

# CHAPTER THREE ASSESSMENT STUDY GUIDE

Date of Assessment: 

**Theme:  
4th & 5th Days  
of Creation**

Read this Chapter's  
"Scripture"

Be able to explain this Chapter's  
"Heresy"

Memorize this Chapter's  
"Geography"

Memorize this Chapter's  
"Catechism Lessons"

Carefully read this Chapter's  
"Truths"

Carefully read this Chapter's  
"Timeline Card Prep"

Memorize and be able to explain  
this Chapter's  
"Timeline Cards"

Carefully read this Chapter's  
"Bible Introduction"

Complete this Chapter's  
"Rhetoric Work"

# Scripture of the Chapter

## Genesis 1

14 And God said: Let there be lights made in the firmament of heaven, to divide the day and the night, and let them be for signs, and for seasons, and for days and years:  
15 To shine in the firmament of heaven, and to give light upon the earth. And it was so done.

16 And God made two great lights: a greater light to rule the day; and a lesser light to rule the night: and the stars.

17 And he set them in the firmament of heaven to shine upon the earth.

18 And to rule the day and the night, and to divide the light and the darkness. And God saw that it was good.

19 And the evening and morning were the fourth day.

20 God also said: Let the waters bring forth the creeping creature having life, and the fowl that may fly over the earth under the firmament of heaven.

21 And God created the great whales, and every living and moving creature, which the waters brought forth, according to their kinds, and every winged fowl according to its kind. And God saw that it was good.

22 And he blessed them, saying: Increase and multiply, and fill the waters of the sea: and let the birds be multiplied upon the earth.

23 And the evening and morning were the fifth day.





## 5. The Most Important Translations of the Bible

**1. The Greek Septuagint and the Latin Vulgate.**—The books of the Old Testament were translated into Greek long before the time of Christ, and those of the New Testament from the original Greek into Latin, Syriac and other languages no later than the second century after Christ. The two most important translations are the Greek *Septuagint* and the Latin *Vulgate*.

The Septuagint translation was made in the third century before Christ to meet the religious needs of the Greek-speaking Jews of Alexandria in Egypt. About the year 290 B.C. the five books of Moses were translated into Greek, as the legend has it, by seventy learned Jews from Jerusalem, whence the name *Septuagint*, that is, "the work of the Seventy" (Lat. *septuaginta*).

Through the Septuagint translation the Greek-speaking pagans obtained a knowledge of divine revelation and were thus prepared for the preaching of the Gospel. The Apostles made use of the Septuagint in their preaching and writing, thus consecrating it, as it were, for all time.

The *Vulgate* is the most famous Latin translation of the Bible. It is almost exclusively the work of St. Jerome, who undertook it at the request of Pope Damasus (366-384). The translation of St. Jerome became by degrees the only Latin version used in the Western Church, and for this reason it was known as the *Vulgate*, from the Latin word *vulgata*, which means "disseminated" or "in common use." The Council of Trent declared the Vulgate to be the authentic Latin version, and the one to be used in public in the Western Church.

**2. The Douay Bible.**—Our English translation of the Scriptures is known as the Douay Version, because it was prepared at the English College of Douay in France. The New Testament was published at Rheims in 1582, the Old Testament at Douay in 1609. Several revisions of the Douay Bible have appeared, the best being that of Bishop Challoner in 1750.



CODEX VATICANUS 4TH CENTURY

The oldest Greek Bible printed on parchment in three columnar style.



# TIMELINE CARDS

## CHAPTER THREE

### 4th Day of Creation

**4000+  
B.C.**

**13**

What:

Who:

When:

Where:

Formal Cause:

Material Cause:

Efficient Cause:

Final Cause:

### 5th Day of Creation

**4000+  
B.C.**

**14**

What:

Who:

When:

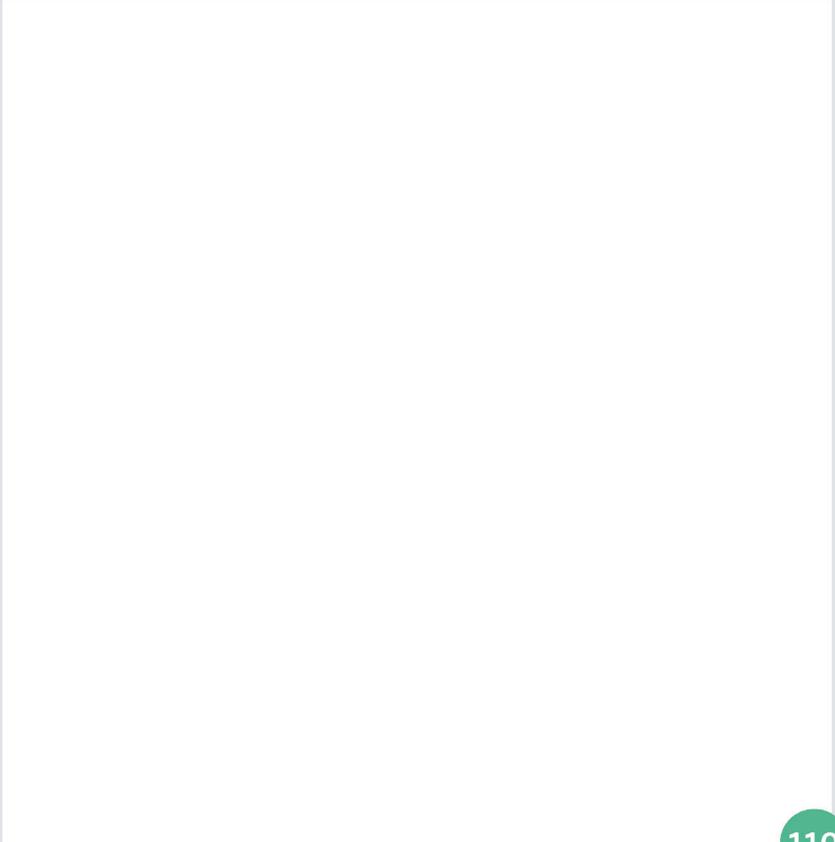
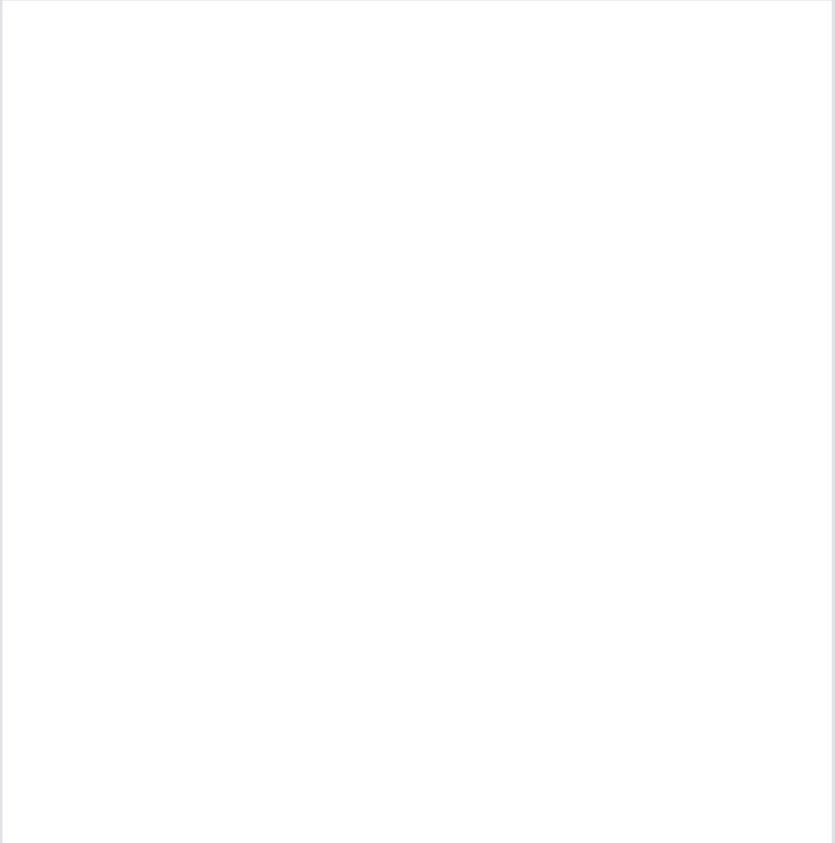
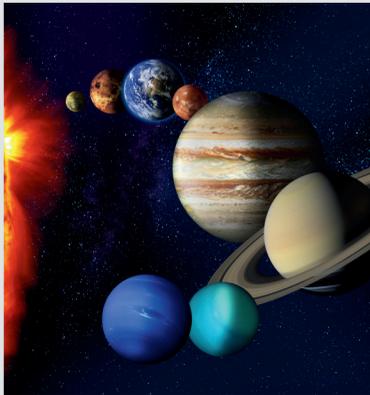
Where:

Formal Cause:

Material Cause:

Efficient Cause:

Final Cause:





# Rhetoric Group 4

*Prepare the following outline  
for your Chapter Four paper.*

## Introduction

*Hook:*

*Thesis:*

*Three points:*

*Transition:*

## Main Point #1

*Restate Main Point # 1:*

*Subpoint 1A:*

*Subpoint 1B:*

*Subpoint 1C:*

*Restate Main Point # 1:*

*Transition*



Date: \_\_\_\_\_

# ASSESSMENT: CHAPTER 3

## Baltimore Catechism

### Fill in the Blanks

9.

10.

## Truths of the

### Short Answer

11.

12.

## Timeline

### Short Answer

13.

14.

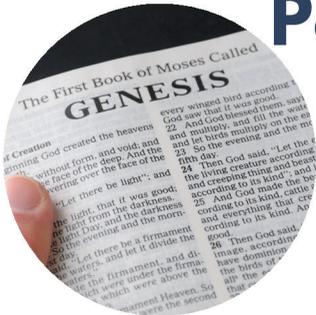
## Chapterly Bible Introduction

### True or False

15.



# Post-Assessment: Chapter Three



Parent Signature \_\_\_\_\_



**End of Chapter Assessment**  
**GRAMMER (MEMORY)**

**Advanced Mastery**  
**Mastery**  
**Approaching Mastery**  
**Adequate**  
**Remedial**

**LOGIC**

**N/A this Chapter**  
**Advanced Mastery**  
**Mastery**  
**Approaching Mastery**  
**Adequate**  
**Remedial**

**RHETORIC**

**N/A this Chapter**  
**Advanced Mastery**  
**Mastery**  
**Approaching Mastery**  
**Adequate**  
**Remedial**

**Class Work**  
**GRAMMER (MEMORY)**

**Advanced Mastery**  
**Mastery**  
**Approaching Mastery**  
**Adequate**  
**Remedial**

**LOGIC**

**N/A this Chapter**  
**Advanced Mastery**  
**Mastery**  
**Approaching Mastery**  
**Adequate**  
**Remedial**

**RHETORIC**

**N/A this Chapter**  
**Advanced Mastery**  
**Mastery**  
**Approaching Mastery**  
**Adequate**  
**Remedial**

**Rhetoric Assignment**  
**GRAMMER (MEMORY)**

**Advanced Mastery**  
**Mastery**  
**Approaching Mastery**  
**Adequate**  
**Remedial**

**LOGIC**

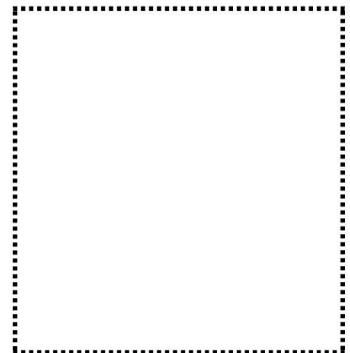
**N/A this Chapter**  
**Advanced Mastery**  
**Mastery**  
**Approaching Mastery**  
**Adequate**  
**Remedial**

**RHETORIC**

**N/A this Chapter**  
**Advanced Mastery**  
**Mastery**  
**Approaching Mastery**  
**Adequate**  
**Remedial**

**Virtue & Vice**  
**DISCIPLINE ISSUES**

- Comportment**
- Speaking**
- Attitude**
- Respect for Teacher**
- Respect for Students**
- Zeal**
- Organization**
- Dress Code**
- Modesty**
- Interaction with Others**
- Prayerfulness**
- Punctuality**
- Affability**
- Handwriting**
- Studiosness**



Remedial Work	Honors Work
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