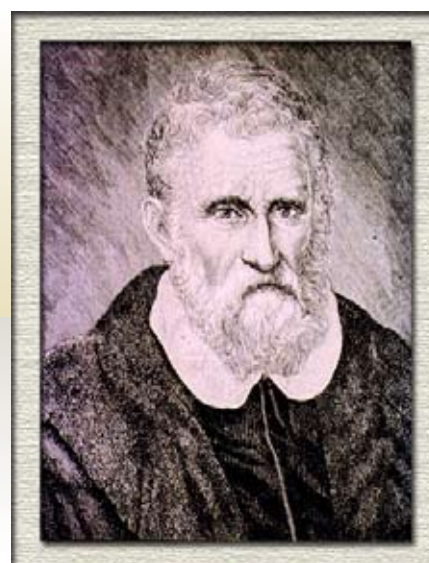


GENERAL INFORMATION FOR ALL GRADES

This week, grammar and dialectic students will learn about the Mongols, a cruel and savage warrior race that carved out the largest land empire of all time. The two most famous leaders of the Mongols were Genghis Khan and his grandson, Kublai Khan. The Mongols conquered most of Asia, including China and India. As with the invasions of the Huns, the Mongol invasions affected many lives! In studying the Mongols, we will tie together and review what we've previously learned about Asian geography, the Russian peoples, the Caliphs of the Muslim world, and the religions of India and China.

In order to link their studies of Europe to these ancient cultures, grammar and dialectic students will trace the exciting travels of Marco Polo and his father and uncle from Europe, through the lands of the Mongols, to China and Japan. It will be important to remember what we learned last year about Chinese culture as we read Marco's account of all he saw and experienced in China. We will also learn new facts about nearby Japanese lands and culture; dialectic-level students may want to study details about Shinto, the religion practiced in Japan to this day.

Rhetoric students' focus will remain on western Europe, following the development of trade and towns. We will read about guilds and see how the re-establishment of towns weakened feudal relationships while strengthening central monarchies in Europe. We will also learn about the weaknesses of the English kings and Holy Roman Emperors of the late thirteenth century, and of the growing power of the French Capetian kings and King Peter of Aragon in Spain.

**Genghis Khan****Kublai Khan****Marco Polo**

LOWER GRAMMAR LEVEL

FINE ARTS AND ACTIVITIES

1. Try to get a good amount of work done on your medieval costume this week. (Week 3 of 5)
2. Sit in a circle and play "I'm taking a trip to China," following the instructions below.
 - ☐ The first person says, "I'm Marco Polo, and on my trip to China I'm taking a shirt" (or some other item that the Polos most likely took on their trip).
 - ☐ The next person says, "I'm Marco Polo, and on my trip to China I'm taking a shirt and a pair of pants" (or some other item).
 - ☐ The next person says, "I'm Marco Polo, and on my trip to China I'm taking a shirt and a pair of pants and a map" (or some other item).
 - ☐ Keep going around and around the circle, taking turns adding to the list things that Marco probably took to China, and remembering each of the other items said. The list will get longer and longer, and harder to remember! How full can you fill Marco's suitcase?

From *Days of Knights and Damsels*:

3. Make finger puppets or a marionette.
4. Using wooden clothespins, yarn, or old socks, create dolls that represent people in the Middle Ages. If you have time, you can even make a doll house, complete with miniature furniture!
5. Draw a map that shows all the places you have traveled.
6. Make a compass using a cork and a magnet.

GEOGRAPHY

1. Look at picture books of Asia, Japan, and China as you trace the route that the Polos took when journeying over-land to the Orient. Try to imagine what it would be like to journey over the mountains and deserts you see. Do you think you would have liked traveling with Marco Polo?
2. With your teacher, find as many of these cities, kingdoms, and major landforms as you can:

<input type="checkbox"/> Arabian Sea	<input type="checkbox"/> Volga River	<input type="checkbox"/> Baghdad
<input type="checkbox"/> Bay of Bengal	<input type="checkbox"/> Indus River	<input type="checkbox"/> Beijing
<input type="checkbox"/> North Pacific Ocean	<input type="checkbox"/> Ganges River	<input type="checkbox"/> India
<input type="checkbox"/> Indian Ocean	<input type="checkbox"/> Yangtze River	<input type="checkbox"/> Burma
<input type="checkbox"/> Caspian Sea	<input type="checkbox"/> Tigris River	<input type="checkbox"/> Thailand
<input type="checkbox"/> Aral Sea	<input type="checkbox"/> Euphrates River	<input type="checkbox"/> China
<input type="checkbox"/> Black Sea	<input type="checkbox"/> Himalayan Mountains	<input type="checkbox"/> Persia
<input type="checkbox"/> Danube River	<input type="checkbox"/> Gobi Desert	<input type="checkbox"/> Russia
<input type="checkbox"/> Dnieper River	<input type="checkbox"/> Constantinople	
3. Find these cities or landforms on a map of Japan:

<input type="checkbox"/> Hokkaido	<input type="checkbox"/> Tokyo	<input type="checkbox"/> East China Sea
<input type="checkbox"/> Honshu	<input type="checkbox"/> Osaka	<input type="checkbox"/> Sea of Japan
<input type="checkbox"/> Shikoku	<input type="checkbox"/> Nagasaki	<input type="checkbox"/> Korea Strait
<input type="checkbox"/> Kyushu	<input type="checkbox"/> Hiroshima	
4. Look with your teacher at a historical atlas or Internet map to see the Mongol Empire at its fullest extent.
5. Making a salt dough map of Japan is highly recommended this week!

LITERATURE

Worksheet for *Chanticleer and the Fox*, by Geoffrey Chaucer

Look up the following words from your reading in a dictionary, and write their definitions in the spaces provided.

1. grove2. scanty3. azure4. burnished5. debonair6. regal7. charity8. nimbly9. flattery10. prattle

UPPER GRAMMAR LEVEL

FINE ARTS AND ACTIVITIES

1. Try to get a good amount of work done on your medieval costume this week. (Week 3 of 5)
2. Sit in a circle and play "I'm taking a trip to China," following the instructions below.
 - ☐ The first person says, "I'm Marco Polo, and on my trip to China I'm taking a shirt" (or some other item that the Polos most likely took on their trip).
 - ☐ The next person says, "I'm Marco Polo, and on my trip to China I'm taking a shirt and a pair of pants" (or some other item).
 - ☐ The next person says, "I'm Marco Polo, and on my trip to China I'm taking a shirt and a pair of pants and a map" (or some other item).
 - ☐ Keep going around and around the circle, taking turns adding to the list things that Marco probably took to China, and remembering each of the other items said. The list will get longer and longer, and harder to remember! How full can you fill Marco's suitcase?

From *Knights & Castles: 50 Hands-On Activities to Experience the Middle Ages*:

3. Make a map of your neighborhood or town. Check it against a real map of your area and see how accurate you are!
4. Take a good look at labels on your toys, furniture and clothing to get an idea of just where in the world your possessions come from. Then, on a blank map of the world, draw dots to show where these places are.
5. Marco Polo wrote a book about his journeys called *The Description of the World*. Using either your resource book or online research, try to discern whether or not some of Marco's descriptive stories actually happened. If you think they were exaggerations, give reasons for why you think so.

GEOGRAPHY

1. Look at picture books of Asia, Japan, and China. Try to imagine what it would be like to journey over the mountains and deserts you see. Do you think you would have liked traveling with Marco Polo?
2. With your teacher, find as many of these cities, kingdoms, and major landforms as you can:

<input type="checkbox"/> Arabian Sea	<input type="checkbox"/> Volga River	<input type="checkbox"/> Baghdad
<input type="checkbox"/> Bay of Bengal	<input type="checkbox"/> Indus River	<input type="checkbox"/> Beijing
<input type="checkbox"/> North Pacific Ocean	<input type="checkbox"/> Ganges River	<input type="checkbox"/> India
<input type="checkbox"/> Indian Ocean	<input type="checkbox"/> Yangtze River	<input type="checkbox"/> Burma
<input type="checkbox"/> Caspian Sea	<input type="checkbox"/> Tigris River	<input type="checkbox"/> Thailand
<input type="checkbox"/> Aral Sea	<input type="checkbox"/> Euphrates River	<input type="checkbox"/> China
<input type="checkbox"/> Black Sea	<input type="checkbox"/> Himalayan Mountains	<input type="checkbox"/> Persia
<input type="checkbox"/> Danube River	<input type="checkbox"/> Gobi Desert	<input type="checkbox"/> Russia
<input type="checkbox"/> Dnieper River	<input type="checkbox"/> Constantinople	
3. Find these cities or landforms on a map of Japan:

<input type="checkbox"/> Hokkaido	<input type="checkbox"/> Tokyo	<input type="checkbox"/> East China Sea
<input type="checkbox"/> Honshu	<input type="checkbox"/> Osaka	<input type="checkbox"/> Sea of Japan
<input type="checkbox"/> Shikoku	<input type="checkbox"/> Nagasaki	<input type="checkbox"/> Korea Strait
<input type="checkbox"/> Kyushu	<input type="checkbox"/> Hiroshima	
4. Look with your teacher at an historical atlas or resource map to see the Mongol Empire at its fullest extent. If your teacher so directs, shade and label a map of this empire and draw Marco Polo's paths through it.
5. Making a salt dough map of Japan is highly recommended this week!

LITERATURE

Worksheet for *Door in the Wall*, by Marguerite de Angeli

As you read the first section of *Door in the Wall*, you will notice elements of feudalism that you have read about in your History studies. Write answers to the following questions in the spaces provided.



What sounds does Robin hear as he lies in bed in the opening of the book?



What interaction does Robin have with the church?



How does Robin's father expect him to be chivalrous?



How do servants play a role in the first third of this book?



What roles do Robin's family members play in the military?



How do Robin and his family demonstrate fealty?

DIALECTIC LEVEL**HISTORY****Accountability Questions**

1. List at least three things that you found interesting or unique about Mongol culture.
2. Place Marco Polo and the Mongol Empire on a time line. What events that we have studied in Week 7 relate to Polo's life and times?
3. What was the name of the book Marco Polo wrote detailing his journeys, and when was it finished?
4. In at least four paragraphs or in a detailed outline, summarize the life of Marco Polo, telling where he was and what he was doing at various stages of his life.

Thinking Questions

1. If the Mongol Empire was the largest land-empire in history, why don't historians spend more time studying it?
2. List ways that you see the quiet sovereignty of God in Marco Polo's life.
3. How did Marco Polo affect history?
4. Compare and contrast Chinese and Japanese cultures (if you studied China in Year 1, information from those studies, too).
5. What are the major tenets of Japanese religion, especially Shinto?

FINE ARTS AND ACTIVITIES

1. Try to get a good amount of work done on your medieval costume this week. (Week 3 of 5)
2. Make a poster of the unique flora and fauna of Japan. What plants and animals did God create to flourish in that particular setting? Write a descriptive paragraph for each plant or animal that you depict.
3. Do some extra research to learn about ethnic groups that made their homes near the path of the Silk Road. Make a display board to show what you discover.

From *Medieval Times*:

4. Get ideas for your Unit Celebration that is coming up in a few weeks.

GEOGRAPHY

1. Look at picture books of Asia, Japan, and China. Try to imagine what it would be like to journey over the mountains and deserts you see. Do you think you would have liked traveling with Marco Polo?
2. Find these cities and landforms on a map of Japan. Ask your teacher if she wants you to label them on a paper outline map of Japan or on a transparency.

<input type="checkbox"/> Hokkaido	<input type="checkbox"/> Tokyo	<input type="checkbox"/> East China Sea
<input type="checkbox"/> Honshu	<input type="checkbox"/> Osaka	<input type="checkbox"/> Sea of Japan
<input type="checkbox"/> Shikoku	<input type="checkbox"/> Nagasaki	<input type="checkbox"/> Korea Strait
<input type="checkbox"/> Kyushu	<input type="checkbox"/> Hiroshima	
3. Look with your teacher at an historical atlas or resource map to see the Mongol Empire at its fullest extent. If your teacher so directs, shade and label a map of this empire and draw Marco Polo's paths through it.

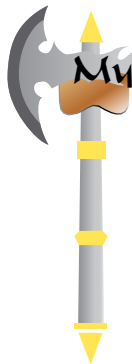
CHURCH HISTORY

Unless you need to review the origins and beliefs of Buddhism, Jainism, and Hinduism, simply read about Japanese and Chinese religions this week, preparing to compare and contrast them during either your History or Church History discussion times. Since there are no Church History questions for this week, please double check with your teacher about what you should do, and when.

LITERATURE

Worksheet for *Men of Iron*, by Howard Pyle

Evaluate two characters this week by writing descriptions in the spaces provided. The categories below form a list of typical ways in which an author encourages readers to get to know his characters.

**Myles Falworth****Actions:****Personal Traits and Abilities:****Thoughts, Feelings, Motivations, Goals:****Relationships:****Responses to Events or People:****Francis Gascoyne****Actions:****Personal Traits and Abilities:****Thoughts, Feelings, Motivations, Goals:****Relationships:****Responses to Events or People:**

RHETORIC LEVEL

Accountability Questions

1. Review: Why had towns and international trade almost ceased to function during the Middle Ages?
2. What function did fairs play in the development of trade in the early Middle Ages?
3. As towns were renewed, why did they initially grow up near castles?
4. What special privileges did lords and kings grant to members of developing towns, and why?
5. What were the purposes and powers of guilds? Outline the general stages of learning required by most guilds.
6. What is usury?

Thinking Questions

1. Why do you think the Jews controlled international trade and became money lenders during the Middle Ages?
2. Outline (and prepare to discuss) the ways that the development of towns and guilds affected feudal and manorial relationships, government structures, and the ordering of society.
3. After he returned from his travels, Marco Polo was captured and jailed in an attempt to defend his city, Venice, in a battle against the Genoese. Can you connect this skirmish with the study we have been doing of the political history of the Italian peninsula?

GEOGRAPHY

1. Look for these major urban centers on a map of Europe. Label them all on a paper map or a transparency of Europe. Try to better understand the routes to and from these centers. Note the physical limitations to these routes, such as mountains, waterways, and other natural barriers.

Flanders

- ☐ Ghent
- ☐ Bruges (or Brügge)
- ☐ Ypres

France

- ☐ Champagne
- ☐ Paris
- ☐ Lyon
- ☐ Marseille
- ☐ Toulouse

Eastern Europe/Baltics

- ☐ Prague
- ☐ Vienna
- ☐ Ragusa

German states

- ☐ Hamburg
- ☐ Bremen
- ☐ Brunswick
- ☐ Cologne

Denmark/Scandinavia/Baltic Sea

- ☐ Lübeck
- ☐ Gdansk
- ☐ Falsterbo
- ☐ Danzig
- ☐ Visby
- ☐ Riga
- ☐ Reval

England

- ☐ London

Italy

- ☐ Genoa
- ☐ Rome
- ☐ Naples
- ☐ Venice
- ☐ Florence

Spain/Portugal

- ☐ Toledo
- ☐ Lisbon
- ☐ Cadiz
- ☐ Barcelona

Russia

- ☐ Novgorod

2. In previous years, you may have studied the details of Marco Polo's travels, in which case you are already familiar with the Silk Road. Trace geographical connections between this overland route to the Orient and European trade centers on land and throughout the Mediterranean world. Find and label these major trading centers:
 - ☐ Tunis
 - ☐ Alexandria
 - ☐ Acre
 - ☐ Antioch
 - ☐ Constantinople
 - ☐ Trebizond
 - ☐ Edessa
 - ☐ Aleppo
3. In Unit 2, we will study the Age of Exploration (as a corollary of the Renaissance). During this age, one major motivation for voyages of exploration was to shorten the trade routes between Europe and the Orient. Look at a world map or globe to see how water travel would have been simpler than the routes that the Polos took on their way to China.

LITERATURE

Your reading assignment for this week is taken from the *Canterbury Tales*, by Geoffrey Chaucer (c. 1343-1400). The subject for recitation or reading aloud is lines 1-18 of the “General Prologue” to the *Canterbury Tales* (*Norton Anthology of Western Literature* 1701). You might want to consider memorizing and pronouncing these lines in the original Middle English (*Norton Anthology of Western Literature* 1700). There is a link on the Year 2 Literature page of the *Tapestry* website to a web page that contains audio files of Middle English to help you prepare!

Defining Terms

Continue your index card bank of literary terms this week with cards for whichever of these terms you do not already have. Be sure copy the definitions out exactly.

- ☐ Couplet: A pair of poetic lines that may or may not share the same meter and rhyme with each other, thus: *aa bb cc*.
- ☐ Elision: The poetic technique whereby a syllable is dropped or rolled into the next syllable. This is often done so that the number of syllables and (or) stresses in the line will match the poem’s established meter.
- ☐ Iambic Pentameter: A metrical line composed of five iambic feet.
- ☐ Suspense: A plot device whereby the author leaves something important in doubt, so that the reader is strongly motivated to see how things will turn out.

Beginning Level

1. Copy the following charts on two index cards for your box of literary vocabulary cards. Put the title of the chart on one side of the card and the chart itself on the other side.

TYPE OF FOOT	PATTERN DESCRIPTION	MARKED AS
Iamb	A light stress followed by a heavy stress	˘ /
Trochee	A heavy stress followed by a light stress	/ ˘
Spondee	Two heavy stresses	— —
Anapest	Two light stresses followed by a heavy stress	˘ ˘ /
Dactyl	A heavy stress followed by two light stresses	/ ˘ ˘

COMMON METRICAL LINES	
NAME OF LINE	NUMBER OF FEET IN THE LINE
Monometer	One metrical foot per line
Dimeter	Two metrical feet per line
Trimeter	Three metrical feet per line
Tetrameter	Four metrical feet per line
Pentameter	Five metrical feet per line
Hexameter	Six metrical feet per line
Heptameter	Seven metrical feet per line
Octameter	Eight metrical feet per line

2. Practice scansion (marking light and heavy stresses, and dividing into feet) on the lines from the prologue on page 20. Be sure to show which lines rhyme with each other. HINT: On pages 36-38 of *A Poetry Handbook* there are examples of scanned lines, and Measuring Verse (Appendix D) in *Poetics* explains exactly how to do scansion and how to mark rhymes.
3. Thinking Questions: Read the quotes from the Wife of Bath’s prologue, printed for your reference on page 20, and think about the following questions:
 - ☐ What perspective on Paul’s first letter to the Corinthians (see 1 Corinthians 7) does she refute?
 - ☐ What common medieval belief about chastity and marriage does the Wife of Bath seem to support?
 - ☐ This idea that marriage is less perfect than chastity was, sadly, a common medieval misinterpretation of 1 Corinthians 7. Do you think that such an idea would strengthen marriages, or would it tend to promote adultery?
4. Thinking Questions:
 - ☐ What do you think the topic and primary theme of the “Wife of Bath’s Tale” are?
 - ☐ Are these tied to the knight’s experiment in living? If so, how so?
 - ☐ How would you evaluate the primary theme in the “Wife of Bath’s Tale”? Should men be ruled by their wives? Should men ever bow to their wives’ wishes?
5. Thinking Question: Think back to Lewis’s three kinds of fairies (Week 3). Is the wife in the story a fairy, and if so, what kind?
6. Thinking Question: What is the complexion (sanguine, choleric, melancholy, or phlegmatic) of the Wife of Bath?

Continuing Level

Do everything in the Beginning level, plus the following:

7. If your teacher assigns you to read selections on medieval literary theory in “Literary Criticism” on the *Loom*, you should think about the questions found at the end of those selections as you prepare for class.

Excerpts from the Wife of Bath’s Prologue

“Where, may I ask, in any period,
In plain words can you show Almighty God
Forbade us marriage? Point it out to me!
Or where did he command virginity?
The Apostle, when he speaks of maidenhood,
Lays down no law. This I have understood
As well as you, milords, for it is plain.”
(*Norton Anthology of Western Literature* 1734)

“Paul did not dare command a thing at best
On which his Master left us no behest.”
(*Norton Anthology of Western Literature* 1734)

“The Apostle was a maid, I know; but still,
Although he wished all men were such as he,
It was only counsel toward virginity.”
(*Norton Anthology of Western Literature* 1734)

“I am not jealous if maidenhood outweighs
My marriages; I grant it all the praise.
It pleases them, these virgins, flesh and soul
To be immaculate. I won’t extol
My own condition. In a lord’s household
You know that every vessel can’t be gold.
Some are of wood, and serve their master still.
God calls us variously to do his will.”
(*Norton Anthology of Western Literature* 1734)

“Virginity is a high and perfect course,
And continence is holy. But the source
Of all perfection, Jesus, never bade
Each one of us to go sell all he had
And give it to the poor; he did not say
That all should follow him in this one way.
He spoke to those who would live perfectly,
And by your leave, lords, that is not for me!”
(*Norton Anthology of Western Literature* 1734-1735)

CHURCH HISTORY

OPTIONAL: Students can read about Japanese and Chinese religions this week, preparing to compare and contrast them during either your History or Church History discussion times. Since there are no Church History questions for this week, please double check with your teacher about what you should do, and when.

GOVERNMENT***Summa Theologica*, by Thomas Aquinas**

Thomas Aquinas was a great thinker whose *Summa Theologica* has been called one of the two “perfect examples” of the medieval model. The *Summa* reflects the back-and-forth nature of the scholastic “disputation,” which (as *Pageant of Philosophy* students learned last week) takes a little getting used to.

The *Summa* consists of three parts (First, Second, and Third), and the Second Part is divided into two parts. Our reading this week is from the First Part of the Second Part. Each part of the *Summa* is further divided into numbered questions, which are addressed in one or more “articles.”

- ☐ Each article is framed as a “yes or no” question.
- ☐ It is followed by a series of “objections,” which each give a “wrong” answer to the question posed by the article. These often cite some ancient authority in defence of their viewpoint.

- ❑ After listing all the “wrong” answers, Aquinas says, “on the contrary,” and quotes an authority supporting the “right” answer.
- ❑ He spells out his reasons for his position in an “answer.”
- ❑ He then responds to each objection in turn.

We have put a question about homeschooling into the scholastic format as an example below. Take a minute to read through it to familiarize yourself with these different parts of the argument.

Question: Education

Article 1: Should homeschooling be permitted?

Objection 1. It would seem that homeschooling should not be permitted. Teachers are carefully trained, and must be properly certified before they can educate children. Most homeschooling parents are not certified teachers. Therefore homeschooling by uncertified parents should be banned.

Objection 2. Further, education is very important. There is no way to make sure that homeschooling parents are teaching the things that need to be taught. Without government control, parents might teach things that threaten our society. Therefore, homeschooling should be banned.

Objection 3. Further, children need socialization. Homeschooling deprives children of the chance to learn how to communicate and cooperate with their peers. When they grow up, they may not be able to cope with our diverse society. Therefore, homeschooling should be banned.

On the contrary, God says, “These commandments that I give you today are to be upon your hearts. Impress them on your children. Talk about them when you sit at home and when you walk along the road, when you lie down and when you get up.” Deuteronomy 6:6-7.

I answer that, parents have a fundamental right to direct the education of their children. God gives the gift of children to parents, not to the State.

Reply Objection 1. Public school teachers are certified because the government forces parents to enroll their children in public schools without allowing them to choose their teachers. Private schools, by contrast, are not required to use certified teachers. When parents are free to choose the teacher that is best for their own child (including the parents themselves), certification is irrelevant.

Reply Objection 2. Education is very important—too important for the government to control. If the government can control what is taught to public school students for twelve years, it can control what the majority of voters do for the next generation. The freedom to think and speak without government control is fundamental to our society. Homeschooling does not threaten our society—it fulfills its promise.

Reply Objection 3. There are two kinds of socialization. “Cooperating with peers” is little more than the “survival of the fittest on the playground.” Proverbs 13:20 says, “He who walks with the wise grows wise, but a companion of fools suffers harm.” The right kind of “socialization” consists of learning appropriate social skills, which are best taught by good role models like parents and older siblings.

First Part of the Second Part, Question 94

1. Article 1 asks whether the natural law is a habit. Aquinas states his position in the part that begins with “On the contrary,” and gives his reasons for this position in the next section, which begins with, “I answer that.” What is his answer to this question?
2. Article 4 asks whether the natural law is the same in all men. In Objection 1, Aquinas refers to past papal decrees, saying, “It would seem that the natural law is not the same in all. For it is stated in the Decretals (Dist. i) that ‘the natural law is that which is contained in the Law and the Gospel.’ But this is not common to all men; because, as it is written (Romans 10:16), ‘all do not obey the gospel.’ Therefore the natural law is not the same in all men.” How does Aquinas answer this objection? (HINT: The answer is in “Reply to Objection 1.”)
3. Article 5 asks whether the natural law can be changed. What is Aquinas’ answer to this question, and how does he explain it?

4. In Article 5, Objection 2, Aquinas argues that the natural law can be changed, saying, “The slaying of the innocent, adultery, and theft are against the natural law. But we find these things changed by God,” because God ordered His people to do things that appear to violate these laws. (Aquinas gives three specific biblical examples of such acts.) How does Aquinas respond to this objection?
5. Some people say, “A natural law is one that cannot be repealed.” (The law of gravity would fit this definition of “natural law.”) How does this compare with what Aquinas says?

First Part of the Second Part, Question 95

6. In Article 1, Aquinas asks whether it was useful for laws to be framed by men. What is his position on this question? Why?
7. In Article 2, Aquinas asks whether every human law is derived from natural law. What is his answer? Do you agree with him?
8. In Article 3, Objection 1, Aquinas quotes Isidore of Seville regarding “positive law.” Positive law refers, in general, to man-made laws, because they are laws that are “posited” by some human authority. What characteristics does Isidore say that man-made laws should have? Do you think each is necessary? Do you think each is wise?

First Part of the Second Part, Question 96

9. Article 2 asks whether it belongs to the human law to repress all vices. How does Aquinas distinguish between what human law permits and what God punishes? How does that distinction answer the question?
10. Article 3 asks whether human law prescribes acts of all the virtues. Objection 1 says that human law does not punish all vices, so it must not prescribe all virtues. How does Aquinas respond?
11. Article 4 asks whether human law binds a man in conscience. Does it?

PHILOSOPHY

There is no Philosophy assignment for this week.