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 4
Text

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English Communication Skills

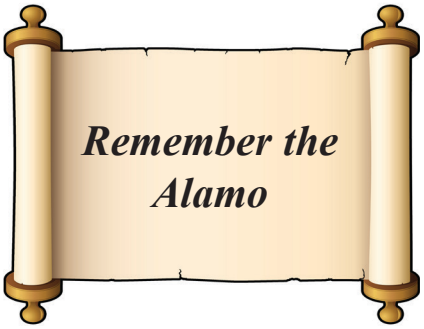


Topic 1

Chapter 4

Section 1

Topics 1-5





In 1825, at the age of 24, Stephen F. Austin led a party of 300 families to the region of North America, now known as Texas. Austin's father had received a land grant from the Spanish government to ***colonize*** the area, but died before he could carry out the colonization plan. When the colonists arrived in San Antonio, they learned that Mexico had declared its independence from Spain, and that Texas had become a province belonging to Mexico. The colonists settled in and established farms, ranches, and businesses. After a series of abuses suffered at the hands of the Mexican government, the colonists expressed a desire for freedom. A revolt took place, and Mexican General Santa Ana crossed the border into Texas with a large army. He intended to push all American colonists out of Texas and kill all who would not leave. War between Mexico and the colonists began in October 1835, at a town named Gonzales, located east of San Antonio. Many Texans of Spanish descent also fought with the colonists to defeat General Santa Ana.

Sam Houston was appointed General over the colonial army. General Houston ordered Colonel William Travis to evacuate and destroy the crumbling mission fortress in San Antonio, called the Alamo, but Travis felt that defending the Alamo was necessary to allow Houston time to raise a strong army. Jim Bowie and former congressman and frontiersman, Davy Crockett, joined Travis at the Alamo. The siege began on February 23, 1836. The sharpshooting Texans, using their long rifles, were able to turn back charge after charge of the Mexicans, who used inaccurate muskets. On the final morning of the siege, 4,000 Mexican soldiers formed in four columns marched toward the Alamo, with the Mexican band playing "Deguello", which meant, ***no quarter***. The Texans fought gallantly, but could not hold off thousands of muskets and bayonets, and eventually were forced into the chapel of the old mission. Colonel Travis and his men fought to the bitter end. As threatened, the Mexicans killed all defenders of the Alamo. Bowie, who was ill, was killed in bed, pistol in hand and Bowie



Colonize: take possession of and settle an area of land.
No quarter: no prisoners will be taken; all will be killed.

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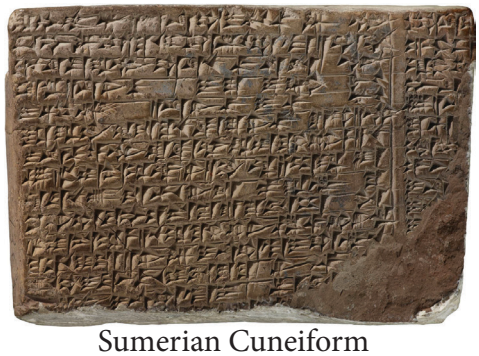
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knife at his side. The nearly 200 defenders, who lost their lives at the Alamo, had among their number some wives and children. Most of these women and children were not killed, but were sent by Santa Ana to deliver a grave warning to Sam Houston.

Later that spring, on April 21, 1836, another major battle took place between Sam Houston's army and that of Santa Ana. As the armies clashed, "Remember the Alamo!" became the Texan battle cry. During the Battle of San Jacinto, the capture of General Santa Ana ended the battle, which assured independence for the Republic of Texas.

We should remember Sam Houston's army shout, "Remember the Alamo!" To remember our past, is to know who we are and how we got here. A wise man once said that if we do not remember the past, we are destined to repeat its mistakes. One way we remember the past is through setting up memorials to events and persons. Some of these memorials ***commemorate*** great struggles, such as the Vietnam War Memorial in Washington, D.C., or the Shiloh National Military Park in Tennessee, which commemorates a decisive Civil War battle. Memorials also commemorate great people, such as Paul Revere (statue in Boston) or Presidents, such as Abraham Lincoln (Lincoln Memorial, Washington D.C.). Another way to remember the past is to tell true stories of our history, in particular, how our leaders experienced the hand of ***Providence*** in the establishment and preservation of our nation. *(OTD-Barkey)*

HISTORY OF WRITING


Sumerian Cuneiform

Long before writing existed, stories were passed down ***verbally*** from person to person. Storytelling became the primary means of preserving history. That began to change as writing was invented. Archeological excavations have uncovered evidence of early writing in the area of the Middle East, called Mesopotamia. There, Sumerians developed a type of writing called cuneiform, which consisted of wedge-shaped forms pressed into tablets of clay. Early picture writings have been found on Egyptian tombs and monuments. Ancient Middle Eastern scrolls have been discovered in caves. One of the most significant literary wonders of the ancient world was the ancient Library of Alexandria, in Egypt, which flourished from about 300 B.C. to when it was destroyed by the Roman conquest of the area in 30 B.C. The library contained hundreds of thousands of books, mostly in the form of scrolls. The volumes covered every topic imaginable-history, art, science, religion, medicine, and more. As no printing presses or photocopiers had been invented, ***scribes*** carefully copied books by hand. Groups of men lived their entire lives employed in the profession of writing.

VOCABULARY

Commemorate: remember or memorialize.
Providence: divine protection and care.
Verbally: by mouth.
Scribes: men whose only job was copying documents by hand.

The letters on this page are individual printed letters that are not joined in any way. Many students read, write and type only printed letters. They are not taught to write in cursive form. Years ago, students were taught to write cursive. All important documents and records, from the Mayflower Compact

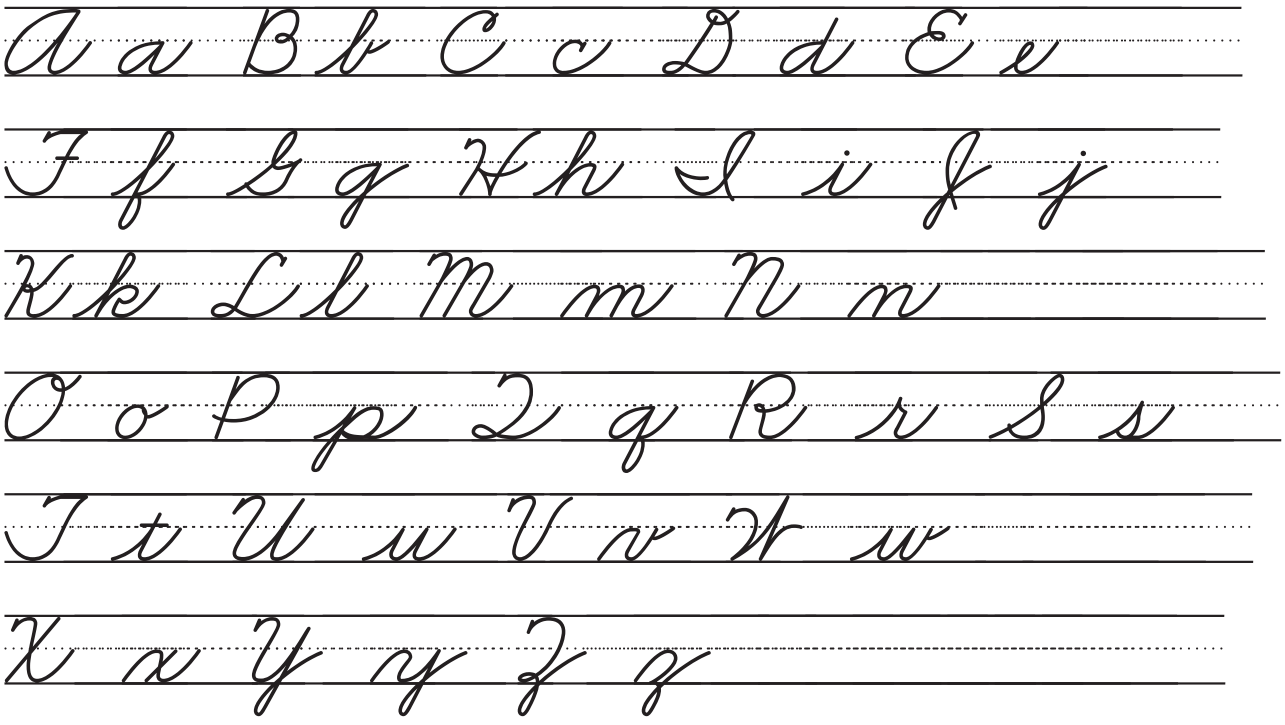
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and the Declaration of Independence, to the records of land allocations in colonial Texas, were written in cursive. These important documents are called ***source documents***. They are the original records, written at different points in history, by the very people who experienced those events. Well-educated people learn cursive so they can read source documents and study the first person records of those who experienced events of the past. This is a way of learning what really happened, rather than someone's imagination of what happened. A disturbing trend seen in literature today is the tendency to rewrite history to advance certain agendas or ideas that did not really exist at the time. People who do not understand cursive format cannot read primary source documents, and must depend on interpretations of them by other people.

CURSIVE WRITING

Cursive comes from the Latin word *corsivo*, which means running. Cursive letters are joined, and "run" together across the page. Writing cursive is a faster way to write by hand. Cursive is not an outdated way of writing and should be learned by all students. Study the cursive letters below to determine whether you can decipher the message.





Egyptian Hieroglyphs

VOCABULARY

Source documents: original writings of the times.

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We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness.

You are doing very well. Read the life principle and continue to the activities, where you will practice recognizing how cursive letters are formed.



LIFE PRINCIPLE:

"People who study history learn how to avoid mistakes of the past."
-Unknown

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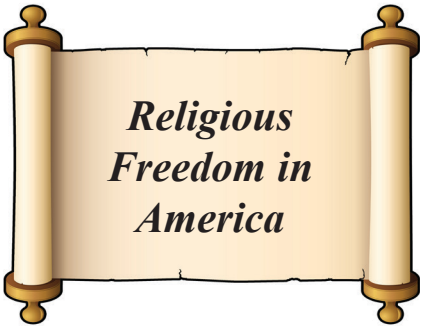


Topic 2

Chapter 4

Section 1

Topics 1-5





Roger Williams

America was established by various religious groups seeking freedom to live and worship in response to the ***dictates*** of their conscience and the Bible. Not all groups agreed. Those who did not worship according to the beliefs of the Puritans were punished by the government and persuaded to separate from the colony in Plymouth to form other colonies. Roger Williams founded one such colony, called Providence Plantations, just south of Massachusetts.

The colony came to be called Rhode Island and immediately formed a government that provided for democracy, religious liberty, and the separation of church from state control. This was the only colony with these then-radical principles. The Baptist Church at Providence, Rhode Island was the earliest Baptist church in America.

The First Amendment of the Constitution states, "Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof." The Founding Fathers' original intent was to protect the critical role of religion and faith in America. This amendment has been twisted and turned on its head since Supreme Court Justice Black, in 1947, suggested that the Constitution requires a "wall of separation" between the church and the state. Courts have become more aggressive in diminishing the right of Christians and Jews to express their faith in public. Rather, courts have focused on tolerance of lifestyles at variance with Judeo-Christian principles. Today, religious freedom in the United States is at risk.

VOCABULARY

Dictates: commands.

Many founders of America came here to escape religious persecution. However, some of the original colonists resorted to persecuting people who did not agree with the founders. The original Congress was not hostile to religion, and did not want a state religion, as was practiced in other nations. The Founding Fathers stated in the Declaration of Independence that God was

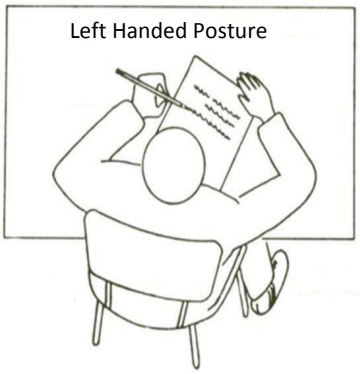
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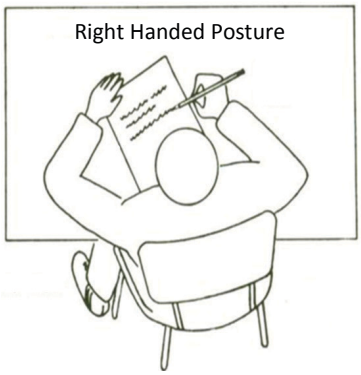
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the source of liberty and that the Creator had established ***inalienable*** rights that government should not restrict. Archives of personal correspondence reflect the influence of Judeo-Christian values from the earliest beginnings of this nation. Our presidents have customarily called upon the people of America to unite in prayer in acknowledgement of the national motto, "In God we trust." Sometimes, it was a call for thanksgiving; sometimes it was driven by crisis. This practice was not an act of establishing religion; it was calling upon people of <u>all</u> faiths to humble themselves before God. Critics who are trying to remove religion or God from public expression are attacking one of the foundational pillars of our republic. (*ODT—Barkey*)

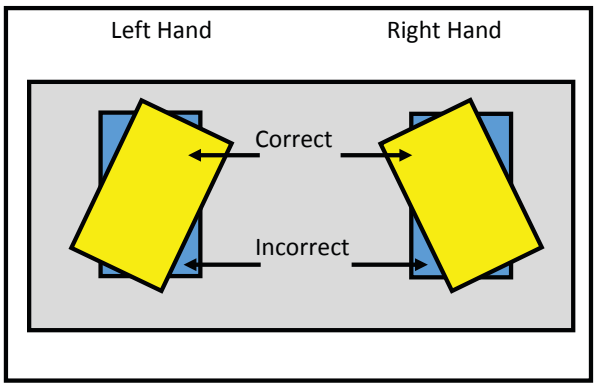
FORMING CURSIVE LETTERS

Success in handwriting, like success in life, begins by making right choices. These choices apply to posture, paper placement, pencil hold, and, finally, letter formation. The first step in handwriting success is the setup of your writing area.





Proper posture includes sitting at a table or desk with your feet flat on the floor, elbows resting near the edge of the table, and back touching the chair behind you. Next, place your paper on the table in front of you. Right handed writers tilt writing paper slightly to the left, so the right arm is in line with the paper. Left handed writers tilt writing paper slightly to the right, so the left arm is in line with the paper.



Grasp a pencil loosely between your thumb and first finger with the pencil resting forward of the large knuckle, as demonstrated in the picture on the next page. In this position, the pencil forms an extension of your first finger and prevents you from grasping too tightly, which can cause hand cramping and sloppy writing. Don't grip your pencil tightly, as if to force the writing onto the page. Resist the urge to press down hard on the paper. The pencil should be sharp enough to write clearly, without applying much pressure. Your fingers are positioned only to hold and support the writing instrument, not force it to write. Writing is actually a function that involves movement of your arm as a whole, but primarily your shoulder. This is why proper posture is so important.

VOCABULARY

Inalienable: absolute and unchangeable.

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Now that you are sitting and holding your pencil properly, let's look at how to shape cursive letters. You may have noticed in the previous lesson, that many cursive letters are similar to print letters, only they have connections added between the letters in a word to form a continuous line of writing. Notice how connections are made between the 26 letters of the alphabet.

abcdefghijklmnopqrstuvwxyz

Notice how the individual letters appear without their connectors.

a b c d e f g h i j k l

m n o p q r s t u v w

x y z

The letters *b, f, k, q, r, s,* and *z* are the letters which look least like their printed counterparts. As mentioned in the previous lesson, being able to read source documents, most of which are written in cursive, is vital for understanding and preserving the original intent of our Founding Fathers. Today, you will practice forming cursive letters correctly. Each letter has a starting point. By following the directions of the arrows, you can see how to form and connect letters. With practice, you will be able to decipher cursive writing and write cursive. Examine the table below and notice how each letter is formed.

a b c d e f g h i j

k l m n o p q r

s t u v w x y z



LIFE PRINCIPLE:

"Success in life begins by making right choices, and expressing them clearly."
-R.E. Cass, author

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Topic 3

Chapter 4

Section 1

Topics 1-5

Miracle in Philadelphia



On May 25, 1787, representatives from each state came together in Philadelphia, in what is known as the Continental Congress. In February of that year, Congress had called for a convention in Philadelphia, for the purpose of revising the Articles of Confederation. The Articles did not give the federal government the power to collect taxes, defend the country, or pay debt accumulated through the Revolutionary War. Seventy-four delegates were appointed and fifty-five showed up. On May 14, the day the convention was to begin, only the delegates from Pennsylvania were present, and spring rains had made many of the roads to Philadelphia impassable. The delegates from Georgia had to travel 800 miles on muddy roads to the convention. On the 25th of May, sufficient delegates arrived to form a ***quorum***. George Washington was unanimously elected president of the Convention. For the four months of the Convention, Washington said very little. James Madison, as official recorder, took ***copious*** notes on the ***deliberations***. He even included comments from delegates who were critical of Madison's work. Sam Adams and Patrick Henry refused to attend, because a federal government, rather than sovereign states, held the meeting.

The debate was over ***semantics***. What did the words federal, national, supreme, etc. mean, and what were their ***implications*** and ***obligations*** for the states? Most delegates agreed that three branches of government were needed: ***executive, legislative,*** and ***judicial***. The big debate centered on the legislative branch—how to choose representatives and what would be their powers. Several groups put forth plans that favored one group or another. The Virginia Plan favored the larger states, because the quantity of convention delegates was chosen based on the population of individual states. The New Jersey Plan favored smaller states by assigning the same number of delegates from each state regardless of population. In the end, the Great Compromise gave us the House of Representatives, with delegates assigned based on population, and the Senate, with each state allotted two

VOCABULARY

Quorum: minimum number of delegates required for the meeting to proceed.
Copious: many.
Deliberations: discussions.
Semantics: the meanings of words.
Implications: resulting effects.
Obligations: responsibilities.
Executive: decision-making.
Legislative: lawmaking.
Judicial: law enforcing.

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delegates. The New Jersey Plan also stated that the laws and treaties of the legislative branch of government would be the "supreme laws of the States." The United States Constitution, which was produced by the Convention, has been referred to as the most perfect document produced by man. It has now survived more than two hundred years, and has provided for modification and improvement.



The Marquis de Lafayette

George Washington wrote to the Marquis de Lafayette of France on February 7, 1788, "It appears to me then, little short of a miracle that the Delegates from so many different States (which States you know are all so different from each other), in the manners, circumstances, and prejudices, should unite in forming a system of national Government."

The founders of America were ***vociferous*** in the ***acknowledgement*** of God as the source of their freedom. They were not bashful about stating that without the hand of Divine providence, this nation would have never been established. Some ***secularists*** have attempted to remove this factual testimony from public record. Fortunately, a ***plethora*** of writings from our Founding Fathers, acknowledge their trust in God, and their dependence upon Him.

(*OTD*—Barkey)

HANDWRITING

Writings, such as the documents mentioned in this lesson, were primarily written by hand, in cursive form, and exist as historical evidence. Much can be learned from carefully-preserved records. These records exist, just as they did when their writers lifted their pens after making final notations on the pages. The writers did not imagine how society would change with the advent of technology, such as we have today. Texting, email, and computers have largely replaced handwriting of any sort. Because of these advances, many educators do not teach anything but printing. Studies show that learning to write cursive is actually easier than learning to print. That is because all letters are connected and flow gracefully from one to the next. Students cannot flip, or turn cursive letters, thus cursive is easier for students who may have difficulty writing or reading.

When you compare beautiful handwriting from several sources, one thing becomes ***apparent***. Size matters. In the example below, notice how all the lowercase letters are consistent in size. The size of lowercase letters is generally half the size of uppercase letters, unless they dip below the lower line (like *f, g, j, p, q, y,* and *z*), or rise above centerline (like *b, d, f, h, k, l,* and *t*).

VOCABULARY

Vociferous: loud and determined.
Acknowledgement: recognition.
Secularists: people who reject evidence of Diety.
Plethora: lots and lots.
Apparent: obvious.

abcdefghijklm

nopqrstuvwxyz

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Today, in the activities, you will continue to practice proper letter formation, with a focus of making your letters consistent in size.

Taking the time to develop legible, beautiful handwriting (cursive) is an activity worthy of your time and attention. You will be writing your life principles in cursive for the remainder of this course. Pay close attention to how letters are formed and take the time to do your very best.

You are doing great! Read the life principle and proceed to the activities to practice cursive and complete your lesson.



LIFE PRINCIPLE:

"Whatever is worth doing at all is worth doing well."
-Philip Stanhope, 4th Earl of Chesterfield

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Topic 4

Chapter 4

Section 1

Topics 1-5





Ancient Middle Eastern historical records convey the story of a Hebrew young man named Daniel, who was captured and carried far away from home, as a slave, to what is now present day Iraq. Daniel would have been about 15 or 16 years old when a powerful king named Nebuchadnezzar, King of Babylon, conquered the country where Daniel was born. Nebuchadnezzar's army took everything of value, and destroyed much of what remained. Only the best possessions and people were saved. Nebuchadnezzar's army took these treasures and slaves back to Babylon as gifts to the king.

While still at home, Daniel had received extensive training and instruction from his parents and teachers in all things that pertained to life in those days. He was taught how to read and write multiple languages. Daniel was handsome, mature, and of noble birth. When he arrived in Babylon, the king took special notice of Daniel and his three friends. Nebuchadnezzar recognized that these four young men were unusual and special, and issued orders that Daniel and his friends be set apart for special training. Daniel distinguished himself as trustworthy and honorable during that time and in the years that followed.

Daniel became one of many advisors, or wise men, who gave ***counsel*** to the king. Despite jealousies and opposition from others, Daniel pursued truth. He remained faithful to his religious upbringing, and behaved according to his deeply held beliefs about God. Throughout his lifetime, Daniel served as counselor to three kings, and exercised wide ***latitude*** in governing the kingdom. Daniel developed policies, which were implemented throughout the kingdom, and were very innovative for that time in history. In short, Daniel became a very politically powerful man. Nevertheless, Daniel was not the sort of person to let power go to his head. He remained humble and honorable throughout his long position as advisor to several rulers.

VOCABULARY

Counsel: give advice.
Latitude: freedom.

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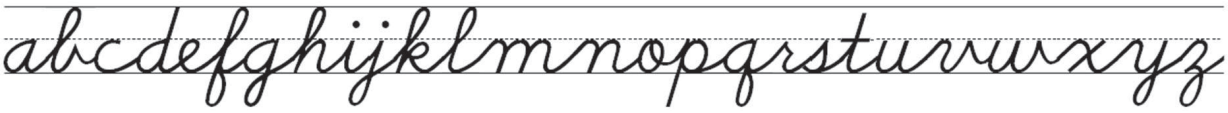
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Daniel was known as a man who could interpret dreams. One day, Belshazzar, the king of Babylon, held a big party in his palace, during which he ***mocked*** and misused ***sacred*** items taken from the Hebrew temple in Jerusalem. Suddenly, a mysterious hand appeared and began to write on the wall in the banquet hall. The king became pale and alarmed. He called for Daniel to reveal the meaning of the message. When he arrived, Daniel began his interpretation by reminding the king of the lessons his ***predecessors*** had learned about humility, wisdom, and divine ***intervention***. Daniel explained how the king had not learned from the lessons of his ***forefathers***. Then, Daniel read each word of the message and gave the interpretation or meaning: "MENE, MENE, TEKEL, and PARSIN; MENE, God has ***numbered*** the days of your kingdom and brought it to an end; TEKEL, you have been weighed in the balances and found wanting; PARSIN, your kingdom is divided and given to the Medes and Persians."

When Daniel finished speaking, a great commotion arose outside the banquet hall. While the king had been partying, an enemy force had broken into the capital city and overthrown Belshazzar's government. The king and his councilors were killed—all except Daniel. Daniel's reputation was known beyond the borders of the Babylonian empire. Because Daniel was a man of integrity, spoke the truth, and was ***conscientious*** about discharging his duties, the conquering king honored Daniel by sparing his life and giving him a ***prominent*** role in the new government.

MORE HANDWRITING

In today's story, Daniel was instructed to read mysterious writing on a wall. Historians can assume that as Daniel was confident of the meaning, the writing must have been written clearly. This story is the source of the idiom "Read the handwriting on the wall," meaning that you should be able to understand what is going to happen due to hints and occurrences preceding an event. Beautiful handwriting is not only consistent in shape and size, but also maintains a consistent slant. Natural, relaxed writing is not completely vertical, nor does it lean too far to one side or the other. Examine the line of cursive letters below and note how they all have a slight slant to the right, as if they are all leaning forward in an effort to get to the edge of the page.



VOCABULARY

Mocked: made fun of or joke about.
Sacred: holy.
Predecessors: people in the past.
Intervention: involvement.
Forefathers: ancestors.
Numbered: counted.
Conscientious: careful or thorough.
Prominent: important.



As you practice writing cursive, remember to maintain correct posture, position your paper properly, and hold your pencil correctly. If you need a reminder for how to do this, refer back to the pictures and explanations in previous lessons. Make your letters consistent in size and give those letters a slight tilt to the right. You are on your way to beautiful cursive writing! Consider the life principle and proceed to the activities to complete this lesson.

LIFE PRINCIPLE:

"Our character is the handwriting by which people read who we are."
-Ronald E. Johnson, educator

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Topic 5

Chapter 4

Section 1

Topics 1-5

Nothing of Consequence



On July 4, 1776, King George III of England sat down at his writing desk to record the events of the day. Taking out his ***quill*** and ink, he made a brief note in his diary: "Nothing of ***consequence*** happened today." However, across the Atlantic, in Philadelphia, something of great consequence had taken place. The delegates to the Continental Congress signed their names to the Declaration of Independence!

The Declaration began:
When in the course of human events, it becomes necessary for one people to ***dissolve*** the political bands which have connected them with another, and to assume, among the powers of the earth, the separate and equal station to which the laws of nature and of nature's God entitle them, a decent respect to the opinions of mankind requires that they should declare the causes which ***impel*** them to the separation. We hold these truths to be ***self-evident***: that all men are created equal; that they are ***endowed*** by their Creator with certain ***inalienable*** rights: that among these are Life, Liberty, and the pursuit of Happiness. That, to preserve these rights, governments are instituted among men, ***deriving*** just powers from the ***consent*** of the governed; that, whenever any form of government becomes destructive of the ends, it is the right of the people to ***alter*** or to ***abolish*** it, and to ***institute*** a new government, laying its foundations on such principles, and organizing its powers in such form, as to them shall seem most likely to effect their safety and happiness. ***Prudence***, indeed, will dictate that governments long established should not be changed for light and ***transient*** causes; and, accordingly, all experience ***hath*** shown that mankind are more ***disposed*** to suffer, while evils are sufferable, than to right themselves by abolishing the forms to which they are accustomed. But, when a long rain of abuses and ***usurpations***, pursuing ***invariably*** the same object, ***evinces*** a design to reduce them under absolute ***despotism***, it is their right, it is their duty, to throw off such government, and to provide new guards for their future security.

(OTD—Barkey)

VOCABULARY

Quill: pen made from a feather.
Consequence: importance.
Dissolve: put an end to.
Impel: force.
Self-evident: obvious.
Endowed: given.
Deriving: where things come from.
Consent: approval.
Alter: change.
Abolish: eliminate.
Institute: start something.
Prudence: caution.
Transient: temporary.
Hath: has.
Usurpations: seizures or take-overs.
Invariably: usually or always.
Evinces: demonstrates.
Despotism: dictatorship.

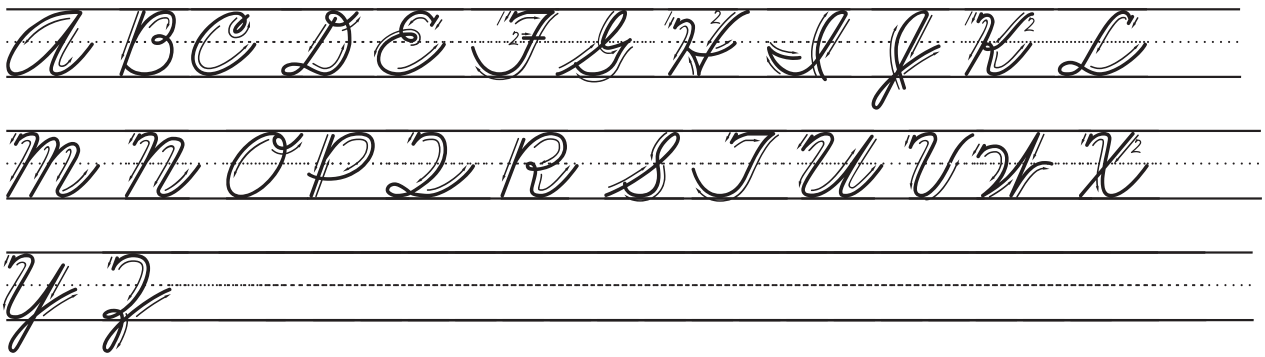
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MORE HANDWRITING CONTINUED

The Founding Fathers of the United States of America could have simply told England that American Colonists were done being colonies of England. Instead, they clearly stated in the first sentence of the Declaration that respect for the opinions of others required the patriots to list the ***grievances*** that have caused the separation. Words are very powerful. The writers of the Declaration stated their position by selecting precise words. Not only was each word carefully selected, but also each word was ***meticulously*** written by hand. Several versions of the document were ***proposed*** before everyone was content with the Declaration. Then, it was made ready for signatures. The final copy was written in beautiful handwriting, which made it easy to read, but also communicated to the reader how much the writer cared about the subject of freedom.

When you write something by hand, you also communicate ideas. A note worded carelessly might cause the reader to believe that you didn't want to take time to write neatly. You might also communicate that you don't care whether you communicate clearly. Each time you sit down to write, consider how your writing reflects upon you, and give the job your best effort. You have learned a lot about writing cursive in previous lessons. In this lesson, you will build on what you have learned by adding uppercase letters. In the example below, notice how each letter is formed. Cursive uppercase letters completely fill the space between the upper and lower lines, and only the letters *J, Y,* and *Z* dip below the lower line.



Wow, you have come so far! Keep up the good work. Consider the life principle and complete the activities for today.



VOCABULARY

Grievances: complaints.
Meticulously: precisely.
Proposed: suggested.

LIFE PRINCIPLE:

"Well-written correspondence reflects a well-developed mind."
-R.E. Cass, author

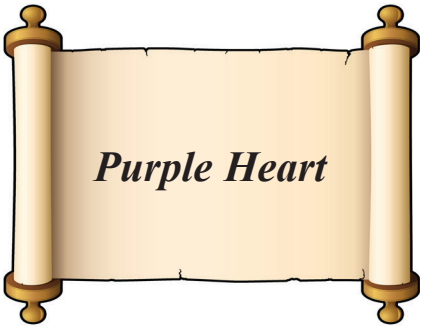


Topic 6

Chapter 4

Section 2

Topics 6-10





On August 7, 1782, General Washington ***instituted*** the Badge of Military Merit (Purple Heart). It was the first award that could be given to ***enlisted*** men. Only three soldiers were awarded the Purple Heart during the Revolutionary War. Awarding the badge was discontinued until February 22, 1932, the bicentennial of George Washington's birthday. The first modern day recipient was General Douglas MacArthur.

Having your work and sacrifices recognized is a blessing. For many armies, awards were given only to officers. The only awards for common soldiers were items they could plunder from ***hapless foes***. General Washington had a great appreciation for enlisted soldiers and their role in the Revolutionary War. Unlike most armies of Europe, the American enlisted men were not ***illiterate*** souls from the dregs of society. At the time of the Revolutionary War, almost all Americans were ***literate***. In fact, our second president, John Adams, stated that only four Americans in a thousand were illiterate.

American soldiers throughout our history have been characterized by their willingness to seize the initiative and make whatever personal sacrifice is necessary to complete tasks. Our freedoms have been purchased by patriots, who have been willing to risk everything - even death - in order to preserve our way of life. The military honors brave soldiers with ribbons and medals, but what is missing is a national expression of gratitude. Our five freedoms of speech, press, assembly, worship and r***edress of grievances*** are ours only because men and women were committed to make sacrifices. (*OTD*-Barkey)

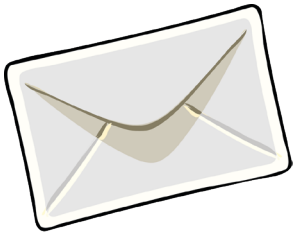
VOCABULARY

Instituted: began.
Enlisted: all soldiers except officers.
Hapless: unfortunate.
Foes: enemies.
Illiterate: uneducated.
Literate: educated.
Redress of grievances: respond to complaints.

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INFORMAL LETTER WRITING



Begin an informal correspondence with a greeting such as "Dear" and the person's name, followed by a comma. Then, proceed to the next line to begin the body of the correspondence. The body of the letter gives the reason for writing, provides information previously requested, asks for information or makes requests, gives thanks for something, indicates future action, or offers help. At the end of a letter, add final comments and a closing. The table below provides examples of each of these actions.

Elements and Examples of Informal Writing

Elements	**Examples**
Greeting	Dear Mary, Dear Johnathon,
Reason for writing	I have been busy lately, but wanted you to know I am thinking about you. I got our tickets for the military ball, and am looking forward to the event.
Provide information	Here is the guest list you requested for the event. Diana's address and phone number are…
Ask for information	Can you please tell me what….? Will you please tell me more about….?
Make requests	Do you have notes from the history lecture? May I use them? I need your help with the Veteran's appreciation party next month. Can you meet me for a planning session on Monday?
Thanksgiving	Thank you for the encouraging note. I really appreciate you! Thank you for telling us how you served our country.
Indicate future action	I will pick you up at 3 o'clock. I will be going to the Purple Heart presentation and will meet you there.
Offer help	Do you need a ride to church on Sunday? I have an extra sweater you may borrow, if you like.
Final statements	The meeting is about to start, so I must close. I am looking forward to seeing you next week.
Closing	Love, Juan See you soon, Tabitha

Note that each element of the letter, other than the greeting and closing, is considered to be part of the letter's body.

An example of a short, informal letter is shown below:

Dear Mary,
Thank you for the encouraging note you sent. I really appreciate you! Can you please tell me what I missed in last week's lecture? I was sick and couldn't attend. May I have a copy of your notes? If so, we can meet in the library tomorrow at 10:00 a.m.
See you soon,
Tabitha

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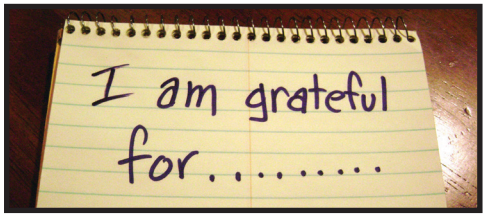
WATCH VIDEO:
US Air Force
Anthem

WATCH VIDEO:
The Ballad of the
Green Beret

WATCH VIDEO:
US Coast Guard
Semper Paratus

WATCH VIDEO:
US Marine Corps
Commercial

WATCH VIDEO:
US Navy
Anchors Away



LIFE PRINCIPLE:

"A sense of gratitude is an essential character trait of successful people."
-R.E. Cass, author

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Topic 7

Chapter 4

Section 2

Topics 6-10





Rebecca Pearson
2316 Belvedere Lane
Spring, TX 77379`

September 26, 2015

Texas A&M University
Freshman Admissions
Office of Admissions
P.O. Box 30014
College Station, TX 77842-3014

To Whom It May Concern:

I have had the pleasure of instructing Landon Marshall as a cadet in the ***Civil Air Patrol*** Thunderhorse Cadet Squadron. Landon has been more than just an ideal cadet. He has demonstrated drive, leadership, and an ability to get along well with all members of our squadron. Landon has held the following leadership positions in the cadet squadron and has consistently demonstrated a level of professionalism beyond his years: Element Leader, First Sergeant, and Flight Commander. Landon attended the Texas Wing Noncommissioned Officer Academy and graduated with honors. He distinguished himself, and his flight, during the Texas Wing Summer 2015 Encampment, for which he was awarded Honor Cadet of his squadron.

Landon participated in a college testing preparation class with my children. I have been impressed with his ability to focus, take notes, and perform well under pressure. He has maintained a ***rigorous*** program of study, taken classes year round, and demonstrated his ability to function well in a college environment.

I have also had the pleasure of hosting Landon in my home on ***numerous*** occasions, where he explained how he has

VOCABULARY

Civil Air Patrol: U.S. Air Force Auxiliary (leadership program for boys and girls ages 12-21).
Rigorous: difficult and demanding.
Numerous: many.

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overcome many ***obstacles*** and done so with grace. He is consistently polite, cheerful, grateful, and respectful. Landon maintains a clear sense of purpose. He has shared with me his desire to follow in the tradition of his family and attend Texas A&M University, as a fourth generation Aggie. Landon hopes to join the Corps of Cadets, earn a ***commission***, and serve his country as an officer in the U.S. Air Force. I firmly believe that he will be a credit to the Corps of Cadets and A&M as a whole. I can recommend Landon Marshall without ***reservation***. If you have any further questions, I can be reached at (123)456-7890.

Very Respectfully,

Rebecca Pearson
Rebecca Pearson

FORMAL LETTER WRITING

Begin formal letters with a greeting, such as "Dear" and the person's formal name, followed by a comma. If you do not know exactly to whom the letter should be addressed, then you may use the greeting, "To Whom It May Concern", followed by a colon, in the place of a formal name. You may have noticed this greeting in today's lesson. The writer knew the letter should go to the admissions office of the university, but did not know the exact person to be addressed. After writing your greeting, go to the next line and begin the body of the letter. The body of the letter gives the reason for writing, provides information previously requested, asks for information or makes requests, gives thanks for something, indicates future action, or offers help. The elements of a formal letter are the same as those used in informal letter writing, but are worded in a more professional manner. At the end of a letter, add final comments and a closing. Typewritten formal letters should include the name of the sender printed several spaces below the closing, leaving adequate space for the sender to sign the letter. The table on the next page provides examples of each of these actions.

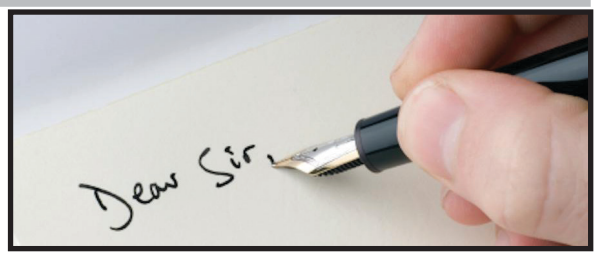
VOCABULARY

Obstacles: problems or difficulties.
Commission: contract to serve as a military officer.
Reservation: something held back.

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Elements and Examples of Formal Letter Writing	
Elements	**Examples**
Greeting	Dear Mr. Collins, Dear Sir or Madam, To Whom It May Concern:
Reason for writing	I am writing to inform you that…. When we last talked, you asked me to contact you regarding…
Provide information	Landon has held the following leadership positions… Landon hopes to join the Corps of Cadets, earn a commission, and serve his country as an officer in the U.S. Air Force.
Ask for information	Please make a list of everything you have accomplished in CAP. When do you need the letter of recommendation?
Make requests	Would you please write me a letter of recommendation for college? Please provide a copy of your resume at your earliest convenience.
Thanksgiving	Thank you for writing a letter of recommendation for me. Thank you for taking time out of you busy schedule each week to help with our Civil Air Patrol Squadron.
Indicate future action	I will let you know as soon as I receive the acceptance letter. I will have the resume for you at the next meeting.
Offer help	If you have any further questions, I can be reached at (123) 456-7890. If you need further information, please do not hesitate to ask.
Final statements	I firmly believe that he will be a credit to the Corps of Cadets and A&M as a whole. I can recommend Landon Marshall without reservation.
Closing	Sincerely, Landon Marshall Very Respectfully, Rebecca Pearson



Formal letters written from places like companies, doctor's offices, or schools are written on letterhead stationary. This is special paper with the company's name and contact information printed at either the top or the bottom of the page. Because the address is already printed on letterhead stationary, you need not add the address of the sender at the top of the page. Letters written on plain paper should include the sender's address above the date, as shown in the example below. The sender's address is important, because the recipient may not have any contact address other than the one provided in the letter.

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An example of a formal thank you note, written in response to the letter in today's lesson might look like this:

Landon Marshall
1498 Brook Hollow Lane
Tomball, TX 77375

October 8, 2015

Mrs. Rebecca Pearson
2316 Belvedere Lane
Spring, TX 77379`

Dear Mrs. Pearson,

Thank you for writing a letter of recommendation for me to include with my college application. In addition, thank you for taking time out of you busy schedule each week to help with our Civil Air Patrol Squadron. I really appreciate the work you have done on my behalf. I am so excited about the possibility of attending Texas A&M. I hope to hear back from the admissions office in January, and will let you know as soon as I receive an acceptance letter. Until then, I will continue to work hard to complete my courses so I can graduate with a strong finish.

Sincerely,

Landon Marshall

Landon Marshall

This letter has a greeting, gives thanks, provides information, indicates future action, and includes a closing.

You have learned a lot. Think about the life principle and go to the activities to practice what you have learned.



LIFE PRINCIPLE:

"People who do not communicate effectively are controlled by people competent in the use of words."
-Ronald E. Johnson, educator

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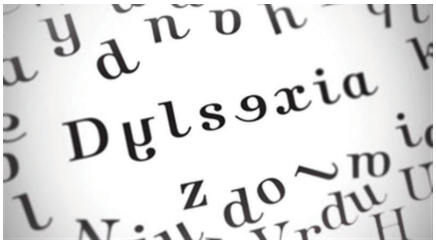
Topic 8

Chapter 4

Section 2

Topics 6-10





Miss Williams waited patiently as her 7th graders settled at their desks. The students were beginning a reading of T*aming of the Shrew*, a ***Shakespeare*** play. Parts were assigned during the previous class and everyone was excited to begin—everyone except Carrie. Carrie had been assigned the role of Bianca, the younger sister of the main character. Bianca was a soft-spoken, sweet, and ***unassuming*** girl. Carrie seemed perfect for the part.

The reading began smoothly and the class seemed to be enjoying themselves. Then, it was time for Carrie to read—the part that she was dreading. It wasn't that she didn't like the character she had been assigned. She did like Bianca, but Carrie was hiding a secret that was about to become public. Carrie struggled with reading. The letters on the page seemed to flip forward or backward. She confused the letters *d* and *b* as well as *p* and *q*. Sometimes it seemed like whole words were upside down. By the time she figured out what the second part of a sentence stated, Carrie had already forgotten the first part. Up to this point, she had been able to guess her way through school and fake an ability to read. To get by, Carrie checked out audiobooks from the library or downloaded free audiobooks online. Her mother read her homework aloud and her older brother, Ted, helped with other projects that required reading skills.

Carrie opened her mouth to read the lines, but no sound came out. She studied the words carefully and tried to form the sounds, as 28 pairs of eyes watched. Finally, after stammering her way through the first two sentences, Miss Williams came to the rescue and finished reading the lines. Carrie felt like a failure and wished she were instantly back at home where her secret was safe.

"Carrie, will you please stay after class?" asked the teacher kindly. After the others filed out, Miss Williams looked at Carrie sympathetically before proceeding. "Carrie, you seem to be having a hard time reading today. Let's talk about what is going on." The



Shakespeare: writer of plays who lived from 1564-1616.
Unassuming: humble.

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dejected girl stared at her lap. Miss Williams continued, "Lots of children and adults struggle with reading. There is no need for you to be ashamed." Miss Williams paused for a bit. "Let me tell you a secret. I was one of those kids who wanted to read well, but struggled."

Carrie looked up surprised. "You sure don't seem to have a problem now!"

"I still struggle sometimes. I have learned ways to ***compensate***, as well as ***strategies*** that make reading easier. Look at my copy of *Taming of the Shrew*. Do you see the type font? When I printed out my copy, I changed the ***font*** to one that was easier for me to read. Each letter has its own unique shape that prevents me from confusing it with another letter."

Carrie studied the page and began to discover that words were beginning to make sense. "Can I take your copy home with me?"

With a smile of understanding, Miss Williams handed her script to the hopeful girl.

DYSLEXIA

Some form of language-based learning disability affects 15-20% of children and adults. Dyslexia is the most common of these disabilities. Individuals with dyslexia experience difficulty decoding written language. Reading is a big struggle due to the time and effort required to figure out what words mean. Often, a person struggling with dyslexia will read the first part of a sentence, and then spend a long time figuring out the second part, only to forget what has been read previously. Rereading becomes a habit that slows down ***acquisition*** of information. Dyslexics have to work many times harder than their classmates to achieve the same educational goals.

Feelings of frustration and inferiority often accompany a diagnosis of dyslexia. Dyslexics often feel that they are stupid. So do some ***peers***. However, nothing could be farther from the truth. Studies have shown that a close ***correlation*** exists between a diagnosis of dyslexia and high ***IQ scores***. Most dyslexics are actually very intelligent, but many people don't realize this. Children who get help early in life are more ***apt*** to overcome their struggle with language, and can become successful in college and careers. Children who do not get help, or realize their specialness, often believe they are failures, and do not finish school. Many experience problems related to addictions and trouble with the law.

VOCABULARY

Dejected: miserable.
Compensate: make up for something lacking.
Strategies: approaches.
Font: letter style.
Acquisition: getting or gaining something.
Peers: people of the same group.
Correlation: link or relationship.
IQ scores: test scores that reflect intelligence.
Apt: likely.

Technology now allows scientists to observe what happens in the brain when a person reads, speaks or processes language. Scientists are able to observe what the brain does when a person makes a connection between what they see on the written page and what those markings represent in sounds. Researchers have discovered



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that the language-processing center of the brain works differently in people with dyslexia. Professionals have also discovered that dyslexia allows people to think and process information in ways that the average person cannot.

If you, or someone you know, struggles with dyslexia, the first thing to realize is that dyslexics are special. They process information in ways that allow them to be very creative. Dyslexics are intelligent, but they may need extra time to perform reading tasks or patience from peers. Developing the habit of patience and looking for the best in people, not only helps those around you, but also makes you a better person.

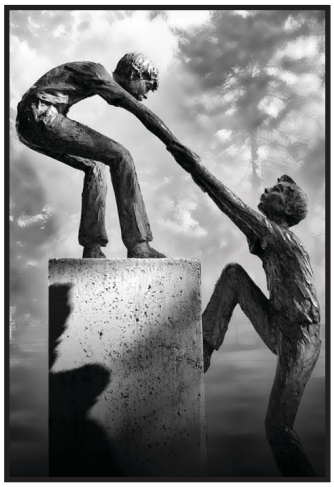
Dyslexia causes similar letters and words to appear different in print. Often letters seem to flip from one side to the other or ***invert***. Letters like *b, d, p,* and *q* can be difficult to distinguish, because the brain sees them as the same letter. In an effort to limit this confusion, special fonts have been developed so that all letters in the alphabet appear ***distinctive***. One such font is the *Open Dyslexic* font, that is available as a free download from the internet. This font can be imported into a computer word processing program and used for all written works. The teacher in today's story had downloaded Shakespeare's play onto her computer and simply changed the text to the dyslexic font. The font she used looks like this:

Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww
Xx Yy Zz

Now that you are aware of a special font that helps people with dyslexia, you can share the information with others.

Read the life principle and complete the activities.

WATCH VIDEO:
Dyslexia
Explained



VOCABULARY

Invert: turn over.
Distinctive: unique.

LIFE PRINCIPLE:

"To lift someone else is to raise your own position."
-R.E. Cass, author

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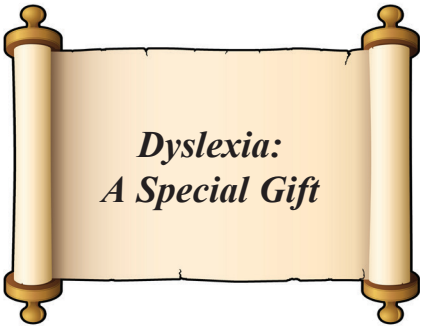


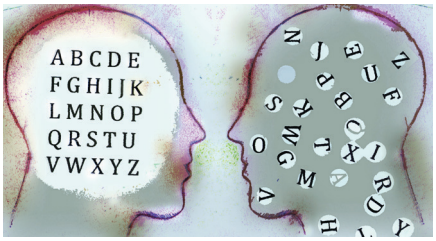
Topic 9

Chapter 4

Section 2

Topics 6-10





As you learned in the previous lesson, dyslexia is not a disease. It is in fact, a variation of "normal" and results from the brain processing information in different ways. Dyslexia is often accompanied by unrecognized ***brilliance***. If you have dyslexia, you join a group of really accomplished, successful people. Dyslexics can be actors and entertainers, inventors and scientists, artists and designers, musicians and vocalists, physicians and surgeons, and writers and journalists. They can be military heroes, law enforcement officers, judges, athletes, political leaders and filmmakers. The world is full of remarkable people who overcame dyslexia.

DYSLEXIA CONTINUED

Learning that you have dyslexia does not mean you can't accomplish great things. Our bodies and minds are wonderfully complex and amazingly created.

Dyslexics learn to ***compensate*** for their difficulty in acquiring information in written form. They learn to use their resources effectively. Dyslexia is not an issue of intelligence. Rather, it is an issue of how information is processed and acquired. You, or someone you know, may be helped by using some of the strategies in the table on the next page.



Brilliance: intelligence.
Compensate: make up for some deficiency.

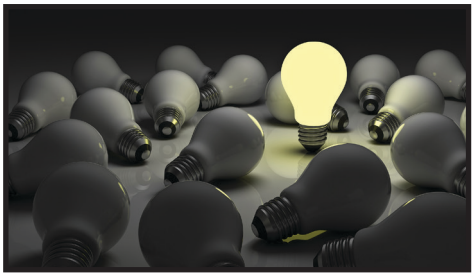
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Strategy	Why the Strategy Helps
Do as much work as possible on computers	• When using computers, you have the option of using the spell and grammar-checking features of word processing programs. • Change fonts to enhance understanding of written words.
Use audio-enhanced dictionaries and curriculum	• Online audio-enhanced dictionaries and curriculum give you the option of listening to the pronunciation and definition of words.
Practice writing in cursive	• Cursive letters in words connect to each other and flow easily from one letter to the next, making writing and reading easier. • Cursive letters do not "flip" or "turn."
Listen to audiobooks	• Libraries and many online sources offer access to audiobooks. If you have the print version of a book, you can follow along in the book with your eyes, while listening with your ears. • Audiobooks allow you to recognize words and keep up with a story, without the frustration of decoding words and sentences, and trying to remember what has been read. • High action adventure books, that are interesting to teens and adults alike, are easier to follow.
Use Text to speech readers	• Many such programs, offered free online, allow the reader to change a written document into one that the program reads aloud. • This course is also available in text-to-speech format.
Cover keyboard keys with letters in special fonts	• When learning to type or use a computer keyboard, print key labels in a dyslexic friendly font, which makes learning the position of the keys easier.
Use speech to text software	• Various companies make software for computers that allow a person to speak into a microphone and the computer responds by converting the speech to text. One such program is *Dragon Naturally Speaking*. Some dyslexics shy away from using large or descriptive words in writing due to difficulty in spelling and writing. These programs help eliminate this problem. If you can speak it, the programs can usually write it.

You can find numerous ways to help people accommodate dyslexia. When you find new ways to make dealing with words easier, share them. You may discover new insight that will be a blessing to people with dyslexia.

You are making such good progress! Read the life principle and move on to the activities to complete this lesson.



LIFE PRINCIPLE:

"Most people who make history are special in some unique way."
-Unknown

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Topic 10

Chapter 4

Section 2

Topics 6-10





She yelled at her mother, stormed into her bedroom, and called her boyfriend: "Meet me at the curb in front of my house in twenty minutes!" At the appointed time her guy pulled up to the curb in his parent's car and honked. He quipped, "So, what's the big rush? What's in your backpack? Hey, why are you so mad? Where are we going?" She snapped, "Oh, shut up; just drive! I don't care where I go, as long as it's away from here!"

That was the beginning of Maria's nightmare. From that moment, her life spiraled out of control. Within hours, Maria was cold, hungry, scared, and confused. But, she was too proud to return home. Because her brain was not yet matured as it would be in a few years, Maria was not emotionally equipped to ***anticipate*** the horrific ***consequences*** of her decision to run away from home. All she could process in her teenage mind was that life at home and school was too frustrating to endure. She thought, "Anywhere would be better than home." She was wrong.

Little did Maria know that within 24 hours, her world would grow from frustration with her parents over restricted social activities, limitations on dating, and nightly curfew, to agonizing, torturous bondage to brutal men who marketed Maria as a sex product to unshaven, unbathed, and drunk men who slapped, cursed, and violated Maria's body. But, by then, her options were limited. Maria's captors did not allow Maria to go home, use a phone, or determine her social relationships. In fact, she was a slave to pimps, nightclub owners, and ***escort services***—a mere nightly commodity to be "enjoyed" by crude men who demanded ***demeaning***, ***sensual*** pleasure.

Maria became a victim of abuse, ***STDs***, and addictions, just like 1.3 million other teenagers each year who learned the hard way that running away from home usually only compounds troubles. The security of the life she left behind could not even compare with the life Maria was now forced to endure in order to eat, sleep, and

VOCABULARY

Anticipate: consider; think about results.
Consequences: results of choices.
Demeaning: cause to be shamed.
Sensual: related to sexual acts.
STDs: sexually transmitted diseases.

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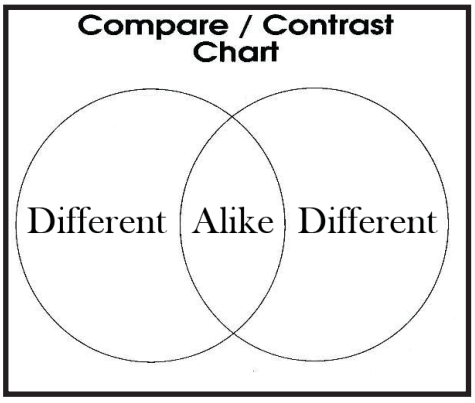
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get out of harsh weather. At home, she had clean sheets, three meals a day, a smart phone, dry, clean clothing, and hope for a better future after graduation. In contrast now, her nightly routine consisted of motel beds, pawing hands on her body, and emotional ***anguish*** over a sense of hopelessness and despair. During the day, she was a literal slave to a motel room or house.

She was owned by men who resorted to beatings if Maria tried to resist, run away, or not submit compliantly to raw, ***debasing*** behavior (recorded on video) that ***rendered*** her full of shame and depression. Maria often thought of home, but her chief option seemed to be thoughts of suicide. She was wrong again. She had options, if she would only have courage and humility to apply them. Her first option was to call home or a runaway hotline. Another was to apply the ***national motto*** for personal ***intervention***. A third option was to escape by contacting a police officer, passing a "Help me!" note to a waitress, or slipping out a window. All of these options were restricted by the fact that Maria's "owner" seldom allowed Maria to have money, or access to a phone or place where rescue could likely occur. Maria was followed, monitored, and escorted everywhere. Her only silent companion was regret that she had run away from home. She often lamented over her frustrated remark to her boyfriend, "Anyplace would be better than home." She found out that a lot of other places were far worse than home.

COMPARE AND CONTRAST

Comparison of two or more items, actions or options involves making a list of how they are similar. Contrasting the same items, actions, or options involves listing how they are different. An example of comparing and contrasting might be a teen looking at the ***pros*** and ***cons*** of continuing to hang out with certain friends. Students use comparing and contrasting when deciding which college to attend or which occupation to pursue. Parents compare and contrast features of cars and trucks when choosing a new vehicle. Many reasons exist why a person might compare and contrast, however, when someone compares or contrasts, the action doesn't stop there. The very act of comparing and contrasting implies that a choice must be made. Sometimes, the right decision is to do nothing. Comparing and contrasting are tools people use to make good decisions. Sometimes, the process of comparing and contrasting reveals a lack of adequate information needed to make an informed decision. In this case, a decision should not be made until more information is gathered. Making choices without fully evaluating the options and probable outcomes, reflects poor decision-making. Poor decisions are followed by poor results and sometimes, ***devastating*** consequences.



VOCABULARY

Anguish: emotional pain.
Debasing: made to act in crude ways.
Rendered: made, shaped, formed.
National motto: in God We Trust.
Intervention: involvement; to aid.
Pros: positive or good sides of a choice.
Cons: negative or bad sides of a choice.
Devastating: overwhelming or destructive.

The runaway in today's story was young, and did not use the processes of comparing and contrasting BEFORE making her decision to run away from home. Her decision was made when she was emotionally upset. She did not have adequate

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information to make a good choice. Only later, when she was unhappy with the devastating outcome of her choice, did she begin to compare and contrast. If Maria had waited until she was no longer upset and had gathered more information, she might have made a different choice. The table below demonstrates both sides of the choice Maria made.

Life at home	Life as a runaway
Anywhere is better than home	Anywhere was much worse than home
Restricted social activities	Could not determine social relationships
Limitations on dating	Tortuous bondage to men who used her
Nightly curfew	Up all night
Frustrations at home and school	No one who truly cared for her and no school
Freedom to come and go	Followed and monitored wherever she went
Clean sheets	Filthy motel beds
Three meals a day	Often hungry
Smart phone	No access to telephones
Dry, clean clothing	Dirty, smelly clothing
Relative peace	Emotional anguish
Hope for a better future after graduation	Sense of hopelessness and despair.

More than 1.3 million teens, between the ages of 12-16, run away from home every year in the United States of America. Both boys and girls who runaway are usually mistreated and used by selfish people who profit at the expense of youth. They are tragically used and abused. While running away from home may seem like a good option to teens who rebel against the authority of their parents, stepparents, or caregivers, it is not a good choice, and usually results in shattered dreams, broken lives, and often suicide, or death at the hands of others. A better option may be to stay home and work through frustrations with family or civil authorities. Parents, teachers, pastors, and caring adults can help teens navigate the often-troubled waters of the teenage years. Patience, humility, and perseverance are character traits that smooth the path through difficult times and carry young people toward happiness.

You are making good choices each time you apply yourself to your studies. You are one step closer to your goals! Read the life principle and finish this lesson by completing the activities.



LIFE PRINCIPLE:

"Wise people count their blessings, rather than ***lament*** *their inconveniences."*
-Ronald E. Johnson, educator

VOCABULARY

Lament: complain or regret.

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Topic 11

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"As American as baseball and apple pie" is a phrase sometimes spoken by people attesting to someone or something being truly American. Apple pie and baseball are ***icons*** of American society, since both began in the United States of America. Baseball has been played in America since shortly after the American Revolutionary War and is thought to have ***derived*** from the British game, Rounders. The first mention of baseball was recorded in 1791, in Massachusetts, when an ***ordinance*** was instituted forbidding playing of the game in front of the town meeting house. Maybe the town fathers were tired of replacing broken windows.

Baseball is a sport typically played by men and boys in ballparks across America, and broadcast on TV and the internet. However, baseball in not strictly a male sport. History provides us with many examples of women who played the game and did so with excellence. Dorothy Kamenshek played for the All-American Girls Professional Baseball League from 1943 to 1952. Dorothy, who began playing professionally at the age of 17 for the Rockford Peaches, threw and batted left handed. Kamenshek was the all-time leader for hits and total bases. One of her teammates was Dorothy Harrell, who was 5' 4" tall and weighed only 127 pounds. Together, these ladies helped their team win four championships.

The All-American Girls Professional Baseball League, consisting of 14 teams, played during and after World War II—a time when able-bodied men were not available to keep men's leagues active. In excess of 600 women played in the league. Many of these women are remembered and honored by the Baseball Hall of Fame and Museum and the National Woman's Baseball Hall of Fame. A movie called *A League of Their Own* chronicles the beginning of Woman's baseball in America, and is based loosely on the life of Dorothy Kamenshek.

VOCABULARY

Icons: images or representations.
Derived: resulting from.
Ordinance: law.

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Initially, these women baseball players were viewed with skepticism. They were not well thought of by some people. Americans were not anxious to watch a bunch of women play ball, when their men were fighting a war. However, in time, the girls were accepted, and the stands began to fill. Dorothy and more than 600 other female players did their very best to play the game well and successfully. They provided a nation at war with a continuation of the national past time.

When life presents opportunities, evaluate the pros and cons carefully. Choose well and reach for lofty goals. Like Dorothy, pursue your goals with determination and perseverance, ignoring detractors who seek to discourage you. You are worth it!

NOTE-TAKING SKILLS

As you progress through your high school and college studies, note-taking will become your primary means of recording and remembering what is taught. You might take notes when attending meetings, listening to sermons or speeches, and watching documentaries on TV. Taking notes is the best way to record and remember information for later application. Items needed for note-taking are paper, a pen or pencil, a firm writing surface (desk or lapboard), smartphone, tablet or computer, and listening ears.

When taking notes, your only focus should be the speaker. Some students think they can take notes while listening to music, checking email, texting a friend, or looking at social media sites. Even though teenagers, especially girls, can multitask, paying attention to a class lecture or seminar speaker requires focused attention. A good note-taker must listen carefully when taking notes. Concentrate on what is discussed or presented. Set aside distractions of every kind. Turn off vocal music; take earbuds out of your ears; turn phones to silent, and put them away. Removing all distractions is the best way to prepare for taking good notes that will be useful later during an exam or while preparing a research paper.

Students often think they can listen to a lecture and remember everything without taking notes. Research confirms this assumption is false.



You may have noticed that the list of items needed to take notes includes a computer or other digital device. Some students insist they can take notes better on a computer. While this may be partially true, this is not the best way. Computers offer certain distractions, and have limitations. Remember, effective note-taking requires the note-taker to lay aside ALL distractions. Your notes may require diagrams or illustrations, which cannot be added instantly using a computer. Some notes are harder to record on computers, but take only seconds when done by hand. When taking notes, seconds matter. Additionally, the act of writing by hand helps you remember information for longer periods of time.

The goal of note-taking is to remember what is taught, to retain the information over time, and be able to reproduce or explain specific information. Taking notes does not mean

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recording everything that is spoken. Note-taking involves listening for and recording main ideas, definitions, dates, and other pieces of information that you determine are important.

Notice that you are listening for main ideas. This requires that you paraphrase. When you paraphrase, you put information into your own words. Don't try to write complete sentences. Phrases and lists are good ways to record information quickly.

Today's story, written in note form, might look like this:

Baseball:

- Origin British game "rounders"
- 1st recorded 1791, Massachusetts
- Mostly men's sport
- Women's league 1943-1952 during WWII (14 teams— 600 girls)
- Provided wholesome entertainment during war
- Work hard. Choose lofty goals.

These notes preserve main ideas without including extra words. These notes are sufficient to jog the memory and ***facilitate*** recalling the story. This format of note-taking uses bullet points. Other formats are discussed in future lessons.

You have learned a lot today about taking notes. Read the life principle and complete the activities.



LIFE PRINCIPLE:

"It is better to have what seems like an impossible dream than no dream at all."
-R.E. Cass, author

VOCABULARY

Facilitate: help or simplify.

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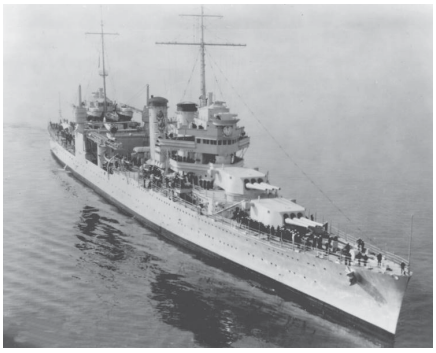
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Personal Responsibility



World War II was fought on land and sea, in many locations of the world. During the naval battle of Savo Island, the *USS Astoria* was the first Allied ***cruiser*** to engage the Japanese fleet, suffering severe damage from accurate Japanese gunfire. At about 2:00 a.m., Signalman 3rd Class, Elgin Staples was ***hurled*** overboard when an 8-inch gun turret exploded. In the water, he was able to stay afloat because of the life belt he managed to ***inflate*** in the darkness.

Four hours later, Staples was rescued by a passing ***destroyer***, and was returned to the *Astoria*. The Captain tried to save the badly damaged ship by grounding her on a beach. When this effort failed, Staples again was thrust into the water. He was one of five hundred survivors rescued later in the day. Once safely aboard a transport ship, he examined the life belt that had saved his life. The Firestone Tire and Rubber Company of Akron, Ohio had made the belt, and it had a number inscribed on the label.

Later in the war, Stapes was able to return home to Ohio on leave. Since his mother worked for Firestone, he asked her about the number on his life belt. She told him that numbers were assigned to each inspector, so that each employee would be responsible for specific equipment sent to the war. Since everything about that life belt was imprinted ***indelibly*** upon his mind, Staples told his mother the number. Astonished, she told him that the number was her personal code affixed to every item that she was responsible for inspecting and approving. The mother's diligence was responsible for saving her son twice. Very few people in any occupation have ever been so directly rewarded for faithfulness in doing their job.

(Battlefields and Blessings— Larkin Spivey)

VOCABULARY

Cruiser: type of military ship.
Hurled: thrown.
Inflate: fill with air.
Destroyer: type of military ship.
Indelibly: permanently.

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NOTE TAKING SKILLS CONTINUED

The mother in today's ***vignette*** showed dedication and personal responsibility. As a student, you have work to do every day as well. Your education is your work. You show personal responsibility when you take good notes and complete goals. Note-taking is not a onetime event, but requires a series of steps. These steps are described as *gain* (write notes), *retain* (study), and *explain* (test).

Gain

As you learned in the previous lesson, basic principles apply to good note-taking. Multiple note-taking methods exist. One note-taking method, that has been used for decades, is called Cornell Notes. This system uses a page divided into sections. Specially printed forms are not necessary. Any paper will work, but lined paper is easier to use. Simply draw a line across the top of your page, about 4 lines down from the top. This is your subject section. Then draw a line across the page at about 6-7 lines up from the bottom. This is your summary section. The last line is a ***vertical*** line about 1/3 from the left of the page. The larger section to the right of this line is where you take notes. The smaller section to the left is where you will write keywords and questions. Your page is now ready to take notes. Notice the example of Cornell notes later in this lesson.

In the subject section at the top of your Cornell notes, write a line or two about the general topic to be understood. Beside that is a section for you to write your name, the date, the class, and the teacher or lesson. These two sections can be filled in while you are waiting for your teacher to begin. The large section on the right side of the page is where you take notes during class, recording the main points or ideas. Write in phrases, rather than complete sentences, or use bullet points. You may also write lists, definitions, dates, places, events, or names, and other important information. Skip a line between topics. Be sure to leave open areas for use later.

Retain

When class is over, and the topic is still fresh in your mind, review your notes. ***Clarify*** or ***revise*** any points you feel need more explanation. You may wish to add comments, illustrations, or examples in the open areas. Check your penmanship to make sure information is ***legible***. In the bottom section, write a summary of the material covered in class. The sooner you review your notes after class, the better you retain the information. This process helps you study and understand your material. More than 80 percent of information heard in class is forgotten within 24 hours. That is why good, comprehensive notes are critical. Use the internet or other reference material to verify names, dates, events, or places recorded in your notes.



VOCABULARY

Vignette: short story.
Vertical: straight up and down.
Clarify: make more understandable.
Revise: to alter for the sake of improvement.
Legible: easily read.

Explain

The area just to the left of your notes is for writing key words and questions. Think about each topic and devise a question that is answered by the notes. This is like writing your own test. Devising your own test questions helps you process

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and remember information. If you realize that you do not understand a concept, consult your teacher or internet for more information. To study for the test, ask yourself the questions you wrote. You can set aside questions pertaining to information easily understood. Concentrate on studying answers to questions about information that you do not understand.

Subject *The rescue of Signalman Staples*	**Name:** *Tom Davis* **Date:** *10/25/2015* **Class:** *History* **Teacher:** *Mr. Howard*

Key words & Questions	**Notes**
World War II in the Pacific Ocean	*On a ship during the battle of Salvo Island.*
USS Astoria	*Thrown from boat twice and rescued twice.*
Life belt	*made by Firestone Rubber Company. Label had a number on it.*
	Mrs. Staples said the number was her quality assurance number.

Summary: *Signalman Staples' life was saved twice as a direct result of his mother's faithful attention to details in her job.*

Note-taking is a skill that will serve you well while in school, in college, and in the workplace. Skills develop over time. Do not become discouraged as you work on learning to take notes. With practice, note-taking will get easier. You are making good progress. Persevere. Read the life principle and complete the activities.



LIFE PRINCIPLE:

"Whatever you do, do it faithfully, working at it with all your heart."
-Hebrew Proverb

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Kansas Mennonites



In 1872, the Congress of the United States of America set aside 8.5 million acres of Kansas prairie to be sold on condition that railroads would be built throughout the area. Two large railroad companies, the Kansas Pacific and the Atchison, Topeka, and Santa Fe, were given large tracts of land on either side of the proposed railroad route. The railroad companies could justify building the railroad if farmers would purchase land.

In 1873 and 1874, a ***delegation*** of ***Mennonites*** from southern Russia traveled throughout the United States, looking for land to occupy and farm. These men were pleased with the potential for farming in Kansas. Shortly thereafter, 800 Mennonites arrived in New York, during the month of July. Railroad planners anticipated that about 200 Mennonites would settle in Kansas. However, the Mennonites were very pleased with the land and climate of Kansas, and by December, more than 2,000 Mennonites had arrived in Kansas. The total number of Russian-German immigrants to Kansas in the 1870s is estimated to have been about 12,000 people. The fact that Kansas had a state law ***exempting*** young men from military service on religious ***grounds*** was also a great encouragement for Russian Mennonites to settle in Kansas.

European Mennonites were welcomed in Kansas, because they were hardworking farmers with experience in successful farming in an area much like the high plains of Kansas, Nebraska, and the Dakotas. Mennonites from Russia had spent two ***centuries*** there and had not benefitted much from their hard labor. Within one ***decade*** in Kansas, they had established farms and homes far better than their fathers ever had in Russia. They also turned the plains into a ***breadbasket***. The Mennonites arrived at a critical time in Kansas history, as they brought growth and economic development to an economy that had suffered from severe drought, grasshopper infestation, and depression.

VOCABULARY

Delegation: group of people who represent others.
Mennonites: religious protestant group.
Exempting: excusing.
Grounds: reasons.
Centuries: 100 year periods.
Decade: 10 years.
Breadbasket: region that produces grain for the entire nation.

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Mennonites brought with them a spiritual heritage of commitment to live by Biblical principles and virtues, commitment to diligent ***stewardship*** of the land, and commitment to a strong work ethic. They also brought an understanding of how a farmer must coordinate his efforts with the ***fickleness*** of weather. The Mennonites carried with them a small amount of a unique grain, which was referred to as Turkey Red. Turkey Red is a hard, red, winter wheat that thrives on the plains of Kansas. The wheat, planted in the fall of the year, ***germinates*** and grows before winter comes, and then lies ***dormant*** until spring. As the weather warms, Turkey Red awakens and heads out, providing wonderful grain for processing into bread and cereal.



Humility is a character trait that is desperately needed in our modern world. Many people think those who are humble stand at the end of the line, and are left with little or nothing to inherit. This is not so. The Mennonites, who came to Kansas, were humble people who recognized that their future lay in diligent stewardship of the land. If they took care of the land, God and the land would take care of families, and they would have abundant ***prosperity***. The simplicity of their lives, the commitment to their families, and their way of life not only enriched themselves, but also blessed the state of Kansas.

Mennonites found freedom of religion and conscience, and freedom from persecution they had faced in other countries. They worked hard and helped lay the foundation for modern day Kansas. Mennonites influenced Kansas with their work ethic, a new grain variety, and commitment to live by family values based on Biblical principles. (*OTD*---Barkey)

MORE NOTE-TAKING SKILLS CONTINUED

The Mennonite delegation who toured Kansas in 1873 and 1874, surely took ***copious*** notes, writing down descriptions of the terrain, soils, plants, waterways, animals, native peoples, and climate. They would have written information that was interesting or relevant to their search for new land. The delegates knew they could not remember everything and still give a complete account of their findings to their families, unless they made careful notes. In the same way, when you hear lectures, sermons, or other interesting or important information, you can make careful notes for use later. You learned in previous lessons that you can use bullet points and Cornell notetaking format to take notes. Outlining is another form of notetaking.

VOCABULARY

Stewardship: management or care of something.
Fickleness: unpredictability.
Germinates: sprouts.
Dormant: resting or sleeping period for plants.
Prosperity: wealth.
Copious: profuse or numerous.

Good writers and speakers usually organize their thoughts by writing them down. This serves as a reminder of topics to be shared and helps the speaker organize thoughts. Lectures or essays begin with an introduction, which lays the foundation, or provides background information for what is to be discussed, and end with a conclusion, which often summarizes the main points. All main points are positioned between the introduction and the conclusion.

When you listen to a lecture, a sermon, or a speech, listen for the outline. Listen carefully to the introduction and jot down phrases that indicate what is to follow. Then, as the

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lecture continues, listen for transitions from one topic to the next. You know that a transition has occurred when the speaker presents new topics. Listen for supporting details that describe each new topic. Then, notice how the conclusion ends the lecture.

If today's lesson were given as a lecture and you took notes in outline form, your outline might look something like the outline below.

I. Introduction:
   A. Kansas history

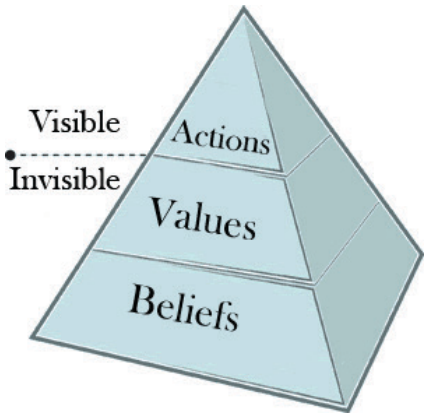
II. 1873-1874 Mennonites flock to Kansas
   A. Delegates evaluate Kansas
   B. Why more came than initially anticipated
      1. Plentiful land available for immigrants
      2. Land and climate similar to previous home in Russia
      3. Laws provide military service exemption for religious convictions

III. Mennonites are rewarded with success
   A. Hard working people
   B. Experienced in farming in similar climate and terrain
   C. Turn Kansas into breadbasket

IV. Mennonite heritage in Kansas
   A. Stewardship of the land
   B. Turkey red wheat introduced

V. Characteristics of Mennonites.
   A. Humility
   B. Hardworking
   C. Simple lives
   D. Commitment to God and family

VI. Conclusion:
   A. Mennonites found what they were looking for in Kansas.
   B. Mennonites helped make Kansas what it is today.



Outlining is a good way to organize notes for the purpose of studying and understanding. We will discuss more about outlining as a planning tool in future lessons.

Read the life principle and proceed to the activities to complete this lesson.

LIFE PRINCIPLE:

"Your life choices are an outline of your values and beliefs."
-Carmen Trimm, author

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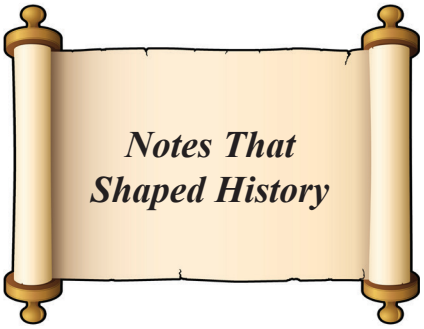


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James Madison

Almost everyone has felt inspired to jot down ideas that suddenly seemed to "pop into the mind." More than a few people have awakened at night to grab a pencil and slip of paper to jot down a romantic idea, scientific formula, political concept, or beautiful dream. Such yielding to instant prompting to make notes has produced some of the world's greatest literary works. At the time of the notetaking, the authors usually had no idea that their "***jots and tittles***" would someday be read by multiple millions of people.



WATCH VIDEO:
The Battle Hymn of the Republic

Notetaking has always been a skill that shaped history, blessed readers, and produced wonderful songs, poems, documents, and books. In fact, some of the most famous pieces of literary work were inscribed on bottle caps, scrap paper, backs of envelopes, stone, toilet paper, yellow tablets, and ox-hide parchments. John Bunyan wrote *Pilgrim's Progress* on bottle caps while in a British prison; Moses displayed the Ten Commandments inscribed on stone tablets; Newton, Kepler, Faraday, Pascal, and Einstein developed great scientific theories based on notes recorded in fields, labs, and castles; Martin Luther ignited the Reformation from passion-driven notes about man's relationship with God, priests, and Popes; Francis Scott Key penned "The Star Spangled Banner" on scrap paper while held prisoner on a British ship; Abraham Lincoln wrote the Gettysburg Address on the back of an envelope while waiting to address a crowd gathered to honor soldiers; Julia Ward Howe awoke from a dream and said, "I shall lose this (lyrics to "The Battle Hymn of the Republic") if I don't write it down." An educational reformer produced a manual on school choice from notes scribbled on toilet paper; Native Americans preserved their history on stones, trees, deer hides, and cave walls.



Jots and tittles: written ideas, concepts.
Meticulous: precise or careful.

James Madison and Alexander Hamilton made ***meticulous*** notes on paper while participating in the Constitutional Convention in 1787. These notes resulted in the marvelous US Constitution, which inspired the world, enabling people to pursue happiness

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through freedom of religious practice, right to defend themselves, right to own private property, right to enjoy the ***sanctity*** of homes, right to trial by a jury of peers, and right to participate in government by the people and for the people.

The advantage of keeping a personal journal at home, a small notepad in a backpack, or a smartphone in a pocket, is that ideas, songs, poems, and books, can emerge from notes jotted down during the day or night, while sitting on a seashore, near a mountain stream, or in a subway coach on the way to or from home. Some of the greatest concepts have emerged from the minds of normal, "everyday people" who had the insight to make notes when an idea popped into mind.

ABBREVIATIONS USED IN NOTETAKING

As you read in today's lesson, many valuable contributions have been made by people who learned to take notes. Good notes are the basis for great works, whether they are documents like the US Constitution, books like Pilgrim's Progress, songs like "The Battle Hymn of the Republic" and "The Star Spangled Banner", or speeches like "The Gettysburg Address". The art of notetaking requires discipline and attention to detail. When you listen to a speaker, listen carefully and analyze the main points. Record main ideas. Use the style of notetaking that you are most comfortable using. Also, learn to use abbreviations. Abbreviations are symbols, or shortened words, that represent longer words or concepts. The table to the right lists some of the most common abbreviations used in notetaking.

Common Abbreviations Used in Notetaking

&	and	govt	government
=	is, are, equal	mpt	important
≈	about, approximately	ea	each
>	more than	tho	though
<	less than	thro	through
#	number	probs	problems
X	times	min	minimum, least
→	leads to, causes	max	maximum, most
Δ	Change or difference	btwn	between
/	or	bkgd	background
∴	therefore	vs	versus, against
↑	increase, grow, gain	qty	quantity, amount
↓	decrease, lose, loss	hv	have
♀	female, woman, girl	e.g.	for example
♂	male, man, boy	i.e.	in other words, that is
yrs	years	cp (cf)	compare
@	at	ct	contrast
w/	with	B4	before
w/o	without	a	before
w/i	within	p	after
wrt	with respect to	q	every
re:	regarding	ASAP	as soon as possible
b/c	because	STAT	immediately
s/t	something	f	frequently, often
s/o	someone	etc.	etcetera (all the rest)

NOTE-TAKING REVIEW

Various styles of notetaking pertain to various situations. Get in the habit of using notetaking supplies, such as a personal journal at home, a small notepad in a backpack, or a smartphone in a pocket. You may use bullet points, Cornell notes, or outlines to write notes. Your notes may consist of just a few words to record a thought or witty saying. Record general thoughts, lists, definitions, instructions, telephone numbers, ***statistics***, and questions. Notes are very personal, but also very practical. Note-taking is a worthy skill to learn and practice often.

VOCABULARY

Sanctity: sacredness.
Statistics: number facts.



LIFE PRINCIPLE:

"Wise people take note of their thoughts, because as a person thinks, so is he or she in character."
-R.E. Cass, author

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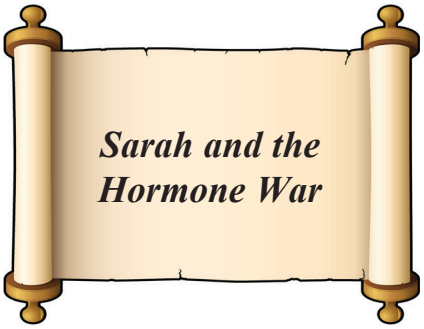


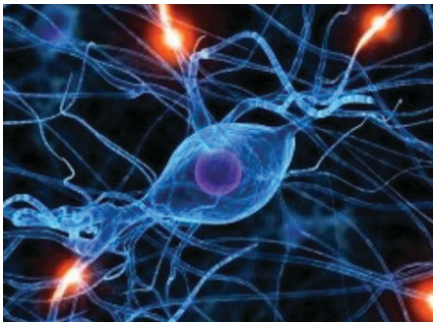
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Section 3

Topics 11-15





Sarah stomped through the front door and sank into a chair at the kitchen table. Her mother had a glass of milk and a snack waiting for her daughter. "Mom, I don't know what is wrong with me. One minute I feel all grown up, and the next minute I feel like a little girl. I go from laughing to crying for no apparent reason. Yesterday, Tommy just stared at me and I wanted to knock his block off, but instead, I burst into tears! I feel out of control. Do you think I'm sick and need to see a doctor?"

Mrs. Baker tenderly embraced her daughter and chuckled. "Honey, I remember when I was your age. I felt the same way. When I got up in the morning, I never knew what kind of day it would turn out to be. I felt like I had a war raging inside me. The worst part was that I could not identify the enemy. On many days, I felt like life would be a whole lot easier if I could just stay in bed and not have to look at anyone. Your grandmother told me I was perfectly normal. What she explained to me is what I will share with you now. Yes, you are perfectly normal as well. The feelings you feel are very similar to any other kid your age."

"Mom! I'm not a kid!" Sarah growled.

"You are right, dear. You are growing into a young lady and a very lovely one at that. Some days you feel like you are not lovely, but those are just feelings. Those feelings are not what is true. You are passing through a stage in your life where a lot of change is going on in a very short span of time. You face the challenge of adjusting to physical changes. These changes will require time. By the way, the enemy I thought I had was not just one enemy. My enemy turned out to be a whole army of enemies—at least I thought they were enemies. Honey you are suffering from ***hormones***."

"I told you I was sick!" wailed Sarah.

VOCABULARY

Hormones: naturally occurring substances in your body that create physical and emotional change.

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"No, dear. Hormones are not a sickness. As we mature, our bodies go through changes. Hormones are responsible for making these changes. When you were 6 years old, you went through changes that caused your baby teeth to be replaced, and helped you with learning and sports. You got stronger and better able to listen for longer periods. Your thinking was better organized. As those changes were occurring, you were a bit awkward and unsure of yourself. You got used to the new you and things settled down for several years. Now, you are starting to go through another change called puberty. During puberty, changes are occurring that allow you to think and learn in new ways. Hormones are responsible for these changes. Hormones prepare your body and brain to take on adult functions."

What mom said didn't make Sarah feel much better just then, but at least she knew she was not sick. Her mom told Sarah that this period in her life was like a big roller coaster ride and that she needed to hang on tight. She guessed she could do that.

Sarah's face relaxed and she reluctantly smiled. "I don't think I like this ride." Picking up her books, she turned to go. "Thanks for the snack, Mom. I'll be back down to help with dinner when I finish my homework."

POWERPOINT PRESENTATIONS

A science lesson required Sarah to make a PowerPoint presentation. A PowerPoint presentation is a speech given with the help of certain visual aides. Digital projectors can be used to project images on a screen for a large audience. The same images may be printed and used as a handout in a small group setting.

Sarah chose to talk about hormones. As she began the assignment, Sarah remembered that using an outline makes the process of developing a presentation easier. Sarah's outline looked like this:



I. Introduction
   - A. Definition of hormones
   - B. Produced naturally in the body

II. Where hormones are produced
   - A. Hormones come from glands
     1. Thyroid gland-thyroid hormone
     2. Adrenal glands-epinephrine and norepinephrine
     3. Pineal gland-melatonin
   - B. Hormones come from organs
     1. Pancreas-insulin
     2. Testes or ovaries- sex hormones

III. What hormones do
   - A. Chemical messengers that help regulate the body
     1. Thyroid hormone regulates metabolism
     2. Melatonin regulates sleep
     3. Epinephrine and norepinephrine are stress hormones
     4. Insulin regulates blood sugar

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B. Chemical messengers that regulate growth and development
   - Sex hormones are responsible for male and female characteristics

C. Chemical messengers that regulate reproduction
   - Prepare the body for reproduction

IV. Conclusion
   A. Hormones are necessary
   B. The effects of hormones are normal

When Sarah finished writing her outline, she opened the presentation software on her computer and formatted images. She separated the outline into parts, with one main topic on each image. Her images looked like this:

Hormones and Their Effects

Presented by Sarah Butler

Introduction-

- Definition of hormones
- Produced naturally in the body

Where hormones are produced-

Hormones come from glands
- Thyroid gland – thyroid hormone
- Adrenal glands – epinephrine & norepinephrine
- Pineal gland – melatonin

Hormones come from organs
- Pancreas – insulin
- Testes or ovaries – sex hormones

What hormones do-

Chemical messengers that help regulate body functions
- Thyroid hormone regulates metabolism
- Melatonin regulates sleep
- Epinephrine and norepinephrine are stress hormones
- Insulin regulates blood sugar

What hormones do-

Chemical messengers that regulate growth and development
- Sex hormones are responsible for male and female characteristics

Chemical messengers that regulate
- Prepare the body for reproduction

Conclusion-

Conclusion
- Hormones are necessary
- The effects of hormones are normal

Questions?

Sarah looked over her presentation with satisfaction. Not only did she have her homework completed, but she also had a better understanding of hormones and their effects. After putting her computer away, Sarah hurried to help her mom prepare dinner.



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

LIFE PRINCIPLE:

"The more responsibilities a person assumes, the greater is the potential for success."
-Ronald E. Johnson, educator

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