



Veritas Classical Schools

High School Assignment Sheet 19C - Alpharetta

- Literature Read Job chapters 24-38 and *Shipwreck* pp. 90-117.
- Composition Answer the following:
 1. Perhaps more than any other place in *Shipwreck*, the paragraphs on pg. 110 show the undoubted presence of God in this journey. Why does this feeling or sense of a “Fourth Man” remind you of another key Bible story in which three youths faced fire and not ice? How does it make you feel to know that God is present even when we sin and are greatly lost? (2-3 paragraphs).
 2. In Chapter 24 of Job, Job is to the point in his spiritual journey where he starts to rationalize about why God allows things to go on in the world. In particular, Job considers the plight of the poor (verses 7 & 8) and thinks about their exposure to the elements. Without a doubt, Job is thinking about his own feelings of being suddenly poor and feeling vulnerable and exposed. Compare the plight of the poor in Job to that of Shackleton in the open boat journey. How does God truly see the plight of the cold, the hungry, and the needy? Why are “the poor still with us” as Jesus said they would be? (1 page essay).
- Research: Listen to or read the transcript of John Piper’s sermon, “How Should I Read the Book of Job?” You can find it at <http://www.desiringgod.org/resource-library/ask-pastor-john/how-should-i-read-the-book-of-job> (Be prepared for a quiz over the material.)
- Grammar Read pp. 96-104. Complete workbook exercises 12-2 and 12-3. Prepare for a quiz over sections 9-12 (pp. 80-104 in *Rules for Writers*).
- Honors On page 108 of *Shipwreck*, the crew is left with the bare items for survival and the final trek across the island. Why is this symbolic of the fact that it is when we are left with our fewest resources that God is finally able to get our complete attention. Add to your comparison / contrast chart similarities and differences of Job and Shackleton as they respond to living without.
- Junior / Senior Research the degrees of frostbite. Shackleton and his men went about with varying degrees without having to lose a limb...unless they were Percy’s toes. Come prepared to share your findings with the class.
- Vocabulary Study for units 7-9 TEST next week.
- World History – **Read** Chapter 9, Sections I & II, “Reforms in the Church” and “A European Empire,” pp. 200-210 in history text.
Fill in answers for Sections I & II on SA67 and dates from reading on SA68.
Web quest activity – Visit the www.bjupress.com/resources; under *subject* click *Heritage Studies*, then *World History*, then *World History web links*. Go to chapter 9 and visit the “Religious Figures” and “Holy Roman Empire” sites/links. Read the articles; they’re short. **Probable quiz** over these people next week.
Continue working on medieval era group assignments – architecture, fashion, church or monastery life, food, medicine and hygiene, art, armor and weapons, manor and village

life – see separate group project explanation sheet. You will have time in class to work on your group project next week.

Bible – Read Ruth 1-4 and Fee & Stuart 78-81 and complete the handout.

- Begin preparing for a test over Joshua, Judges, and Ruth in 2 weeks (Week 21)

Rhetoric – Complete handout on outlining a speech on suicide among college students. Be sure to write out the subpoints; do not draw lines connecting them to the main points.

I have reviewed my student's work and it is complete according to this handout (please list any exceptions and why).

Parent's signature