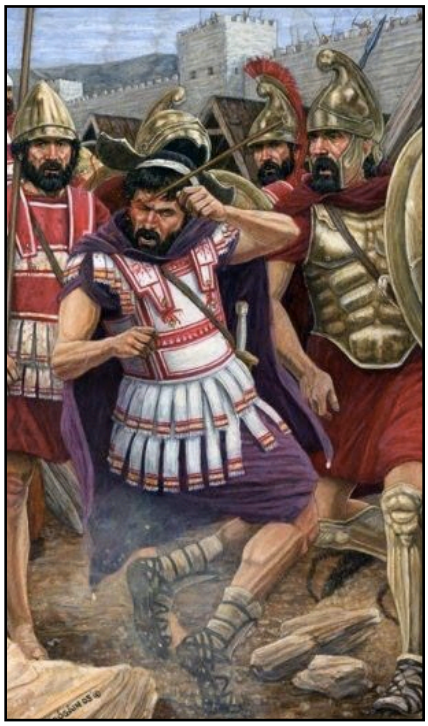
"I appeal from Philip drunk to Philip sober!" replied the woman.

These words made such an impression upon Philip, that he said he would try the case again on the next day, when his head was quite clear. He did not forget his promise on the morrow; and when he found that the woman was right, he punished her accuser, and set her free.

PHILIP BEGINS HIS CONQUESTS

As soon as Philip had made sure of his authority at home, drilled his army, and piled up enough gold, he began to carry out his bold plans. First of all, he wished to subdue a few of his most unruly neighbors, such as the Thracians and O-lvn'thi-ans.

An archer named As'ter came to him just before he began this war. This man offered his help to the king, and began to boast how well he could shoot. Philip, who believed only in spears for fighting, sent the man away, after saying that he would call for his help when he began to war against starlings and other birds.



Philip is shot in the eye by Aster

This answer made Aster so angry that he went over to the enemy and enlisted in their ranks. Philip soon came to besiege the city where Aster was stationed and as soon as the archer heard of it, he got an arrow upon which he wrote, "To Philip's left eye."

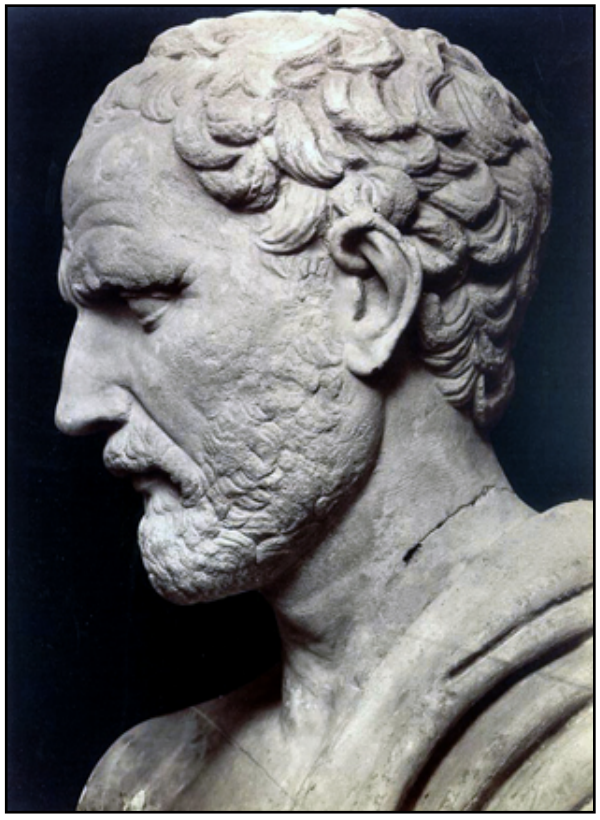
Aster then went up on the wall, took careful aim, and actually put out the king's left eye. Philip was so angry when he heard of the writing on the arrow, that he ordered another shot into the city. On this arrow was written, "If Philip takes the city, he will hang Aster." The city was taken, and the archer hung; for Philip always prided himself upon keeping promises of this kind.

The Olynthians, finding that they would not be able to resist long, now wrote a letter to the Athenians, begging

them to come to their rescue. The Athenians read the letter in the public square, so that every one could hear it, and then began to discuss whether they should send any help. As was always the case, some were for, and others against, the plan, and there was much talking.

Among the best speakers of the city was the orator De-mos'the-nes, a very clear-sighted man, who suspected Philip's designs. He therefore warmly advised the Athenians to do all they could to oppose the Macedonian king, so as to prevent his ever getting a foothold in Greece. Indeed, he spoke so eloquently and severely against Philip, and told the people so plainly that the king was already plotting to harm them, that violent speeches directed against anyone have ever since been called "Philippics," like Demosthenes' orations against the King of Macedon. In spite of his good arguments, however, Demosthenes failed.

Philip took not only O-lyn'thus, but all the towns which formed the Olynthian union, and destroyed them so completely that a few years later one could not even find out where these once prosperous cities had been.



Demosthenes

Demosthenes made three very fine speeches in favor of the Olynthians, and several against Philip. These were written down, and have been translated time and again. You may some day read and admire them for yourselves.

Of course, when Philip heard of Demosthenes' speeches, he was very angry ; but he thought that his gold could do wonders, so he sent a beautiful cup of that precious metal to the orator. The gift was accepted; still Demosthenes, instead of remaining silent as Philip had expected, went on talking against him as openly as before.

As Demosthenes was such a great man, you will like to hear how he learned to speak so well. He was an orphan, but very ambitious indeed. He saw how eagerly the Athenians listened to the best speakers, and he thought that he too would like to become an orator.

Demosthenes Declaiming by the Seashore (1859) by Eugene Delacroix

Unfortunately, he could not talk very plainly, and instead of listening to him, even his playmates made fun of him. But instead of crying, sulking, or getting angry, Demosthenes sensibly made up his mind to learn how to speak so well that they could no longer laugh at him. He therefore learned a great deal of poetry, which he recited daily as distinctly as possible. To be able to do this without attracting any attention, he used to go down to a lonely spot on the seashore, where he would put some pebbles in his mouth, and then try to recite so loud that his voice could be heard above the noise of the waves.

To make his lungs strong, he used to walk and run up hill, reciting as he went; and, in order to form a pleasant style, he copied nine times the works of the great Greek historian Thu-cyd'i-des.

When a young man, he shut himself up in the house to study hard. Then, as he was afraid of being tempted to go out and amuse himself, he shaved one side of his head, and let the hair grow long on the other, so that he would be embarrassed to be seen.

You see, he was bound to succeed, and his constant trying was duly rewarded, as it always is. He became learned, eloquent, and energetic; and whenever he rose to speak in the public places of Athens, he was surrounded by an admiring crowd, who listened open-mouthed to all he said.

The Athenians were too lazy at this time, however, to bestir themselves very much, even for their own good. So, in spite of all that Demosthenes could say, they did not offer any great resistance to Philip, who little by little became a very powerful king.

When Philip had entirely subdued the Thracians and Olynthians, he helped the Thessalians to get rid of their tyrant; and, adding their cavalry to his infantry, he boasted of as fine an army as the Greeks had ever been able to muster. He was very anxious to find a pretext to march into Greece at the head of this force, because he thought that, once there, he would soon manage to become master of all the towns. And

the excuse for which he longed so much soon came.

A war broke out among several Greek cities when the Phocians, the people of the region where the oracle's city of Delphi was located, took over some lands sacred to Apollo. This angered the other Greek cities, and started what is known as the Sacred War. The Phocians were well situated in their possessions, and the cities that opposed them could not defeat them. So Philip intervened, driving the Phocians off of the disputed lands and declaring himself the protector of the god's lands.

In reward for his help, Philip was made president of the council of all the Greek cities that would meet from time to time to settle disputes — a position he had long coveted, — and leader of the Pyth'i-an games held in honor of Apollo.

When the war was ended, Philip quietly went back to Macedon. He was, however, merely waiting for a favorable opportunity to reenter Greece, and punish the Athenians for listening to Demosthenes' speeches against him.

In the mean while, Philip's gold had been very busy, and he was buying up as many friends and allies as he could. Many of his gifts had the desired effect, and were not like the gold cup which he sent to Demosthenes. This, you know, had wholly failed in its purpose, for the orator went on talking more eloquently than ever against the Macedonian king.

He finally roused the Athenians to the point of arming to meet Philip, when they heard that he was really coming at last to make himself master of Greece. Their allies, the Thebans, joined them; and the two armies met at Chaer-o-ne'a, in Boeotia, where a terrible battle was fought.

Demosthenes had joined the army; but as he was no soldier, and was not very brave, he fled at the very first onset. Dashing through the bushes, he was suddenly stopped by some spiky branches that caught in his cloak and held him fast. The orator was so frightened that he thought the enemy had captured him, and, falling upon his knees, he began to beg that his life might be spared.

While Demosthenes was thus flying madly, his friends and fellow-citizens were bravely meeting the Macedonians; but, in spite of all their courage, they were soon forced to yield to the Macedonian phalanx, and the battlefield was left strewn with their dead.

Alexander, Philip's son, who was then only eighteen years of age, commanded one wing of his father's army, and had the glory of completely crushing the Sacred Battalion of the Thebans, which had never before been beaten.

A picture of what it would have looked like to face a Macedonian Phalanx

This brilliant victory at Chaeronea made Philip really master of all Greece; but he generously refrained from making the Athenians recognize him openly as their lord, although he made their government do whatever he pleased.

As Greece was now obedient to him, the ambitious Philip began to plan the conquest of Asia and the downfall of the Persian Empire. To get as large an army as possible, he invited all the Greeks to join him, artfully reminding them of all they had suffered at the hands of the Persians in the past.

His preparations were nearly finished, and he was on the point of starting for Asia, when he was murdered by Pausanias, one of his subjects, whom he had treated very unkindly.

Philip assassinated by Pausanias

6. Literature

- Over days 1-4 read chapters 11-15 of “The Five Little Peppers and how They Grew” by Margaret Sidney
- Answer the questions below using complete sentences.
- Audio book: https://librivox.org/five-little-peppers-and-how-they-grew-by-

Day 2

THE WINDMILL

Behold! a giant am I!
Aloft here in my tower,
With my granite jaws I devour
The maize, and the wheat, and the rye,
And grind them into flour.

I look down over the farms;
In the fields of grain I see
The harvest that is to be,
And I fling to the air my arms,
For I know it is all for me.

I hear the sound of flails
Far off, from the threshing-floors
In barns, with their open doors,
And the wind, the wind in my sails,
Louder and louder roars.

I stand here in my place,
With my foot on the rock below,
And whichever way it may blow
I meet it face to face,
As a brave man meets his foe.

And while we wrestle and strive
My master, the miller, stands
And feeds me with his hands;
For he knows who makes him thrive,
Who makes him lord of lands.

On Sundays I take my rest;
Church-going bells begin
Their low, melodious din;
I cross my arms on my breast,
And all is peace within.

Henry Wadsworth Longfellow

ORAL EXERCISE: 1. Tell of any windmill you have seen. 2. Read the poem aloud. 3.What did you imagine you saw as the poem was read? What did you imagine you heard? 4.To what is the windmill compared? Read the words or lines that show its strength and power. What can it see, hear, and do? Who helps the windmill?

5. Explain the meaning of the following words as used in the poem:

granite **melodious** **din**
jaws **maize**
flails **threshing-floor**

6. Read the poem again. Make your listeners feel the power of the windmill.

The next time you see a windmill, think of this poem.

Memorize the first two stanzas.

3. Handwriting

Copy the first stanza of “The Windmill” below.

Behold! a giant am I!

Aloft here in my tower,

With my granite jaws I devour

The maize, and the wheat, and the rye,

And grind them into flour.

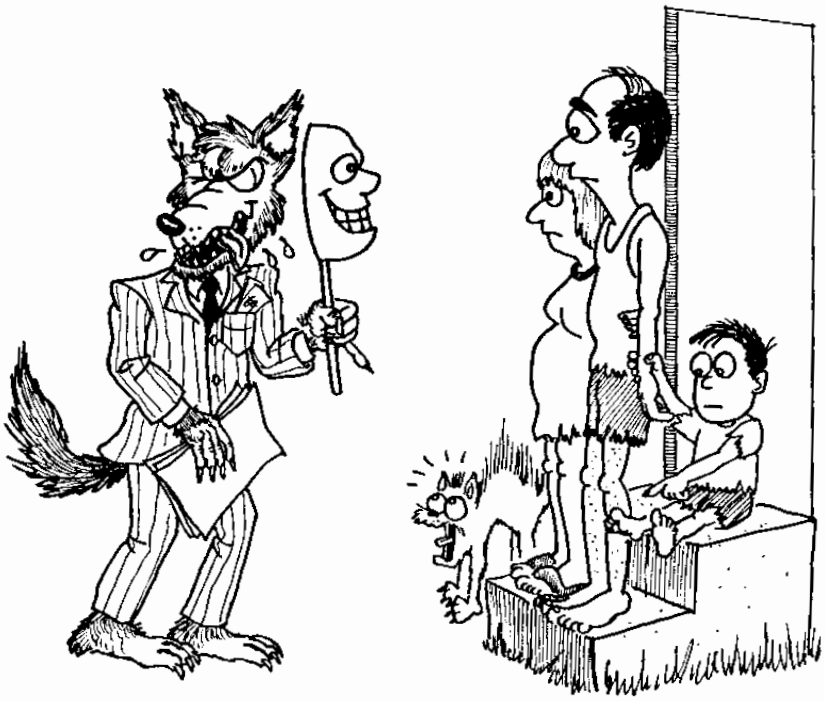
Fill in the missing parts of the windmill’s blades. Add a scene around the windmill. Color if desired.

4. Vocabulary: Word of the Day

- Write a sentence of your own using your vocabulary word of the day.

CREDITOR
(KRED ih ter) *n.*
a person or entity to whom money is owed

Link: **PREDATOR**



*"Beware the **CREDITOR** who is a **PREDATOR**."*

- Mr. Randolph's lawyer recommended he declare bankruptcy; he had too many **CREDITORS** and not enough assets with which to pay.
- **CREDITORS** usual charge interest on the money they loan.
- Visa, Master Card, and American Express companies are **CREDITORS**.

Your Sentence:

Written Exercise. — Dictation—Have your child listen as you read the lines of the poem “The Windmill.” Have them complete the missing words in the section below. When dictating, do not help them with spelling. Instead, once they are done gently have your child erase and correct any mistakes. Be sure to spell all the words correctly.

_____! a _____ am I!

_____ here in my _____,

With my _____ jaws I _____

The maize, and the _____, and the rye,

And _____ them into _____.

I look _____ over the _____;

In the _____ of _____ I see

The _____ that is to be,

And I _____ to the air my _____,

For I _____ it is all for _____.

Paragraph and Sentence Study

But the days go by. The snow drifts. Fences are banked up ten feet high. Hills are broken into a "coast" for boys' sleds. They glide and pull up again and toil on in their slippery pleasure. They tumble over and turn over; they break down, or smash up; they run into each other, or run races in all the moods and experiences of rugged frolic. Then comes the digging of chambers in the deep drifts, room upon room, the water dashed on over night freezing the snow walls into solid ice. Forts also are built and huge balls of snow rolled up, till the little hands can roll the mass no longer.—HENRY WARD BEECHER.

Conversation.— Does the selection tell about experiences familiar to you? To what season does it refer? How are your experiences like those described?
How are they different? Which is your favorite season? Why?

Sentence Study.- How many sentences does this paragraph contain? What kind of sentence is each?

_____

_____

_____

Select two short sentences and change them to the interrogative form.

1._____

_____

_____

2._____

_____

_____

To the exclamatory form.

1._____

_____

_____

2._____

_____

_____

3._____

_____

_____

WHERE DO BIRDS SLEEP 2

Where are all the birds at night? In the daytime we see them in the fields, on the trees and hedges, or on the cliffs. They feed in the garden, the orchard, and the wood. But in the evening, when the sun sets, we hear them singing as if they were saying "good-night," and then they disappear.

Only the night birds are about after sunset. Owls hoot and fly after dark, nightingales sing all night in warm summer weather, and if there are any corn-crakes about, you will hear their tiresome cry, "craake, craake," long after you want to go to sleep.

But the other birds are nowhere to be seen. Where are they? It is not easy to find them, for they hide themselves, from fear of the owls, the weasels and the stoats, and they wake and flutter away very soon if you come near them.

The small birds sleep chiefly in the hedges. You will be surprised how difficult it is to see them, even in winter when the leaves are off the trees; for the twigs and branches crossing each other hide them well. No owl or hawk could seize a bird in a hawthorn hedge.

But how do they keep themselves upon the twigs when they are fast asleep? If you or I tried to sleep standing up we should fall. For our muscles would grow slack, our heads would nod, and our knees would give way under us.

It is different with a bird. He sits on a branch, and grasps it with his claws. Then he squats down and bends his legs. As he does this, a muscle round his knee-joints pulls the muscles of his toes quite tight, so that his claws are kept clasped round he branch. He cannot move till he has raised himself up and straightened his legs, and thus set his claws free. So the more soundly he sleeps the tighter he grasps the bough, and the less likely he is to fall.

Birds sleep out of doors both summer and winter, and they have a curious covering to keep them warm. It is made of air. When a bird goes to roost, he tucks his head under the plumage of his shoulder, and puffs out his feathers, so that the

Wren

air gets in between them, and settles all among the soft down which grows close to his body. This air soon becomes warm, and, as it cannot get out, it prevents the bird's warm body from being chilled by the cold air outside.

Still, in bad weather birds often like to find warm nooks to sleep in. House sparrows, tits, wrens, and other small birds sometimes make holes in hay-stacks for their beds. The owls keep themselves warm in barns, church towers, and sometimes in holes in the trunks of trees. The blue-tit loves to sleep under a thatched roof, and Wrens often hunt up old nests in winter, and huddle together in them to keep themselves warm.

Swallows and swifts do not want to be keptwarm, for they fly south in cold weather. In Summer they perch on the rafters in the barns, and if you go into a barn after dark, you may often hear them flitting from one rafter to another if they are disturbed.

Wood-pigeons roost on the fir-trees in the wood, and hawks on the branches of the taller trees. Pheasants, too, roost in the trees of the wood, and it is curious that they always tell you where they go to bed. For they call “crok, crok,” as they settle down to sleep.

Sleeping partridge

But partridges sleep on the ground in the fields. They lie in a circle with their heads outwards and their tails together. The father generally sleeps a little way off as a sentinel. Then if a fox, or a weasel, tries to catch them in their sleep, any one that is awake and sees the enemy can give the alarm to the rest.

All these birds sleep inland in the woods and fields. But if you can go to the sea-shore some summer evening and lie on the beach under the high cliffs, you may see other birds coming home to roost. Just as the sun is setting many little birds from the fields perch in the bushes at the top of the rocks. Next come any jackdaws, which happen to live near the sea, cackling and chasing each

other over the cliffs. They creep into holes to sleep. Then a few big cormorants sail in from the sea, followed by the gulls, and settle on the ledges half-way down the face of the cliff. Some croaking ravens come flying from the land, and twist and tumble about, before they too sit down for the night. The sand-martins disappear into their holes in the sandstone-rocks, and perhaps a falcon will come circling round in the air and swoop down in some quiet nook.

Then after a time the cackling and the croaking cease and as the moon rises all is quiet. But if you look on the silvery water you will see that many of the gulls are still floating on the waves, and they may remain there all the night.

Watch the birds going to roost at night, and notice their special haunts.

Cormorant

Day 3

Copy the words twice on the line.

ad

so

be

me

to

too

Copy the words once on the line.

mail

letter

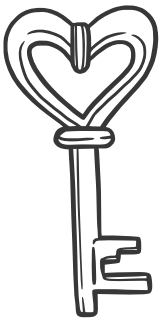
key

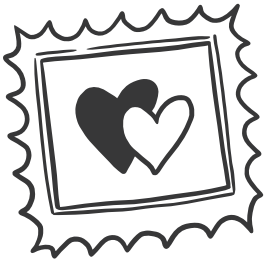
stamp

heart

love

Choose two pictures to draw in the box.





3. Vocabulary: Word of the Day

- Write a sentence of your own using your vocabulary word of the day.

CRITERION
(kry TEER ee un) *n.*
a standard or rule by which something can be judged; a basis for judgment

Link: **LIBRARIAN**

*"A **CRITERION** for any **LIBRARIAN** is that she must know how to read."*

- There is no special **CRITERION** for making a fortune, but some say the fastest way is to marry rich.
- (**CRITERION** is singular. **CRITERIA** is plural.) The physical **CRITERIA** for a good basketball player are to be seven feet tall and jump like a kangaroo.
- The **CRITERION** for becoming a lawyer is graduating from law school and passing the state bar exam.

Your Sentence:

A STORY TO BE RETOLD

There was a little boy of whom Longfellow was very fond, and who came often to see him. One day the child looked earnestly at the long rows of book in the library, and at length said, "Have you got "Jack the Giant Killer'?" Longfellow was obliged to confess that his library did not contain that venerated volume. The little boy looked very sorry, and presently slipped down from his knee and went away; but early the next morning, Longfellow saw him coming up the walk with something tightly clasped in his little fists. The child had brought him two cents with which he was to buy a"Jack the Giant Killer" to be his own.
— ANNIE FIELDS

Read this story. Decide upon a good title for it. Tell the story, mentioning these points:

The characters in the story — where they were — the little boy's question - Longfellow 's answer to it and what it caused the little boy to do.

HOW QUOTATIONS ARE PUNCTUATED

As you saw in the last lesson, a writer sometimes uses or quotes the exact words of another person. Words so used are called quotations, and when they are written they must be enclosed in quotation marks:

1. James said," I heard the bell ring."
2. Mother asked, "Who is at the door?"
3. James exclaimed," It's Uncle Sam!"

What separates each quotation from other words?
What is the quotation in the first sentence? The quotation is a statement; quotation marks enclose the statement and the period with which it ends.
What is the quotation in the second sentence?
The quotation is a direct question; quotation marks enclose both question and interrogation point.

What is the quotation in the third sentence? The quotation is an exclamation; quotation marks enclose both quotation and exclamation point.

Written Exercise. Copy the numbered sentences. Then write them from dictation.

*1.*_____

_____

_____

*2.*_____

_____

_____

*3.*_____

_____

_____

DICTATION:

*1.*_____

_____

_____

*2.*_____

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_____

*3.*_____

_____

_____

ALEXANDER THE GREAT

Bust of Alexander the Great

When Philip died, he was succeeded by his son Alexander, a young man of twenty, who had already earned a good name by leading part of the army at the battle. His efforts, as you know, had defeated the Sacred Battalion of the Thebans, and helped much to secure the victory.

Through his mother, O-lym'pi-as, Alexander was supposedly a descendant of Achilles, the well-known hero of the Trojan War. He was born at Pel'la, a city of Macedon, three hundred and fifty-six years before Christ. His father was so pleased to have a son, that he said that all the boys born in his kingdom on the same day should be brought up with Alexander in the palace, and become his bodyguard.

Thus you see the young prince had plenty of playmates; and, as there was nothing he liked better than fighting, he soon began to play soldiers, and to train his little regiment.

From the very first, the Macedonians had declared that Alexander was born to greatness, and several noted events that took place on the day of his birth served to confirm this belief. In the first place, Par-me'ni-o, Philip's general, won a grand victory on that day; then Philip's horses, which had been sent to the games at Olympia, got the prize at the chariot races; and, lastly, the famous temple at Ephesus, dedicated to Diana, was burned to the ground.

The first two events were joyful in the; extreme; but the burning of this temple, which was among the wonders of the world, was a great calamity. Every one was anxious to know how it had happened; and all were very angry when they found out that it was not an accident, but had been done on purpose.

The man who had set fire to it was crazy. His name was E-ros'tra-tus; and when he was asked why he had done such a wicked thing, he said that it was only to make his name immortal. The people were so indignant, that they not only condemned him to die, but forbade all mention of his name, hoping that it would be forgotten. In spite of this care, Erostratus' name has come down to us. It is immortal indeed, but who except a crazy man would wish to win such fame, and could bear to think that all who ever heard of him would condemn his action, and consider him as wicked as he was insane?

Alexander was first given over to the care of a nurse. He loved her dearly as long as he lived, and her son Cly'tus was always one of his best friends and most faithful comrades. As soon as he was old enough, Alexander began to learn the Iliad and Odyssey by heart; and he loved to hear about the principal heroes, and especially about his own ancestor, Achilles. He admired these poems so much that he carried a copy of them with him wherever he went, and always slept with it under his pillow. Both the Iliad and the Odyssey were kept in a box of the finest gold, because Alexander thought nothing was too good for them.

When only thirteen years of age, Alexander once saw some horse dealers bringing a beautiful steed before the king. The animal had a white spot on his nose shaped somewhat like the head of an ox, and on this account was named Bu-ceph'a-lus, which means "ox-head."

Philip admired the horse greatly, and bade the grooms try him, to see if his gait was good. One after another mounted, only to be thrown a few minutes later by the fiery, restless steed, which was becoming very much excited. The horse seemed so skittish that Philip finally told the men to lead him away, adding that a man would be foolish to purchase such a useless animal. Alexander then stepped forward and begged permission to try him.

His father first made fun of him for asking to mount a horse which none of the grooms could manage; but, as Alexander persisted in his wish, he was finally allowed to make the attempt. The young prince then quietly walked up to the excited horse, took the bridle, held it firmly, and began to speak gently and pat the steed's arched neck. After a moment, Alexander led Bucephalus forward a few steps, and then turned him around, for he had noticed that the horse was frightened by his shadow.

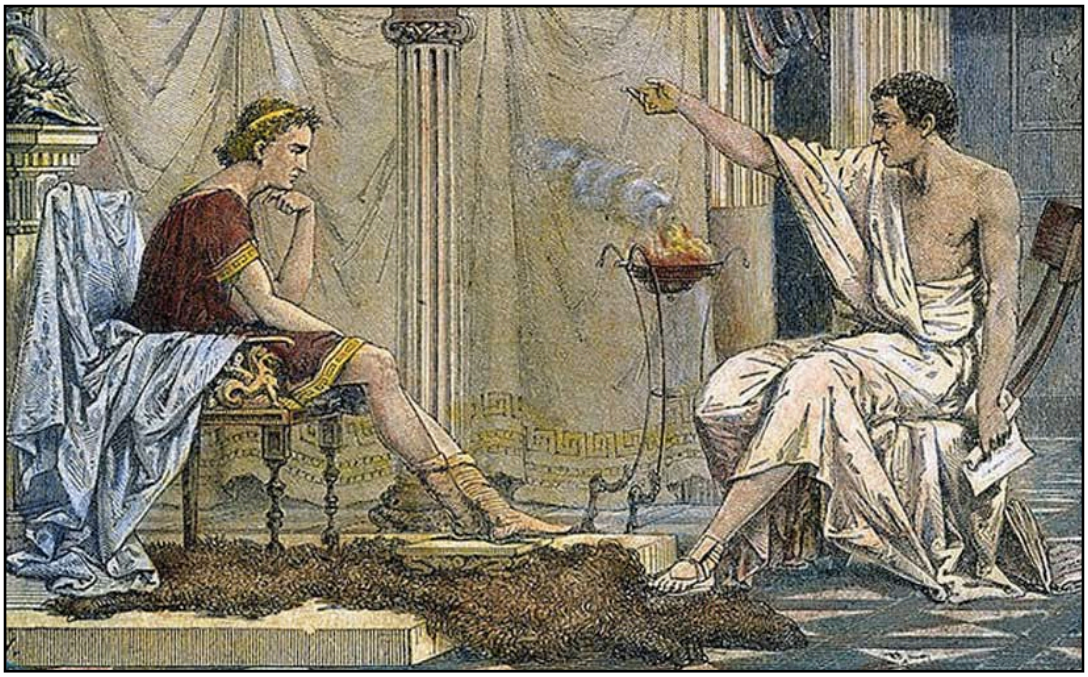
Alexander and Bucephalus by Domenico Maria Canuti (17th Century)

Then, when the shadow lay where he could not see it, and where it could no longer frighten him, the young man dropped his cloak quietly, and vaulted upon the horse's back. Once more Bucephalus reared, pranced, kicked, and ran; but Alexander sat firmly on his back, spoke to him gently, and, making no

effort to hold him in, let him speed across the plain.

In a few moments the horse's wildness was over, and Alexander could ride back to his proud father, sitting upon a steed which obeyed his slightest touch. Philip was so delighted with the coolness, courage, and good horsemanship that Alexander had shown on this occasion, that he made him a present of the steed. Bucephalus became Alexander's favorite mount, and, while he would allow no one else to ride him, he obeyed his master perfectly.

Although most young men began the study of philosophy only at sixteen, Alexander was placed under the tutelage of Ar'is-totle soon after his first ride on Bucephalus. This philosopher was a pupil of Plato. He was so learned and well known, that Philip, in writing to him to tell him of Alexander's birth, expressed his pleasure that the gods had allowed his son to live in the same age with so great a teacher.



Aristotle teaching Alexander

Alexander loved Aristotle dearly, and willingly learned all that was required of him. He often said that he was very grateful, for this philosopher had taught him all the good he knew. Alexander's remarkable coolness, judgment, and perseverance were largely owing to his teacher, and, had he always followed Aristotle's advice, he would have been truly great. Aristotle taught him what it meant to be a good king, and although Alexander did not always follow his advice, Aristotle’s teaching inspired him to found new cities wherever he conquered, and to make sure they had schools and art and beautiful architecture. never forgot his old tutor. He gave him large sums of money, so that the philosopher could continue his studies, and find out new things; and

during his journeys he always sent him complete collections of the animals and plants of the regions he visited.

Philip, King of Macedon, as we have seen, had one great fault. He drank; and often his reason was clouded, and his step unsteady. Now, it is impossible to respect a man who is drunk, and everybody used to make fun of Philip when he was in that state.

Even Alexander, his own son, felt great contempt for him when he thus disgraced himself; and once when he saw his father stagger and fall after one of his drinking parties he scornfully exclaimed, “See! Here is a man who is getting ready to cross from Europe to Asia, and yet he cannot step safely from one couch to another!”

Alexander, we are told, was greatly displeased by his father's conquests, and once angrily cried that if Philip really beat the Persians, and took possession of Asia, there would be nothing left for him to do. You may readily imagine, therefore, that he was not very sorry when his father died before the expedition could be undertaken; for he thus became, at twenty, master of an immense army and of great riches, and head of all the Greek cities, which were then the finest in the world.

The news of Philip's death was received with great joy by the Athenians also, who thought they would now be free. Demosthenes, in particular, was so glad to be rid of his hated foe, that he ran all through the city with a crown of flowers on his head, shaking hands with everybody he met, and shouting his congratulations. His joy was so great, because he and all his fellow citizens fancied that a mere boy like Alexander would never be able to hold his own, and because they hoped to become again the leading people of Greece.

The Thracians, who also thought that Alexander would not be able to carry out his father's plans, now revolted, and the young king was obliged to begin his reign by marching against them. Three months passed. The Greeks heard no news of Alexander or of his army, and fancied that he had been defeated and killed. The Thebans, thinking the right moment had come, suddenly rose up, and said that they would never again submit to the Macedonian yoke, but would stay free.

Part of a mosaic of Alexander in battle from the ruins of the Roman city of Pompeii

They soon had cause to repent of this rash talk. Alexander was not dead, but had conquered the Thracians completely. Without stopping to rest, he now marched straight down into Boeotia, and besieged and took Thebes. All the inhabitants were either slain or sold into slavery, the walls torn down, and not a single building was left standing, except the house of Pin'dar, a Greek poet, whose songs Alexander had always admired.

The other Greek cities, frightened by the terrible punishment of Thebes, sent messengers to the young king, offering not only to obey him as their chief, but also to supply all the men, money, and stores he wished for the expedition to Asia. Alexander graciously accepted all these proposals, and then marched southward as far as Corinth.

As soon as the Greek states had all been brought to a proper state of obedience, Alexander prepared to conquer Persia, although he had a force of only 34,500 men. These men were very well trained, however, and promised to be more powerful on the battlefield than the million warriors of Xerxes.

In his joy at departing, Alexander made rich presents to everybody, until one of his advisers modestly reminded him that his treasure was not boundless, and asked him what he would have left when he had given away all he owned.

"My hopes!" answered Alexander proudly, for he expected to conquer not only Persia and Asia Minor, but all the known world.

Alexander at the Tomb of Achilles (1719) by Giovanni Paolo Panini

While his army slowly made its way along the coast and across the Hellespont, Alexander, attended by only a few followers, sailed straight for Troy, the ancient Asiatic city. He landed on the desert plain where the proud city had once stood, visited all the scenes of the mighty conflict, and offered sacrifices on the tomb of Achilles, while his friend He-phses'ti-on did the same on that of Patroclus, Achilles' great friend.

When this pious pilgrimage to the tomb of his ancestor was over, Alexander hastened to join the army, for he longed to do like the ancient Greeks, and win a glorious victory. His wishes were soon granted, for before

long he met the Persian army near the Gra-ni'cus River, where a terrible battle was fought. Alexander himself joined in the fighting, and would certainly have been killed had not his friend Clytus, the son of his old nurse, rushed to his rescue and saved his life.

In spite of the size of the Persian army which was much larger than his own, Alexander won a complete victory at the Granicus. Then, marching southward, he took the cities of Sardis and Ephesus without striking another blow. These towns were very rich, and offered of their own free will to pay him the same tribute that they had given to the Persians.

The Battle of the Granicus (1665) by Charles Le Brun, Alexander is the helmeted figure in the center

Alexander, however, would not take it, but bade them use the money to rebuild the Temple of Diana, which had been burned to the ground on the night he was born. As the sacred image of the goddess had been saved, the E-phe'sians gladly built a second magnificent shrine, which was visited many years later by Paul, the disciple of Christ.

From Sardis and Ephesus, Alexander marched on into the province of Ca'ri-a. Here the queen of the country warmly welcomed him, adopted him as her son, and even proposed to give him her best cooks, so that they might prepare his food for him on the march. Alexander thanked her heartily for this kind offer, but declined it, saying that his tutor Aristotle had given him the very best recipe for making him relish his meals.

The queen, whose appetite was fanciful, eagerly asked what it was. Alexander

smilingly answered, “A march before daybreak as the sauce for my dinner, and a light dinner as the sauce for my supper."

This was, as you may see, a very good recipe that encouraged virtue; and if Alexander had always remembered to be temperate, as Aristotle had advised, he would not have died of over eating and drinking at the age of thirty-three.

Alexander did not stop long in Caria. Marching onward, he soon came to the city of Gor'di-um, in Phryg'i-a, where Mi'das had once reigned. In one of the temples the people proudly showed Alexander the cart in which this king rode as he entered their city. The yoke was fastened to the pole by a rope tied in a peculiar and very intricate knot.

Now, it seems that an ancient prophecy had declared that whoever untied the Gordian knot would surely be master of all Asia. Of course, as Alexander had set his heart upon conquering the whole world, he looked at this knot with great interest; but a few moments' careful examination made him feel sure that he would not be able to untie it.

Rather than give it up, however, Alexander drew his sword, and cut it with a single quick stroke. Ever since then, when a person has settled a difficulty by bold or violent means instead of patiently solving it, the custom has been to say that he has "cut the Gordian knot," in memory of this feat of Alexander's.

Alexander cutting the Gordian Knot by Donato Creti (1671-1749)

THE MEETING By Bashkirtset

PICTURE STUDY AND COMPOSITION

What is the name of the picture? Does it seem a good name to you?
Do you know what these street boys are discussing in this obscure corner of Paris? Nothing of greater value than a piece of string! Think what you could add to their discussion. Notice how cleverly the artist has told you of the boys' interest. Faces, limbs, attitudes are so lifelike that you feel sure every boy will presently do some boyish thing. What will each do, and why will he do it?

Exercises. — I. Tell orally and then in writing all that you find in the picture, mentioning: —

1. The time, place, occasion of coming together.
2. The leader.
3. The followers.
4. What is done.
5. How the meeting breaks up.

Using the outline above, write your story about the painting on the previous page below:

butterfly

flowers

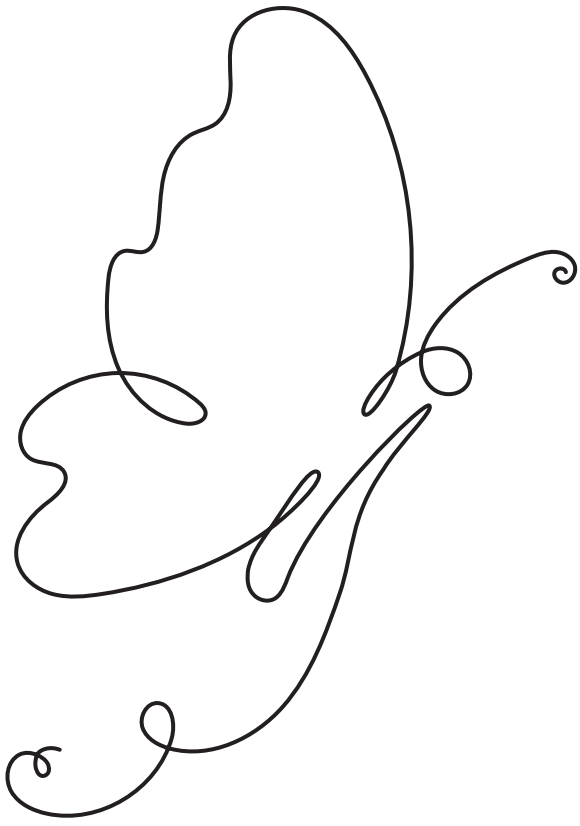
Spring

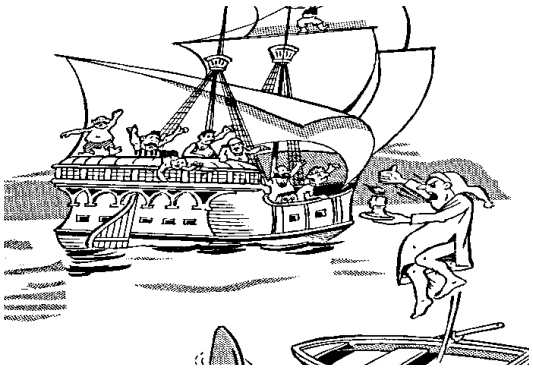
sunshine

rain

flight

Copy the one line drawing of a butterfly without lifting your pencil. Trace over the example first for practice.



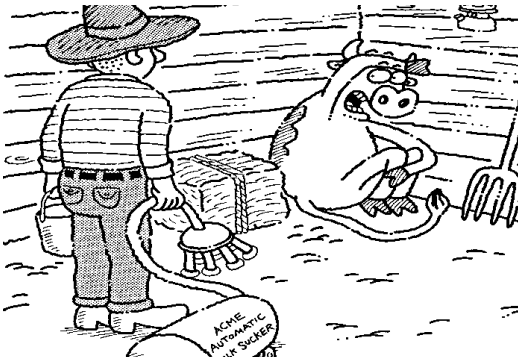


COUP (koo) n. the violent overthrow of a government by a small group; a victorious accomplishment

Link: CREW

Example: "In this century alone there have been almost one hundred military **coups** in the world."

Your Sentence:

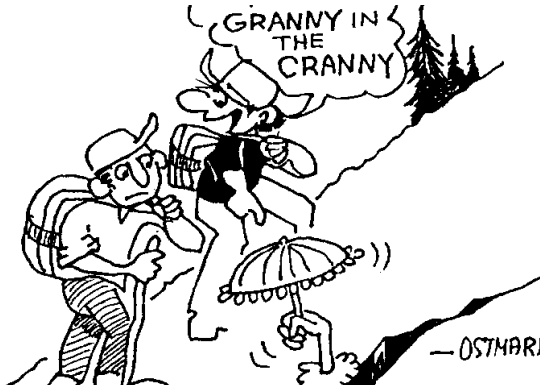


COWER (KOW ur) v. to cringe in fear; to shrink away

Link: COW

Example: "When Sheriff Wild Bill Hickok entered the Last Chance Saloon, the villains **cowered** in fear."

Your Sentence:

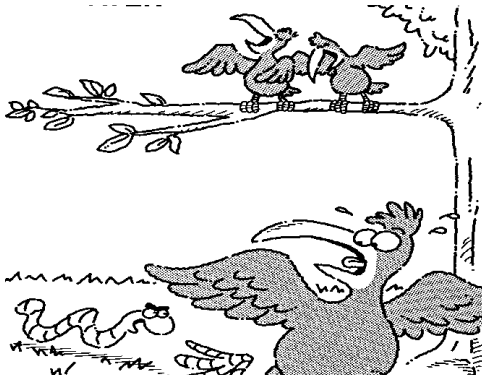


CRANNY (KRAN ee) n. a small opening as in a wall or rock face

Link: GRANNY

Example: "Rock climbers look for any **cranny** where they can get a secure foothold."

Your Sentence:

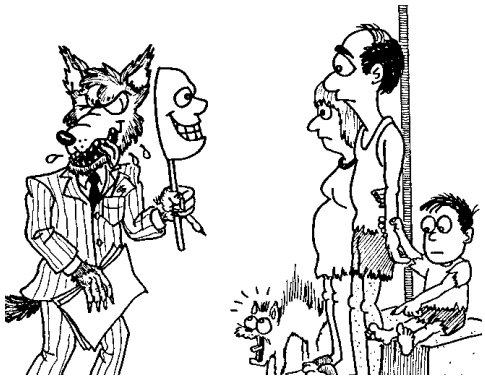


CRAVEN (KRAY ven) adj. lacking the least bit of courage; cowardly

Link: RAVEN

Example: "The soldier was full of bluster, but his comrades later found him to be **craven** once the battle started.

Your Sentence:



CREDITOR (KRED ih ter) n. a person or entity to whom money is owed

Link: PREDATOR

Example: “Mr. Randolph's lawyer recommended he declare bankruptcy; he had too many **creditors** and not enough assets with which to pay.”

Your Sentence:

CRITERION (kry TEER ee un) n. a standard or rule by which something can be judged; a basis for judgment

Link: LIBRARIAN

Example: “The **criterion** for becoming a lawyer is graduating from law school and passing the state bar exam.”

Your Sentence:

FEEDING IN SUMMER.

Spring and summer are happy times for birds. Then there is plenty of food for them and their little ones. Let us go out some fine summer morning, and watch the different birds as they feed. You will not see them all in one day. But you ought to find each one some time during the summer.

Close to the house you are sure to see a House Sparrow picking up scraps in the yard and eating the caterpillars and red spiders on the gooseberry bushes in the kitchen garden. For the sparrow is not dainty. He will eat most things, from a grain of wheat to a scrap of meat.

In the kitchen garden, too, you may see the Chaffinch breaking the husks of seeds with his sharp little beak. He is not particular whether he takes them from the weeds, or from the beds of radishes or turnips which we have sown. But he does us more good than harm, for he destroys a great deal of groundsel and chickweed.

Out in the fields the little brown Lark, which has been singing in the sky, drops down to hunt for seeds in the furrows turned up by the plough. In the brickyard I can see several little Finches, the greenfinch and the yellowhammer, picking up the grains of corn. -

All these birds feed usually on grain, and have short sharp beaks which will split the husks, though they sometimes eat insects and feed their young ones on them. We have to drive them away from our wheat and oats for a few weeks in the year, but they are very useful in keeping down the weeds, for they eat every seed they can find.

The Swallows, Swifts, and Martins have very different beaks. If you watch them as they skim along in the air, you will see they can open their mouths very wide to catch the flies and gnats. But the hard beak itself is very small. They have weak legs and strong wings, for they catch all their food as they fly. Notice how near the ground they keep in dull weather. Then the insects are flying low, and the swallows follow them. But on a bright day the gnats and midges fly higher, so swallows fly higher too.

That big Thrush which is hopping about on the grass is very different from the swallows. He has strong feet and legs, and a long, narrow, round beak.
He feeds on worms and snails in the summer, and on berries in the autumn. Look at him now. He has his feet firmly planted on the grass, and he is pulling away at a worm with all his might. He will get it out of the ground soon, and carry it away to feed his little ones.

Many of the smaller perching birds feed only on insects. I am sure you will love them. They are such pretty little things. First, there is the Wagtail with his black and white wings, and his long

tail bobbing up and down as he hunts for insects in the grass. Not far off is a little Wren hopping on a rose-tree and picking off the green-fly, which does so much harm.

On a bush near, sits a small brown bird with a grey speckled breast. He only came back to England from warm countries at the end of May. He is the common spotted Fly-catcher. Look how still he sits. Then all at once he darts into the air with wide open mouth, snaps his beak, and goes back to his place. He has caught a fly and will now sit and wait for another.

Next I want you to look at a little bird which I love because he is so bright and gay. He is a Blue Tit or Tomtit, a small bird with a bright blue head and wings, and a yellow breast.

He is hanging upside down on the branch of a tree watching for spiders. When he has caught one he will flutter off to another tree and get a good breakfast in a very little while. He is a very bold little bird, and in the winter you may learn to know him well, if you will give him some food.

These birds, the thrush, the wagtail, the fly-catcher, the wren and the tomtit are very useful to us. They kill the snails and slugs, the caterpillars, maggots, and grubs. So do the nightingale and the blackbird, and another little bird, which I want you to know. This is the Hedge-sparrow, a small brown bird with a blue-grey breast, which flutters along the lanes. I am sure you must have seen him. He picks up a tiny insect, flits a little way and picks up another, and then flits away again just in front of you as you walk along the lane. You must not confuse him with the house-sparrow. He is quite another kind of bird, he is one of the warblers and sings very sweetly. He is sometimes called the “hedge-warbler,” and this is a much better and truer name for him.

We have not much time to watch other birds. But we must look at the rooks hunting for worms and slugs in the ploughed fields; and as we come near the wood I see a partridge feeding on ants under the trees. He flies away with a loud whirr long before we get near him, and as he cries “cluck, cluck” I expect the mother bird and her nest are not far off.

If you go into the wood you may see the little Tree-creeper running up the trees looking for insects, and the woodpecker darting out his sticky tongue and tapping at the trunks of the trees, and the wood-pigeon flying home with her crop full of oats or peas to feed her little ones.

Or if you stroll by the river there may be the tiny kingfisher darting down to seize tiny fish; or the grave heron sitting quite still, with his neck stretched out, till in a moment his head shoots forward, and he brings up a big eel in his beak, You can notice many of these things for yourselves. The great secret is to look at every bird

you see and try to learn something about it.

Notice the hard beaks of birds which eat seeds—Chaffinch. The hooked beaks of birds which eat flesh—Hawk. The wide gape of birds which catch insects on the wing—Swallow. The long, slender beaks of birds which feel underground for food—-Woodcock.