

Hello everyone,

Welcome to Omnibus III! We hope your summer is providing a pleasant change of pace. That said, it's time to look ahead to the coming

First, a note about summer reading and book pickups. Because many families already have a copy of the Genevieve Foster set that we'll be using for the summer reading — and since we won't be using them for Paideia discussions in class — we've separated the summer reading list from the school year booklist. Older editions are fine and all books are available on Amazon. **If you do not already have them, you will need to order the 2 Foster books (section 2 of this email, part A) as soon as possible so your student can begin reading them and completing the written portion of the assignment (section 3 of this email).** It's a big summer assignment, but the history is engaging and will provide an excellent background for our year's study.

The final part of the summer reading, *Fahrenheit 451*, will come with the packet of books I order. The reason for this is that we will be using *Fahrenheit 451* as our practice with the Paideia (or Great Books) method. For that, everyone will need identical pagination for discussion purposes. That and the other books we'll be using for the school year have already been ordered. For logistical considerations, we will wait until all books arrive to alert everyone to the pickup arrangements. We estimate that will be sometime mid July and will send another email when they're ready.

It would be advantageous for your student to complete the Foster assignment sooner so that *Fahrenheit 451* is read in late August/early September. We want the novel to be fresh in their memories for discussion.

Parents and students, please read carefully through each of the 5 sections below carefully as they will provide essential information for the summer and for the school year.

Thank you in advance for your help — we look forward to working with your student in the coming year. In the meantime, have a wonderful summer!

Cindy Leahy & Kelly Cabana

Below you will find:

- I) Omnibus III course syllabus
- II) Omnibus III book list, **part A** and part B
- III) summer reading assignment -- Genevieve Foster Books research
- IV) *Fahrenheit 451* reading questions
- V) supplies to bring to class & general instructions for assignments

SECTION I

OMNIBUS III: MODERN

OMNIBUS III: MODERN 2021-22 SYLLABUS

"The tradition of the West is embodied in the Great Conversation that began in the dawn of history and that continues to the present day. Whatever the merits of other civilizations in other respects, no civilization is like that of the West in this respect. No other civilization can claim that its defining characteristic is a dialogue of this sort. No dialogue in any other civilization can compare with that of the West in the number of great works of the mind that have contributed to this dialogue."

- Robert M. Hutchins

Course Description:

This Omnibus is the third in a six year series addressing the literature, history and culture of major Western civilizations in chronological order in two three year cycles. The course format will be a Paideia discussion (used in the Great Books program), which is based on close reading of literature and historical accounts.

Required Summer Reading: *Fahrenheit 451* and Genevieve Foster's *World of Columbus and Sons*, *World of Captain John Smith*, *George Washington's World* and *Abraham Lincoln's World*. For those joining us this third year as well as for those who'd like a refresher, it's recommended that you read Bulfinch's *Age of Fable* to have a good grounding in classical mythology.

Unit One -- Introduction to the Paideia method, the role of literature in modern society
September 16 -- *Fahrenheit 451*

Unit Two -- **John Milton's *Paradise Lost*** -- the sonnet/ Milton & the history of British literature

September 23 -- Introduction and Book I

September 30 -- Books 2 & 3

October 7 -- Books 4, & 5

October 14 — Cultural enrichment — no class

October 21 -- Books 6 & 7

October 28 -- Books 8 & 9

November 4 — Books 10, 11 & 12

Writing Assignment: Character Analysis of Satan in John Milton's *Paradise Lost*

Unit Three -- **Jonathon Swift's *Gulliver's Travels*** -- Satire & the Enlightenment

November 11 — Introduction and Voyage to Lilliput

November 18 — Voyage to Brobdingnag

December 2— Voyages to Laputa, Balnibarbi, Luggnagg, Blubbudrib, and Japan and Voyage to the country of the Houyhnhnms

Writing Assignment: an Epic Parody

Unit Four-- America -- its own culture, language and literature

December 9 — America, the Industrial Age, poetic scansion, Emily Dickinson's poetry [The Brain is Wider than the Sky; A narrow fellow in the grass; Hope is the thing with feathers,]

January 6 — Walt Whitman's poetry [Oh Captain, My Captain; One's-Self I Sing]

January 13 — Cultural enrichment — no class

Unit Five -- Charles Dickens' *Tale of Two Cities* -- The French Revolution, characterization, ironic tone

January 20 — Introduction and Book the First chapters 1-6

January 27 — Book the Second chapters 1-10

February 3 -- Book the Second chapters 11-24

February 10 -- Cultural enrichment — no class

February 17 -- Book the Third chapters 1-9

February 24 -- Book the Third chapters 10-15

Writing Assignment: A Thesis on a theme found in Charles Dickens' *Tale of Two Cities*

Unit Six -- Mark Twain's *The Adventures of Huckleberry Finn* - the American Novel, American dialect, humor

March 3-- American language and literature

March 10 -- Cultural enrichment — no class

March 17 -- chapters 1-12

March 24 -- chapters 13 - 22

April 7 — chapters 23 - 33

April 14 -- **Easter Break**

April 21 — chapters 34 - end

Writing Assignment: An Amplified Proverb based on a character or event from *The Adventures of Huckleberry Finn*

Unit Seven -- Twentieth Century American Poetry --

April 28 -- Robert Frost [The Road Not Taken; Stopping by Woods on a Snowy Evening; Fire and Ice]

May 5 — Carl Sandburg, [Grass, Fog] e.e.cummings [when serpents bargain for the right to squirm; in just spring]

May 12 -- Cultural enrichment — no class

Unit Eight -- Harper Lee's *To Kill a Mockingbird* -- the Bildungsroman, 20th century America

May 19 -- chapters 1-15

May 26 -- chapters 16-end

Writing assignments: there will be four major writing assignments for this course. These essays will be preceded by much directed class discussion, so the content should be readily grasped. For those class members who are of middle school age, simplified writing assignments can be an alternative.

SECTION II

PART A: SUMMER READING BOOKS — TO BE PURCHASED BY THE PARENT

Genevieve Foster *George Washington's World* (Beautiful Feet Books) ISBN: 096438034X

Genevieve Foster *Abraham Lincoln's World* (Beautiful Feet Books) ISBN: 1893103161

PART B: SCHOOL YEAR BOOKS — PAID BY YOUR MATERIALS FEE & ALREADY PURCHASED BY THE TEACHER -- TO BE PICKED UP MID SUMMER

Ray Bradbury *Fahrenheit 451*

John Milton *Paradise Lost*

Jonathon Swift's *Gulliver's Travels*

Charles Dickens *Tale of Two Cities*

Mark Twain *Huckleberry Finn*

Harper Lee *To Kill A Mockingbird* [please note: this classic is currently out of print — it will be purchased and delivered later in the year]

SECTION III

Omnibus III Summer Reading Assignment — due first day of class

This is a lengthy assignment; in order to do a good job you'll need to allot an appropriate amount of time. In order to receive feedback from me when you turn it in, please read — and follow — all directions carefully.

For each of the entries below, (unless it is a single event like a battle or a person with a single great accomplishment like an important discovery) write a summative full sentence for each of two major points/events/accomplishments along with a relevant date. For the date, try to find the most important date in that person's life from an historical perspective. You may need to look up that date. (Note: avoid using birth or death dates unless there's a compelling reason). You may need to consult an encyclopedia to ascertain exact dates. To repeat, that is two complete, detailed sentences per entry. Please write no more and no less.

NOTA BENE: Please do NOT attempt to use this printout for your writing unless you use an expanded format to type it. if your assignment is hand-written, please make certain 1) to clearly

indicate headings 2) to use pen rather than pencil and 3) that your work is neat, legible and securely fastened in a packet.

George Washington's World

Events

French and Indian War
The Seven Years' War
The Industrial Revolution
Revolutionary War
 The Declaration of Independence
 The Battle of Bunker Hill
 Washington Crossing the Delaware
 Valley Forge
 Yorktown
The Constitutional Convention
The French Revolution

Rulers/Leaders

Frederick of Prussia
Catherine the Great
Louis XV
Louis XVI
Marie Antoinette
Marquis de Lafayette
George III
Napoleon Bonaparte
Thomas Jefferson
Benjamin Franklin
John Adams
George Washington

Explorers

James Cook

Artists

Johann Sebastian Bach
Wolfgang Amadeus Mozart

Philosophers

Voltaire
Jean Jacques Rousseau

Scientists/Inventors

Antoine Lavoisier
James Watt

Abraham Lincoln's World

Events

Waterloo
War of 1812
The Monroe Doctrine
The Alamo
War with Mexico
California Gold Rush
The Civil War
 Southern Secession
 The *Monitor* and the *Merrimac*
 Fort Sumter
 Gettysburg
 Appomattox
 The Crimean War

Rulers/Leaders

Napoleon
Thomas Jefferson
John Marshall
Simon Bolivar
Andrew Jackson
Queen Victoria
Robert E. Lee
Ulysses S. Grant
Abraham Lincoln
Napoleon III
Commander Mathew Perry

Philosophers/Authors

Charles Dickens
Harriet Beecher Stowe

Scientists/Inventions

Railroads
Telegraph
Steamships

3. How did the government of this society gain control over the people? Explain using evidence from the story.

Part Two

4. Why is Faber so critical of himself and pessimistic about the world when he is first introduced?
Why is he then willing to become Montag's mentor?

SECTION V

SUPPLIES TO BRING TO CLASS EVERY WEEK

- 1) 3 ring binder with standard looseleaf notebook paper for taking notes. I recommend pens for note taking.
- 2) Dividers for keeping the notebook organized. I suggest making labels that correspond with the units on the syllabus.
- 3) the text we're reading from

INFORMATION AND INSTRUCTIONS FOR ASSIGNMENTS

Please only use looseleaf paper and ink OR typewritten format for assignments. The frayed edged of spiral bound notebooks are a nuisance, both at school and at home. Pencil smears and is very difficult for my eyes to read.

Homework will vary slightly in length from week to week. Pacing is typically adjusting to allow more time at the beginning of an author's work so that students can adjust to the author's style.

Typical time for completion of weekly reading /research assignments is between two hours and three hours per week. The purpose of the questions is to have material that's easily accessible for class discussions. For that reason, I always ask that students have the following for each question.

1) at least 3 potential answers (depending on the question, there may be more) succinctly stated. These weekly research questions do NOT need to be in complete sentence form; what is needed is a clear statement of content for easy use.

2) for EACH potential answer, there MUST be a text reference, i.e., a page number or line number for ready access

3) for each reference, highlight or otherwise mark in the text, again, for easy reference

Following these instructions will greatly facilitate meaningful class discussions, as well as provide valuable material for essay assignments.

Writing assignments are given well in advance, so that students have the flexibility to plan and to gather material for the assignment. Please make every effort to support your child in developing good writing habits by having him start early. Papers begun late are rarely well done — and it's not the habit you want your child to develop for college!

Instructions for assignments are written so that they can be carefully fulfilled. Please help your child establish the habit of making sure all tasks are completed. It's a wonderful -- and essential -- student skill to develop!

If you have any questions, please feel free to ask.