English Communication Skills

This chapter requires a companion activity book in which students respond to questions on text content. Answers are found in the Teacher's Resource Kit.



Chapter 2
Text

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PROFESSIONAL CREDITS

English Communication Skills

Publisher and Managing Editor
Ronald E. Johnson, C.Ph.D.

Author
Carmen Trimm, BSN

Content Editor
Nancy Johnson, BA

Page Composer and Graphic Artist
Roman Hunt, BA, MA

Cover Artist
Nathaniel Bessent, BS

Activities, Quizzes, and Tests
Carmen Trimm, BS

Quality Assurance
Nancy Johnson, BA

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English Communication Skills



Topic 1

Chapter 2

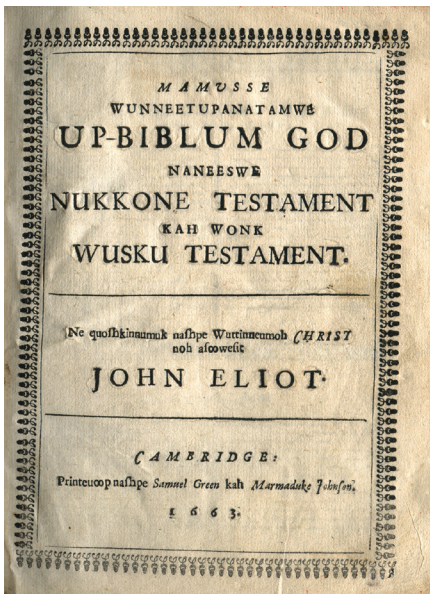
Section 1

Topics 1-5

The First Book Published in America was for Indians



John Eliot



UpBiblum

VOCABULARY

Disdained: did not respect or honor.
Tedious: detailed and tiresome.
Wigwams: native American dwellings.

In 1629, serious-minded Puritans from England started communities in Massachusetts based on Biblical guidelines. Ministers led churches, built schools, and organized government. John Eliot was one of those early ministers who fervently believed that the Bible was the true source of knowledge. He believed the Bible should be made available to all people, including Indians, at a time in history when most people ***disdained*** native Americans. Eliot respected Indians as human beings and wanted them to know the Scriptures. He set out to find a way to give Indians equal access to Bible teachings.

As John Eliot visited tribes who spoke Algonquian, he realized that he must first learn their language. He became friends with an Indian named Cockenoe, who had been captured in 1637 and put to work on a colonial farm. Cockenoe could speak and read English. He helped Eliot learn the Algonquian language. After two years of ***tedious*** work, Eliot had translated the Ten Commandments and the Lord's Prayer into Algonquian. When Eliot discovered the Indians "had a habit of compressing complex ideas into a single word," he spent much time learning to think the Algonquian way. Sometimes, he walked many miles into the wilderness, often dressed like the Indians he hoped to teach. In the cold or rain, he stopped to rest in their ***wigwams***. Year after year, John Eliot worked at translating the Bible into Algonquian. He was convinced that Indians who knew the Bible would be a dramatic force for good in America.

After years of hard work, John Eliot published an Indian Bible called *UpBiblum*. It rolled off the press at Harvard College in 1663, as the very first literature book published in America. Two hundred copies were bound in soft leather and given to Indians in New England.

American Indians who believed what Eliot taught became known as "*Praying Indians*." These men and women became

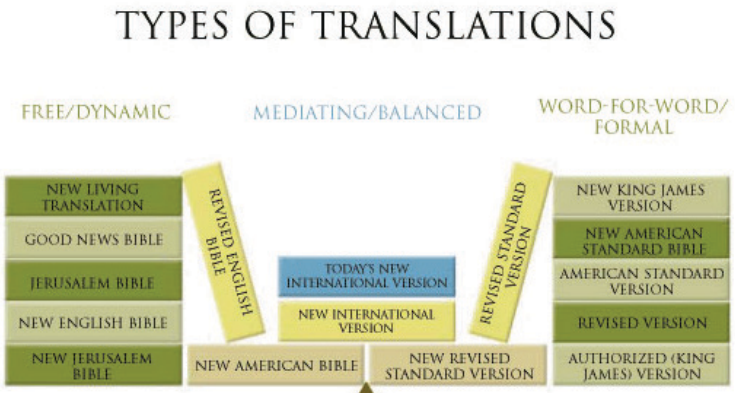
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leaders and accomplished much good. They laid out streets in their community and fenced and planted their fields. Some Christian Indians became teachers and ministers.

John Eliot wrote about his work among the Indians, and people in London, England who read Eliot's reports, formed a ***corporation*** that sent money to support Eliot's work. This group, "*The Society for Promoting and Propagating the Gospel of Jesus Christ in New England*," recognized that *UpBiblum* had become an effective tool for expressing Christianity among Indians.

As a true friend to Indians, Eliot helped them by valuing their language and taking time to learn it. His example is still followed today. About 3,000 people in various organizations devote their lives to Bible ***translation***. For example, about 1500 Wycliffe Bible Translators are stationed around the world, serving at least 330 tribes in 16 countries. Some statistics indicate that more than 90 percent of the world's population has access to the entire Bible, while about 97 percent have access to at least part of it. (*On this Day*—Barkey)



BASIC SENTENCE STRUCTURE

In order to form sentences properly, include both a noun (called the subject) and a verb (called the predicate). Sentences cannot be formed properly without including these two elements. The subject is the person, place, thing, or idea that is being or doing something. The predicate is what that person, place, thing or idea is being or doing. Sentences that have just a subject and a verb are called *simple sentences*.

Sentences can be very short and still be complete, as long as they contain both a subject and a predicate. The shortest sentence in the English language is the sentence, "I am." The Hebrew people actually referred to God as "I Am." In this sentence, the pronoun "I" substitutes for a noun and "am" is a state of being verb. Most sentences are considerably longer because they include other parts of speech, which make reading more interesting and understandable.

VOCABULARY

Corporation: company.
Translation: version.

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In the following examples, search for the basic elements. Find the simple subject and the simple predicate.

Example #1: *John Eliot visited* tribes who spoke Algonquian.
- The simple subject is *John Eliot*.
- The simple predicate is *visited*.
- Everything else in the sentence provides additional information.

Example #2: *John Eliot worked* at translating the Bible into Algonquian.
- The simple subject is *John Eliot*.
- The simple predicate is *worked*.
- Everything else in the sentence provides additional information.

Example #3: *John Eliot wrote* about his work among the Indians.
- The simple subject is *John Eliot*.
- The simple predicate is *wrote*.
- Everything else in the sentence provides additional information.

You are learning a lot. Read the life principle and continue to the activities.



LIFE PRINCIPLE:

"You can do anything you are trained to do if you stick to it long enough."
-Hellen Keller, deaf-blind author

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Topic 2

Chapter 2

Section 1

Topics 1-5

A Flock of Jail Birds



Debtors' Prison



James Oglethorpe

During the early 1700s, British prisons were overcrowded, filthy, and ***vermin*** infested. General James Oglethorpe, a member of the British Parliament, headed a group of fellow politicians to find a solution for the prison problem. Their investigations found that many of the poor, unhappy people housed within the prison system were jailed, because they could not pay their bills. ***Debtors*** often spent the remainder of their days locked up because they had no way of earning money to pay off their debts. These men, women, and children were housed with rough criminals, who needed to be locked up. A bad situation was getting worse.

Because of Oglethorpe's investigations, legislation was passed in Parliament that led to prison reforms and the release of debtors and nonviolent prisoners. Oglethorpe decided to start a colony in the new World where debtors could begin a new life. In 1732, King George II granted Oglethorpe a charter for a new colony called Georgia, near the South Carolina Colony. The charter stated:

"*Christianity will be extended by the **execution** of this design, since, the good discipline established by the Society, will reform the manners of those miserable objects, who shall be by them **subsisted**; and the example of a whole Colony, who shall behave in a just, moral, and religious manner, will contribute greatly towards the conversion of the Indians, and taking off the prejudices received from the **profligate** lives of such who have scarce anything of Christianity but the name.*"

Oglethorpe knew that the only hope of establishing a successful colony with convicts would be through faith-based government.

On January 13, 1733, General James Oglethorpe and 130 colonists arrived in Charleston, South Carolina, on their way to

VOCABULARY

Vermin: rats and bugs.
Debtors: owe money to another person.
Execution: completion.
Subsisted: managed to survive.
Profligate: wasteful.

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establishing the colony of Georgia. From Charleston, they set out for the land they had been given. Oglethorpe supervised organization and building of the colony. He even went so far as to design the city of Savannah. Today, Savannah retains the small parks between blocks of houses, which was a result of Oglethorpe's architecture and planning.

Oglethorpe was very successful in establishing friendly relationships with local Indians, an accomplishment which could not be said of many of the other colonists. Oglethorpe returned to England in 1753 and died in 1783. He lived to see his Georgia colony become a part of the United States before he died. He pursued a dream and worked until it was fulfilled.

(*On this Day*—Barkey)

COMPLETE SUBJECT

The *complete subject* is all the information in the sentence *before* the verb. Two nouns that appear in the complete subject are the simple subject and the appositive.

Simple Subjects in the Complete Subject

As you learned in the previous lesson, the simple subject is the noun or pronoun that is being or doing something in the first part of the sentence. The *simple subject* is usually just one word, but can be more than one word if more than one noun is doing something. When more than one noun is doing something, the simple subject is called a *compound subject*.

In the following examples, identify the simple subjects found in the complete subjects.

Example #1: These men, women, and children *were housed* with rough criminals who needed to be locked up.
- The simple subject in this example is *men, women, and children*. Since the simple subject is more than one noun, it is called a compound subject.
- You probably noticed that the verb in this sentence is *were housed*.
- Since everything before the verb is the complete subject, you probably observed that the complete subject is: *These men, women, and children*.

Example #2: In 1732, King George II *granted* Oglethorpe a charter for a new colony.
- The simple subject in this example is *King George II*.
- You probably noticed that the verb in this sentence is *granted*.
- Since everything before the verb is the complete subject, you probably observed that the complete subject is: *In 1732, King George II*.



King George II

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Example #3: Oglethorpe *was* also very successful in establishing friendly relationships with the Indians.
•The simple subject in this example is *Oglethorpe*.
•You probably noticed that the verb in this sentence is *was*.
•Since everything before the verb is the complete subject, you probably observed that the complete subject is: *Oglethorpe*. In this example, the simple subject and the complete subject are the same.

Appositives in the Complete Subject

You will recall from a previous lesson, that an *appositive* is a noun that renames another noun. An appositive is set apart by commas and immediately follows the noun. Sometimes an appositive is accompanied by words that describe it; however, only the single noun, not the extra words, is the appositive.

Example: General James Oglethorpe, a member of the British Parliament, *headed* a group of fellow politicians to find a solution for the prison problem.
•The simple subject in this example is General James Oglethorpe.
•The appositive is *member. Member (and the words that further describe the member)* are set apart by commas.
• You probably noticed that the verb in this sentence is *headed*.
•Since everything before the verb is the complete subject, you probably observed that the complete subject is: *General James Oglethorpe, a member of the British Parliament.*

Congratulations! You are doing so well! Read the life principle and continue to the activities.



LIFE PRINCIPLE:

"Awareness is the first step toward solving any problem. Action is a necessary part of success."
-Ronald E. Johnson, educator

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Topic 3

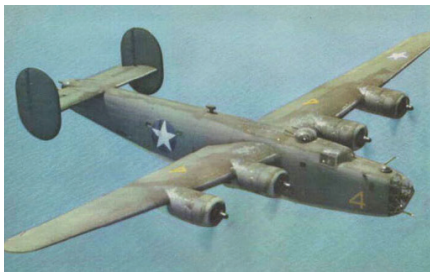
Chapter 2

Section 1

Topics 1-5







Enemy fighters came in waves as the World War II copilot, Vince Mazza, wrestled with the controls of his B-24 bomber. The pilot had been killed moments before, when the aircraft had been hit by bullets from an attacking German Messerschmitt-109. Crewmen were still trying to remove the dead pilot from the controls as Mazza fought to avoid colliding with other airplanes nearby. Somehow, he kept the battered B-24 in formation, lumbering toward the target: Misburg, Germany.

Suddenly, a 20mm cannon shell exploded in the forward section of the aircraft, destroying the nose ***turret*** and blowing out the plexiglass around it. Through this gaping hole, a 200 mile-per-hour wind whipped the interior of the B-24 at minus sixty-seven degrees. Wounded and ***frostbitten*** crewmen moved back in the ship to get out of the blast. The copilot stayed at the controls, but had increasing difficulty seeing. He felt like his eyes were freezing. All seemed lost. He couldn't go down to a warmer ***altitude*** because that would further expose his aircraft to fighter attack. Groping around the cockpit, his hand touched a pair of plastic goggles, with which he covered his eyes. With his vision back, Mazza could again see to fly the airplane. Vince Mazza forever felt that the fifty-cent goggles saved his life and the lives of his crew.

That pair of goggles was probably on someone's checklist as they were preparing the aircraft. Even though such gear had little ***monetary*** value, someone had to make sure it was available when needed. Faithful attention to detail is what saved Mazza and his men. Big tasks, such as preparing an aircraft for flight, can be broken down into detailed action steps. Each of these steps can then easily be accomplished, thereby completing the larger task. Success comes by faithfully attending to small steps.

The same is true for students who have the large task of getting through school. Wise youth pay attention, follow directions, and complete their work, one step at a time. (*On this Day*—Barkey)

VOCABULARY

Turret: weapon mount at the front of the airplane.
Frostbitten: damage to skin due to freezing.
Altitude: height.
Monetary: money.

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NOUNS IN THE COMPLETE PREDICATE

You have already learned that simple subjects and appositives are nouns that appear in the complete subject. In this lesson, you will learn about nouns that appear in the complete predicate: direct objects and predicate nominatives. Remember, the complete predicate is all information in a sentence beginning with the verb.

Direct Objects

A direct object appears after an action verb, and receives the action of the subject. The direct object answers the questions *Who?* or *What?*

Example #1: Bullets hit the plane.
- •Bullets hit something. *What* was it?
- •*Plane* is the direct object and receives the action.
- •Notice the action verb *hit*.
- •Notice where the sentence is divided: *Bullets | hit the plane*.
- •The noun in the predicate is *plane*.

Example #2: Wise youth pay attention, follow directions, and complete their work.
- •Wise youth do something. *What is it?*
- •You probably guessed right. Wise youths do more than one thing. This example includes are multiple action verbs, each with a direct object. Each direct object receives the action of the simple subject.
- •Notice the action verb, *pay*, is followed by the direct object, *attention*.
- •Notice the action verb, *follow*, is followed by the direct object, *directions*.
- •Notice the action verb, *complete*, is followed by the direct object, *work.*
- •Notice where the sentence is divided: *Wise youth | pay attention, follow directions, and complete their work.*
- •The nouns in the predicate are *attention*, *directions*, and *work.*

Predicate Nominatives

A predicate nominative follows a linking verb and refers back to the simple subject. The most common linking verbs are: *am, is, are, was, were, be, being, been, feel, become, appear, seem, look.*

Example #1: All seemed lost.
- •The simple subject is *All*.
- •Notice the linking verb *seemed*.
- •Notice where the sentence is divided: *All | seemed lost.*
- •Notice that the noun in the predicate is *lost*, and refers back to the simple subject.

A German Messerschmitt Bf 109, the model of plane that nearly shot down Mazza.



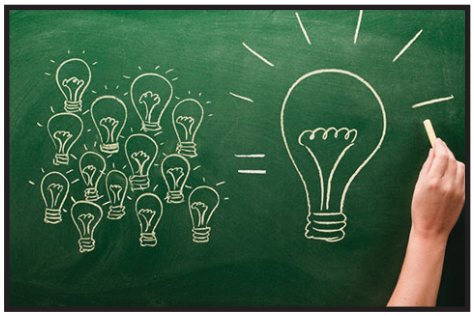
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Example #2: Mazza's vision was back.
•The simple subject is *vision*.
•Notice the linking verb *was*.
•Notice where the sentence is divided: *Mazza's vision | was back*.
•Notice that the noun in the predicate is *back* and refers back to the simple subject.

Example #3: Faithful attention to detail is what saved Mazza and his men.
•The simple subject is *attention*.
•Notice the linking verb *is*.
•Notice where the sentence is divided: *Faithful attention to detail | is what saved Mazza and his men*.
•In this sentence, notice that a pronoun substitutes for a noun in the predicate. The pronoun what refers back to the simple subject.

You are doing well! Read the life principle and complete the activities.



LIFE PRINCIPLE:

"If you take care of the details, the big picture will take care of itself."
-Nancy Williams

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Topic 4

Chapter 2

Section 1

Topics 1-5

John Paul Jones and the Big Fight



John Paul Jones



The *Bonhomme Richard* engages the *Serapis*

American history books are ***replete*** with stories of ordinary people doing extraordinary things. One such person was John Paul Jones, the "Father of the American Navy." Jones first went to sea when he was only 12 years old. The crew taught John many lessons. He learned everything he could about handling ships. John started out as a cabin boy and gradually took on more duties as he proved he was dependable and responsible. Jones came to America to start a new life about a year before the United States declared independence from England in 1776.

When the American War for Independence broke out, Jones went to sea in the *Alfred*, the first ship purchased by the Continental Congress of the United States of America. A year later, after taking command of the *Roger*, Jones proudly flew the ***Stars and Stripes***. In 1779, with the war still raging, Jones took command of a new ship called the *Bonhomme Richard* (Poor Richard), named in honor of Benjamin Franklin.

Setting out to sea in his new ***vessel***, Jones ***plotted*** a course toward enemy waters. He met a large ***convoy*** led by the British Man of War, *Serapis*, commanded by Captain Richard Pearson. The *Bonhomme Richard* pulled in alongside the *Serapis* and the fight began. John gave his crew encouragement. Each crew member defended himself while attacking the enemy. During the battle, when it was obvious that Jones was outnumbered and outgunned, Pearson shouted above the noise to Jones, "***Have you struck your colors***?" Jones yelled back, "I have not yet begun to fight!" The battle continued for three hours and finished when Pearson finally surrendered to Jones.

People have wondered how this ***upstart*** navy with ***makeshift*** ships and crews could take on the greatest naval power the world had seen to that day, and win. The answer lies in the determination and courage of the American people. The Americans would not give up. Too many times, when facing difficulties,

VOCABULARY

Replete: full.
Stars and Stripes: US flag.
Vessel: boat or ship.
Plotted: planned.
Convoy: group; fleet.
Have you struck your colors: Are you ready to surrender?
Upstart: newcomer.
Makeshift: crude or temporary.

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average people surrender their dreams before the battle has even begun. However, it does not have to be this way. Each new day brings new opportunities and choices. You can determine to make good choices. You can face each day with courage, and proclaim, "I have not yet begun to fight!" (*On this Day*-Barkey)

MORE NOUNS IN THE COMPLETE PREDICATE

You remember that a simple subject, and sometimes an appositive, is in the complete subject, and a direct object or predicate nominative may be in the complete predicate. Remember, the complete predicate is all information beginning with the verb in a sentence. In this lesson, you will learn about two other nouns that you may find in a complete predicate: indirect objects and objects of prepositions.

Indirect Objects: An *indirect object* is a noun or pronoun that appears between the action verb and the direct object. The indirect object answers the questions *For Whom? To Whom? For What?* or *To What?*

Example #1: The crew taught John many lessons.
- The crew taught lessons to whom? *John*.
- *John* is the indirect object.
- Notice the action verb, *taught*.
- Notice the direct object, *lessons*.
- Notice where the sentence is split: *The crew* | *taught John many lessons*.
- Nouns in the predicate are the indirect object, *John*, and the direct object, *lessons*.

Example #2: John gave his crew encouragement.
- John gave encouragement to whom? The *crew*
- *Crew* is the indirect object.
- Notice the action verb, *gave*.
- Notice the direct object, *encouragement*.
- Notice where the sentence is split: *John* | *gave his crew encouragement*.
- The nouns in the predicate are the indirect object *crew* and the direct object *encouragement*.

Objects of Prepositions: An *object of a preposition* is a noun that appears after a preposition. Prepositions are words such as *in, of, from, under, after, on, over, up, down, around* and other words that provide direction. An object of a preposition is a noun that follows the preposition.

Example #1: Jones took command of a new ship.
- The preposition, *of*, is followed by the noun, *ship*.
- *Ship* is the object of the preposition.

Example #2: Pearson shouted above the noise.
- The preposition, *above*, is followed by the noun *noise*.
- *Noise* is the object of the preposition.



LIFE PRINCIPLE:

"Courage doesn't always roar. Sometimes courage is the little voice at the end of the day that says I'll try again tomorrow."
-Mary Anne Radmacher, author/artist

Keep learning all you can! You are doing great! Read the life principle and continue to the activities to practice what you are learning.

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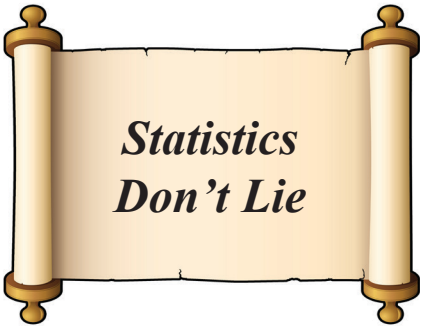


Topic 5

Chapter 2

Section 1

Topics 1-5





Florence Nightingale

Florence Nightingale was born into a wealthy English family. At the age of 16, she felt that God was calling her to a life of service in caring for the sick. At this point in history, ladies of wealth and distinction did not go anywhere near hospitals. Women who worked in hospitals were of the lowest classes. Florence's idea of caring for the sick was not popular with her family. However, Florence was not ***deterred***. She trained as a nurse and then trained other women in the art of effective nursing.

On October 21, 1854, Florence Nightingale and 38 other nurses set out from England to assist in medical care for British soldiers involved in the Crimean War. The nurses traveled by ship from England, through the Mediterranean Sea and Aegean Sea, arriving at the British field hospital on the coast of the Black Sea in early November 1854. Upon their arrival, the nurses found no running water, flush toilets, or clean linen. The hospital was unbelievably filthy and patient care was barbaric. The ***stench*** that hung in the ***stagnant*** air was oppressive. Florence was determined to find a better way to administer healthcare. The nurses began to clean the hospital, to boil water for washing, to clean linens, to cook fresh food, and to provide compassionate care for sick and wounded soldiers. Floors, walls, windows and patients were cleaned and windows were thrown open to let in fresh air. Florence believed that clean, bright, well-ventilated rooms were ***conducive*** to healing.

VOCABULARY

Deterred: discouraged.
Stench: disgusting odor.
Stagnant: not moving.
Conducive: favorable.
Statistics: information.
Incidence: frequency of occurrence.

Not only did Florence care for the sick and wounded, but she also used ***statistics*** to analyze the ***incidence*** of preventable deaths in the military. Florence and her nurses kept careful records. Using these records, she demonstrated the need for good sanitation in the prevention and treatment of disease. Nightingale's greatest achievements were in the pioneering of nursing care and the reform of hospital care. Her successes in the Crimean War led the United States Government to seek Nightingale's assistance in setting up field hospitals to care for sick and wounded soldiers during the

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American Civil War. Florence Nightingale is credited with saving thousands of lives and setting the standard for quality care, which is still being modeled today.

Florence Nightingale is respected because she cared for her patients selflessly. We often take for granted that nurses and other healthcare workers will always be available. However, there was a time when sick or injured people were primarily on their own, or cared for by family members. Those who had no resources or friends received no care. Florence Nightingale was a key person who showed that nursing was an honorable profession, and that there were better ways to care for sick and wounded people. At the heart of all these changes was a woman who felt called by God to make a difference in the care of people. As you go about the tasks of the day, consider how you might make a difference in the lives of others. (*On this Day*—Barkey)

PHRASES

A *phrase* is a group of words that does not make a complete sentence, because it does not have both a subject and a verb. Phrases add interesting information, but cannot stand alone. Phrases can function as nouns, adjectives, and adverbs, depending on which words they modify. Let's look as some phrases.

Example #1: Florence Nightingale was born *into a wealthy English family*.
- The phrase, *into a wealthy English family*, is a prepositional phrase and functions as an adverb indicating where she was born.
- Notice that the phrase in this sentence does not have a subject and a verb and cannot stand alone as a sentence.

Example #2: *Florence's idea of caring for the sick* was not popular *with her family*.
- The phrase, *Florence's idea of caring for the sick*, functions as a noun and is the subject of the sentence.
- Notice that the phrase in the complete subject does not have both a subject and a verb and cannot stand alone as a sentence.
- There is a second phrase in this sentence also. The phrase *with her family* is a prepositional phrase and functions as an adjective indicating who was not pleased with her idea.

Example #3: Florence Nightingale is credited *with saving thousands of lives*.
- *With saving thousands* and *of lives* are two prepositional phrases. *With saving thousands* modifies *is credited* and functions as an adverb. *Of lives* modifies *thousands* and functions as an adjective.
- Notice that the phrases in this sentence do not have a subject and a verb, and cannot stand alone as complete sentences.

CLAUSES

A *clause* is a group of words containing a subject and a verb. Two types of clauses are used in English: dependent clauses and independent clauses.



Independent Clauses

An *independent clause* is a group of words expressing

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a complete thought that could stand alone as a sentence. Examine the sentences in the table below and look for examples of independent clauses.

Example #1: The hospital was unbelievably filthy and patient care was barbaric.
•This example contains two independent clauses.
•Notice that each independent clause expresses a complete thought, and could stand alone as a complete sentence.

Example #2: Floors, walls, windows and patients were cleaned and windows were thrown open to let in fresh air.
•This example contains two independent clauses.
•Notice that each independent clause expresses a complete thought, and could stand alone as a complete sentence.

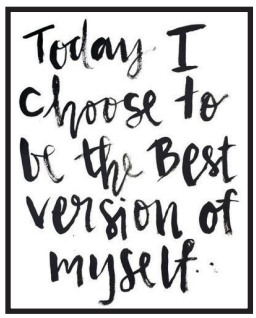
Dependent Clauses

A *dependent cause* is a group of words that does not express a complete thought and cannot stand alone as a sentence. Even though a dependent clause has a subject and a verb, a dependent clause must be attached to an independent clause to form a sentence. Examine the sentences in the table below and look for examples of dependent clauses.

Example #1: Florence Nightingale was a key person who showed nursing was an honorable profession.
•This example contains both an independent and a dependent clause.
•The dependent clause, *who showed nursing was an honorable profession*, has a subject (*who*) and a verb (*showed*), but does not express a complete thought. To make sense, the dependent clause must be attached to an independent clause.
•The independent clause is, *Florence Nightingale was a key person*, and expresses a complete thought. This clause can stand alone.

Example #2: *Florence Nightingale is respected* *because she cared for her patients selflessly*.
•This example contains both an independent and a dependent clause.
•The dependent clause, *because she cared for her patients selflessly*, has a subject (*she*) and a verb (*cared*), but does not express a complete thought. To make sense, the dependent clause must be attached to an independent clause.
•The independent clause is, *Florence Nightingale is respected*, and expresses a complete thought. This clause can stand alone.

Good job! Read the life principle and then proceed to the activity book to finish lesson 5.



LIFE PRINCIPLE:

"Who we choose to **be** *is always more important than what we choose to* **do**."
-Carmen Trimm, author

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Topic 6

Chapter 2

Section 2

Topics 6-10

Perservering by the Stars



Lewis, Clark, and Sacagawea

Two men, Meriwether Lewis and William Clark, demonstrated perseverance at its highest level when they completed the first ***transcontinental*** journey from St. Louis, Missouri to Astoria, Oregon (1804-1806). President Thomas Jefferson assigned these two men the task of exploring the uncharted ***Louisiana Purchase***, which was sold to the United States by Napoleon to pay for his wars in Europe.

Lewis and Clark explored the Missouri River to its source in the Rocky Mountains, then trudged westward to establish a fort on the shoreline of the Pacific Ocean. The explorers identified Indian tribes, rivers, natural resources, plants, and animals. Throughout the two-year journey, the men applied surveying and ***celestial navigation*** skills to measure distances and calculate their geographic location by positions of stars and planets (just like sea captains navigate the ocean). They were so confident of their navigational calculations, that they divided their men into two teams and selected an unfamiliar spot (based on ***constellations***) to meet several weeks later. They met exactly where their celestial calculations had predicted!

Another amazing aspect of the Lewis and Clark journey is the ***perseverance*** of a 15-year-old Shoshone Indian girl named Sacagawea, who was married to a French fur trader. The girl demonstrated great perseverance by caring for a newborn child on the trip. She walked hundreds of miles in the harsh wilderness, and carried and nursed the infant during the long journey through rain, snow, and heat.

Tough times require perseverance. You may have already relied on perseverance to get through difficult circumstances. The fact that you are working toward graduation revels that you are perseverant.

VOCABULARY

Transcontinental: passing across a continent.
Louisiana Purchase: 530,000,000 acres of land bought from France.
Celestial navigation: to plot a route based on the position of stars.
Constellations: groups of stars which create a pattern in the sky.
Perseverance: continuing in spite of difficulties.

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SENTENCE STRUCTURE

Three types of sentences make up stories you read and write: *simple*, *compound*, and *complex*. By varying the types of sentences you write, the rhythm of a story is built. If all of the sentences are simple sentences, the writing sounds abrupt and choppy. If all the sentences are compound or complex, readers have difficulty catching their breath. Sentence structure variations add interest, clarity, and emphasis when used properly.

A *simple* sentence, also known as an independent clause, contains a subject and a verb. The simple sentence may have a compound subject (more than one), compound verb (more than one), or both. However, the simple sentence will never contain a dependent clause. These are examples of simple sentences:

Example #1: Sacagawea helped Lewis and Clark.
•The subject is *Sacagawea*. The verb is *helped*.
Example #2: Lewis and Clark explored the unknown territory.
•The compound subject is *Lewis* and *Clark*. The verb is *explored*.
Example #3: The group divided and reunited.
•The subject is *group*. The compound verb is *divided* and *reunited*.
Example #4: Lewis and Clark were chosen and assigned the task.
•The compound subject is *Lewis* and *Clark*. The compound verb is *chosen* and *assigned*.

A *compound* sentence includes two or more simple sentences put together. Three rules control how compound sentences are joined.

●**Rule #1:** A comma can join two or more simple sentences to form a compound sentence:
Example: Lewis and Clark explored the Missouri River, and they crossed the Rocky Mountains.
•Notice that the two sentences are separated by a comma.

●**Rule #2:** A semicolon can join two or more simple sentences to form a compound sentence:
Example: Lewis and Clark explored the Missouri River; they followed tributaries in the Rocky Mountains.
•Notice that the two sentences are separated by a semicolon and nothing else.

●**Rule #3:** A comma can join multiple sentences which are connected in a series to form a compound sentence:
Example: Lewis and Clark explored the Missouri River, they crossed the Rocky Mountains, and the men mapped the Louisiana Purchase.
•Notice that commas separate a series of three sentences.

Constellations



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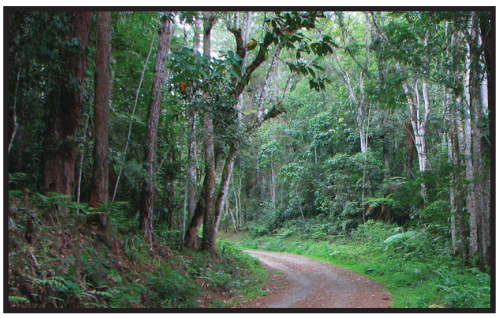
A *complex* sentence is a *simple* sentence (independent clause) added to one or more dependent clauses. Notice that *complex* sentences follow a general rule of punctuation. If the dependent clause is at the beginning or the sentence (as in Example #1), a comma is required.

Example #1: No matter what happened, Sacagawea persevered.
•Notice that *Sacagawea persevered* is the independent clause and can stand alone as a sentence.
•Notice that *No matter what happened* cannot stand alone as a sentence, because it does not have a subject and a verb. It is dependent on the rest of the sentence to give it meaning.

Example #2: To pay for his wars, Napoleon sold the Louisiana Purchase.
•Notice that *Napoleon sold the Louisiana Purchase* is the independent clause and can stand alone as a sentence.
•Notice that *To pay for his wars* cannot stand alone as a sentence because it does not have a subject and a verb. It is dependent on the rest of the sentence to give it meaning.

Example #3: Lewis and Clark travelled by celestial navigation for two years.
•Notice that *Lewis and Clark travelled* is the independent clause and can stand alone as a sentence.
•Notice that *by celestial navigation for two years* cannot stand alone as a sentence, because it does not have a subject and a verb. It is dependent on the rest of the sentence , but clarifies the sentence.

You are really making progress! Read the life principle and continue to the activities.



LIFE PRINCIPLE:

"If you quit today, you'll never know what lies just around the bend."
-Unknown author

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Topic 7

Chapter 2

Section 2

Topics 6-10

Down the Mississippi to the Gulf of Mexico





The Battle of New Orleans

The Battle of New Orleans took place on January 8, 1815, and became America's greatest victory in the War of 1812. General Andrew Jackson knew the British would be entering the Mississippi River, and could control much of it from New Orleans. The 8,000 elite British troops were on a collision course with Jackson's much smaller force of militiamen, sailors, and pirates. The results were remarkable; the British had 2,000 casualties, while Jackson suffered only eight killed and thirteen wounded.

The Battle actually began in December, when Jackson boldly launched a night attack on the British as they approached New Orleans. The attack neither gained Jackson a tactical advantage, nor succeeded in halting the British advance, but it did give Jackson much-needed time to prepare fortifications. Jackson used well the time he bought, by building a fortified mud ***rampart*** between the Mississippi River and an impassable swamp. The British commander, General Edward Packenham, attacked on December 28, but could not advance because of fire from the American ship, *Louisiana*, on the Mississippi River. Packenham tried unsuccessfully to defeat the Americans through a concentrated cannon ***barrage***, but counter battery fire from the Americans drove the British away. Packenham received a large ***contingent*** of ***reinforcements*** in early January and decided to launch his main attack on January 8. Packenham intended to cross the river and assault the American fortifications while the British were under concealment of the morning fog and the American positions were exposed. His force took much longer than anticipated to cross the Mississippi and found, by the time they arrived, the fog had lifted. The British were forced to cross an open field, exposing themselves to the direct fire of Jackson's Army. Packenham's plan was to have a regiment with ladders lead the attack so they could ***breach*** the American fortifications. The regiment did not arrive in time to lead the attack, but Packenham decided to advance without them. Both Packenham and his two senior generals were killed in the advance, and in a short time, the British were in full retreat.

VOCABULARY

Rampart: fortification.
Barrage: flood of gunfire.
Contingent: group.
Reinforcements: replacement soldiers.
Breach: break through.

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Jackson's force was made up of a strange ***conglomeration*** of regular Army units, former slaves, Indians, outlaws, and pirates. Of particular benefit to Jackson were frontiersman sharpshooters from Kentucky and Tennessee with their accurate Kentucky rifles. Some pirates with Jean Lafitte, dressed in red, went across the barricade, intermingled with British redcoats, and fought them from within their own ranks until detected. Just as in the Revolutionary War, Jackson's army was a rag-tag, thrown-together force combating the most professional and well-equipped army in the world. The Americans were outnumbered two to one, yet they prevailed in one of the most one-sided victories in history.

The various forces of Jackson's army worked together toward a common goal and were able to achieve what the British did not think was possible. The major difference between the two armies was their ***perspective***. The British fought at the bidding of their ***sovereign***. This was not a personal fight for the British soldiers. On the other hand, the Americans were fighting for their very existence. They had the goal of freedom clearly in mind and pursued it with determination. (*On this Day*—Barkey)

CONJUNCTIONS

Coordinating conjunctions function to join words, phrases, and clauses of equal value that are used in the same way. For instance, a coordinating conjunction will join a noun to a noun, a verb to a verb, and so on. The most common conjunctions, called *coordinating* conjunctions, are easily remembered by the word FANBOYS which stands for For-And-Nor-But-Or-Yet-So. Examine the example sentences and notice how coordinating conjunctions are used.

Example #1: Packenham intended to cross the river *and* assault the American fortifications.
•The conjunction *and* joins the verbs *cross* and *assault*.

Example #2: Packenham tried unsuccessfully to defeat the Americans through a concentrated cannon barrage, *but* counter battery fire from the Americans drove the British away.
•The conjunction *but* joins two main clauses.

Example #3: Packenham's plan was to have a regiment with ladders lead the attack, *so* they could breach the American fortifications.
•The conjunction *so* joins two main clauses.

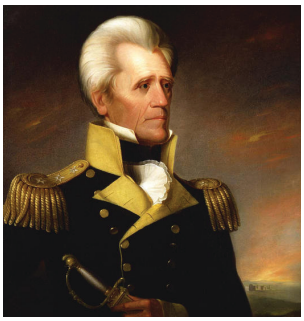
Example #4: The Americans were outnumbered two to one, *yet* they prevailed in one of the most one-sided victories in history.
•The conjunction *yet* joins two main clauses.

Notice the comma (,) prior to the conjunctions in examples 2, 3, and 4 above.

VOCABULARY

Conglomeration: collection.
Perspective: viewpoint.
Sovereign: king; ruler.

Andrew Jackson in Uniform



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You are learning so much!

Read the life principle and continue to the activities to practice what you have learned.

WATCH VIDEO:
Battle of New Orleans



LIFE PRINCIPLE:

"When people work together toward a common goal, they can accomplish the impossible."
-R.E. Cass, author

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Topic 8

Chapter 2

Section 2

Topics 6-10





Brad Cohen

Although Brad Cohen looked like any other boy his age, he did not behave like other boys. Something was wrong. Whenever he was awake, Brad barked, twitched, and banged his knee on the inside of the car door. He made sounds with his mouth when he was supposed to be quiet, and was always in trouble at school for disrupting the class. Neither Brad nor his parents knew what was wrong. At school, teachers made him apologize in front of the class for his behavior and promise not to do it again. Brad apologized and promised, but before he was back in his seat, he was at it again. He was as confused and frustrated about his behavior as anyone else, but he just could not make himself stop. Brad's dad yelled and his mom cried. His mother, a very determined woman, took Brad to see doctors. He was misdiagnosed when the doctor told his mother that Brad's behavior was an emotional response to his parent's divorce. Knowing there was more to Brad's situation than wounded emotions, his mother set out on a mission of discovery. She ***scoured*** the library for any information that might point to a diagnosis. After a lengthy search, she stumbled across the description of a medical disorder which described Brad's condition. A doctor agreed with Brad's mom. The boy had Tourette's syndrome, a neurological disorder causing involuntary outbursts, jerks, and twitches. Brad's behavior was not his fault, something he had known all along.

Brad and his mom were encouraged to visit a support group for people with Tourette's syndrome. Instead of finding a supportive environment, they found people who had accepted their diagnosis and were living the lives of victims. Brad was determined not to be "one of those people" and never went back to the support group. Instead, armed with the knowledge that he was more than a diagnosis, Brad courageously faced the challenges of each day. He determined to be the kind of teacher that he never had. One day, his 8th grade principal asked him to explain his diagnosis during a school assembly. He told the student body that his sounds and movements were ***involuntary*** and were called tics.

VOCABULARY

Scoured: searched.
Involuntary: unintentional.

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Students admired him for his courage in the face of difficulty, and finally understood what was going on with Brad. This event was a turning point for Brad, because it increased his confidence in public speaking.

Brad graduated from high school in 1992. He went to college in Illinois to study elementary education, and graduated with ***honors***. After college, Brad moved to Georgia and began searching for a job. He applied for teaching positions throughout the region, but his interviews, punctuated with tics, finished without any job offers. Brad was rejected 24 times before a school principal was willing to give Brad an opportunity to teach.

Brad talked openly about his diagnosis with both coworkers and students. Some parents, uncomfortable with Brad's condition, removed their children from Brad's class, only to return them later. Brad was a creative teacher and his students loved him. Brad overcame the difficulties of his diagnosis and was quite successful. He was awarded the Sallie Mae First Class Teacher of the Year award in 1997 and later became a school administrator. Brad even wrote a book about his life, entitled "Front of the Class: How Tourette's syndrome made me the teacher I never had." A movie about Brad was released a few years later.

You may not face the same challenges that Brad faces every day, but you do face challenges. All people do. Like Brad, you can face each day courageously, knowing you are worth more than what others may see on the outside.

MORE CONJUNCTIONS

Conjunctions often appear in pairs such as *both/and, either/or, neither/nor*, and *not only/but*. These conjunctions are called *correlative* conjunctions, because they show how two or more things function together. Sometimes, the pairs are separated by other words.

Example #1: *Neither* Brad *nor* his parents knew what was wrong.
•Notice how the conjunction pair, *neither/nor*, work together to join *Brad* and *his parents*.

Example #2: Brad talked openly about his diagnosis with *both* coworkers *and* students.
•Notice how the conjunction pair, both/and, work together to join *coworkers* and *students*.

Subordinating conjunctions connect words, phrases, and clauses of <u>unequal value</u>. Usually, they join a main clause to a dependent clause or a phrase that provides more information about what is happening. Common subordinating conjunctions are *because, although, before, if,* and *while*. These conjunctions can be placed at the beginning or the end of a sentence.

VOCABULARY

Honors: good grades.



Cohen on the set of *Front of the Class*, a film based on his life.

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Example #1: This event was a turning point for Brad, *because* it increased his confidence in public speaking.
- The main clause is *This event was a turning point for Brad*.
- The subordinating conjunction, because, connects the main clause to the subordinating clause, which provides more information about the results of this event in Brad's life.

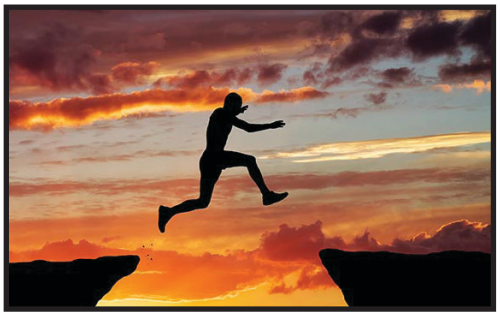
Example #2: Brad was rejected 24 times, *before* a school principal was willing to give Brad a chance.
- The main clause is *Brad was rejected 24 times*.
- The subordinating conjunction *before* connects the main clause to the subordinating clause, providing more information about Brad.

Example #3: *Although* Brad Cohen looked like any other boy his age, he did not behave like other boys.
- The main clause is *he did not behave like other boys*.
- Notice how the subordinating conjunction, *although*, ***precedes*** the dependent clause, providing more information about Brad's behavior.

WATCH VIDEO: Brad Cohen: Living with Tourette's Syndrome

WATCH VIDEO: Brad Cohen: Inspirational Teacher

You are making good progress. Keep up the pace! Read the life principle and complete the activities for this lesson.



LIFE PRINCIPLE:

"Success isn't measured by the position you reach in life; it is measured by the obstacles you overcome."
-Booker T. Washington, educator

VOCABULARY

Precedes: comes before.

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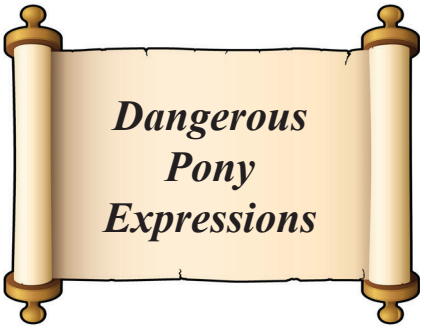


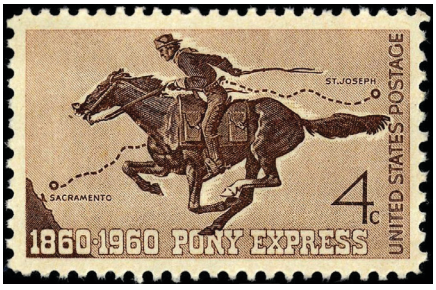
Topic 9

Chapter 2

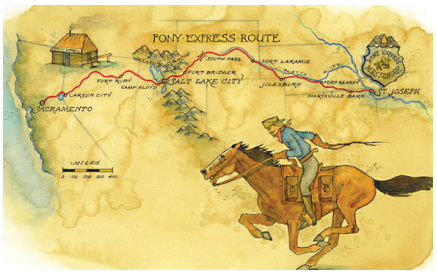
Section 2

Topics 6-10





Pony Express Stamp



Pony Express Route

Before 1860, America had no quick way to transport mail from one side of the United States to the other. A reliable mail system operated in the East, but it did not extend farther west than Missouri. On April 3, 1860 that all changed. The first pony express rider left St. Joseph, Missouri, and began the longest relay race in history. The final rider completed the trip to Sacramento, California, on April 18, 1860. The riders galloped 15 days to deliver mail to California.

Pony Express stations were located about every ten miles along the route. That distance was about as far as an average horse, racing at a gallop, could travel. At the next station, the rider and mail pouch would quickly ***transfer*** to a fresh horse. When the rider completed about 75 miles, he would hand off the pouch to a fresh rider, who would continue the trip. The mail pouch could contain as much as 20 pounds of mail, along with 20 pounds of supplies. Riders could not weigh more than 125 pounds, which meant that the horse was carrying up to 165 pounds in total. Riders and horses had to be tough. They rode straight through days and nights, and in all kinds of weather. They had to get the mail through quickly, but they also had to be able to outrun wild animals and hostile Indians. While the Pony Express was in operation, Indians killed only one rider. Since the work was dangerous, young, unmarried men and boys were hired. Orphans, with no family ties, were preferred. Express riders were required to take an ***oath*** that they would not use ***profanity***, drink alcohol, or speak ill of the Pony Express Company. They were very careful how they represented themselves and their employer.

VOCABULARY

Transfer: change.
Oath: solemn promise.
Profanity: bad language.
Phenomenon: occurrence.
Pervasive: common.
Flippant: careless.

A disturbing ***phenomenon***, that is ***pervasive*** in our culture today, is how ***flippant*** many people are with the way they speak. Profanity and careless speech have become common. Just as riders of the Pony Express chose their words and actions carefully, we should do the same. We represent our families and ourselves by the way we speak and act. (*On this Day*—Barkey)

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PREPOSITIONS

The word *preposition* is a compound word made up of two parts: *Pre*, meaning "before", and *position*, indicating location. Prepositions are "get you there" words. A preposition is a word that shows a relationship between its object and some other word in the sentence.

About 150 prepositions are identified **in** the English language, **but** some prepositions are used more often **than** others. The following is a list **of** the most common prepositions **in** the English language. Observe how many prepositions (in bold) are used **in** this paragraph alone.

Common Prepositions

aboard	before	in	out of
about	before	in addition to	owing to
above	behind	in back of	past
according to	below	in front of	prior to
across	beneath	in place of	regarding
after	beside	in regard to	since
against	besides	in spite of	subsequent to
ahead of	between	inside	through
along	beyond	instead of	throughout
alongside	but (except)	into	till
amid	by	like	to
among	by means of	near	together with
apart from	concerning	next to	toward
around	consisting of	of	towards
as for	down	off	under
as of	due to	on	underneath
as to	during	out	until
as	except	outside	up
aside from	except for	outside of	upon
at	for	over	with
away from	from	on account of	within
because of	from among	onto	without

Notice prepositions in the sentences below:

Example #1: The final rider completed the trip to Sacramento, California, on April 18, 1860.
•You probably observed correctly—the words *to* and *on* are the prepositions.

Example #2: They rode straight through days and nights, and in all kinds of weather.
•You probably observed correctly—the words *through*, *in*, and *of* are the prepositions.

Example #3: Ten miles was about the distance an average horse, racing at a gallop, could travel.
•You probably observed correctly—the words *about* and *at* are the prepositions.



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A preposition is always paired with at least one other word to make a prepositional phrase. Prepositional phrases always begin with a preposition and end with a noun or pronoun. The noun or pronoun that ends a prepositional phrase is call the *object of the preposition*. Remember, a phrase is a group of words that stands together as a single unit and does not make a complete sentence on its own. The important thing is that you recognize prepositions and identify prepositional phrases. Two main rules apply to prepositional phrases.

- **Rule #1:** A prepositional phrase begins with a preposition.
- **Rule #2:** A prepositional phrase ends with a noun or pronoun (object of the preposition).

Look at the examples below and see if you recognize the prepositional phrases.

Example #1: A reliable mail system operated in the East.
•First, find the preposition. The preposition is *in*.
•Next, look for the noun or pronoun (object of the preposition) which follows the preposition. The object of the preposition is *East* (a noun).
•Now, you know that the prepositional phrase is "*in the East*."

Example #2: Only one of them was killed by Indians.
•This sentence has two prepositional phrases: one in the complete subject and one in the complete predicate.
•Find the first preposition. The preposition is *of*.
•Next, look for the noun or pronoun (object of the preposition) which follows the preposition. The object of the preposition is *them* (a pronoun).
•Now, you know that the prepositional phrase is *of them*.
•Find the second preposition. The preposition is *by*.
•Next, look for the noun or pronoun (object of the preposition) which follows the preposition. The object of the preposition is *Indians* (a noun).
•Now, you know the prepositional phrase is *by Indians*.

Example #3: Many people are flippant with their speech.
•First, find the preposition. The preposition is *with*.
•Next, look for the noun or pronoun (object of the preposition) which follows the preposition. The object of the preposition is *speech* (a noun).
•Now, you know that the prepositional phrase is *with their speech*.

Good job today! You are making progress. Read the life principle and continue to the activities to complete your lesson.



LIFE PRINCIPLE:

"Noble achievements are accomplished by people with courage."
-Ronald E. Johnson, educator

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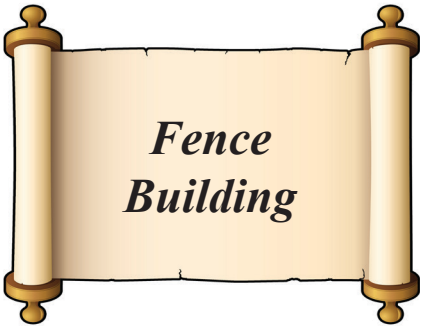


Topic 10

Chapter 2

Section 2

Topics 6-10







Hydraulic Auger

The sun poked through my loft window and woke me up. The temperature was warmer than it was a few weeks ago, so I couldn't use cool weather as an excuse to stay in bed. I rather wanted to laze around in bed for a while anyway; I like to daydream while looking at the knotty pine boards above my head. I like my loft bed. It's small and cozy—just the right kind of place for a person like me to let my imagination run wild. However, I knew Dad would need my help building fence today, so I pushed off the covers and slid into my work clothes.

We had no choice but to stretch some barbed wire. The spring garden would have to be put in soon, and calves and gardens don't mix. What Mom wants to grow, the calves trample. Mom gets a little ***short*** at Dad for not keeping the livestock where they belong. The young ***heifers*** were getting too big for the temporary electric fence we had put around the house. Some calves had slipped through the garden gate last Sunday morning and about destroyed the new fruit trees Dad had planted. We were almost late for church, because we had to shoo the calves back to the pasture.

Building fences in the Texas hill country is a major construction job. There's nothing easy about it. The job takes a combination of rock crushing, dirt shoveling, and steel driving. What I mean is that the dirt is not just dirt. It is a terrible mixture of grey clay, black soil, gravel, and fieldstone. Corner posts are great big railroad ties or sawed off telephone poles set about two feet into the ground. Sometimes, ranchers make corner posts out of iron pipes set in concrete.

Regardless of the kind of corner post a guy plants in the ground, the holes are awfully difficult to dig. If a fella doesn't have a tractor with a ***hydraulic auger*** attachment, he has to dig each hole by hand. That's when the work really gets tough. I can't do much actual work; Dad or my older brothers do that. You ought to see them sweat. They have to take turns working on each hole.

VOCABULARY

Short: upset.
Heifers: young female cows.
Hydraulic auger: large mechanically powered drill for digging fence post holes.

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First, they start with a two-bladed post hole digger with long handles. Dad usually goes first. He drives the blades into the top soil and spreads the handles apart to catch the dirt. He dumps it in a pile next to where he wants the hole to be. He repeats that process until the hole is about ten inches deep, and then one of my brothers takes over. That's when the real work starts. The post hole digger has to be replaced with a long iron bar pointed on one end. My brother lifts the bar and drives the pointed end into the hole to crush rocks. After he breaks up the big ones, it's my turn to help. I scoop out the pieces of rock while the other guys rest. When the hole is deep enough, the post is set into the hole and ***tamped*** down with loose dirt or fresh concrete mixed in the back of the pickup truck. Anyway, that's how corner posts are set.

The steel fence posts between the corners aren't hard to install. That is, if the ground is not full of rocks or unless there hasn't been any rain for a month. If the ground is dry (like it usually is in Texas), building fence can be the hardest part of ranch work. Most ranchers use steel posts that are driven into the ground. My older brother does that part. He stands in the back of the pickup truck and drives the post into the ground with a pipe-sort-of-tool with handles on the sides. I know one thing; he sure does get strong arms and shoulders. You ought to see his muscles; they bulge all over the place!

Stringing a barbed wire fence can be dangerous. Everybody wears leather gloves. Dad attaches a pulley called a "come-along" to one end of the wire and pulls it tight as a ***banjo*** string. He makes me stand way back out of the way when he works the "come-along" handles. One time a wire snapped. All I heard was a whistling sound; then I saw Dad holding the side of his face. An ugly gash was oozing blood clear down inside his shirt. Boy was I scared! Fortunately, the cut wasn't too deep. One thing is certain. When Dad tells me to get back, I don't have to be told twice.

Most of a day is used to stretch a ***five-wire*** fence. As I said earlier, the condition of the soil makes a big difference in how much time fence-building takes. Then too, the temperature affects how fast we work. The smart thing to do is to put up fence in the winter when the ground is soft and the weather is cool. But, that's not always possible.

Today wasn't too bad. A couple of thunderstorms had rumbled over our place during the past week, so the ground was pretty soft. We got an early start in the day and were able to finish one whole side of the ranch by sundown. I was mighty glad to call it quits when Dad finally said, "That's all for today, partner. Let's head for the house." (*Literature for Kuntry Kids*)

VOCABULARY

Tamped: packed.
Banjo: musical instrument.
Five-wire: five strands of wire.

A Banjo



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MORE PREPOSITIONAL PHRASES

Remember: A prepositional phrase is the entire unit consisting of the preposition, its object (a noun or pronoun), and any modifiers. A prepositional phrase **begins** with the preposition and **ends** with its object or objects. If you can find the beginning of a phrase, you will have no trouble in finding the object.

Prepositional phrases can appear **anywhere** in a sentence--at the very beginning, in the middle, or at the end. A word **cannot** be a preposition, unless it has a noun or pronoun to be its object.

Look for a **glob** that fits together. A **glob** is a little unit of words, which seems to cling together. Determine whethere the very first word in the glob is in the list of prepositions. Then, see if the last word in the glob is a noun or pronoun. If both tests apply, then you do have a prepositional phrase. In the example, notice how the "glob test" works.

Example: Over the river and through the woods, to Grandmother's house we go.
- Over the river is a glob of words that seems to cling together. *Over* is in the list of prepositions. *River* is the last word and is a noun. This is a prepositional phrase.
- Through the woods is a glob of words that seems to cling together. *Through* is in the list of prepositions. *Woods* is the last word and is a noun. This is a prepositional phrase.
- To Grandmother's house is a glob of words that seem to cling together. *To* is in the list of prepositions. *House* is the last word and is a noun. This is a prepositional phrase.
- When all prepositional phrases are stripped away from the sentence, the basic skeleton of the sentence is revealed. *We go* is the basic skeleton of the sentence. The prepositions tell where we go.

The purpose of being able to recognize prepositional phrases is so that you can strip them from the sentence. They are used in a sentence to add information, but aren't important enough to be in the basic skeleton of the sentence. Once you can strip the prepositional phrases away, you can find the skeleton of the sentence. Learn to put brackets around prepositional phrases either in your mind or with a pencil. **A subject and a verb will never be found within a prepositional phrase**; therefore, it is always permissible to throw out prepositional phrases without throwing out anything really important, such as a subject, a verb, a direct object, an indirect object, a predicate noun, a predicate pronoun, or a predicate adjective.

Look at the following sentences to identify the prepositional phrases and the basic skeletons of the sentences.



Example #1: Building fences *in the Texas hill country* is a major construction job.
- *In* is the preposition.
- The whole prepositional phrase is *in the Texas hill country.*
- When the prepositional phrase is removed, you can see the basic skeleton of the sentence: *Building fences is a major construction job*.

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Example #2: I scoop *out the pieces of rock* while the others rest.
•Two prepositional phrases are in this sentence.
•*Out* and *of* are the prepositions.
•The prepositional phrases are *out the pieces* and *of rock*.
•When the prepositional phrases are removed, you can see the basic skeleton of the sentence: *I scoop while the others rest*.

Example #3: If the ground is dry, building fence can be the hardest part *of ranch work*.
•*Of* is the prepositional phrase.
•The whole prepositional phrase is *of ranch work*.
•When the prepositional phrase is removed, you can see the basic skeleton of the sentence: *If the ground is dry, building fence can be the hardest part*.

Example #4: A couple *of thunderstorms* had rumbled *over our place during the past week*, so the ground was pretty soft.
•Three prepositional phrases are in this sentence.
•*Of*, *over*, and *during* are the prepositions.
•The prepositional phrases are *of thunderstorms, over our place*, and *during the past week.*
•When the prepositional phrases are removed, you can see the basic skeleton of the sentence: *A couple had rumbled, so the ground was pretty soft*.

Watch out for the tricky preposition "to."

Be careful when you read the word "*to*." To can be either a preposition or an infinitive, depending on how the word is used in a sentence.

Rule #1: A <u>verb</u> follows *to* if *to* is part of an infinitive.
Rule #2: A <u>noun</u> or pronoun follows *to* if *to* is used as a preposition.

Example #1: You ought to *see* them sweat.
•*See* is a verb; therefore, *to see* is an infinitive.
Example #2: Let's head *to the house*."
•*House* is a noun; therefore, *to the house* is a prepositional phrase.

You have done a great job! Keep up the good work. Read the life principle and complete your activities.



LIFE PRINCIPLE:

"People who reach goals never put off hard work. They start early and keep working even when the job gets tough."
-Ronald E. Johnson, educator

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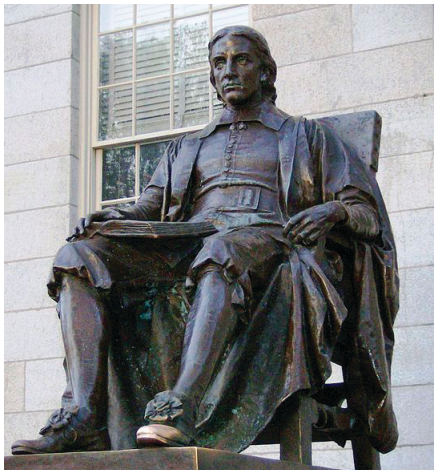
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America's First College



Statue of John Harvard

Harvard was America's first college. The school was founded in September 1636, just six years after the Puritans began to colonize Massachusetts. The mission of Harvard was to train ***ministers*** of the ***Gospel***. Not much is known about the Reverend John Harvard, for which the school is named, except that he gave his 400-volume library and a sum of 779 English pounds (money) for training ministers at the college in Cambridge, Massachusetts. However, we do know a lot about the early years of Harvard from the writings of Cotton Mather, who attended Harvard in his early teenage years.

The *Laws and Statutes for Harvard Students*, published in 1643, was the student handbook that outlined clear expectations for each student. Students were to be "plainly instructed and earnestly pressed to consider well the main end of their lives and studies—to know God and Jesus Christ which is eternal life (John 17:3)." Students were required to read passages in the Bible at least twice a day. They were to show the utmost respect to God's ***ordinances***, to memorize Scriptures, and be able to recite these publicly if called upon by their teachers. No ***profanity*** was allowed. Students were to attend chapel services (assemblies) ***without word or gesture***. Students were to be ***proficient*** in Latin, Greek, and Hebrew. Most of the early presidents of Harvard were ministers. Harvard has trained men who became U.S. Presidents: John Adams, John Quincy Adams, Rutherford B. Hayes, Theodore Roosevelt, Franklin D. Roosevelt, John F. Kennedy and George W. Bush. Even in those early years, Harvard trained ministers, lawyers, physicians, and other professionals. That focus was consistent with the Puritan ***ethic***, that whatever profession a person chose was to be pursued vigorously for the glory of God.

All other colleges in the colonies—William and Mary, Yale, Princeton, and Columbia—were built primarily for the purpose of training ***clergy***. One college, Dartmouth, was founded for the ***sole*** purpose of preparing ministers and missionaries to Native Americans. Not only was college education in the colonies

VOCABULARY

Ministers: men who preach in churches.
Gospel: the Bible.
Ordinances: laws.
Profanity: bad language.
Without word or gesture: not moving around.
Proficient: skilled.
Ethic: moral belief.
Clergy: minister.
Sole: only.

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Christian Education, *The New England Primer*, which was used to teach children to read, included the Lord's Prayer and the Apostle's Creed, as well as hymns and prayers. As colonial children learned the alphabet, they also leaned key passages from the Bible.

Modern government education is based on the ***philosophy*** that the primary responsibility for educating children lies with the state rather than with parents. Colonial parents took to heart the Biblical ***admonition*** that parents have the responsibility for training their children. Ironically, the American public school system was developed during the 17th century in Massachusetts so that children could learn to read the Bible. In fact, the first U.S. president, George Washington said, "It is impossible to rightly govern a nation without God and the Bible."

(*On this Day*—Barkey)

COMMONLY MISUSED WORDS

As you continue your studies, you are learning the proper way to speak and write English. Choose your words wisely, so you communicate the right message. The words we use to communicate sometimes don't express what we want the listener or reader to know. By choosing our words wisely, we communicate that we care about how we represent ourselves. Some words in the English language are used interchangeably with others, but should not be. Examine the pairs of words in the table below and observe what they communicate and how they are used in the example sentences.

Word	Definitions	Example Sentences
May	Use *may* when you want to say that something is possible.	I *may* be able to help you study tomorrow. •Implies that probably you will be able to help.
Might	Use *might* when you want to say something is possible, but not probable.	I *might* get there before you leave. •Implies that you want to arrive, but you may not arrive in time.
Can	Use *can* to indicate ability.	*Can* you speak clearly? •This is a question asking whether you are able.
May	Use *may* to ask permission for something.	*May* I go to college? •This is a question asking permission to receive something.
Bring	Use *bring* to indicate direction.	Please *bring* a sack lunch on Thursday. •You are to bring a lunch with you.
Take	Use *take* to indicate direction.	Please *take* your books to the library. •You are to take your books to the library.

VOCABULARY

Philosophy: way of thinking.
Admonition: warning.



Harvard University

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Have	Use *have* with some pronouns and plural nouns	I *have* finished my lessons. •used with pronoun "I" The students *have* spoken clearly. •used with plural noun "students" We *have* time to get there. •used with plural pronoun "we"
Has	Use *has* with third person pronouns (he, she and it)	She *has* a book. He *has* $10 to spend on lunch. It *has* to be done by the end of the day.
Got	*Got* implies action and is used with the past tense.	Tommy *got* a card in the mail. •Implies the action happened in the past
Has	*Has* implies possession and is used with the present tense.	Tommy *has* a dictionary. •Indicates Tommy currently has a dictionary. (The best response is, "I received a card.")
Lie	Use *lie* to mean recline.	*Lie* down and take a nap. •Indicates resting or reclining.
Lay	Use *lay* to mean place.	*Lay* the book on the table. •Indicates that you are to place the book somewhere.
That	*That* introduces specific important information.	*That* is the reason we study. •Indicates an event which happened earlier.
Which	*Which* introduces additional information.	The shirts, *which* had been left on the fence, were wet. •Indicates that all the shirts left on the fence were wet.
Good	*Good* is used as an adjective that modifies nouns and does not mean healthy.	Today is a *good* day to get started on your project. •*Good* modifies the noun day and does not mean healthy.
Well	*Well* is usually used as an adverb that modifies verbs, but can mean healthy.	Cindy plays the violin *well*. •*Well* modifies the verb plays. I'm so glad you are *well*. •*Well* means healthy.

Remember to choose your words carefully. Read the life principle and continue to the activities to complete this lesson.



LIFE PRINCIPLE:

"Our values are communicated through our life choices. Choose well."
-R.E. Cass, author

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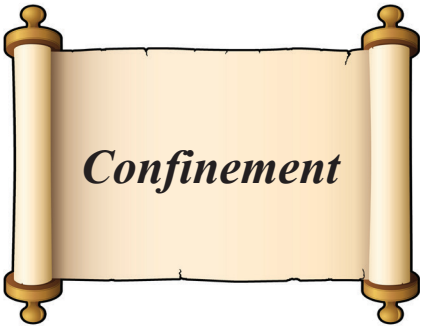


Topic 12

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The *U.S.S. Pueblo* in North Korea



American Prisoners of War during the Second World War

In the late 1960s, the *U.S.S. Pueblo* was attacked by North Korean Naval forces, while off the coast of North Korea. One crewmember was killed and eighty-two men were taken prisoner. After 11 months of imprisonment, the crew was released. However, the ship was kept by the North Koreans and used for ***propaganda*** purposes. The *Pueblo* is now a museum in the North Korean capital of Pyongyang. Originally, the ship was built as an Army cargo ship, but it was transferred to the Navy and remodeled as an environmental research ship. At the time of the *Pueblo*'s capture, she was being used to collect electronic intelligence.

The crew of the *Pueblo* were like many other soldiers who have fallen into the hands of unfriendly forces as prisoners of war. Prisoners of war are often mistreated cruelly. Some die of injuries received during captivity. The captain of the *Pueblo* and other navy personnel had been actively memorizing Scripture as a part of their devotional life. The verses they had memorized ***sustained*** them during their captivity. A former ***POW*** once said, "when you are a POW, the enemy seeks to take everything away from you. All that you have left is what you are inside."

While speaking at a political event honoring those who have served in the United States Military, U.S. Representative Ted Poe stated: "We call ourselves patriots, but few of us have the scars to prove it. Few have the courage to face and embrace the darkest unknown: the possibility of not going home. As we fly the *stars and stripes*, may we always honor those who have served, remember their sacrifice, and be grateful that they stepped forward to defend liberty and all that we cherish as a nation."

Gratitude for the sacrifices and service of military personnel is important. However, more important is cultivation of who you are inside. Making healthy choices with music, media, and friends goes a long way toward making your inside person beautiful. Virtue, integrity and character are qualities and strengths that no one can take away from you. (*On this Day*—Barkey)

VOCABULARY

Propaganda: publicity.
Sustained: supported, upheld.
POW: prisoner of war.

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PREFIXES

Many words have more than one part. The main part of a word is called the root word. Most root words have attachments called affixes. An affix means something added. If an affix is added at the front of a root word, it is called a prefix. Adding prefixes changes the meaning of the original words. Your skills as a writer improve as you learn the meanings of new words. Notice how prefixes change the meanings of the following root words.

Prefix	Prefix Meaning	Examples
bi-	two	bicycle, bilingual
con-	with	confinement
de-	down or away from	defend
em- or en-	put into, make, provide with, surround with	embrace, Environmental
im-, In-	into, on, toward	important, Inside, intelligence
mis-	bad or badly	mistreated
pro-	for, forward	propaganda
re-	again, back	released, research, representative, remember
terr-, terra-	earth	territory, terrestrial
trans-	across, change	transferred
tri-	three	tricycle, triplet
un-	not, against, opposite	unfriendly, unknown
uni-	one	uniform, unicycle

Some prefixes can change the original word into a negative word. Prefixes such as a-, an-, dis-, il-, im-, in-, ir-, or un-, which mean no, not, negative, or without, and give root words a negative ***connotation***. Examine the examples below.

Amoral (without morals)	Insensitive (no feeling)
Dishonorable (without honor)	Irreverent (without reverence)
Disrespect (without respect)	Irresponsible (not responsible)
Illegal (not legal)	Unequal (not equal)
Impolite (without good manners)	Unfriendly (not friendly)
Impossible (not possible)	Ungrateful (not grateful)

You are making good progress! Read the life principle and complete the activities for this lesson.

VOCABULARY

Connotation: meaning.



LIFE PRINCIPLE:

"To be a winner in life, one must first be a winner inside."
-Ronald E. Johnson, educator

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Topic 13

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Benjamin Franklin... Founding Father with a Mind for Science and Religion



Benjamin Franklin



George Whitefield

Benjamin Franklin is perhaps best known among students for his experiment with a kite and metal key in an electric storm. His insights on electricity gained Franklin worldwide respect as a scientist. He also gained ***acclaim*** for inventions of such items as a bathtub, lightening rod, and an efficient wood-burning stove. His literary skills as writer and publisher of *Poor Richard's Almanac* earned for him wealth and prestige in America and Europe.

When Franklin was more than 70 years old, he was appointed as ambassador to France with the task of obtaining French support during the colonial struggle for independence from England. When Franklin arrived in Paris to begin his negotiations, he was snubbed by ***aristocratic*** French royalty who considered all Americans as ***barbarians***, not worthy of being in company with French high society. Franklin ***instigated*** a brilliant plan to take advantage of his worldwide reputation as a great scientist and publisher. He perceived that the wives of French politicians were ***enthralled*** with Franklin's brilliant scientific achievements and intelligence. Therefore, Franklin learned that he could influence French diplomats by being attentive to their wives, who giggled and swooned over Franklin's polite compliments, ability to speak French, and witty sayings. The wives, then, spoke so highly of Franklin's ***sophistication*** that the diplomats accepted Franklin into the social circles of Paris. The strategy was successful, and France provided naval support, munitions, and officers sufficient to enable General George Washington to defeat the British at Yorktown, Virginia.

What most people do not know about Benjamin Franklin was his support of the popular British evangelist, George Whitefield, who preached often near Philadelphia. Franklin was ***intently*** interested in the evangelical messages preached by Whitefield, as well as his orphanage for children in Georgia. In fact, Franklin embraced Whitefield's religious messages so thoroughly that the famous scientist encouraged delegates to the

VOCABULARY

Acclaim: praise.
Aristocratic: noble.
Barbarians: savages.
Instigated: started.
Sophistication: cleverness.
Intently: keenly.

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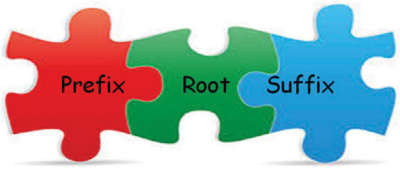
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Constitutional Convention to include many of Whitefield's concepts about individual liberty, limited government authority, and the ***sovereignty*** of God in the affairs of mankind. Franklin's ideas regarding ***Judeo***-Christian concepts about governments were ***imbedded*** in the framework of the US Constitution during the Continental Congress. Historians credit Franklin for suggesting that delegates seek the guidance of the ***Almighty*** to resolve arguments among delegates about the proposed structure of a federal government: one that was strong enough to preserve the nation, yet limited ***sufficiently*** to assure state's rights and individual liberties.

Benjamin Franklin was a philosopher, inventor, writer, and diplomat, whose intelligence and skills helped shape the culture and practices of colonial America. His reputation is still impacting adults and students. His ***legacy*** lives beyond his death.

SUFFIXES

In the previous lesson, you learned that a prefix is a type of affix that is added to the front of root words. Affixes can also be added to the end of root words. Affixes, which come at the end of root words, are called suffixes. A word can have only a prefix, only a suffix, or both a prefix and a suffix. Some words can even have more than one suffix. Each suffix has its own meaning, and each root word has its own meaning. New words are formed by combining root words with suffixes. Many words with suffixes, which you read in the vignette, are listed in the table below. Notice how the suffix is added to root words.



Suffix	Suffix Definition	Example Words
-ment	Condition or act of	Experiment, achievements, compliments, government, argument
-al, ial	Having the characteristics of	Individual, Evangelical, Colonial, social
-sion, -tion	state of	Sophistication, invention, reputation
-an, -ian	Related to	Barbarian, American
-ence, -ance	State of	Independence, influence, intelligence, guidance
-ity, -ty	Quality of	Electricity, royalty, society, ability,
-ive	Tending to	attentive
-ent	State of being	Efficient, sufficient
-ly	How something is	Highly, intently, thoroughly
-er,-or	Person who performs an action	Writer, publisher, officers, philosopher, inventor

VOCABULARY

Sovereignty: authority.
Judeo: Jewish.
Imbedded: set in.
Almighty: God.
Sufficiently: enough.
Legacy: influence.

In the lessons that follow, see if you can spot both prefixes and suffixes, noting how they change root words.

You are doing a good job. Read the life principle and finish this lesson by doing the activities. You are almost done with Chapter 2.

LIFE PRINCIPLE:

"An important ingredient in the formula for success is knowing how to get along with people."
-R.E. Cass, author

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Topic 14

Chapter 2

Section 3

Topics 11-15





Wernher von Braun

Wernher von Braun was known as the world's greatest space scientist. In fact, his scientific brain was the source of Star Wars technology. He was also a genius. As a 14-year-old boy in Germany, von Braun was given a telescope, which prompted him to begin writing scientific papers on rockets and future space travel. He was a big dreamer in boyhood and college days. His ***obsession*** with space and rockets led to a ***Ph. D.*** in physics. His mastery of mathematics enabled von Braun to become the world's greatest expert on rockets, orbits, and space exploration. His focus on space travel was second in importance to his strong faith in the God of creation and order in the universe. Dr. von Braun was a man of humility, grace, and intelligence, which allowed him to lead a team of German and US scientists to develop Saturn rockets that propelled America to world leadership in the space age and placement of men on the moon and in space stations thousands of miles above earth. He was described as a man who demonstrated "tremendous drive, humor, grace under pressure, dignity, humility, the power to encourage and inspire, and single-minded vision."



A Saturn Rocket

You have heard the statement, "That doesn't require rocket science to be understood." The term is a figure of speech, which means that a particular concept can be understood if a person will simply think clearly and rationally about facts related to the issue. A person of humility is much more likely to exercise clear thinking than a person bound up with anger, bitterness, pride, or self-importance.

Humility is a good character trait. However, many people falsely assume that someone who acts with humility is somehow weak or ineffective. Great men and women of history were humble; they recognized that personal achievements were usually the result of assistance and support from other people.

VOCABULARY

Obsession: preoccupation.
Ph. D.: college doctoral degree.

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FIGURES OF SPEECH

A figure of speech uses language out of context or in a nonliteral way to add emphasis or make comparisons. Figures of speech are used in both writing and speaking and may vary depending on location and context.

The English Language includes many figures of speech. Some of the most common types are listed below.



Similar people are often likened through simile to peas in a pod.

1. Simile- Uses the words "like" and "as" to compare two things.

What is said	What is meant
I am as snug as a bug in a rug.	I am very comfortable.
Those two girls are like two peas in a pod.	The two girls are very similar.
He is as blind as a bat.	He cannot see very well or did not notice something obvious.

2. Metaphor-Compares two things that are very different, but have some similarities.

What is said	What is meant
She has a heart of gold.	She is very nice.
The king ruled with an iron fist.	The king ruled in a very stern way.
Your voice is music to my ears.	I am happy to hear your voice.

3. Hyperbole- Uses exaggeration to add effect or emphasis.

What is said	What is meant
I have told you a million times.	I have told you too many times to count.
Everybody is going to the moon.	It seems like everyone is going.
He is as old as the stars.	He is very old.

4. Personification- adds human qualities to ideas or to things that are not living..

What is said	What is meant
Traffic slowed to a crawl.	Traffic was moving very slowly.
Becky's alarm clock yelled at her to get up.	Becky's alarm clock was very loud.
The teapot whistles a happy tune.	The teapot made a pleasant sound.

5. Euphemism- substitutes a mild or indirect word to convey a message to avoid saying what may be embarrassing or unpleasant.

What is said	What is meant
The old man passed away.	The old man died.
The employee was let go.	The employee was fired.
That person is a plus size.	That person is fat.

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6. Synecdoche-Uses a part to represent the whole or the whole to represent the parts.

Example #1: I have a new set of wheels.
- This example uses wheels to describe a vehicle or mode of transportation.
- This is an example of parts representing the whole.

Example #2: Please hand me a Kleenex.
- This example uses the brand name "Kleenex" to describe any available facial tissue.
- This is an example of a whole representing a part.

Example #3: Call the police
- This example uses the collective term "police" to describe the one or two people you actually expect to converse with or to respond to the emergency.
- This is an example of a whole representing a part.

Example #4: I cut up all my plastic
- This example uses the material plastic to describe all credit cards.
- This is an example of a part representing the whole.

Way to go! You are doing great! Think about the life principle and continue to the activities.

VOCABULARY

Fly off the handle: become extremely angry.



LIFE PRINCIPLE:

"*People who **fly off the handle** usually land in a mess.*"
-R.E. Cass, author

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Topic 15

Chapter 2

Section 3

Topics 11-15

The Greatest Sermon



Stamp honoring the chaplains of the *S.S. Dorchester*



St. Francis of Assisi

At 1:00 a.m. on February 3, 1943, in the North Atlantic, a ***torpedo*** from a German submarine tore the *S.S. Dorchester* apart. On board were 903 American soldiers, including four Army chaplains. In the confusion on board, many of the soldiers could not find their life jackets. One young soldier approached a ***chaplain*** and said, "***Padre***, I've lost my life jacket." The chaplain gave his own life jacket to the young man saying, "Take this. I won't need it. I'm staying." All four chaplains gave their life jackets to soldiers that day, and linking arms, were last seen singing and praying as the ship went down. President Truman stated, "I don't think in the history of the world that there has been anything in heroism to equal this. It was the greatest ***sermon*** ever preached."

Another story is told of a young man who desired to become a ***monk*** under the leadership of St. Francis of Assisi. St Francis took the young fellow along with him on a preaching mission to a nearby town. They walked through the town from one end to the other. They helped people along the way, but did not stop to preach. The young man questioned St. Francis, "I thought we were going to town to preach a sermon." St Francis responded, "We did." Our lives are the greatest or worst sermons we will ever preach.

Both of these short stories show the importance of choosing our actions carefully, since other people are watching us and perhaps copying what we do. Choose your words and actions wisely. (*On this Day*—Barkey)

VOCABULARY

Torpedo: underwater missile.
Chaplain: spiritual advisor.
Padre: nickname for pastor or priest.
Sermon: lesson.
Monk: person separated from society for religious service.
Acronym: abbreviations formed from the initial letters of other words.
Abbreviations: short form of words.

TEXT MESSAGING

On December 3, 1992, British engineer, Neil Papworth sent the world's first text message. Papworth's message was sent from a computer to a cell phone and read: "Merry Christmas." That first text message revolutionized how we communicate. Many Americans carry cell phones and most who do, communicate with text messaging. Text messaging often uses ***acronyms*** and ***abbreviations*** to speed up communication and cut down on words.

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Knowing the meanings of acronyms used in texting helps you use them correctly and avoid embarrassing mistakes. The table below lists some common text message abbreviations and their meaning.

Message	Meaning
?	I have a question or I don't understand.
2	To, two, Too, or also
4	For or four
ASAP	As soon as possible
AYDY	Are you done yet?
B	Be
B4	Before
B4N	Bye for now
BBQ	Barbeque
BDAY	Birthday
BIF	Before I forget
CYA	See you
DD,DS,DW,DH	Dear daughter, dear son, dear wife, dear husband
DIY	Do it yourself
ETA	Expected time of arrival or when will you be here?
F2F	Face to face
FAQ	Frequently asked questions
FIL, MIL, SIL, BIL	Father-in-law, mother-in-law, Sister-in-law, Brother-in-law
FOMC	Falling off my chair
FWM	Fine with me
GN	Goodnight
HF	Have fun
HRU	How are you?
HW	Homework
IC	I see
JJ	Just joking
K	Okay
L8R	Later
LOL	Laughing out loud
PCM	Please call me
ROFLOL	Rolling on floor, laughing out loud
THX	Thanks
TTYL	Talk to you later
UR	You are
W8	Wait

Choosing your words carefully is just as important as choosing your actions carefully. Never do or say anything, either in public or private, which dishonors yourself or others.

You have worked so hard to get to this point. Good job! Think about he life principle and continue to the activities.



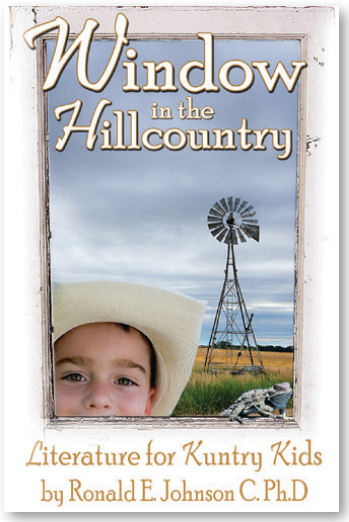
LIFE PRINCIPLE:

"Actions speak louder than words."
-Common axiom

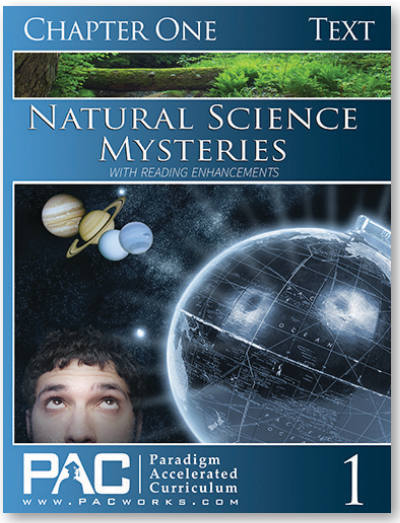
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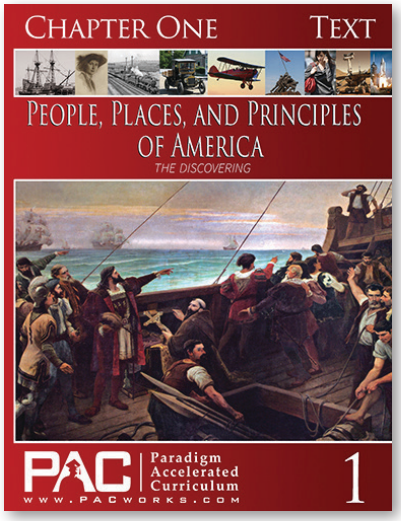
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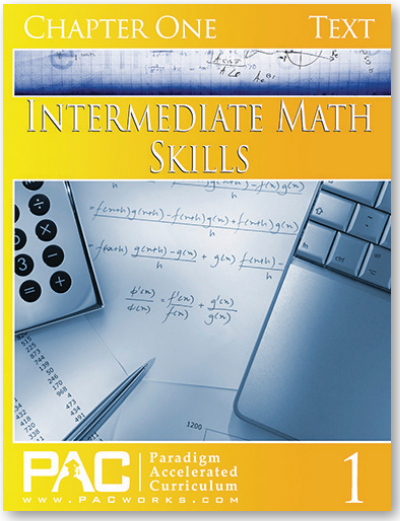
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