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 3
Text

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English Communication Skills



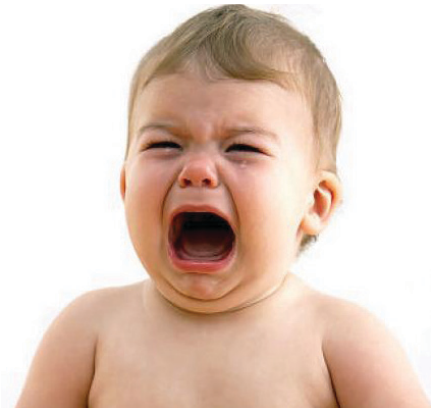
Topic 1

Chapter 3

Section 1

Topics 1-5

Crying Like a Baby Doesn't Work for Teenagers



Infants cry when discomforted with soiled diapers, hunger pains, strange faces, or frightening situations. That is normal for babies, because their world is relatively small. Any unfamiliar or uncomfortable situation upsets their sense of ***tranquility***. They almost always wail and whimper in their demand for immediate attention from parents or care-givers. To whimper and cry for comfort is normal for babies, because that is their primary method to get relief from full diapers, a growling tummy, or upset nerves. Babies have no awareness that parents and caregivers also have needs and priorities that have nothing to do with the needs of babies. They continue to cry and whimper until they mature ***sufficiently*** to appreciate the needs and circumstances of other people.

Crying is their standard reaction to life until they gain knowledge (facts and information), understanding (relationships of facts), and wisdom (behavior guided by principles and values), about the bigger picture of life. The normal process of growing up from childhood to adulthood involves learning about relationships with other people and assuming responsibility for taking care of personal needs. As children gain new knowledge, understanding, and wisdom, they gradually learn that crying, whining, and whimpering to get what they want really doesn't work in the world of adults.

Children mature as they notice the needs and circumstances of other people, and learn to ***defer*** to the schedules, needs, and priorities of peers and adults. Unfortunately, many youth lock onto the childish ***tactics*** of whining, crying, and whimpering when friends, parents, or strangers do not satisfy immediate physical desires and emotional feelings. Youth who insist that other people pay immediate attention to their desires remain immature.

Part of the challenge faced by teenagers is their uncertainty about who they really are in life, and what personal responsibilities

VOCABULARY

Tranquility: peacefulness.
Sufficiently: enough.
Defer: put off until later.
Tactics: strategies.

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should be assumed. They often try to "find themselves" by changing their hair color, wearing fashionable clothing, showing off new electronic gadgets, or ***parroting*** slang picked up in social media. They try to fit into the adult world without having obtained the knowledge, understanding, or wisdom of adults. That, of course, is why youth read literature, listen to audio books and music, pay attention to wise adults, and engage in social media…they are trying to figure out how to live, to become participants in adult life.

One of the most effective means of growing/maturing is to ***emulate*** the habits and behaviors of responsible adults. Youth whose primary goal is to fit in with peers often get stuck in habits and behavior of not-yet-mature people who never seem to grasp adulthood. However, youth who observe and emulate positive adult characteristics learn to defer, make appeals, request alternatives, and ask for explanations, rather than ***resorting*** to crying, whimpering and whining to get their own way. Sadly, many young people stay in "baby mode" rather than working toward adulthood. Wise youth work at putting away childish behavior and learn to live as responsible adults. That choice equips them to understand and participate in adulthood.

HOMONYMS, HOMOPHONES, AND HOMOGRAPHS

A favorite game of some teenagers is to play and make jokes with words, especially words that have multiple meanings. What these teens don't realize is that they have discovered a collection of special words called *homonyms, homophones,* and *homographs*. In your reading and conversations, you may have noticed that some words have multiple meanings, but are spelled the same. Other words sound the same, but have different spellings and meanings. Still other words are spelled the same, but have completely different pronunciations and meanings. What you have noticed is this same special collection of words. Let's examine each category.

Homonyms

The word *homonym* is a Greek word meaning *same name*. Homonyms are words that are spelled the same way and spoken the same way (have the same sound), but have different meanings, depending upon the context in which they are spoken. In the examples below, note how words that are spelled the same can have different meanings depending on how they are used in the sentence.

Homonym	**Homonyms used in example sentences**
Back	Please *back* away from immature peers. •*Back* refers to a location. Jonathon's *back* is sore after carrying heavy boxes for the widow next door. •*Back* refers to a body part.

VOCABULARY

Parroting: copying.
Emulate: imitate.
Resorting: falling back to adopt a different plan.



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Bank	Bobby walked along the *bank* of the river as he thought about life.
	•*Bank* refers to the edge of a river.
	I deposited money in my savings account at the *bank*.
	•*Bank* refers to a location where money is stored.
Bark	Careless youth have damaged the *bark* on the tree.
	•*Bark* refers to the skin of a tree.
	The dog's *bark* disturbed neighbors all the way down the street.
	•*Bark* refers to the noise dogs make.
Can	Jared *can* paint the barn for the elderly farmer.
	•*Can* refers to ability.
	Jared will use a *can* of red paint.
	•*Can* refers to a container.
Crane	Ryan rescued a *crane* trapped in the mud.
	•*Crane* refers to a bird.
	The construction *crane* will lift heavy materials to the upper levels.
	•*Crane* refers to construction equipment.
Bat	Scott helped the crippled boy swing the wooden *bat*.
	•*Bat* refers to sporting equipment.
	A *bat* communicates and navigates by means of sound waves.
	•*Bat* refers to a small flying creature.
Sound	The *sound* was deafening.
	•*Sound* refers to a noise.
	John arrived home safe and *sound*.
	•*Sound* refers to being unharmed.
Long	I *long* for a good *long* vacation.
	•The first *long* refers to a wish and the second *long* refers to time.
Rose	Sally *rose* from the garden bench and picked a *rose* for the child.
	•The first *rose* refers to getting up and the second *rose* is a flower.
Roll	A whole-wheat *roll* dropped from the table and began to *roll* across the room.
	•The first *roll* refers to a piece of bread and the second *roll* refers to motion.
Wave	Elizabeth began to *wave* her hand.
	•*Wave* refers to a hand motion.
	The ocean *wave* rolled over Melinda's bare feet.
	•*Wave* is a disturbance on the surface of the ocean.
Resort	Jeffery and Donna gave their parents a weekend at a beach *resort*.
	•*Resort* is a noun and refers to a place.
	It is better to make a request than *resort* to crying and whining.
	•*Resort* is a verb and refers to an action.

A beach resort



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Homophones

The word *homophone* is a Greek word and means *same sound*. Homophones are words that sound the same, but are spelled differently and have different meanings.

Homophone	Homophones used in example sentences
Pair	Put away this *pair* of shoes. •*Pair* is two of an item.
Pear	A *pear* pie sat cooling on the counter. •*Pear* is a piece of fruit.
Week	Seven days make a *week*. •*Week* is a measure of time.
Weak	A *weak* character affects one's ability to make wise choices. •*Weak* means lacking strength.
Their	Part of the challenge faced by teenagers is *their* uncertainty. •*Their* refers to ownership
There	Wise teenagers are careful not to go *there*. •*There* refers to location.
Sense	The uncomfortable situation upset their *sense* of tranquility. •*Sense* refers to feeling.
Since	Richard's confidence improved *since* he began memorizing proverbs. •*Since* refers to time.
Read	Carrie will *read* a book to the small children. •*Read* means to understand written language.
Reed	Julie picked a *reed* from the edge of the lake. •*Reed* is a tubular plant that grows in damp areas.
I	*I* like to play baseball. •*I* refers to me.
Eye	Charlie's left *eye* sees more clearly than his right *eye*. •*Eye* is a body part
Dear	Oh *dear*! I just stepped in gum. •*Dear* is used as an expression.
Deer	An alert *deer* watched from behind a tree. •*Deer* is an animal.
For	The package is *for* you. •*For* indicates purpose.
Four	The time is *four* o'clock. •*Four* is a number.



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Homographs

The word *homograph* is also a Greek word and means *same writing*. Homographs are written the same, but are pronounced differently and have different meanings depending upon the context used.

Homograph	Homographs used in example sentences
Wind	Don't forget to *wind* the clock.
	•*Wind* is the action of turning a spring on a clock.
Wind	Do you hear the *wind* blowing the tree branches?
	•*Wind* is the movement of air.
Minute	This project will only take a *minute* or two.
	•*Minute* is a measure of time.
Minute	The splinter turned out to be a *minute* sliver of glass.
	•*Minute* means very small.
Lead	Your guide will *lead* the way.
	•*Lead* refers to being in charge.
Lead	*Lead* pencils are really made with graphite.
	•*Lead* is a soft metal.
Object	What is that large *object* I see in the distance?
	•*Object* is something that can be seen and touched.
Object	Would you *object* if I left my books on the table?
	•*Object* means to disapprove.
Live	The seafood department sells *live* lobsters.
	•*Live* means alive.
Live	Where do you *live*?
	•*Live* refers to life.
Bow	Donna has a blue *bow* in her hair.
	•*Bow* is a tied hair decoration.
Bow	The tall boy bent at the waist to *bow* low and help tie Kate's shoe.
	•*Bow* means to bend at the waist as a sign of respect.
Tear	The thin pages of the old book will *tear* if you are not careful.
	•*Tear* means shred.
Tear	Rhonda shed a *tear* upon hearing that John was making poor life choices.
	•A *tear* is liquid that comes from an eye when crying.

You are doing great! Read the life principle and move on to the activities to practice what you have learned today.



LIFE PRINCIPLE:

"Youth 'find themselves' by assuming responsibility."
-R.E. Cass, author

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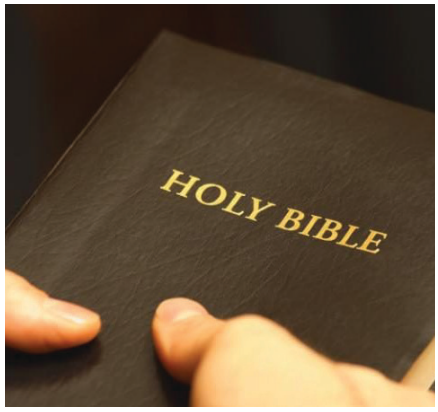
Topic 2

Chapter 3

Section 1

Topics 1-5

The Most Popular Book in History





Johannes Gutenberg, Inventor of the Printing Press

Reading good books can change a person's life. Even before Johannes Gutenberg invented the printing press in 1440 AD, men and women were buying and reading books. In fact, the library in Alexandria, Egypt contained thousands of volumes of hand-written books when ***vandals*** destroyed the library in the 3rd century AD. Following invention of the printing press in Germany, the world's most popular book has remained the Holy Bible. As soon as people knew that Bibles were available, multiple thousands of copies were printed and distributed across Europe, then spread to Asia, Africa, the Americas, and into the Middle East nations. During World Wars I and II, small New Testaments and the Book of Psalms were printed and distributed by the US government to soldiers and sailors.

Throughout history, people have read the Bible for pleasure, instruction, comfort, and guidance. It is considered to be the most popular book ever published. In fact, men and women of the Bible have been the subject of more books, pamphlets, movies, stage productions, and music than any other names in the 8,000 years of recorded human history. Hospitals, mountains, cathedrals, temples, babies, and cities base their names on Biblical places and persons.

People are considered ***illiterate*** if they are unfamiliar with such Biblical persons as Adam, Eve, Noah, Abraham, Moses, David, Jesus, and Mary. Contemporary conversations and literature include such Biblical terms as "a Judas", meaning someone who ***betrays*** another person. A wicked woman is often called "a Jezebel." A person of weak faith is sometimes referred to as "a doubting Thomas." College professors who lecture on such topics as the Exodus, Reformation, Inquisition, Great Awakening, Crusades, Puritans, and Middle East Wars expect students to be somewhat familiar with Biblical events, locations, and persons.

VOCABULARY

Vandal: one who destroys.
Illiterate: uneducated.
Betrays: being disloyal.

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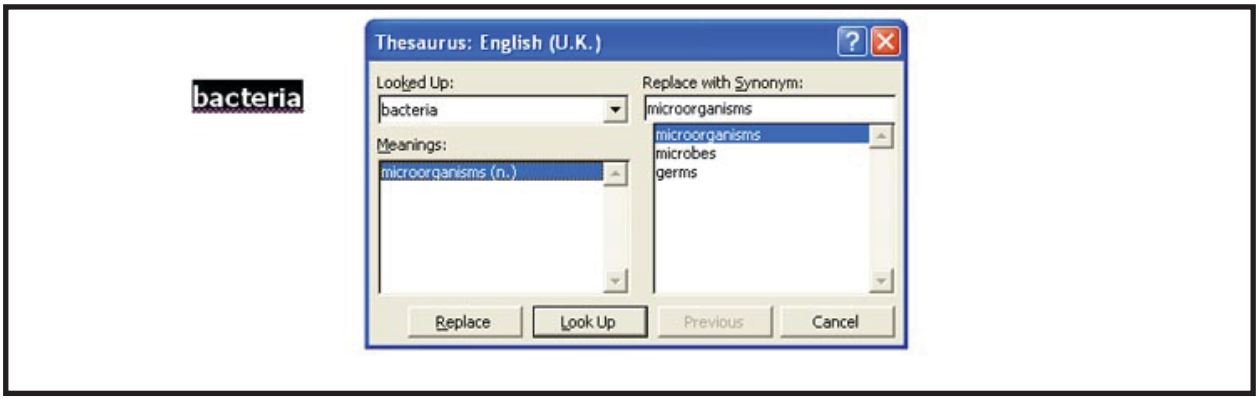
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Ancient documents etched in stone or parchment found in Asia, Europe, Middle East, and Africa depict Biblical events and persons such as Adam and Eve, Abraham, Moses, Jesus, a great flood, Garden of Eden, and mankind fighting Satan (depicted as a snake in a tree). King David of Israel wrote hundreds of Psalms, which are quoted world-wide by scholars, military generals, pastors, priests, and teachers. Solomon, David's son, is referred to as the wisest man in history. His proverbs have appeared on buildings, statues, castle walls, government documents, and in great libraries around the world. Jesus is recorded in the Bible as the Son of God, who was crucified by Romans in Jerusalem, Israel. So historically important was Jesus, that calendar dates are based on the birth and death of Christ as BC (before Christ) and AD (anno domini, translated from Latin as "in the year of our Lord"). Mary, mother of Jesus, is represented in cathedrals throughout Europe and the Americas. Each December 25, the world pauses to celebrate the birth of the Biblical Jesus and to proclaim, "Merry Christmas." The first US president, George Washington, said, "It is impossible to rightly govern a nation without God and the Bible."

SYNONYMS

Literate people are able to read. But, being literate can also refer to how well a person understands something. Good writers understand that different words may be used to say the same or similar things. Words that have the same or similar meanings are called *synonyms*. Using a variety of words in writing makes the written piece more interesting and easier to understand. A piece of literature about a conversation between two people during which the only word used to discuss talking was the word "said." would be very boring to read. A skilled writer might use words like mumbled, shouted, whispered, or remarked to give variety, as well as communicate more information to the reader. Using a variety of descriptive words paints a more pleasing mental picture—like the difference between looking at a black and white picture or one printed in color. When writers look for a different way to state something, they often refer to a thesaurus for help.

A thesaurus is not a type of dinosaur. It is a special kind of dictionary that organizes words, with similar meanings, into groups. A writer wanting to replace the word "tired" would find many synonyms in a thesaurus—words like weary, exhausted, worn-out, drained, bushed, sleepy, drowsy or fatigued. All of these words are similar in meaning, but are more descriptive and imply different things. If a character is tired due to lack of sleep, a writer might use the word "drowsy," but if the character is tired from working very hard, the word "exhausted" might be a better choice.



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As a writer, you may access a print thesaurus at a library, or your parents might have one. You might even have an app on your smartphone or computer. When preparing this text, writers routinely used a thesaurus for variety, as well as definitions. Most computer word-processing programs include a thesaurus. If you need to change a word, simply use your computer mouse to move the cursor over the word, and then right-click on the word. A drop-down menu will appear. Look for the word *synonyms* in the options, then click on the word *synonyms* to reveal a list of similar words. Look for the word that fits what you want to say. A simple left click of the mouse will replace the old word with the new synonym.

Here are some more examples of original words and possible synonym substitutes:

Literate	**Write**	**Organize**
well-educated	inscribe	establish
well-read	transcribe	form
knowledgeable	engrave	shape
cultured	pen	unify
erudite	mark	unite
learned	put pen to paper	consolidate

ANTONYMS

Antonyms are words that have opposite meanings. The words positive and negative are antonyms. The synonyms of positive and negative are listed in the table below. Notice that the synonyms of each word are antonyms of each other.

Example :	**Positive**	**Negative**
	Good	Bad
	Constructive	Destructive
	Helpful	Harmful
	Encouraging	Discouraging
	Up	Down

You have done a great job today! Read the life principle and continue to the activities.



LIFE PRINCIPLE:

"It is impossible rightly to govern a nation without God and the Bible."

-George Washington, 1st US President

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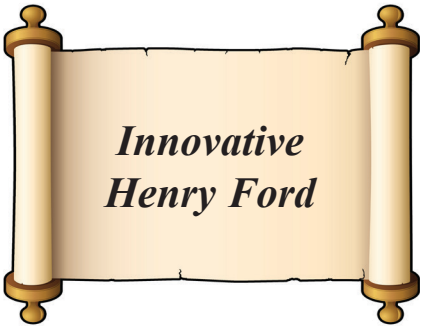


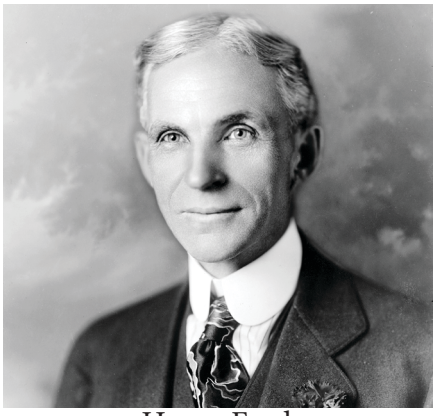
Topic 3

Chapter 3

Section 1

Topics 1-5





Henry Ford



Model T Ford

Henry Ford grew up on a Michigan farm and attended a ***rural*** school. At age 16, Henry went to work as an apprentice machinist. At age 25, he married Clara Bryant and operated a sawmill to support his family. Henry loved to take apart things to see how they worked, and put them back together to make them function better. He studied mathematics to become an engineer and began applying his ***innovative*** ideas to the production of a better ***combustion*** engine. Sometimes, his workshop was the dining room table, which did not please Clara. However, he persevered in testing and retesting his ideas. Soon, he made an engine that could power a vehicle.

Henry Ford founded Ford Motor Company, which produced the 1908 Model T Ford. The Model T was immediately recognized as one of America's greatest demonstrations of industrial innovation. Ford pioneered the concept of standardized automotive parts and assembly line production, which dramatically changed American industrial manufacturing. More than 180,000 jobs were created by the Ford Motor Company to supply American families with automobiles. Mass production of the Model T Ford put America on wheels and stimulated an aggressive movement of industrial development by creative innovators who saw opportunities to provide products and service associated with the Model T car. Spin-off industries created such items as tires, seats, windshields, service stations, cafes, goggles, gloves, driving coats, hats, and roads.

Henry Ford soon recognized the need to provide factory-based schools to train average Americans to become productive employees, who could read and apply practical mathematics to job-related responsibilities. Soon, those educated employees began to apply their own innovative ideas, which enhanced the quality and performance of Model T Fords. By 1927, Ford employees were producing cars in a variety of colors, styles, and models to meet market demand for stylish fenders, seats, doors, headlights, and

VOCABULARY

Rural: countryside.
Innovative: inventive and original.
Combustion: engine powered by gasoline or other fuel.

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wheels. The wonderful fact of free market ***capitalism*** is that people with innovative ideas can create new products and begin their own businesses to meet market demands for products and services. That is essentially what Henry Ford did, when he saw a need for average Americans to own automobiles that would allow families to attend church, travel during holidays, and go to and from places of employment in comfort. Henry Ford was among America's foremost examples of innovative capitalism that produced thousands of jobs and changed America and the world.

TYPING

In the 1860s, an innovative device, called the typewriter, was created which changed the way ideas were recorded and transferred. By means of moveable letters and an inked ribbon, the typewriter applied uniform letters to paper, and was widely used for both professional and private ***correspondence***. Keys were attached to hinged extensions. When a key was struck with the fingers, the letter would swing out and strike the inked ribbon, causing it to contact paper on a roller, and leave an inked impression. Multiple copies of correspondence were made by placing a piece of carbon paper between two or more papers. Typists had to strike the keys very hard to make the impression go through all layers of paper. Keys were arranged in such a manner that letters, which were often used together, would not become tangled during the typing process. Keyboards in use today on most computers still bear the arrangement of those original typewriter keys. We call this modern keyboard the QWERTY keyboard, after the first six letters in the top left of the keyboard.

While keyboards can ***vary*** in size and shape, keys are generally arranged like the picture below:



The importance of maintaining proper posture during computer use cannot be over emphasized. Proper posture can prevent repetitive stress injuries associated with typing,. Too often, young people get started using computers without any instruction regarding posture. The bones of the neck and back were designed to stack vertically. Prolonged forward bending of the body can cause long-term physical problems. The Massachusetts Chiropractor Association reports that more than 80 percent of neck and back problems are the result of tight, aching muscles brought on by years of bad posture. Start your lifetime of computer use with a careful

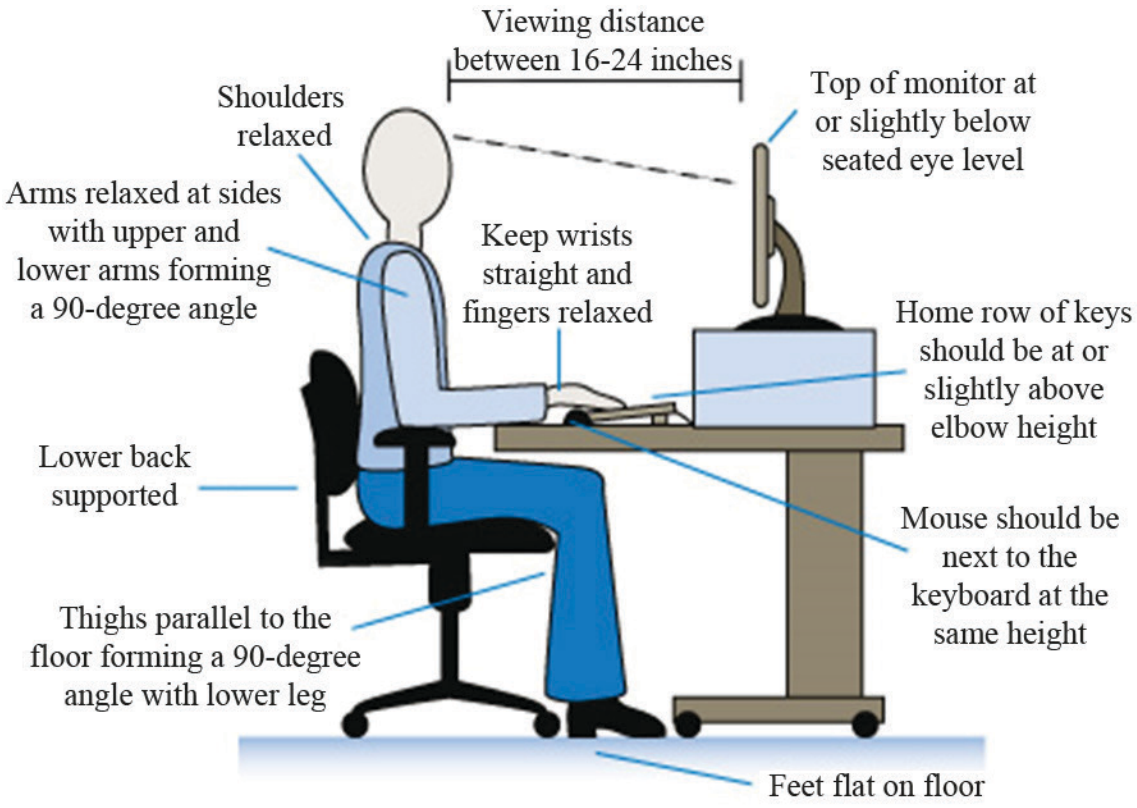
VOCABULARY

Capitalism: free enterprise.
Correspondence: letters.
Vary: change.

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understanding of good posture. Study the diagram below to learn the essentials of proper posture during computer use.



You are working diligently. Keep it up! Read the life principle and continue to the activities to practice what you have learned.



LIFE PRINCIPLE:

"Don't be afraid to start small, if your goals are high."
-Ronald E. Johnson, educator

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Topic 4

Chapter 3

Section 1

Topics 1-5

The Resourcefulness of Chester Nimitz



Admiral Chester Nimitz



The Battle of Midway

One of the differences between average and exceptional people is the character trait of ***resourcefulness***. Most people waste available resources in order to experience immediate pleasure. People who plan ahead realize that they need to calculate how best to apply resources in order to meet deadlines, achieve goals, and fulfill tasks. Resources can be time, money, materials or people.

US military personnel had to apply resourcefulness to defeat Japan after Japanese fighter planes destroyed almost all US naval forces stationed at Pearl Harbor in the Hawaiian Islands on December 7, 1941. American engineers went in "emergency mode" to equip Admiral Chester Nimitz with aircraft, ships, and ***munitions***. Nimitz ordered two massive aircraft carriers, the *Lexington* and the *Yorktown*, to be equipped from available resources to attack Japanese naval forces destined for Midway Island and the Coral Sea, north of Australia. Military engineers used existing inventory of parts, engines, weapons, and materials to equip the two aircraft carriers, plus dozens of support vessels to oppose the mighty Japanese navy, in what became the two most decisive battles of World War II. US Radio operators, many of whom were teenagers, used mathematics, training, and alertness to break Japanese codes. As a result, US naval forces discovered secret Japanese war plans to invade Midway Island and Port Moresby, New Guinea. Admiral Nimitz and his naval forces were able to surprise the Japanese navy in the Coral Sea and disrupt their plans. Then, Admiral Nimitz applied his mathematical skills to calculate the locations and strength of the Japanese forces headed to Midway Island. US crews used available resources to repair the *Yorktown* while in route from the Coral Sea to Midway Island. By applying ***strategy***, skills, and resources, US naval forces defeated the Japanese navy at Midway Island.

Someday, you may be in a position to apply resourcefulness in such a way as to make a major difference in the lives of other people or to defend freedom. While in school, you have

VOCABULARY

Resourceful: imaginative.
Munitions: firepower.
Strategy: plan.

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opportunities to be resourceful with time and books to learn new skills. These skills will enable you to calculate, apply strategy, or simply be prepared, while in the right place at the right time, to make a positive contribution to your community and country.

TYPING CONTINUED

If you have watched someone play the piano in church or at a concert, you may have noticed that the pianist may not watch his fingers. His eyes usually focus on the written music before him. The pianist instinctively knows where he is placing his fingers—they fly over the keys with accuracy and the resulting music is beautiful. Such precision in playing is the result of countless hours of practice. The same is true of ***proficient*** typists.



You can become proficient at typing without looking at your fingers. This type of typing is called touch-typing. Touch typists begin by placing their fingers on the same keys every time. These keys are called the home keys and they are located in the home row. Just as you come back home every night, so your fingers return to these keys when they are not actively reaching elsewhere. Home keys for the left hand are **a**, **s**, **d**, and **f**, and for the right hand, **j**, **k**, **l**, and **;**. In the picture below, notice how the hands rest lightly on the keyboard with fingers curved. Thumbs rest lightly on the long space bar at the bottom middle of the keyboard. Most keyboards have a small raised bump or bar on the **f** and **j** keys so you can tell, without looking, if your fingers are properly positioned.

Each finger strikes a certain set of keys located above and below, or to the side of the home keys. For instance, the left index (pointer) finger rests on the letter **f**, but reaches up to **r** and **5**, and down to **v**. It also reaches over to **g**, up and over to **t** and **6**, and down and over to **b**. The middle left finger only strikes **d** and those keys above and below **d**.

VOCABULARY

Proficient: skillful.

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Place your fingers on the home keys. Practice moving your index and middle fingers, on both hands, from the letters **d**, **f**, **j**, and **k**, up to the letters **e**, **r**, **u**, and **i**, and then back to the home keys. Using these letters alone, you are able to type more than 75 different real words. Some of the words you can type are:

red	did	feed	eek	rude	free
fire	rudder	fried	fur	kid	kirk

Youth today often have access to keyboards at home, schools, libraries, and sometimes work locations. Be ***resourceful***. Look for opportunities to practice the skill of typing. Develop a ***strategy*** for meeting your goals. Learning how to type well is a worthwhile goal.

Read the life principle and complete the activities.

VOCABULARY

Resourceful: clever; capable of managing materials efficiently.
Strategy: plan to accomplish a goal.



LIFE PRINCIPLE:

"Fantasy is to dream about reaching a goal without developing skills needed to attain the goal."
-R.E. Cass, author

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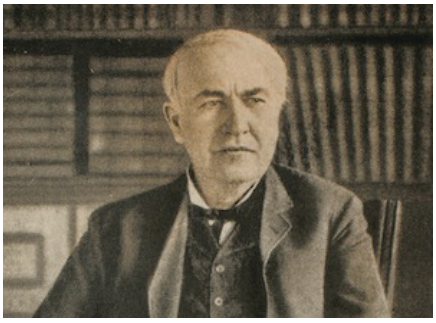
Topic 5

Chapter 3

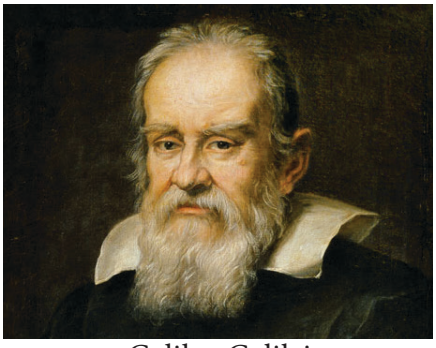
Section 1

Topics 1-5





Thomas Edison



Galileo Galilei

One of the qualities of successful people is the character trait of determination. Achievers are people who focus their energy, resources, and thoughts on specific goals, even when opposed or ridiculed by others or handicapped by physical or financial challenges.

Every generation produces outstanding people who are determined to make a difference in the lives of other people while impacting culture. Thomas Edison (1847-1931) was such a man. He was the seventh child of his parents. He didn't do well in formal school, so his mother homeschooled Thomas. He developed an inquiring mind that led to inventions of such items as the phonograph, commercial quality incandescent light bulbs, and the formation of General Electric Company. He once stated, "Genius is 1 percent ***inspiration*** and 99 percent ***perspiration***." That was his motto. During his productive career, Edison and his research team showed determination to succeed in providing electrical products that allowed every economic level of society to access electric lights, music, entertainment, and efficient transmission of information for business and pleasure. Hundreds of failed experiments did not deter Edison from pursuing his goals. He simply shrugged at failures, and renewed his determination to find solutions. Edison became an effective ***entrepreneur*** whose businesses created thousands of jobs for people across the globe. He and his team applied mathematics to their lab experiments and commercial enterprises. Consequently, General Electric Company became a successful business and source of appliances that made life easier for people in rural and urban communities.

Galileo Galilei stated in 1632, "Mathematics is the language by which God wrote the universe." Every person is not a mathematician, but every person uses math in financial transactions, travel, and employment tasks. Mathematics is a special "tool" that enabled Galileo and Edison to discover and record the precise order of scientific laws of the universe. Likewise, learning to apply

VOCABULARY

Inspiration: creativeness.
Perspiration: refers to hard work.
Entrepreneur: business person.

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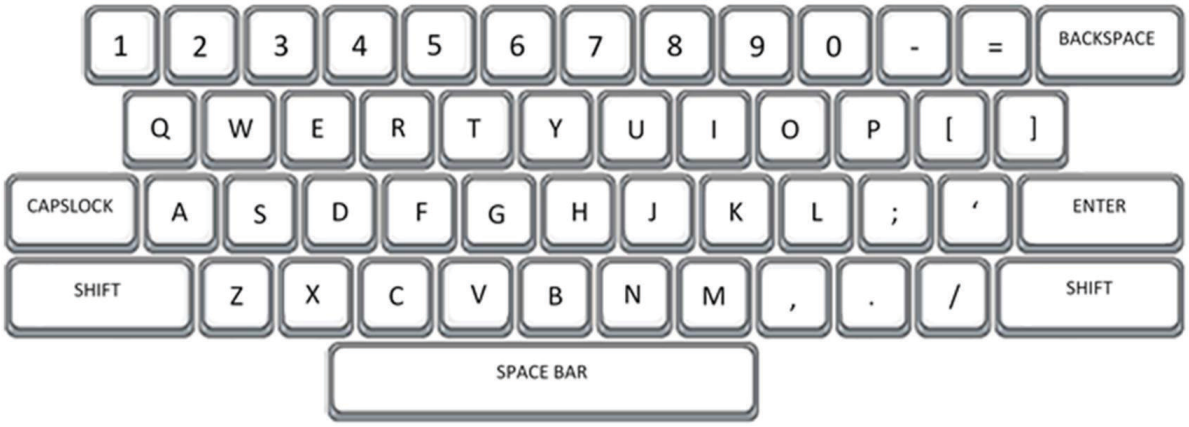
mathematical knowledge and skills will equip students to pursue dreams and select employment options that are unavailable to people who do not possess the ability to calculate options, time, substances, or qualities common in daily experiences. Thomas Edison demonstrated determination to use his mathematical skills to make a difference in life. You can have similar success by being determined to complete your assignments in spite of challenges.

MORE TYPING CONTINTUED

You probably noticed that a typing keyboard has more keys than just letter keys. Keyboards contain numbers, symbols and other special function keys. The largest special key is the space bar at the bottom center of the keyboard, which adds a space between words when struck once. You can add many spaces by striking the key multiple times, or holding it down as long as desired.

The SHIFT key allows you to change from lower case to uppercase (capital) letters. Simply press the SHIFT key while striking a letter and you will produce an upper case letter. Sometimes you may want to capitalize a whole word. To do this, press the CAPSLOCK key once and continue typing. When your capitalized word is complete, return to lowercase by striking the CAPSLOCK key again. When more than one symbol is pictured on a key, the shift key allows you to change between the two letters. The BACKSPACE key allows you to backup, erasing letters with each strike. At the end of a paragraph you will strike the ENTER key to move to the next line and return to the left side of the screen.

Study the example key board below and learn the position of each letter and special key. With practice, you will remember each key with ease and be well on your way to becoming a touch typist.



VOCABULARY

Opt: choose.
Persevere: keep trying.

You may practice finger positions and movements on your own, or you may ***opt*** to go online to practice using the many free typing programs available. One such free typing program is *Learn Typing* and is located at http://www.learntyping.org/. When you practice typing, work carefully through all lessons. Master each lesson before proceeding to the next. ***Persevere*** as you work on developing this skill. Before you know it, you will be able to type with speed and accuracy.

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Typing is a skill you can carry with you into adulthood. It will serve you well both personally and in various jobs. Determine to develop the skill of typing well.

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

WATCH VIDEO:
Learn Typing



LIFE PRINCIPLE:

"Our greatest weakness lies in giving up. The most certain way to succeed is always to try just one more time."
-Thomas Edison, inventor

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Topic 6

Chapter 3

Section 2

Topics 6-10

She Walked By and He was Never the Same (Part 1)



Yesterday, the teenage boy was content to engage in after-school hoops with guys, fishing trips, video games, and weekend TV football. That all changed when "she" walked by and smiled. For the first time in his life, he felt unnerved; he perspired; his hands were shaking. In fact, he shook all over. The experience was new. He had never paid much attention to girls. They were basically conversation pieces. But, her flashing eyes, bright smile, perfume, and pleasant voice sent shockwaves through the boy. "What is happening to me?" he asked himself in a whisper. She looked back at him as he stood open-jawed and red-faced. She smiled again and waved. He could not hide a heated blush.

His situation grew more complex a few days later as she passed by, and ***ostensibly***, dropped a book. She paused, then looked at the boy with a pleading glance for assistance. He mumbled, "I'll get it for you." With trembling hands, he returned the book to the girl. She flashed a big smile, softly said "Thank you," and brushed his hand gently as he presented the book to her. His stomach knotted. He realized for the first time in his life that he was interested, in fact, ***captivated*** by the nearness of a girl. He did not understand the new feeling. However, he knew that he would never be the same. Something life-changing was tormenting, yet pleasing his emotions.

Every teenager has that special moment when sudden awareness of the opposite gender stirs emotion, feeling, and thoughts previously unknown. Nerves tangle. Thoughts get jumbled. The brain fogs out. Palms sweat. New feelings birth curiosity about physical urges. Crazy, unintelligible words spill from trembling lips as the two genders try to make intelligent conversation. Feminine giggles usually erupt. Faces turn shades of scarlet. Masculine hands look for places to hide in embarrassment. Shoes scuff the floor.

VOCABULARY

Ostensibly: intended carelessness.
Captivated: unable to resist.

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Unknown to the guy, the girl will meet later with her peers to talk about how guys react to flirtations. They discuss their experimentations with seductive clothing and body posturing. Some teenage girls learn quickly how to "turn guys on" with low-cut or unbuttoned blouses, formfitting or short pants and skirts. Sadly, those girls often pay a high price for their ***provocations*** that lead boys to lust. In their enjoyment of "toying with" guys, bold and provocative girls actually ***defraud*** males, leading them to think of females simply as objects for sexual ***gratification***.

Later, when alone, the guy tried to wrap his mind around what had happened. He sought a mirror to study his reflection to determine why a girl would flash beautiful eyes and smile radiantly…obvious signs of interest in him. Was she just teasing? Did she really want to get to know him? What was he supposed to do? Every idea he entertained seemed ridiculous and stupid. What would the guys think of him if he was seen talking with a girl? Oh, life was getting too complex! But, that new feeling, that tingle which vibrated through his body, was wonderful! He even searched his chin for whisker evidence that he was approaching manhood. He could hardly wait until the next occasion when "she" would flash those captivating eyes and radiant smile at him. He was sure he would wilt and fumble for words, but he hoped she would give him a reason to talk with her. He straightened his posture in front of the mirror, combed his hair, and examined his chin again for a whisker. Later that night, he showered, shampooed his hair, and asked his dad for deodorant.

Those twitters, tingles, and tangled thoughts are evidence that childhood is falling away to make room for adulthood. Males and females are designed to attract one another. Each gender's distinct biological attributes and physical anatomy are evidence that males and females are designed to have deep emotional feelings about romance that eventually lead to marriage and children. Butterflies in the stomach are normal as youth test their new emotions, urges, and feelings when engaging in conversation with the opposite gender.

Usually, those first romantic relationships are short-lived. That, too, is normal. Most teenagers will experience several "trial romances" during the period of time when they are trying to understand and cope with desire for handholding, touching, and kissing. However, that period of growing up calls for caution and restraint against ***unbridled*** expression of physical urges. Hormones activated by passionate experimentation can change lives dramatically! One of the unexpected aspects of boy-girl relationships is passion—the deep emotion that stimulates natural desire to become ***intimate*** with a partner. In the framework of marriage, passion is an ***integral*** part of husband and wife relationships. However, in a dating framework, passion can be tragic. Once it sets its claws in a person, it ***dominates*** restraint, reason, and caution; passion stimulates physical urges that scream for couples to cast aside moral values and respect for purity in order to be satisfied. Passion will have its own way if allowed to flame. It is a product of human design to assure reproduction of life in marriage.



VOCABULARY

Provocations: deliberate teasing.
Defraud: to deprive by deception.
Gratification: fulfillment of pleasure.
Unbridled: without restraint.
Intimate: physical relationship.
Integral: essential component.
Dominate: overpower.

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QUOTATION MARKS

A direct quotation is someone's exact words, either spoken or written. A direct quotation must be surrounded by quotation marks (" "), so readers know which words are quoted directly. If a quotation is not surrounded by quotation marks, the reader will believe that the words are paraphrased (substituted).

Rule: Use quotation marks before the first word and after the last word of a direct quotation. Notice that the end punctuation mark is placed inside the last quotation mark.

Correct:	"What is happening to me?" he asked himself in a whisper. •This sentence is correct, because quotation marks are place before the first word and after the last word or a direct quote, and the question mark is placed just inside the last quotation mark.
Incorrect:	What is happening to me? he asked himself in a whisper. •This sentence is incorrect because the quotation marks are missing.
Incorrect:	"What is happening to me"? he asked himself in a whisper. •This sentence is incorrect because the question mark is outside of the quotation marks.

Read the dialogue below and notice the quotation marks around each direct quote. Notice that a new paragraph begins whenever another person speaks.

"Dad," said John, "something strange happened at school today."

"What was that?" asked Dad.

John hesitated, "A girl smiled at me and I got a strange feeling inside of me. Did that ever happen to you?"

"Yes, son, lots of times. You are growing into manhood, and what you are experiencing in normal. You were created to have those feelings," replied Dad.

"Oh!" exclaimed John.

"Be very careful where you let those feelings lead you, son. A lot of young men your age are getting involved with girls in ways that do not honor the girls or themselves," counselled Dad. "After dinner let's talk about setting relationship standards and how to stick to them."



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Quotes can also be used to set apart a single word or phrase, or to show that a word may have a different meaning. Examples of proper use of quotation marks are demonstrated in the sentences below.

Example #1: That all changed when "*she*" walked by and smiled.
•"She" is set apart in quotes to indicate greater significance.

Example #2: In their enjoyment of "*toying with*" guys, bold and provocative girls actually defraud males.
•"Toying with" is set apart in quotes to indicate a different meaning.
"Toying with" means teasing in this case.

Example #3: Most teenagers will experience several "*trial romances*."
•"Trial romances" is set apart to indicate dating or a special relationship.

Good job! Read the life principle and continue this lesson by completing the activities.



LIFE PRINCIPLE:

"Noble people never take advantage of another person for personal benefit or pleasure."
-Ronald E. Johnson, educator

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Topic 7

Chapter 3

Section 2

Topics 6-10

She Walked By and He was Never the Same (Part 2)



A teen discovers that she is pregnant.

Passion is why thousands of girls get pregnant during trial romantic relationships outside of the ***institution*** of marriage. In fact, unplanned pregnancies are ***pandemic*** among teenage girls who allow themselves to experiment with guys who pressure girls to go "all the way" in a relationship. The natural ***inclination*** of girls to want to be loved and romanced can cause vulnerability and unexpected negative emotional and physical consequences. Guys, ***void*** of moral values and deep respect for female purity, seek to conquer girls. Males without moral restraint will ***inevitably*** seek physical gratification from girls who display and flaunt their feminine attributes.

In fact, boys will often employ romantic words to encourage female dates to give in to physical intimacy. Girls, who are hungry for affirmation of their femininity, romantic excitement, or marriage, often misunderstand male use of the word, "love." In most cases, a male whose female date encourages or allows physical caresses will whisper, "I love you, baby," when in fact he is maneuvering for sexual gratification based on passion and lust. Passionate lust is the birthplace of rape. True love is manifested in two critical ways: commitment to honor purity, and restraint to express the act of marriage until wedding bells ring and a honeymoon is experienced.

Any guy who pressures a girl for intimacy is to be avoided like the plague! He is selfish, self-centered, and unconcerned about honoring female purity. His relationship and social status are not worth the risk of disease, loss of purity, and unwanted pregnancy. If he seeks to satisfy his curiosity or urges to explore the girl's anatomy, he will eventually demand physical privileges. He should be told, in no uncertain terms, that his actions are unacceptable. That is a critical reason why couples should avoid encounters when passion can kick-in and throw reason and restraint out the window. Unfortunately, during the time when boys and girls experience those initial tingles and urges toward the opposite gender, danger

VOCABULARY

Institution: formal agreement.
Pandemic: exceedingly common.
Void: without.
Inclination: usual behavior.
Inevitably: sure to happen.

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in the form of curiosity and passion lurks with every secluded meeting. Invitations to explore curiosity invites unbridled passion.

History validates the argument that sexual ***abstinence*** before marriage is the most effective measure of true love. Restraint is enhanced dramatically when both partners live by a firm set of moral values based on three things: respect, honor, and a sense of accountability. To feel tingles and goosebumps when hands touch and enchanting eyes meet, is normal. However, they are not indications of true love. Real love, in its designed expression, is founded on selfless respect, honor and restraint of physical urges outside of marriage. Waiting for intimacy until marriage is wise, although extremely difficult when couples are ***secluded*** where flirtatious eyes, throbbing hearts, roaming fingers, and smiling lips invite passion.

Teenage experimentation with romance is no substitute for marital intimacy. Wise couples end each encounter with clear consciences that the other person has not been defrauded, harmed, or "used" in an inappropriate way. Teenagers who take the noble road of sexual abstinence during romantic experimentations are far more likely to become faithful marriage partners. Those who "play around" in passionate, experimental relationships usually experience deep disappointments about perceptions of love. Sadly, about half of all marriages end in broken homes and shattered dreams. Youth who explore each other usually discover that they are unable to handle passion.



Go ahead and dream, but keep motives clean, avoid secluded encounters, and make sure hands do no harm.

END PUNCTUATION

End punctuation is important because it can change the meaning of a statement. Knowing how and when to use end punctuation marks will be a very valuable asset in your educational career. A punctuation mark at the end of each sentence provides clear understanding of the writer's purpose. End marks indicate that a complete thought is finished.

Three end punctuation marks are used in writing: a question mark (?), and exclamation point (!), and a period (.). *Interrogative sentences* ask questions and require question marks. *Exclamatory sentences* express strong emotion, surprise, or emphasis, and require exclamation points. *Declarative sentences* make statements or give facts, and require periods. *Imperative sentences* give commands or make requests, and also require periods.

VOCABULARY

Abstinence: not involved in sexual activities.
Secluded: without presence of other persons.

- **Rule#1:** Place question marks after interrogative sentences.

Example: Did you know that some boys say "I love you" and don't really mean it?

•A question mark is used to indicate that this sentence is a question.

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• **Rule #2:** Place exclamation points after exclamatory sentences.

Example: Any guy who pressures a girl for intimacy is to be avoided like the plague!
•An exclamation point is used in this example to add emphasis.

• **Rule #3:** Place periods after declarative sentences.

Example: History validates the argument that sexual abstinence before marriage is the most effective measure of true love.
•A period is used in this example because this is a declarative statement, which states facts.

• **Rule #4:** Place periods after imperative sentences.

Example: Go ahead and dream, but keep motives clean.
•A period is used in this example to indicate an imperative statement.

• **Rule #5:** Place periods after abbreviated titles or words. (Abbreviations are usually formed from the first couple of letters of a word or from the first and last letters.) Title abbreviations may be found at both the beginning and the ending of names.

Word Abbreviations:	**Title Abbreviations:**
Etc.—etcetera	Mrs. Lincoln—Misses (Mistress) Lincoln
St.—street	St. Francis of Assisi—Saint Francis of Assisi
Dr.—drive	Dr. Jonas Salk—Doctor Jonas Salk
Co.—company	Mr. Spielberg—Mister (Master) Spielberg
Inc.—incorporated	Lt. Rhea—Lieutenant Rhea
Ft.—foot or feet	Martin Luther King Jr.—Martin Luther King Junior
In.—inch or inches	P.M. Margaret Thatcher—Prime Minister Margaret Thatcher
Hr.—hour	Rev. Young—Reverend Young
Min.—minute	Penny Davis, R.N.—Penny Davis, Registered Nurse

You are almost half way through this chapter! Good work! Read the life principle and continue to the activities for more practice with punctuation.



LIFE PRINCIPLE:

"Integrity to walk away from an act that would damage another person's character or reputation reflects moral courage, and assures peace of mind."

-Ronald E. Johnson, educator

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Topic 8

Chapter 3

Section 2

Topics 6-10





An Angry Opossum

I knew mischief was going on when claw marks showed up on my peach and mulberry trees! What could have produced these marks? Some armadillos had been gouging holes in the yard beneath the fruit trees, but Sam and I had discouraged that behavior a week earlier. This new evidence obviously indicated a tree-climbing thief of some sort. He or she (whatever the gender was) sure knew how to sneak stealth-like past Sam's canine security system, or it had intimidated Sam into becoming a low-down coward.

I decided to bring up reinforcements in the form of a spotlight and 20-gauge shotgun. I figured the culprit would show up before midnight, so I positioned a lawn chair in the gazebo and waited. How long would I have to wait? I did not know how long it would take, but I was determined to stay until I got to the bottom of this mystery. Sam and I must have caught a few ***snoozes***, because we both jumped awake at the same time. My watch said 11:00 P.M. Sam growled and raced toward the fruit trees. I followed with the flashlight and gun. Sam set up a ***ferocious*** howl toward the lower tree branches. The flashlight beam highlighted two wild eyes and a mouth full of ugly teeth! I knew I was facing a cunning enemy, because he was snarling while grinning at me. I backed off and fired a round of birdshot near the critter. It quit grinning and jumped slap dab on top of Sam. That was a mistake! The fur began to fly amidst snarls and hisses. I went back to the house confident that Sam could take care of that old ***opossum***. He must have, because no more peaches were missing after that night. (*Literature for Kuntry Kids*)

VOCABULARY

Snooze: naps.
Ferocious: fierce.
Opossum: large rat-like animal.

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COLONS

A colon (:) indicates that more information follows a statement.

- **Rule #1:** Use a colon to introduce an explanation.

Example #1: Ron lost fruit from three trees: pear, peach, and mulberry.
•The loss of fruit from the pear, peach and mulberry trees explains which trees lost fruit.

Example #2: The thief was unmistakably a possum: spindly tail, smiling mouth full of jagged teeth and small beady eyes.
•The description of the opossum's physical appearance left no doubt as to the thief's identity.

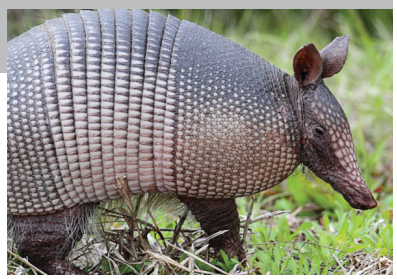
- **Rule #2:** Use a colon to introduce a series or sum up a series

Example #1: Many trees were damaged in the orchard: pears, peaches, and mulberries.
•In this example, the colon is used to introduce a series.

Example #2: Pears, peaches, and mulberries: all were damaged by the thief.
•In this example, the colon is used to sum up a series.

- **Rule #3:** Use a colon to introduce lengthy quotations.

Example: Ron shared his thoughts about what happened last night:
I knew mischief was going on when claw marks showed up on my peach and mulberry trees! What could have produced these marks? Some armadillos had been gouging holes in the yard beneath the fruit trees, but Sam and I had discouraged that behavior a week earlier. This new evidence obviously indicated a tree-climbing thief of some sort.
•No quotation marks are needed when a colon introduces a long, indented, italicized quotation.


An Armadillo

- **Rule #4:** Use a colon to separate biblical citations, ratios, and time.

Example #1: (Biblical) Psalm 119:105

Example #2: (Ratio) Ron figured his chances of getting the thief were 10:1.

Example #3: (Time) We both jumped awake at the same time, around 11:00 P.M.

SEMICOLONS

A semicolon (;) is a mark that may replace the coordinating conjunction *and*. However, a semicolon forces the reader to make a stronger pause than the reader would for a conjunction. More than one semicolon can be used in one sentence.

Example #1: New evidence suggested a different type of thief; we didn't know who it was.
•A semicolon replaces the coordinating conjunction *and*. Without the semicolon, the sentence should read: *New evidence suggested a different type of thief and we didn't know who it was*.

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Example #2: Sam growled and raced toward the fruit trees; I followed with the flashlight and gun.
•A semicolon replaces the coordinating conjunction and. Without the semicolon, the sentence should read: *Sam growled and raced toward the fruit trees and I followed with the flashlight and gun*.

As a writer, you may want to use a semicolon to emphasize a pause in a stronger way than you would with a coordinating conjunction. Just remember, a semicolon only replaces a coordinating conjunction and should be used in the correct way.

HYPHENS

Hyphens (–) are used to join either two words, or provide separation in a word. Hyphens are also used when writing fractions and certain numbers.

When hyphens are used to join two words, the reader understands that the two words function together as one.

Example #1: I decided to bring up reinforcements in the form of a spotlight and *20-gauge* shotgun.
•The words *20* and *gauge* are joined by a hyphen to indicate a specific type of gun.

Example #2: . This new evidence obviously indicated a *tree-climbing* thief of some sort.
•The words *tree* and *climbing* are joined by a hyphen to indicate a specific kind of thief. Notice that the hyphenated word becomes an adjective that precedes the noun.

Example #3: That *wild-eyed* opossum grinned back at us.
•The words *wild* and *eyed* are joined with a hyphen to create an adjective describing the opossum. Notice that the hyphenated word becomes an adjective that precedes the noun.

Hyphens provide separation between words that might otherwise be confusing. Notice how the placement of hyphens changes meanings of words in the examples below.

Four-hundred-year-old trees are an unspecified number of trees that are four-hundred years old.
Four hundred-year-old trees are four trees that are one-hundred years old.
Four hundred year-old trees refers to four hundred trees that are one year old.



A 20-gauge shotgun

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Hyphens are used when writing numbers from 21-99 or when writing fractions.

25	Twenty-five	2/3	Two-thirds
34	Thirty-four	3/4	Three-quarters
67	Sixty-seven	4/5	Four-fifths
89	Eighty-nine	5/6	Five-sixths

WOW! You are really making progress! Think about the life principles and continue to the activities for more practice with colons and semicolons.



LIFE PRINCIPLE:

*"Don't **abbreviate** your life or the life of another person by selfish choices."*
-R.E. Cass, author

VOCABULARY

Abbreviate: shorten.

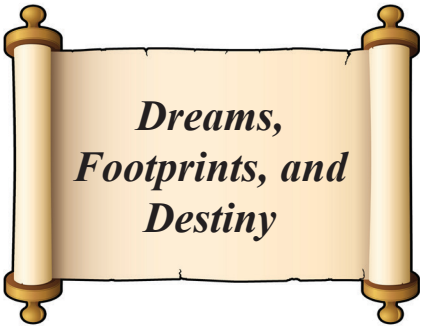


Topic 9

Chapter 3

Section 2

Topics 6-10





We all leave footprints on our way toward ***destiny***. Some are worthy to be followed by people in need of guidance. Other prints ought to be removed before other people forfeit their destiny by following in our steps.

In all likelihood, we have followed in the footsteps of other people while we traveled the road of life. Some prints led us in the right direction. People of integrity, honesty, goodness, kindness, virtue, humility, courage, perseverance, and commitment made those prints. Such prints, based on character, lead to personal fulfillment of lifelong dreams.

Footprints, which ought to be avoided, are selfishness, unfaithfulness, laziness, immorality, dishonesty, indifference, cruelty, anger, scoffing, and fear.

Sometimes, we are drawn to the wrong footprints because of our own curiosity, rebellion, or selfishness. Ironically, those character qualities always lead us away from our own destiny, and draw us into a place of despair, regret, failure, sorrow, and hurtful consequences for ourselves and others—even those who love us and whom we love.

Sometimes, we are tempted to follow footprints made by ***wayward*** role models. A better choice is to leave the trail before we arrive at the unfortunate destiny of the person whose prints we were following.

Footprints to be followed are those whose maker trudges purposefully and persistently upward toward a distant worthy goal—a dream wrapped around a noble cause. Followers of dreamers compelled by high aspirations usually attain their own dreams.

VOCABULARY

Destiny: purpose or future.
Wayward: rebellious.

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People, who follow the footprints of youthful mediocrity or ill-behaved adults, usually become like those followed and end in poverty, remorse, broken dreams, and sometimes early death.

When a trail became ***obscure***, Indian scouts would stop, look down, and cast their eyes around to evaluate where a trail of footprints was likely to proceed. They marked the spot where the trail had become obscure; they walked around that spot in a large circle, gradually walking further away from the last visible prints. By this process, if prints were discovered again, scouts were able to locate the direction where the tracker assumed the footprints would lead. Indian scouts were smart enough to understand that footprints always lead somewhere, and that if followed, they will lead the tracker to the same destination as the one who left the tracks.

Before following in the tracks of others, look ahead to discover where the path leads. Then choose wisely.

COMMAS

A comma indicates a pause and has many uses in the English language. In this lesson, you will learn how to use commas correctly and effectively. Comma usage is often confusing because grammarians often disagree on standards. The following rules are generally accepted.

• **Rule #1:** Place a comma between words or phrases in a series. A comma before the *and*, *or*, or *nor* in a series is sometimes considered optional, but is applied in this course.

Example #1: Those prints were made by integrity, honesty, goodness, kindness, virtue, humility, courage, perseverance, and commitment.
•Commas separate the series *integrity, honesty, goodness, kindness, virtue, humility, courage, perseverance,* and *commitment*.

Example #2: Sometimes, we are drawn to the wrong footprints because of our own curiosity, rebellion, or selfishness.
•Commas separate the series *curiosity, rebellion,* or *selfishness*.

• **Rule #2:** Place a comma between the day and the year.

Examples: July 4, 1776 January 1, 1865 December 7, 1941

• **Rule #3:** Place a comma between the city and the state in an American address and between the city and the country in a foreign address.

American Addresses: Atlanta, Georgia Los Angeles, California Houston, Texas
Foreign Addresses: Jerusalem, ISRAEL London, ENGLAND Santiago, CHILI

VOCABULARY

Obscure: unclear or hidden.



Jerusalem, Israel

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- **Rule #4:** Place a comma after the greeting and closing of an informal letter.

Greetings:	Dear Mom and Dad, Dear Elizabeth, Dear Mr. Johnson,
Closings:	Love, Isabel Sincerely, James Yours truly, Josiah

Keep up the hard work! You are doing well. Read the life principle and continue to the activities.



LIFE PRINCIPLE:

"Bad choices separate people from their dreams."
-Ronald E. Johnson, educator

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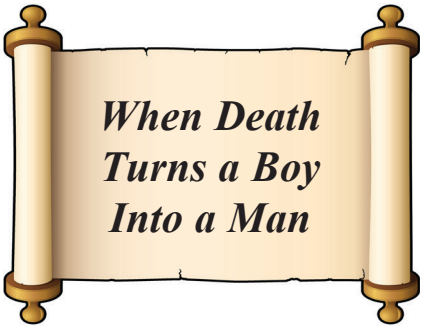


Topic 10

Chapter 3

Section 2

Topics 6-10





My loft was a very lonely place last night. The climb up my ladder was probably the longest it has ever been. Tears washed my eyes for more than an hour after I stretched out under the covers. I tried to go to sleep, but I tossed and turned while a million memories snatched ***slumber*** from me. I kept recalling the hours upon hours that Magnum and I tramped the pastures, hills, and thickets. Magnum wasn't mine. He really belonged to my brother, but the faithful old dog had been in the family for a long time, so we all sort of claimed him. My ears were wide open, wishing to hear Old Magnum bark at a skunk or armadillo, but I knew he never would bark again.

Growing up isn't easy. Nobody around our place ever said it is. Sometimes, life can be just plain painful. In fact, things can get downright tough. Like, for instance, this morning when Magnum got sick. My brother took him to the veterinarian, but the report wasn't encouraging: the dog might recover after a $275.00 operation. The probability was that he would die anyway within a few weeks. What's a kid supposed to do? There are no guidebooks on taking care of pets that are about to die.

Late in the afternoon, I heard Dad talking with my brother, "He's your dog, son, but I'll do whatever you think is best." Best? How can any choice be best when your best friend is dying? There just aren't any good choices. Dad's voice was tender; I knew he was trying to make things easy when he said, "The vet offered to put Magnum to sleep for $30.00." My brother looked down at his feet and then gazed off in the distance. I knew he was remembering a thousand times he had romped across the pasture with his dog. A tear trickled down his cheek; he just shook his head slowly and walked out the door.

He didn't come to supper. We were still at the table when I heard the screen door shut softly. I knew my brother had come in because I heard his footsteps going softly down toward his room.

VOCABULARY

Slumber: sleep.

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In a few minutes, I heard him go back outside. The goose bumps crawled all over me when I heard the metallic click of a rifle shell being levered into place. Dad looked at Mom and then pushed his plate back. He seemed to have lost his appetite. He got up slowly and walked to the west window.

I eased back from the table and ***sidled*** over to Dad. He put his arm around me. Together, we watched my brother stoop to pick up Magnum. A feeble tongue licked a tear from the boy-master's cheek. The old dog's limp body was cradled tenderly against my brother's chest as they disappeared behind the barn. Dad and I stood by the window as if waiting for something to happen.

In a few minutes a distant gunshot echoed across the pasture. I glanced over at Mom. She looked away, but not before I saw her rush her hand to her mouth. Dad's strong hand tightened around my shoulder. He patted me gently and said, "You'd better go on to bed; your brother will need me in a little bit."

So, I climbed up to my loft bed and tried not to think what that gunshot meant. Way after dark had settled in, the back door squeaked open and I heard my Dad say, "Son, you've taken another step into manhood. Those tough decisions grind on the soul and separate boys from men. Some fellows never grow up because they don't want to face life. They go on pretending that everything is supposed to work out nicely. Life just isn't that way. I'm proud of you, son—not because you had the guts to put Magnum out of his misery, but because you faced a very difficult situation as a man and made that hard decision. You didn't ask me or the vet to do what some human had to do. You took all the responsibility. You crossed the ***threshold*** into manhood. Son, welcome aboard."

Their conversation dimmed as they walked to the kitchen. The moon was up by then and it inched over my windowsill to bathe my dresser. It glimmered on a photograph of Magnum and me playing in the yard. I wiped away a tear and shut my eyes. Before drifting off to sleep, I knew somehow that I had grown a little older since waking up that morning.

FICTION

Fiction is an entertaining story about something that may not have really happened. Fiction may be an elaborate fairytale, or it may be historical fiction, a story that sounds like it really could have happened. The story you just read is an example of historical fiction. The setting, people, and the story line are believable. The reader understands the emotions experienced by the main character and his family. Works of fiction include plays, stories, poetry, and novels. All movies, unless they are documentaries, are considered fiction.



VOCABULARY

Sidled: get closer.
Threshold: the starting point.

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Examples: *Taming of the Shrew* by William Shakespeare (Play)
The Battle Hymn of the Republic by Julia Ward Howe (Poetry)
Riders of the Purple Sage by Zane Grey (Story)
Pride and Prejudice by Jane Austen (Novel)
White Fang by Jack London (Story)
Treasure Island by Robert Lewis Stevenson (Story)
A Night at the Museum (Movie)

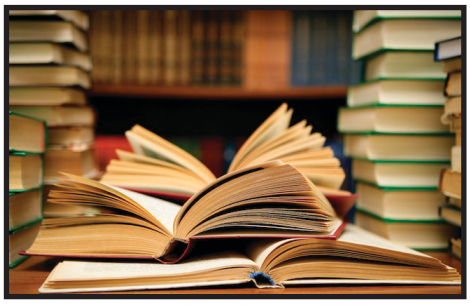
NONFICTION

Nonfiction is any work of writing that is true. These types of stories are about real people and real events. Works of nonfiction include histories, journals, editorials, textbooks, legal documents, biographies, and autobiographies.

Examples: *The History of the English Speaking Peoples* by Winston Churchill (History)
The Journals of Lewis and Clark by Meriwether Lewis and William Clark (Journal)
World News Editorial (Editorial)
The Last Will and Testament of George Washington (Legal Document)
John Adams by David McCullough (Biography)
Narrative of the life of Frederick Douglass by Frederick Douglass (Autobiography)
The Diary of Anne Frank by Anne Frank (Autobiography)
World Geography by Carrie Karr (Textbook)

Sometimes the lines between fiction and nonfiction are not clear. Sometimes, stories include real people and real events, but imaginary dialogue and descriptions. Historical fiction is one example of mixing ***genres***. G.A. Henty, called "The Boys Historian," has written many exciting stories set at some point in history. Both boys and girls enjoy these stories. The characters interact with real historical people and experience events of the past. As wonderful as these books are, and as much as they can teach about history, they are still not completely true and cannot be considered to be nonfiction.

You are really making good progress. Read the life principle and complete this lesson by completing the activities.



LIFE PRINCIPLE:

"Every life is a story; wise people live in such a way that their life stories are worth reading."
-Unknown

VOCABULARY

Genres (jon-res): types or styles.

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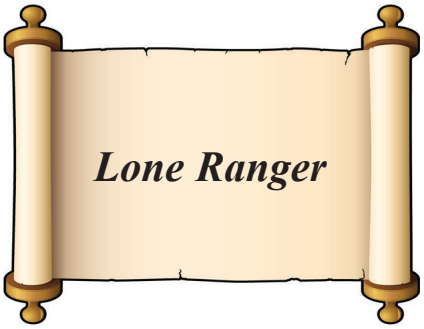


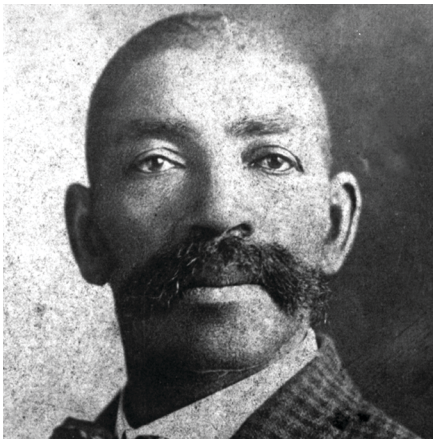
Topic 11

Chapter 3

Section 3

Topics 11-15





Bass Reeves

Two years after Texas won her independence from Mexico, Bass Reeves was born to slave parents in Paris, Texas. Bass would become the first African-American US Deputy Marshall west of the Mississippi River.

Bass carried water to the field hands until he was old enough to work the fields. He was known for his good manners and pleasant ***disposition***. His master, George Reeves, made Bass his personal companion and servant. When the Civil War broke out, George Reeves went to war and took Bass with him. At some point, Bass ran away and fled to the Indian Territory in Oklahoma. He took refuge with different tribes, learning various languages. While living there, Bass practiced shooting with rifles and pistols and became very accurate. When President Lincoln issued the Emancipation Proclamation, Reeves left the Oklahoma Indian Territory.

Bass moved to Arkansas and bought property. A short time later, he married Nellie Jennie and began having a family. In all, Bass and Nellie had ten children—five boys and five girls. Bass Reeves was a contented farmer, but that was about to change. Isaac C. Parker, who was the new judge for the Federal Western District Court at Fort Smith, Arkansas, had a problem with lawlessness in the Indian Territory. The Territory had become home to anyone in trouble with the law. Parker recruited Reeves to be a US Deputy Marshall, because he knew the area well, spoke several tribal languages, was a good shot, and had a good reputation. Bass was one of a team of deputies charged with cleaning up the Indian Territory. Parker charged the deputies to "bring the lawless men in alive…or dead."

When the deputies went out, they usually took with them a wagon, a cook, and a Native American. They also took a fistful of warrants. Reeves could not read, but he had a fantastic memory. He had someone read the warrants to him before he went out, and

VOCABULARY

Disposition: personality.

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never failed to serve the correct warrant.

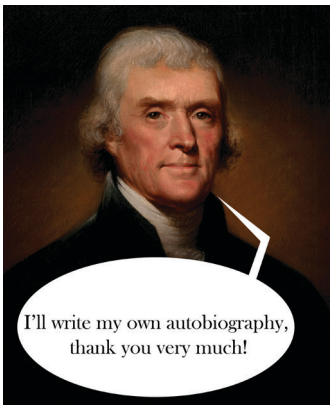
Standing 6 feet and 2 inches tall, Reeves presented an impressive appearance. He always dressed well, and rode a large white stallion. He was known for his courage and success at bringing in lawless men. Sometimes, Bass would put on disguises and pretend to be someone else. Bass wore two Colt pistols and could shoot equally well with either hand. He rarely missed his target. The most difficult ***fugitive*** Reeves pursued was his own son, who was wanted for murder. Reeves captured his son, and brought him to justice.

Reeves served as a US Deputy Marshall for 35 years and brought in about 3000 criminals, killing only 14 men in the course of his duties. Bass said he "never shot a man when it was not necessary for him to do so in the discharge of his duty to save his own life."

There is strong evidence to suggest that Bass Reeves was the real Lone Ranger. Both men hunted outlaws, wore disguises, rode large white stallions, and had Native American companions. Reeves gave out silver coins—similar to the Lone Ranger's silver bullets.

BIOGRAPHY VS AUTOBIOGRAPHY

Today's story is a biography about Bass Reeves, the first black US Deputy Marshall. A biography is a story ***chronicling*** the events and interactions of a person, over time. Biographies often begin by giving background details such as dates, circumstances, and important people involved. Biographers gather as much information as they can about a person. Such writers look at things other people say about their subject, and they look at documents written by their subject. For instance, if you were to write a biography of Thomas Jefferson, you would look online or in a library for documents others have written about Jeffferson. You might look at maps and calendars. You would search personal letters and diaries. You would look at official documents that Jefferson is known to have written. From all consulted sources, you would put together a story of Jefferson's life. You might even give a credible explanation of why Jefferson did what he did and who he was, but since you are not Thomas Jefferson, you can never write his autobiography.



Auto comes from the Greek word *autos*, which means self. An autobiography is a biography that a person has written about himself. In an autobiography, the author shares with his audience a perspective that only he can give. He writes about the events of his life up to the point in time of which he is writing. An autobiography cannot be written after a person dies. People who study history, often enjoy comparing biographies and autobiographies written about the same person. While the biographer can reveal what happened, he can only speculate on what a person was thinking or why they did something. The autobiographer tells his side of the story. Look at the table below to compare biographies and autobiographies. Notice how these two genres are similar and different.

VOCABULARY

Fugitive: one who runs from the law.
Chronicling: recording of events.

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Biography	Autobiography	Similar/ Different
A life story about someone	A life story written by someone	Similar
Written by a person about someone else	Written by a person about himself	Different
Chronicles life events	Chronicles life events	Similar
Outsider's view	Insider's view	Different
Includes speculation about thoughts, perspectives, and motives	Includes thoughts, perspectives, and motives known only to the author	Different
From birth to death	From birth to some point while the author is still alive	Different
Valid source of information	Valid source of information	Similar

You are well on your way to meeting your goals! Read the life principle and continue to the activities where you will write your own autobiography.



LIFE PRINCIPLE:

"Man looks on the outside, but God knows the heart."
-Ancient Hebrew proverb

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Topic 12

Chapter 3

Section 3

Topics 11-15

Sometimes We Win by Pitching a Slow Ball



Ned was obviously physically challenged. As he and his dad watched the neighborhood baseball game, Ned impulsively asked if he could play. Dad agreed. The two teams were in a tie at the top of the ninth inning when the coach put Ned in right field. The other team failed to score, and Ned's team came to bat. The first two batters struck out. The last chance to win was at the bat of little Ned. He stood at the plate ready to smash the ball. The first pitch whizzed across the plate so fast that Ned's bat swished through the air after the ball was already in the catcher's mitt. The pitcher recognized that Ned was doing the best he could as a physically-challenged player. The pitcher smiled, took three ***strides*** closer to the plate, and tossed a lazy, arching pitch right across the plate. This time Ned's bat connected and drove the ball right to the pitcher's feet. The pitcher scooped up the ball and turned as if to hurl it to first base. Instead, he threw the ball over the head of the first baseman. The outfielder rushed to gather up the error. Ned's dad yelled, "Go to second Ned!" The outfielder caught the spirit of the pitcher and threw the ball over second base and it rolled into the outfield. Ned's dad yelled, "Go to third Ned!" The crowd started yelling, "Run to home Ned!" Ned did; he rounded third and scurried toward home plate. The crowd cheered, applauded, and chanted, "Run Ned!" He crossed home plate with a big smile. Ned's father hugged his son, then walked to the pitcher and said, "Thanks! You are the real winner here. Why did you do that?" The pitcher glanced at Ned and said, "My dad never comes to my games. I saw how much you believe in your son. It seemed the right thing to do for you and Ned."

VOCABULARY

Strides: large steps.
Spectators: watchers.

DRAMA

Life is full of drama. Sometimes we watch drama take place, like the ***spectators*** at the ball game; sometimes we participate in the drama, like Ned and the other ball players. People create drama by how they choose to respond to situations around them. Drama is commonly defined as an exciting or emotional situation

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or event. This definition applies to the story about Ned, since the situation was both exciting and emotional. However, there is another definition of drama that applies to a written work of literature.

Merriam-Webster defines drama as "a written work that tells a story through action and speech, and is acted out; a usually serious play, movie, or television production; the art or profession of creating or putting on plays."

The history of drama dates back to the earliest written records. Aristotle, an ancient Greek philosopher, defined six parts of a drama: *plot*, *characters*, *thought*, *diction*, *music,* and *spectacle*.

Plot refers to the story line. It is the order in which a story is told. Dramas can have very simple plots. In these types of plays, the story is revealed ***chronologically***. Dramas can also have very complicated plots, where multiple interactions are woven together to create the story. Complicated plots may or may not be told chronologically.

Characters are the participants in the drama. Characters are not all introduced at the beginning, but rather, are introduced as the story unfolds. Their words, actions, and dress give clues about their positions, relationships, and personalities. You learn more about the characters as the drama progresses.

Thought refers to themes or ideas. Dramas are often categorized as comedy, tragedy or history. Comedies are generally considered plays which entertain. A comedy may also be a play with a happy ending. In the genre of tragedy, the main character generally meets with some form of disaster. Historical dramas retell the past.

Diction is what and how words are spoken. Diction informs the listener if characters are noble or common, precise or sloppy, happy or sad. Words may be selected to give the impression of a certain time period in history or location. For instance, if the speakers begin speaking in English, talking about the Mayflower and Plymouth, you may assume that the time period is early 1600s and the location is New England. If you hear Italian or French words, you might rightly assume that the play takes place in Italy or France. Actions and words reveal the character and motives of those involved in the drama.

Music adds greatly to the feelings experienced by spectators. Light happy music communicates to the listener that all is well. Loud music with a heavy beat adds intensity. Music can prepare the observer for what is ahead. Music can also ***evoke*** certain feelings and pull the observer into the story. Next time you watch a movie, play and or TV show, listen for the music. Observe how music is used to draw you into the moment.

VOCABULARY

Chronologically: in order by date and time.
Evoke: suggest.



Masks representing comedy and tragedy are traditional symbols of drama.

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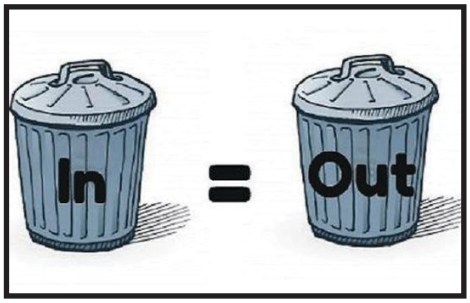
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Spectacle refers to the scene on stage and includes all scenery, backdrops, props, decorations, and costumes. Some plays have very ***elaborate*** costumes and decorations, while others are simpler, depending on the actors' interactions to feed your imagination.

Life situations give us opportunities to participate in drama. Children use these six parts of drama every day when they play. Children copy the actions of other people and pretend to be what they see around them. During the ***tumultuous*** teenage years, teens use drama to try various interactions, and practice different roles. Teens also use drama as a dress rehearsal for life.

Dramas can have a profound effect upon youth. When you watch television or movies, consider the viewpoint of the author; what is he or she trying to convey? How does the scriptwriter want you to respond? How is the author trying to influence listeners? What ideas does the author want you to consider? Choose your entertainments carefully, and view them with discernment.

You are making great progress! Evaluate how the life principle relates to you, and complete the activities.



LIFE PRINCIPLE:

"A person becomes the substance that enters the mind."
-R.E. Cass, author

VOCABULARY

Elaborate: fancy and detailed.
Tumultuous: emotional and stormy.

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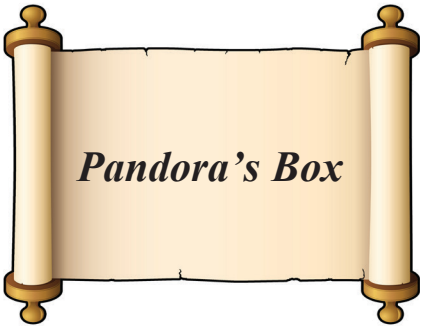


Topic 13

Chapter 3

Section 3

Topics 11-15





Engraving depicting Pandora's Box being unleashed

Long ago, when the world was still new, there lived a young man named Epithemeus. He had no companions, and he was very lonely. Zeus, the king of the gods, looked down from his throne on Mount Olympus, the home of the gods and noticed this loneliness. Zeus decided to make a companion for Epithemeus.

Zeus made a woman. She was talented and kind. Zeus named the woman *Pandora*, which means "gifted one." Zeus sent Pandora to earth with a gift, a beautifully carved box, which Pandora was instructed to keep safely in her home and not to open.

Epithemeus marveled when he saw Pandora, and before long, they were married. Epithemeus was very curious about Pandora's box. He became desperate to know what was inside. One day, he could no longer ***restrain*** his curiosity, and he opened the lid to take the smallest peak. As he did, a tumultuous wind blew forth and out swarmed a black cloud that darkened the sun. Epithemeus tried to shut the lid, but it would not close. A ***fiendish*** growling filled the air, claps of thunder rolled, and lightening flashed! Evil creatures with names such as Earthly Troubles, Many Cares, Evil Passions, Sorrow, Diseases, and Naughtiness flew into the air and spread across the earth to ***afflict*** mankind. Try as Epithemeus and Pandora might, they could not return the evil to the box. What was done could not be undone.

Epithemeus began to weep. Had he not been so curious, these evils would not have escaped! He and Pandora continued to weep until they heard a small voice from inside the box. Once again, Epithemeus lifted the lid. Inside was a small beautiful creature who said his name was Hope. Hope explained that his job was to comfort man after Trouble, Care, Sorrow and Disease had afflicted mankind. Pandora and Epithemeus pondered this one good thing from the box and gladly took comfort. In this manner, the world became a place beset by many woes, but with the woes came hope of deliverance.

VOCABULARY

Restrain: confine or hold back.
Fiendish: evil.
Afflict: bother.

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MYTH AND EPIC TALE

Since the beginning of time, people have told stories. Stories are told to entertain, instruct, or pass on history. Two types of stories are the myth and the epic tale. People sometimes get the genres of myth and epic tale confused. Myths and epic tales have some similarities, but they are also very different. Let's examine each genre and then compare their similarities and differences.

Myth: Myths are fanciful stories that include beliefs, superstitions, and practices of a culture in an attempt to explain a natural phenomenon. Many cultures around the world developed myths to explain significant events, such as, the beginning of the world, the birth of the first man, what caused a worldwide flood, how man discovered fire, how the sun "rises," why the tides roar in and out, and even how the leopard got its spots. The best known myths come from ancient Greece, including today's vignette. Characters in myths are typically supernatural beings (gods and goddesses) and heroes. The plot of a myth usually centers on how a god (dess) or hero relates in some way to ordinary humans. The mythical Greek gods and goddesses often act in quite an ungodly manner. They often act selfishly and unjustly, hold grudges, tell lies, and make evil plots against people. In many cases, the mythical gods cause great unhappiness. In the story of Pandora's box, you read of the terrible scheme plotted by mythical Zeus.

Epic Tale: Epic tales are imaginative, and sometimes fanciful, long stories traditionally told in poetic form that chronicle the actions of some bigger-than-life hero, who faces challenges. How heroes respond to these challenges have consequences that not only affect themselves, but also their civilization as a whole. Heroes' actions often hold deeper messages about life. The best-known examples of epic tales were written by a Greek story teller: Homer's *Iliad* and *Odyssey*. Use of the epic has expanded to include novels, such as J.R.R. Tolkien's *Lord of the Rings* trilogy, and even certain movies, such as George Lucas' *Star Wars* series. In the table below, notice how myths and epic tales are similar and different.

Myths	Epic Tales	Similar/Different
Fanciful imaginative stories which include cultural beliefs and superstitions	Imaginative and sometimes fanciful stories	Similar
Short stories	Long stories	Different
Traditionally told in prose.	Traditionally told in poetic form.	Different
Main characters are usually gods or goddesses, or heroes.	Main characters are heroes.	Similar
Plot centers on how the god (dess) or hero relates to ordinary humans.	Plot centers on how a character faces challenges.	Different
Characters' actions explain natural phenomenon.	Heroes face and overcome challenges	Different
Actions of the characters affect others.	Actions hold deeper messages about life	Different

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



LIFE PRINCIPLE:

"Bad things happen, but they are not the only things that happen."
-Frank Peretti, author

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Topic 14

Chapter 3

Section 3

Topics 11-15

"If" A Poem by Rudyard Kipling



Rudyard Kipling wrote *If—* , the poem to the right.

If you can keep your head when all about you
Are losing theirs and blaming it on you,
If you can trust yourself when all men doubt you,
But make allowance for their doubting too;
If you can wait and not be tired by waiting,
Or being lied about, don't deal in lies,
Or being hated, don't give way to hating,
And yet don't look too good, nor talk too wise:

If you can dream—and not make dreams your master;
If you can think—and not make thoughts your aim;
If you can meet with Triumph and Disaster
And treat those two ***impostors*** just the same;
If you can bear to hear the truth you've spoken
Twisted by ***knaves*** to make a trap for fools,
Or watch the things you gave your life to, broken,
And stoop and build 'em up with worn-out tools:

If you can make one heap of all your winnings
And risk it on one turn of pitch-and-toss,
And lose, and start again at your beginnings
And never breathe a word about your loss;
If you can force your heart and nerve and ***sinew***
To serve your turn long after they are gone,
And so hold on when there is nothing in you
Except the Will which says to them: 'Hold on!'

If you can talk with crowds and keep your ***virtue***,
Or walk with Kings—nor lose the common touch,
If neither foes nor loving friends can hurt you,
If all men count with you, but none too much;
If you can fill the unforgiving minute
With sixty seconds' worth of distance run,
Yours is the Earth and everything that's in it,
And—which is more—you'll be a Man, my son!
(*If* by Rudyard Kipling)

VOCABULARY

Imposters: imitator.
Knaves: a dishonest man.
Sinew: strength.
Virtue: behavior showing high moral standards.

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POETRY

Poetry is a special form of writing intended to convey a message, typically in a condensed form. The story you read today is actually a poem. The poem is written from the perspective of a father giving advice and assurance to his son on how to live and be a true man. While this poem is written with boys in mind, many of the principles apply to girls. A lady named Elizabeth Lincoln Otis liked Kipling's poem so well, that she wrote a poem specifically for girls using the same format.



An "If" for Girls

By Elizabeth Lincoln Otis
(With apologies to Mr. Rudyard Kipling)

If you can dress to make yourself attractive,
Yet not make puffs and curls your chief delight;
If you can swim and row, be strong and active,
But of the gentler graces lose not sight;
If you can dance without a craze for dancing,
Play without giving play too strong a hold,
Enjoy the love of friends without romancing,
Care for the weak, the friendless and the old;

If you can master French and Greek and Latin,
And not acquire, as well, a ***priggish mien***,
If you can feel the touch of silk and satin
Without despising calico and jean;
If you can ***ply*** a saw and use a hammer,
Can do a man's work when the need occurs,
Can sing when asked, without excuse or stammer,
Can rise above unfriendly ***snubs*** and slurs;
If you can make good bread as well as fudges,
Can sew with skill and have an eye for dust,
If you can be a friend and hold no grudges,
A girl whom all will love because they must;

If sometime you should meet and love another
And make a home with faith and peace ***enshrined***,
And you its soul—a loyal wife and mother—
You'll work out pretty nearly to my mind
The plan that's been developed through the ages,
And win the best that life can have in store,
You'll be, my girl, the model for the ***sages***—
A woman whom the world will bow before.

VOCABULARY

Priggish: stuck up or aloof.
Mien: behavior.
Ply: operate or use.
Snubs: rejections.
Enshrined: preserved and protected.
Sage: wise advisor.

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Poets are artists. Instead of using paints and canvas to create their masterpieces, they use words and paper. Poets choose words very carefully, so that poems rhyme, have rhythm, and create the mental image the authors want you to see or feel. Notice how the first and third, second and fourth, fifth and seventh, and sixth and eighth lines of these two poems rhyme with each other. You may have noticed the lines of this poem contain an anticipated number of beats that alternate between the lines. These beats form a predictable cadence or rhythm. This rhythm is called the *meter* of the poem. Where meter and rhyme are most obvious is in songs. Examine the lines of *My Country Tis of Thee* and notice the beats per line and the pattern of rhyming.

Poem	Beats per line	Rhyming words
My country, 'tis of thee,	6	Thee
Sweet land of liberty,	6	Liberty
Of thee I sing;	4	Sing
Land where my fathers died,	6	Died
Land of the pilgrims' pride,	6	Pride
From ev'ry mountainside	6	Mountainside
Let freedom ring!	4	Ring

Not all lines of poetry end in rhyme. Some poems don't rhyme at all. A type of poem called an Acrostic has a no rhyme. Rather, the author uses each letter in a word or name to begin the line of poetry. These lines of poetry describe the word or name. An example of an acrostic might be this poem about summer:

Summer
Sweet singing birds and
Unparalleled beauty,
Make up for the misery of
Munching mosquitoes.
Even fiery red sunset
Rejoices with me.

Read the life principle and proceed to the activities, where you will try your hand at creating poetry.



LIFE PRINCIPLE:

"Tomorrow's future depends on today's choices. Choose wisely!"
-R. McCullough, author

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Topic 15

Chapter 3

Section 3

Topics 11-15

The Slave Girl Who Loved America



In 1761, the Wheatley family in Boston bought an African-born girl who had been captured by slave traders at age seven. The child was given the name "Phyllis" by the Wheatleys, and was taught Christianity. The intelligence and extraordinary talents of Phyllis impressed the Wheatleys: she learned the English language quickly, and could read the Bible before she was ten years old. The young ***prodigy*** also learned to read ancient Latin literature, and learned the style of the great English poets of the 1600s and 1700s. At the age of sixteen, Phyllis Wheatley published her first poem.

At age nineteen, she went to London where her poetry was well received. In 1772, Phyllis wrote a poem addressing an important English official. William, Earl of Dartmouth, had just been appointed secretary in charge of the American Colonies. Her poem urged the earl to listen to the Colonists' complaints. From personal experience, Phyllis wrote about her feelings when she was taken from her family in Africa. Her sorrow at losing her parents and her homeland showed that she cherished freedom. In her poem, Wheatley wrote that she did not want others to experience the "cruel fate of ***tyranny***." She asked the Earl of Dartmouth to use his power to soothe the grief that Colonists were suffering at that time. She added a prayer that his works would be rewarded in heaven.

In 1773, Phyllis published *Poems on Various Subjects, Religious and Moral*, and became a celebrity. In 1775, Phyllis wrote a poem to General George Washington. The poem was first published by Thomas Paine in his *Philadelphia Magazine*. Washington liked the poem so well that he wrote a letter inviting Phyllis to visit the president.

Phyllis Wheatley believed freedom would always be an important issue for America. She saw her new country as pleasant, and full of grace and charm. Admiring Washington's strength and valor in fighting for his country, Phyllis wrote that he was "*first in peace and honors*." She honored General Washington by calling

VOCABULARY

Prodigy: genius.
Tyranny: dictatorship.

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him the guardian and protector of the American colonies, believing he would win all battles against British foes. Her strong Christian faith was patterned after that of the Puritans, who believed God was with them. With that same belief, Phyllis Wheatley focused on good things and hoped for a bright future. Her brilliant mind foresaw the Founding Father leading America to greatness, and her poems were read with admiration and respect.

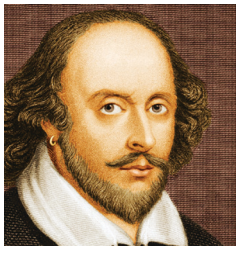
POETRY CONTINUED

Poets write about what they know, feel, see, hear, and experience. Some poems are very funny, while others are more serious. Phyllis Wheatley was a more serious poet and used her poetry to educate others and encourage leaders to focus on positive things.

In today's activities, you will write a poem about yourself. This is called an I AM poem and does not need to rhyme. I AM poems use a predetermined formula. An example I AM poem has been written for you. Notice that in the three stanzas, the last line of each stanza is a repeat of the first line of the first stanza. A stanza is a verse or section of a poem.

First Stanza	**Example**
I am (2 special things about me)	I am honest and hardworking
I wonder (something I'm curious about)	I wonder how my dreams will turn out
I hear (a sound you imagine)	I hear the music of the wind
I see (a sight you imagine)	I see a bright future
I want (something I want)	I want a second chance
I am (the first line of the poem repeated)	I am honest and hardworking
Second Stanza	
I pretend (something I truly pretend to do)	I pretend I am grown up
I feel (a feeling you imagine)	I feel a crowd watching me
I touch (something you imagine touching)	I touch the hearts of my friends
I worry (something that bothers you)	I worry what others think of me
I cry (something you are sad about)	I cry about violence
I am (the first line of the poem repeated)	I am honest and hardworking
Third Stanza	
I understand (something you know to be true)	I understand I have choices to make
I say (something you believe)	I say that I can do this
I dream (something you dream about)	I dream about finishing well
I try (something you actually try to do)	I try to be kind
I hope (something you really hope for)	I hope others will be kind to me
I am (the first line of the poem repeated)	I am honest and hardworking

Like other forms of writing, poems are written for a purpose. Sometimes, poems are written to entertain, but more often, poetry reflects deep feelings or subjects about which the poet feels strongly. William Shakespeare was a British poet and playwright who lived in the late 1500s and died in the early 1600s. His plays and poetry are still



Shakespeare

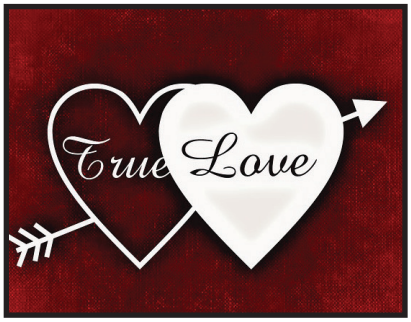
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widely produced and enjoyed. Shakespeare wrote many ***sonnets***. Like the I AM poem you just read, sonnets follow a set formula. Sonnets are typically 14 lines long and each line usually has 10 syllables—or beats. The lines can rhyme in any way the poet chooses. The challenge when reading a poem of any kind is to figure out what the poet wants you to know or feel. In the Shakespearian sonnet that follows, notice the form, syllables and rhyming scheme the poet used. Also notice how this poem might be translated into modern English. A unique feature about poems is that they often do not follows rules of punctuation.

SONNET 116	**Modern Translation**
Let me not to the marriage of true minds	
Admit impediments. Love is not love	True love does not go looking for faults.
Which alters when it alteration finds,	Real love doesn't change when changes occur
Or bends with the remover to remove:	Real love is not dependent upon the other person.
O no; it is an ever-fixed mark,	Real love is solid.
That looks on tempests, and is never shaken;	It endures the storms of life and is not shaken.
It is the star to every wandering bark,	Real love is a beacon to others.
Whose worth's unknown, although his height be taken.	True love is beyond description.
Love's not Time's fool, though rosy lips and cheeks	Love endures even when beauty begins to fade.
Within his bending sickle's compass come;	Love has no time limit.
Love alters not with his brief hours and weeks,	Love is not changed by time
But bears it out even to the edge of doom.	True love is faithful, even to the grave.
If this be error and upon me proved,	If I am wrong, prove it to me.
I never writ, nor no man ever loved.	If I am wrong, then I am not a poet and man has never loved.

You are over half way through this course and making great progress! Your perseverance is paying off! Finish this lesson by considering how the life principle applies to you. Completing the activities.



VOCABULARY

Sonnets: rhyming poems of specific length and rhythm.

LIFE PRINCIPLE:

"True love meets the needs of others without expecting anything in return!"
-R.E. Cass, author

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