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 5
Text

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English Communication Skills

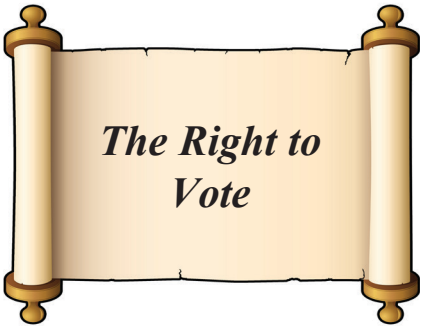


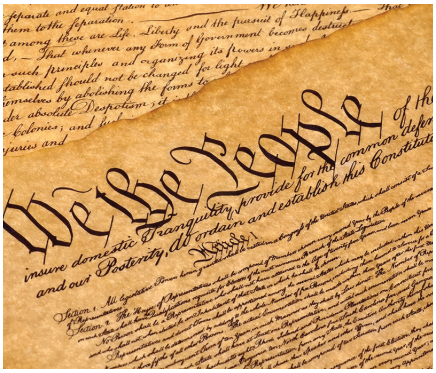
Topic 1

Chapter 5

Section 1

Topics 1-5





The Constitution of the United States of America is the foundational document that defines how government is designed to function and gives rights to the people. In 1879, shortly after the Constitution was ***ratified***, ***legislators*** worried that the Constitution did not do enough to spell out individual guaranteed rights. ***Legislation*** was introduced during the first Congress of the United States, which specifically ***itemized*** the rights of the people. The original constitution was ***amended*** and ten specific rights were added. These ten rights became known as the Bill of Rights. Over time, additional amendments were added to the Constitution. In 1870, five years after the conclusion of the American Civil War, the United States of American added the 15th amendment to the Constitution, which states, "The right of citizens of the United States to vote shall not be denied or ***abridged*** by the United States or by any State on account of race, color, or previous condition of servitude." While this amendment opened up voting to more people, it failed to provide voting rights to women. The 19th amendment gave women the right to vote. For the first time in the history of the United States of America, all legal citizens of voting age could participate in the selection of leaders and laws. Such attention to the details of voting laws is a clear indication of the importance of voting. The right to vote is not just a right. Voting is a duty, which must not be ***shirked***. In any given election, the percentage of eligible voters falls short of total participation. Sometimes, only 30 out of 100 ***eligible*** voters show up at the polls. Americans must rally to their responsibilities and exercise the rights guaranteed in the Constitution. Rights that are not exercised are lost.

VOCABULARY

Ratified: approved or authorized.
Legislators: lawmakers.
Legislation: laws, bills or rules.
Itemized: listed or detailed.
Amend: modified, changed, or improved.
Abridged: shortened or reduced.
Shirk: avoid.
Eligible: qualified; authorized.

THE BASICS OF WRITING

In the English language, the multitude of printed words in millions of books consist of two kinds: prose and poetry. Writers express themselves through one of these two categories. Poetry is everywhere in our world today. You will find books of poetry on

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the shelves of libraries and bookstores. Poetry is also in the air. You can hear it in the form of songs in restaurants, in elevators, in department stores, and at home.

In volume of words and works produced, prose exceeds poetry. Every day, you see and hear the most common forms of prose—letters, newspaper articles, vignettes, novels, short stories, essays, pamphlets, advertisements, etc.

Poetry and prose are alike in an obvious way—they both consist of words that are carefully combined so they ***convey*** meaning to you, the reader. However, poetry and prose are combined differently. As you learned in previous lessons, poets rely upon poetic techniques such as meter (rhythm) and rhyme. The prose writer relies upon grammar, phrases, clauses, sentences, and paragraphs.



The basic element of prose is the sentence. In prose, sentences are grouped together in paragraphs. A paragraph is a group of sentences that contains one topic or idea. Each sentence in the paragraph must support the topic or main idea of the paragraph. The sentences in a paragraph must follow each other in logical order. Today's vignette is an example of a one-paragraph essay. Reread the story and notice how every sentence refers to Constitutional rights. The sentences follow each other in logical order. In this paragraph, a sentence about the construction of government buildings would be out of place.

Every good paragraph has three basic parts: introduction, body, and conclusion. The introduction tells the main idea of the paragraph. The body consists of sentences that contain facts, examples, and details that support the main idea. The conclusion in a one-paragraph essay is usually the last sentence or two of the paragraph.

Introduction:	The Constitution of the United States of America is the foundational document that defines how government is designed to function and gives rights to the people.

VOCABULARY

Convey: deliver or express.

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Body:	In 1879, shortly after the Constitution was ratified, legislators worried that the Constitution did not do enough to spell out individual guaranteed rights. Legislation was introduced during the first Congress of the United States, which specifically itemized the rights of the people.The original constitution was amended and ten specific rights were added. These ten rights became known as the Bill of Rights. Over time, additional amendments were added to the Constitution. In 1870, five years after the conclusion of the American Civil War, the United States of American added the 15th amendment to the Constitution, which states, "The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any State on account of race, color, or previous condition of servitude." While this amendment opened up voting to more people, it failed to provide voting rights to women. The 19th amendment gave women the right to vote. For the first time in the history of the United States of America, all legal citizens of voting age could participate in the selection of leaders and laws. Such attention to the details of voting laws is a clear indication of the importance of voting. The right to vote is not just a right. Voting is a duty, which must not be shirked. In any given election, the percentage of eligible voters falls short of total participation. Sometimes, only 30 out of 100 eligible voters show up at the polls.
Conclusion:	Americans must rally to their responsibilities and exercise the rights guaranteed in the Constitution. Rights that are not exercised are lost.

Notice how the lead sentence introduces the main idea of the paragraph (constitutional rights); the body supports or clarifies the specific rights (right to vote); the conclusion provides a challenge (practice the right to vote so that you do not lose that right).

Congratulations! You have made a good start. Read the life principle and complete the activities.



LIFE PRINCIPLE:

"Voting is a right best exercised by people who have taken time to learn about the issues."
-Tony Snow, political journalist

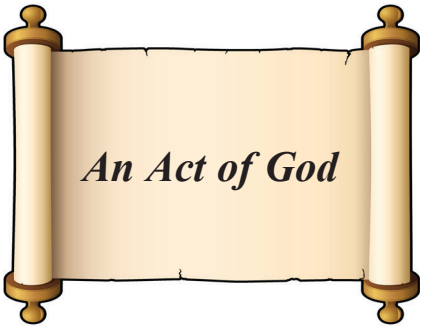
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Topic 2

Chapter 5



Section 1

Topics 1-5



The British strategy, during the War of 1812, was to carry out a long and ***protracted*** war, which would ***deplete*** the financial resources of the young United States of America, and force it into a painful submission. To accomplish this, the British sent three separate naval expeditionary forces to control American ports and waterways. Such control would effectively cut off all trade with other nations. The first naval force was sent to control the Chesapeake Bay and its ***tributaries***. This first force was so successful that on August 24, 1814, the British burned the U.S. capital. The second expeditionary force was to go north and move from Lake Champlain on down the Hudson River. The third expeditionary force was sent to New Orleans with the assignment of moving up the Mississippi River and then on up into the Ohio River. Because of the British victory over Napoleon, in Europe, and the resulting peace, England could commit all of its military might to the war in America.

On September 11, 1814 at Lake Champlain, an enormous military force was gathered. Plattsburg, the American ***garrison*** on the lake, was about to be attacked by 18,000 British soldiers: cavalry, artillery, grenadiers, and lightly armored horsemen. This was the best of the army of the Duke of Wellington, who had won a monumental victory over Napoleon at Waterloo. They were the battle-hardened ***elite*** of all the military might of Europe.

Against this overwhelming military force was a rag-tag American militia of 3,300 soldiers. The Americans had only one battalion with professional training and leadership. If there was ever a bleak future for the American war effort, this was it. The Americans did have a ***flotilla*** of four brigs and eight smaller vessels, which had taken refuge in Plattsburg harbor to avoid being picked off in open waters by the British. The Americans were little threat to the British on land or at sea.

VOCABULARY

Protracted: long and drawn-out.
Deplete: drain; exhaust; reduce.
Tributaries: connecting streams and rivers.
Garrison: military base or fort.
Elite: top or best.
Flotilla: naval fleet.

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Commodore MacDonough

With such overwhelming odds, the General in charge of all the British forces decided not to send in his land soldiers until his naval forces had disposed of the American ships. He ordered his ships to enter the bay, which was the only action they could have taken to put themselves at risk. Realizing that the hour of battle had arrived, Colonial Commodore MacDonough, with his officers, knelt on the deck of his ship and implored God to strengthen them and give them aid. As the British ships entered the bay, the wind dropped and the ships, which relied on wind for power, could no longer maneuver themselves. The British ships began to float helplessly toward the American ships and into range of their enemy's guns.

The Americans were able to send salvo after salvo of accurate cannon fire into the British ships. The battle lasted two hours, but the outcome was settled at the ***outset*** when the wind died down. The British Governor General was so overcome as he watched his naval forces ***annihilated*** that he withdrew his army back to the frontier without even firing a shot. His men were so disgusted that 800 of them deserted to the American side. Commodore MacDonough sent the following message to President Madison, "The Almighty has been pleased to grant us a signal victory."

Repeatedly, in studying American history, we see that weather or some other act of God made the difference between victory and defeat. (*ODT*—Barkey)

REPAIRING SENTENCE ERRORS IN WRITING

Careful prose writers make sure their sentences have all the parts necessary to form complete thoughts. Even if your sentences flow together logically to form a good paragraph, your reader will not understand your point if the sentences are not grammatically correct. One of the best ways to reduce sentence errors is to assure that each sentence has both a subject (noun) and a predicate (verb). You can also reduce sentence errors by checking to see that your sentences are not too long and detailed for the reader to follow. The three main sentence errors are *sentence fragments*, *run-on sentences,* and *rambling sentences*.

A **sentence fragment** is a group of words that does not express a complete thought. A sentence fragment may happen in two ways: 1. The group of words has no subject or verb. This is a phrase instead of a sentence. 2. The group of words begins with a subordinating conjunction. This is a subordinate clause instead of a sentence.

VOCABULARY

Outset: beginning.
Annihilated: completely destroyed.

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Example #1: The British strategy, during the War of 1812.

- Notice that this example does not have a verb.

Correction #1: The British used strategy during the War of 1812.

- Notice that this example can be corrected by inserting a verb.

Correction #2: The British strategy, during the War of 1812, was to carry out a long and protracted war.

- Notice that this example can also be corrected by adding more information that includes a verb.

Example #2: With such overwhelming odds

- Notice that this example begins with a subordinating conjunction. It cannot stand on its own as a complete sentence.

Correction #1: The Americans faced overwhelming odds.

- Notice that this example can be corrected by adding a subject and verb, which changes the subordinating clause into a complete sentence.

Correction #2: With such overwhelming odds, the General decided not to send in his land soldiers.

- Notice that this example can be corrected by adding an independent clause.

A **run-on sentence** occurs when a writer joins two sentences without the correct punctuation or without a conjunction.



The Duke of Wellington

Example #1: This was the best of the army of the Duke of Wellington, who had won a monumental victory over Napoleon at Waterloo, they were the battle-hardened elite of all the military might of Europe.

- Notice that this run-on sentence uses a comma to join the first independent clause to the second independent clause.

Correction #1: This was the best of the army of the Duke of Wellington, who had won a monumental victory over Napoleon at Waterloo. They were the battle-hardened elite of all the military might of Europe.

- Adding a period after Waterloo breaks this run-on sentence into two sentences. Notice the first word in the second sentence was capitalized.

Correction #2: This was the best of the army of the Duke of Wellington, who had won a monumental victory over Napoleon at Waterloo; they were the battle-hardened elite of all the military might of Europe.

- Adding a semicolon after Waterloo properly joins the two parts of this run-on sentence.

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Example #2:	The Americans had four brigs and eight smaller vessels, they were no threat to the British. • Notice that this run-on sentence uses a comma to join two independent clauses.
Correction:	The Americans had four brigs and eight smaller vessels, and they were no threat to the British. • Notice that this example can be corrected by adding a conjunction.

The **rambling sentence** is a common mistake made by beginning prose writers. Rambling occurs when too many sentences are joined with the conjunction *and*.

Example #1:	The first naval force was sent to control the Chesapeake Bay and its tributaries and the second expeditionary force was to go north and move from Lake Champlain on down the Hudson River and the third expeditionary force was sent to New Orleans. • Notice that this example has three independent clauses (sentences) strung together with the conjunction *and*.
Correction:	The first naval force was sent to control the Chesapeake Bay and its tributaries. The second expeditionary force was to go north and move from Lake Champlain on down the Hudson River. The third expeditionary force was sent to New Orleans. • Notice that this rambling sentence can be corrected by inserting periods after each complete thought and capitalizing the first word of the next complete thought.

Example #2:	British ships entered the bay and the wind dropped and the ships, which relied on wind for power, could no longer maneuver themselves. • Notice that this example has three independent clauses (sentences) strung together with the conjunction *and*.
Correction:	British ships entered the bay. The wind dropped. The ships, which relied on wind for power, could no longer maneuver themselves. • Notice that this rambling sentence can be corrected by inserting periods after each complete thought and capitalizing the first word of the next complete thought.

You are doing well. Read the life principle and then continue on to the activities.



LIFE PRINCIPLE:

"God alone is the author of all the motions in the world."
-Rene Descartes, philosopher

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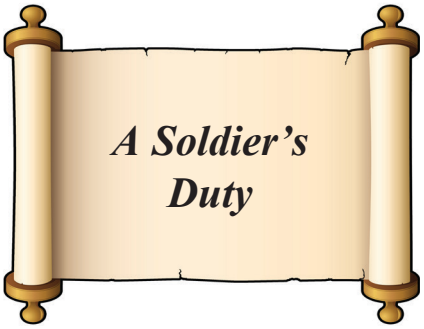


Topic 3

Chapter 5

Section 1

Topics 1-5





On any given day, in any given week, in cities all across the country, courageous young men and women stand before a military officer and swear to defend the Constitution of the United States of America (and the freedoms it guarantees), and to obey officers placed in authority over them. Dwight D. Eisenhower was one of these courageous military heroes. Educated at the Military Academy at West Point, Eisenhower served as an officer in the Army for most of his life and was elected as the 34th President of the United States of America. Eisenhower valued the freedoms he fought to protect. He understood the significance of freedom and did everything in his power to preserve them for future generations of Americans. Over the years, many Americans have become less concerned with freedom and more concerned with comfort. Average Americans do not know much about their constitutional rights, nor do they seem to care much about those constitutional rights. This is a ***travesty***. Men and women die to provide freedom to citizens. Surely, their blood shall not be shed in vain. Do not stand on the sidelines and watch as our rights are ***eroded*** into ***oblivion***. May it never be! Military service is an honorable occupation and one that preserves the freedoms fought for and won by our forefathers.

CONSTRUCTING A COMPOSITION

Whether your composition (also called an essay) is one paragraph or several, the same principles of writing apply. You must include the introduction, the body, and the conclusion. Remember, a paragraph conveys only one idea. In writings that are longer than one paragraph, start a new paragraph when you are ready to convey a new idea.

The Introduction

If you came up to someone and just began talking with them about some topic without introducing yourself, they would be

VOCABULARY

Travesty: something shocking or upsetting, because it is not what it is supposed to be.
Eroded: worn away over time.
Oblivion: unconsciousness; insignificance.

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confused. That person might not know you, might not know what you were talking about, or might not know why he or she should care about the topic you are discussing. You must introduce yourself, and you must introduce your topic. In the same way, a reader must be introduced to the composition. The introduction states the main idea that will be discussed by the writer. Some writers use one sentence to introduce the composition. There is no word limit set on how long the introduction should be. Today's vignette has one sentence in the introduction:



Introduction: On any given day, in any given week, in cities all across the country, courageous young men and women stand before a military officer and swear to defend the Constitution of the United States of America (and the freedoms is guarantees), and to obey officers placed in authority.

Based upon the introduction, you know that the composition will be about Americans swearing to defend the Constitution. You know that details about military service and defense of the Constitution will be discussed within the body of the paragraph. For longer compositions, the reader knows that these details will be discussed in the body of the essay, spanning multiple paragraphs.

The Body

The body supports the purpose stated by the introduction. In the vignette, the writer used details about Eisenhower to support the introduction that proclaimed Americans are duty-bound to defend the Constitution and obey officers in authority. The body proves or explains how the example of Eisenhower supports that statement.

Body: Dwight D. Eisenhower was one of these courageous military heroes. Educated at the Military Academy at West Point, Eisenhower served as an officer in the Army for most of his life and he was elected as the 34th President of the United States of America. Eisenhower valued the freedoms he fought to protect. He understood the significance of these freedoms and did everything in his power to preserve them for future generations of Americans. Over the years, Americans in general have become less concerned with freedom and more concerned with comfort. Average Americans do not know much about constitutional rights, nor do they really care about constitutional rights. This is a travesty.

The body explains the introduction by providing background information about Dwight Eisenhower and his military service as well as discussing the change in American thought in general.

The Conclusion

The last part of a paragraph (or essay) is the conclusion. The purpose of the conclusion is to bring the paragraph (or essay) to a close and complete your discussion of the chosen topic. An important rule to remember when writing the conclusion is, <u>do not introduce new information that was not discussed in the body</u>. A conclusion may be written several different ways. Often,

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a conclusion is a short review of the point or points discussed in the paragraph. Conclusions can also contain inspiring statements or challenges to action.

Conclusion: Men and women die to provide freedom to citizens. Surely, their blood shall not be shed in vain. Do not stand on the sidelines and watch as our rights are eroded into oblivion. May it never be! Military service is an honorable occupation and one that preserves the freedoms fought for and won by our forefathers.

The concluding sentences briefly review the facts that men and women die defending Constitutional rights, then finishes with an inspiring statement about the honorable nature of military service.

Compositions with Multiple Paragraphs

In compositions with multiple paragraphs, usually, the entire first paragraph is the introduction, and the entire last paragraph is the conclusion. Everything in between is the body. Presidents and statesmen often read or speak their compositions as speeches. A speech is simply a composition that is read or delivered in public. Read the speech given by John F. Kennedy during his inauguration. Test his speech to see if it follows the guidelines for a good composition.


John F Kennedy

John F. Kennedy's Test

For I have ***sworn*** before you and Almighty God the same ***solemn*** oath our ***forebears*** prescribed nearly a century and three quarters ago… The same revolutionary beliefs for which our forebears fought are still at issue around the globe - the belief that the rights of man come not from the generosity of the state, but from the hand of God.

We dare not forget today that we are the heirs of that first revolution. Let the word go forth from this time and place, to friend and foe alike, that the torch has been passed to a new generation of Americans - born in this century, tempered by war, disciplined by a hard and bitter peace, proud of our ancient heritage - and unwilling to witness or permit the slow undoing of those human rights to which this Nation has always been committed, and to which we are committed today at home and around the world.

Let every nation know, whether it wishes us well or ill, that we shall pay any price, bear any burden, meet any hardship, support any friend, oppose any foe, in order to assure the survival and the success of liberty… This will not be finished in the first 100 days. Nor will it be finished in the first 1,000 days, nor in the life of this Administration, nor even, perhaps, in our lifetime on this planet. But let us begin.

In your hands, my fellow citizens, more than in mine, will rest the final success or failure of our course.

VOCABULARY

Sworn: promised or affirmed.
Solemn: sincere or serious.
Forebears: ancestors.

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Since this country was founded, each generation of Americans has been summoned to give ***testimony*** to its national loyalty. The graves of young Americans who answered the call to service surround the globe.

In the long history of the world, only a few generations have been granted the role of defending freedom in its hour of maximum danger. I do not shrink from this responsibility - I welcome it. I do not believe that any of us would exchange places with any other people or any other generation. The energy, the faith, the devotion which we bring to this endeavor will light our country and all who serve it -- and the glow from that fire can truly light the world.

And so, my fellow Americans: ask not what your country can do for you - ask what you can do for your country.

If President Kennedy's speech follows the rules of composition writing, the introduction would be paragraph 1; the body would be paragraphs 2-5; and the conclusion would be paragraph 6. Let's see if that is true.

The introduction should provide the main idea of the composition.

Paragraph #1: For I have sworn before you and Almighty God the same solemn oath our forebears prescribed nearly a century and three quarters ago… The same revolutionary beliefs for which our forebears fought are still at issue around the globe - the belief that the rights of man come not from the generosity of the state, but from the hand of God.

The body should support the main ideas introduced in the first paragraph. The body provides details that clarify and explain the main idea.

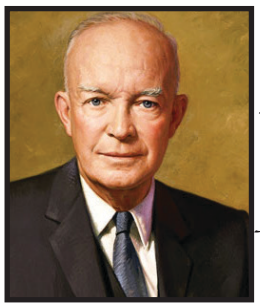
The conclusion should reinforce the main ideas in the introduction or sum up the main point in the body. The conclusion may also issue a challenge or deliver an inspirational thought based on what has been discussed in the introduction and body.

Paragraph #6: And so, my fellow Americans: ask not what your country can do for you - ask what you can do for your country.

This speech passes the test! Congratulations. You are learning how to evaluate quality compositions and how to write your own. Keep up the hard work. Read the life principle and then complete this lesson by doing the activities.

VOCABULARY

Testimony: Evidence or proof.



LIFE PRINCIPLE:

"A people that values its privileges above its principles soon loses both."
-Dwight Eisenhower, 34th US President

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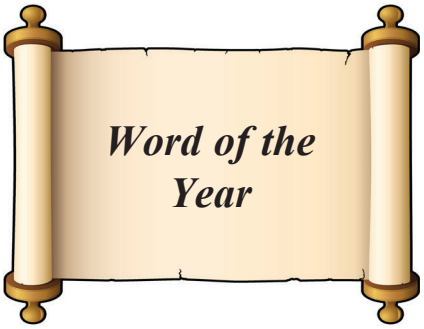


Topic 4

Chapter 5

Section 1

Topics 1-5





Dictionaries are ***magnificent*** reference books. Not only do they define words, but they also demonstrate how to use words in context. Some words have many meanings, and new words come into existence almost every day. Back in 1902, the words *microwave*, *cellphone*, *internet*, and *Facebook* were unknown. The meanings of other words have changed over time. One word that has not changed its definition is the word *friend*. Webster's dictionary defines a friend as "one who you like and enjoy being with." The desire for true friendship is a sentiment that has been ***echoed*** down through the years by people of all ages. Real friendships develop from a clear understanding of the definition and nature of the word friend. Many people do not know how to get or be friends, but the desire for friendship remains strong.

A Jewish ***Rabbi*** once defined true friendship when he stated, "Greater love has no one than this, that he would lay down his life for his friend." The same teacher went on to tell how to be this friend, saying, "love your neighbor as you love yourself," which assumes that you truly love yourself. The "Golden Rule" of how to treat others is based on this idea. If you want others to treat you with respect and kindness, then you must show them kindness and respect first.

Social media has changed the perception of what friendship entails. Some people think because they have many "followers" on Twitter and Instagram, or they have been friended by a bunch of people on Facebook, that they have many friends. Nothing could be farther from the truth. These are not true friends. Many are just nosy people who want to know what you are doing, but do not take the time to ***engage*** you on a personal level. One danger of social media is creation of fake friendships, as well as the ***influence*** fake friends can have on your life.

The Oxford Dictionary's Word of the Year for 2013 was the word *selfie*. A selfie is a picture, which someone takes of

VOCABULARY

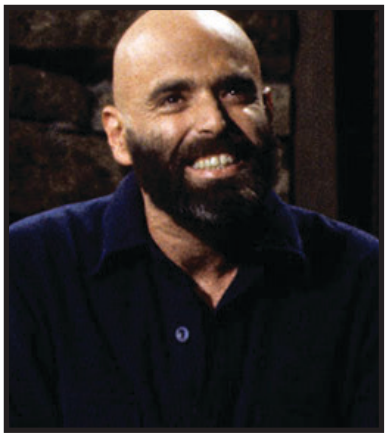
Magnificent: wonderful.
Echoed: repeated.
Rabbi: teacher.
Engage: socially interact with.
Influence: power over another.

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themselves using a smartphone or web camera, usually to post on social media sites or send over the internet or through texting. Society seems to have done a really good job of "loving" itself, but has forgotten how to love others. ***Philosopher***, songwriter, and poet, Shel Silverstein, reflects this theme in a poem he wrote:

If my face could only twist,
Then I could give my cheek a kiss
And whisper in my lovely ear,
"You're so beautiful, my dear."
And look into my eyes and see
Just how much I'm in love with me.



Shel Silverstein

As you start each new day, consider how you might show true friendship to people around you. This might mean letting others get in line ahead of you, being patient with someone who is slower than you, or simply smiling at someone who seems to be having a difficult time. It means putting other's needs ahead of your own. People who practice this habit are pleasant to be around, and they usually develop many friendships.

ANSWERING THE WRITING PROMPT

Often, in school and in life, you will be asked to answer a specific question in written form. Specific questions, which are found commonly on standardized tests, evaluate your ability to express yourself clearly and ***succinctly***. Specific questions are called essay prompts or writing prompts. These prompts are more than simple questions like "What did you do on your summer vacation?" or "What do you want to be when you grow up?" The essay prompt for today's story answered the following prompt: *What is the meaning of friendship and how does one demonstrate true friendship?*

To answer this question, the writer had to ***parse*** the prompt. To parse a prompt, break it into pieces and analyze specifically what is being asked. Parsing is part of the planning step in the writing process. In the following table, notice how the prompt was parsed to ***facilitate*** the writing process.

VOCABULARY

Philosopher: thinker.
Succinctly: briefly, using few words.
Parse: analyze or break down into parts.
Facilitate: make easier.

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Essay Prompt: What is the meaning of friendship and how does one demonstrate true friendship?

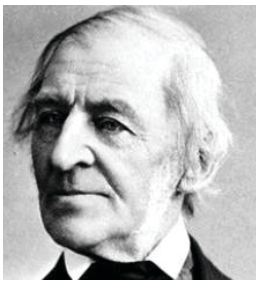
- Notice that there are two parts to this question. Each must be answered separately and specifically.

Part One:	**What is the meaning of friendship?**
Ideas for how to answer this part:	--Define friendship. (Look in the dictionary) --Any other sources for the definition of friend? (books, social media, television and movies, songs, poetry) • Notice that the writer's ideas for how to answer this question center only on defining friendship.
Part Two:	**How does one demonstrate true friendship?**
Ideas for how to answer this part:	--How are true friends developed? --Examples of true friendship --Examples of fake friendship • Notice that the writer's ideas for how to answer this question center only on demonstrating true friendship.

Once the writing prompt was analyzed, the writer was ready to begin writing. An introduction was prepared, followed by definitions and examples of friendship, which answered the prompt. The writer ***concluded*** the essay by challenging readers to be true friends in order to get true friends.

VOCABULARY

Concluded: finished or ended.



LIFE PRINCIPLE:

"The only way to have a friend is to be one."
-Ralph Waldo Emerson, author

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Topic 5

Chapter 5

Section 1

Topics 1-5





Winston Churchill

If leaders were made of Legos, you could construct the perfect leader in no time at all. Planning would start with a careful review of great leaders who exhibited positive ***traits***—the building blocks of good character. Looking into your box of character blocks, you would select integrity, wisdom, and perseverance -- three of the very best character traits. Then, you would decide how to arrange them.

As your foundation, you would choose the character block of integrity. The United States Air Force has defined integrity as "the willingness to do what is right even when no one is looking." Your leader would be the model of integrity, both publicly and privately. ***Winston Churchill*** was an example of a leader who had integrity. He promised the people of Greece that he would defend ***Athens*** from ***Marxists*** who threatened the city after the departure of the German army during World War II. Even though Churchill could not really ***spare*** the troops, he pulled two divisions of British soldiers from the Battle of Messina and sent them to Athens to protect its people. Churchill demonstrated that keeping promises and doing what is right is ***vital***. Integrity is not the only character trait needed for good leadership.

Upon the firm foundation of integrity, you would carefully place the block of wisdom. You know that being smart or having a lot of knowledge is not enough to make a great leader. Wisdom is defined as "knowledge rightly applied." George Washington was a leader who showed wisdom when he retreated from a battlefield in New York. He was out numbered, out gunned, and out of options. Instead of staying, fighting, and probably dying, he made a ***tactical*** retreat during the night. Retreating saved the lives of Washington's men and allowed the general to keep fighting for freedom in an area that was more ***favorable*** to him and his troops. George Washington had both integrity and wisdom.

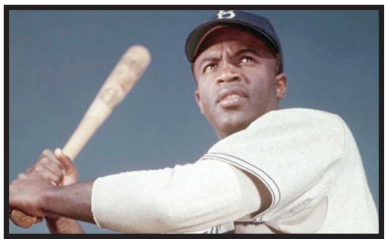
VOCABULARY

Traits: behaviors.
Winston Churchill: prime Minister of England during World War II.
Athens: capital of Greece.
Marxists: socialists; ones who follow the teachings of Carl Marx.
Spare: give something that is extra or not needed.
Vital: absolutely necessary.
Tactical: strategic or planned.
Favorable: advantageous.

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The last main block that you would select for building your ideal leader, would be the block of perseverance. Perseverance is the drive to keep going and see a job through to completion under adverse conditions. One leader who showed perseverance was Jackie Robinson, the first black professional baseball player. Although not a political leader, Robinson was a cultural leader. Robinson demonstrated through his courage, determination, and perseverance, that he was every bit as talented as any other ball player. All leaders are called upon to do a job, but not all leaders have the perseverance to keep going when things get difficult. Robinson did.


Jackie Robinson

Once you have completed the main structure of your leader you would look into your box of remaining character qualities and select other good trait blocks to fill out your leader. After building your ideal leader, you would realize that these traits, which you carefully selected, are traits that you need to ***cultivate*** in your own life. Positive character traits are ***universally*** useful and ***indispensable***. Best of all, good character is never out of style. Most people who are alive today will not be great leaders of nations. However, everyone can be a great leader. Choose your building blocks carefully. Integrity, wisdom and perseverance will start you on the path to a bright future.

ANALYZING THE 5 PARAGRAPH ESSAY

Today's story is an essay about leadership written by a student just like you, named Joshua. Joshua was asked to write a 5-paragraph essay to answer the following writing prompt: *What are the three most important characteristics or traits that make a good leader and why did you choose them?*

After interviewing parents, church leaders, military personnel, and friends, the student wrote down lots of possible characteristics. He analyzed each one and ranked them from most important to least important. The first three traits (or most important characteristics) were integrity, wisdom, and perseverance. Joshua transferred his chosen characteristics to a form that would help him organize his ideas. He listed each trait separately and then began to write why each of those traits made a good leader (why he chose them), siting examples of past leaders that demonstrated these traits. Joshua also thought of ways to change smoothly from one main point to another. These short sentences are called transitions.

After Joshua settled on the main points of his essay and supporting details, he thought about how to introduce them. These thoughts and ideas became his introduction. He was careful to check the writing prompt again to be certain he answered the question completely. Then, he developed some statements that summarized his thoughts on the important leadership traits he would discuss in the body of his essay. These summary statements would become the conclusion. Once Joshua completed his planning and organizing, he was ready to write. Joshua's planning and organizational form looked like this:

VOCABULARY

Cultivate: develop or improve.
Universally: generally.
Indispensable: necessary.

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Introduction (main idea to be presented):

Integrity, wisdom, and perseverance are basic building blocks of character that make good leaders—sort of like Legos—Must provide a firm foundation

First Main Point:

Integrity

Supporting details:

Definition: the willingness to do what is right even when no one is looking

—Winston Churchill

—made a promise to Greece

—kept his promise to defend Athens, even when it was not convenient

Transition:

Integrity is not the only character trait needed for good leadership.

Second Main Point:

Wisdom

Supporting details:

Definition: knowledge rightly applied

—George Washington

—showed wisdom in planning for the future

—retreated to find a more favorable location to fight

—Washington's choice saved many lives

Transition:

George Washington had both integrity and wisdom.

Third Main Point:

Perseverance

Supporting details:

Definition: the drive to keep going and see a job through to completion under adverse conditions.

—Jackie Robinson

—the first black professional baseball player.

—persevered even when things were hard.

—Did job he was called to do

Transition:

All leaders are called upon to do a job, but not all leaders have the perseverance to keep going when things get difficult.

Conclusion (short review and/or challenge to reader):

—traits, which you carefully selected, are traits that you need to cultivate in your own life

—good character is never out of style

—choose building blocks carefully

—integrity, wisdom and perseverance will start you on the path to a bright future

Notice that you do not need to write notes in full sentences when using an organizational form such as this.

You are doing well. Read the life principle and complete the Activities.



LIFE PRINCIPLE:

"Positive character traits are universally useful and indispensable."
-Joshua Trimm, Student

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Topic 6

Chapter 5

Section 2

Topics 6-10

Splendor of the Visible, and Composition and Consequences of the Unseen (Part 1)



Grand mountains inspire viewers. Tourists hardly know how to express the thrill and joy of driving across majestic canyons, over snow-capped passes, and along forested roads. Words seem inadequate to describe what is seen in desert sunsets, seashore dawns, and mountain storms. Even more ***intriguing*** is the fact that people seldom consider what is unseen as life edges past birthdays toward eternity. Fortunately, history is full of accounts of men and women who looked beyond the visible to discover unseen substances that comprise our world. Those people uncovered mysteries that prolong and save lives. The Creator has allowed, indeed provoked, certain people to ponder what is invisible to the naked eye, and to discover the composition of the unseen. Thereby, those ***inquisitive*** and alert people have lifted the lid on hidden secrets of the universe to reveal astounding truths that affect people worldwide.

King David asked the question, "Lord, what is man that You are mindful of him…?" The intent of the king's question was to provoke mankind to consider the invisible relationship between humanity and Deity. That is a question every soul should consider. To neglect it is to tinker carelessly with ***eternity***. Ironically, the majority of humanity seldom puts down their smartphones, tablets, joy sticks, or remote control devices long enough to ***contemplate*** the inevitability of eternity. That is likely due to the fact that most people pay more attention to the visible than to the invisible things in life.



Intriguing: fascinating; interesting.
Inquisitive: questioning, curious.
Eternity: time without end; forever; life after the here and now.
Contemplate: think about; envision.

A short stroll through history reveals that a great many events in life pertain to unseen items on earth. Of interest is the revelation that things seen have their basis in things unseen. For example, every chemical or physical property identified on the Periodic Chart of Elements has its own invisible mathematical composition and audible frequency. Every element pulsates at a precise and predictable mathematical frequency. Even colors can be identified with mathematical frequencies unseen by the human

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eye. Gold has a frequency different from silver or copper. In fact, scientists who ***pondered*** the mysteries of physics and chemistry years ago observed that the certainty of mathematics enabled prediction of undiscovered elements long before the elements were actually discovered and placed on the Periodic Chart of Elements.



Isaac Newton

The great scientist Isaac Newton studied rotation of stars and planets so astutely, that he was able to predict when and where certain heavenly bodies could be seen in night skies. His mathematical proofs of planetary orbits established the certainty of initial cause by a Creator whose universal laws cast compelling doubt on ***speculative*** theories that man just happened, and that life evolved from chaos and disorder. Today, astronomers know precisely the mathematically-calculated orbits of planets and stars. That predictability ***obliterates*** the idea that the universe evolved ***haphazardly***. Visible observation of planetary orbits rests on invisible mathematics that verify order and predictability, thus validating the theory that the universe came into being at the hand of a wise and brilliant Designer whose invisible laws are constant.

THE WRITING PROCESS

Communicating thoughts, plans, ideas, beliefs, hopes, and feelings through writing is one of the most ***crucial*** skills you may ever learn. By observing the world around you and communicating your response to the world, you may inspire, inform, delight, and encourage others to observe their world, to be creative, or to promote what is good and to remove that which is bad.

A key to effective writing is establishing a process to help accomplish the goal, whether the goal is a paragraph, a composition, essay, or story. The writing process that you will learn in this course consists of five main stages: Prewriting, Planning, Drafting, Editing, and Proofreading.

Prewriting is gathering ideas.

Planning is putting ideas in order (outlining, finding sources, gathering references and information)

Drafting is writing the rough draft-the first version of your literary work.

Editing is reading your work critically, rewording parts of it, reworking it to improve it as much as possible, and adding or subtracting words, sentences, or paragraphs to clarify ideas.

Proofreading is correcting grammar and sentence structure.

This process is used to some degree or another anytime you write, whether it is a letter to a friend, a composition for your

VOCABULARY

Pondered: considered or wondered about.
Speculative: theoretical or abstract.
Obliterates: destroys; reduces to nothing.
Haphazardly: randomly; without a plan.
Crucial: important.

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teacher, an essay for college readiness exams or college applications, or a book or story about someone you know. Sometimes, as with letters to a friend, some of these stages take place in your head as you think about what to say, how to say it, the order in which it should be said, how to introduce yourself, and how to conclude. Then, when the letter has been drafted, you read over it checking to determine whether you have clearly communicated your objective, and looking for proper spelling, punctuation, grammar, and sentence structure. This writing process is the basis for how to proceed with all written works.

Stage One: Prewriting

When a specific prompt has not been provided and you must develop a topic on your own, you might use prewriting to give yourself some basis for planning and writing. Prewriting helps you gather your thoughts before you begin to write. Before putting pen to paper or fingertips to keyboard, you need to consider three aspects of your composition: *purpose*, *audience*, and *knowledge*.

When writing, you must define the *purpose* for your composition. The purpose of a composition may be to narrate a story, to describe a situation, to show cause and effect, to compare and contrast, or to persuade others to take action.

A composition should be written with a certain *audience* in mind. In school, your audience is your teacher and other students. In life, your audience may also include friends, family, colleagues, or your employer. How you approach, or speak, to one group might not be appropriate with another group. When determining your audience, you need to consider such characteristics as age, gender, culture, faith, knowledge, interests, and education. If you know your audience, you can then determine how much information they are likely to know about the subject, and how much interest they have in the subject.



A third aspect to consider when prewriting is your own *knowledge* of the chosen subject. Ask yourself what you already know about the topic. If you have limited knowledge, you may need to research the topic. You can use online sources, encyclopedias, interviews, magazines, and other similar sources. If you are already knowledgeable about the topic, your previous knowledge, experience, culture, and faith will allow you to add interesting details that will keep your audience's attention.

In today's vignette, the writer uses the following sentences to inform the reader about the purpose of his essay (the invisible relationship between humanity and Deity), suggesting that the audience (the reader) may be more interested in the visible rather than invisible things in life. Notice how the writer relays this information:

> The intent of the king's question was to provoke mankind to consider the invisible relationship between humanity and Deity. That is a question every soul should consider. To neglect it is to tinker carelessly with eternity. Ironically, the majority of humanity seldom puts down their smartphones, tablets, joy sticks, or remote control devices long enough to contemplate the inevitability of eternity. That is likely due to the fact that most people pay more attention to the visible than to the invisible things in life.

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More than one method of prewriting is used among writers. If you have not been given a specific writing prompt, one way to generate ideas is called *freewriting*. To free write, you decide what your topic will be and then simply start writing anything you can think of about your topic. Do not worry about organization, spelling, punctuation, or grammar. When freewriting, the goal is to put your ideas on paper. Write whatever comes to mind and keep writing. You will be surprised at the wonderful ideas that come from your freewriting. Then, you can use those ideas in your composition.

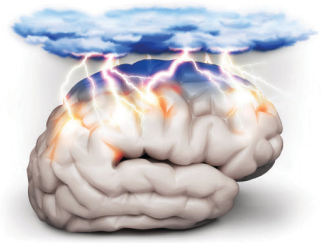
For example, perhaps your teacher has instructed you to write a paragraph about earthquakes. To begin freewriting, you would write on a piece of notebook paper "Earthquakes." Underneath the topic, you would write any ideas that popped into your mind as you thought about this natural phenomenon. Study the example below that a student wrote about Earthquakes.

Earthquakes

Shaking, breaking, cracks in the earth, scared people and animals, damage, death and injury, tsunami, tilted trees, tectonic plates, shifting, movement, destruction, fear, volcanic activity, expensive, strong buildings stand, weak buildings collapse, gas leaks, fires, impassable roads, collapsed tunnels, Richter scale, magnitude

Notice that the student wrote random thoughts on the topic. Little attention was given to organization, spelling, punctuation, or grammar. Some of the ideas are good and could be used in a composition. Some of the freewriting thoughts were probably derived from personal experience and from data learned at school.

Another good strategy for developing ideas is called *brainstorming*. When you brainstorm, you list ideas—whatever comes to mind concerning your topic. Some brainstorming information may not be accurate and may need further research to verify. In the example below, notice how many ideas were generated from just a small bit of brainstorming.



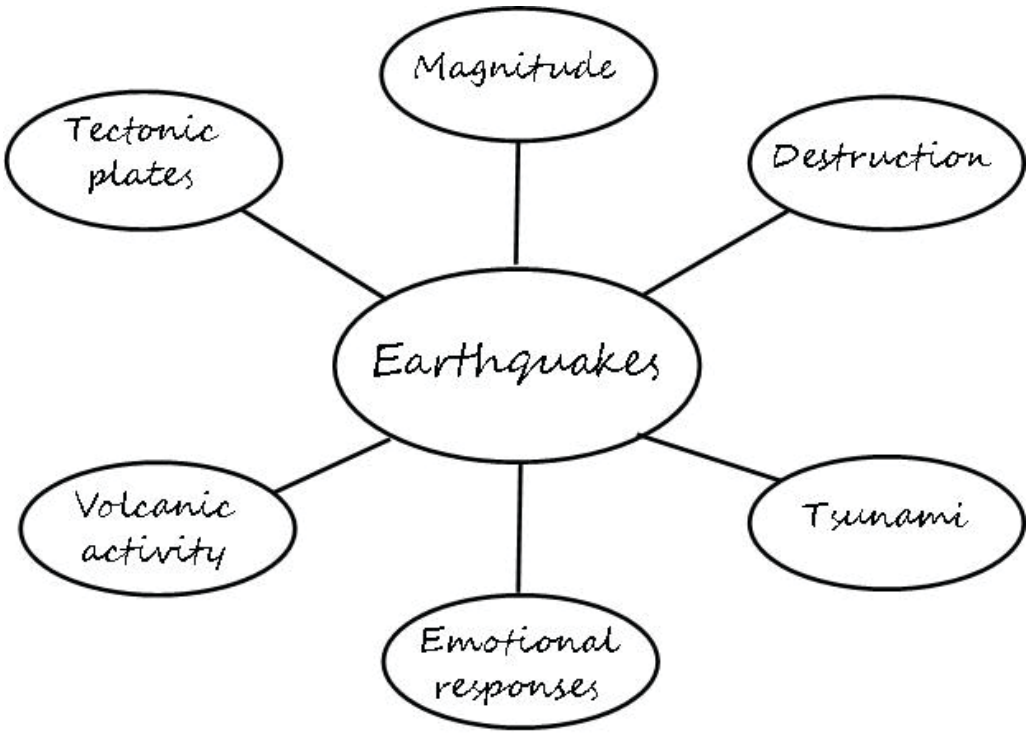
Eathquakes	
Cause of earthquakes	Shifting of tectonic plates, volcanoes
Magnitude	Measured by points on the Richter scale
Destruction	To buildings, roads and other structures due to movement of earth
Movement	Of plates, earth, buildings, water
Tsunami	Can result from earthquakes near or in the ocean
Emotional responses	Both people and animals fear earthquakes and the results

Rather than freewriting or brainstorming, some writers prefer *mind mapping*. When mind mapping, begin with the topic in the middle circle, and "map out" ideas as you go along. Notice the main idea in the center circle labeled Earthquakes. Extending from the main idea are "mapped out" ideas that could be included in the essay draft. Each of these mapped-out ideas may have further details mapped to them.

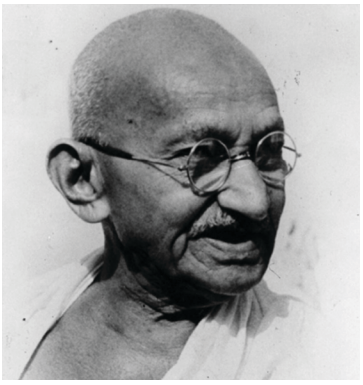
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The following diagram is an example of mind mapping:



Congratulations! You have successfully finished the first stage of the Writing Process. Read the Life Principle and continue to the Activities where you will practice your new skill.



LIFE PRINCIPLE:

"The future depends on what you do today."
-Mahatma Gandhi, civil rights leader

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Topic 7

Chapter 5

Section 2

Topics 6-10

Splendor of the Visible, and Composition and Consequences of the Unseen (Part 2)



For hundreds of years, people were persuaded by superstitions because people could not see with their eyes the secrets of life. Scholars, theologians, and scientists embraced the idea that only visible things were relevant. For example, the majority of expectant mothers in European maternity wards during the 1800s died shortly after being examined by attending physicians. A visiting doctor at a European hospital watched in alarm as doctors failed to wash their hands as they examined dozens of expectant mothers, and that within a few days the expectant women ***writhed*** in pain and fever, and died. The concerned doctor warned the attending physicians that they were transferring unseen germs from infected women to other patients. The ***arrogant*** physicians scoffed and ridiculed the visiting doctor for assuming that invisible germs were being transferred among patients. They said, "We don't see any so-called germs." What the physicians did not see led to the unnecessary deaths of thousands of pregnant women. The practice continued until doctors observed through microscopes the existence of deadly bacteria on the hands of doctors who examined expectant mothers. Deaths dropped from above 60% to less than 2% after doctors began washing their hands and sterilizing their instruments after examining each patient. Skeptical doctors ***reluctantly*** acknowledged that invisible things affected things seen.

Florence Nightingale was a nurse during the Crimean War in which more British soldiers died in military hospitals than on battlefields. Nurse Nightingale observed ***wretched*** sanitation conditions in wards where wounded soldiers lay in human waste and rat-infested beds, and were fed ***rancid*** food. Nightingale demanded that military doctors provide clean bedding, fresh food, and sterilized bandages to remove the danger of infection from unseen germs. Resistance from military doctors was based on their proud, but false, assumption that illness could not possibly be tied to invisible bacteria. Of course, they were wrong. Fortunately, Nightingale's persistence brought reform to military hospitals.

VOCABULARY

Writhed: squirmed; moved as if in pain.
Arrogant: proud; overconfident.
Reluctantly: hesitantly; unwillingly.
Wretched: despicable; inadequate.
Rancid: spoiled or stinking.

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The result was that soldiers recovered from their wounds. Even though Nightingale did not see the bacteria transmitted to wounds, her persistent belief in unseen germs compelled her to insist that doctors and nurses practice sanitary procedures.


Louis Pasteur

Louis Pasteur was a French scientist whose work with microscopic organisms in 1822 led him to discover tiny bacteria that was causing the death of children from rabies, smallpox, and anthrax. Pasteur tried repeatedly to persuade medical officials that unseen germs in milk, water, and food were the cause of illnesses and death. Officials scoffed at Pasteur until he developed a vaccine that saved the life of a child bitten by a rabid animal. His work to destroy germs from milk by heating it led to application of the term "pasteurized milk." Skeptics scoffed at the idea that unseen things could cause illness, death, and unmeasurable heartache -- until Pasteur and other observant scientists proved that unseen things are foundational to life.

Those pioneers in medicine proved that things which do not appear to the naked eye affect quality of life. One of the big downfalls of people is their lack of inquiry into the reality that life revolves around unseen entities. Wise people observe that man is like a speck in an orderly universe, and that creature-existence depends on forces and laws pertaining to atoms, neutrons, chemicals, and electrical impulses and frequencies unseen by human eyes.

THE WRITING PROCESS CONTINUED
Stage Two: Planning

The next stage in the writing process is planning. The planning stage includes gathering references and putting your ideas in order. One of the best ways to organize ideas is to create an outline. Use an outline to put ideas into a logical order with main points, subpoints, and supporting details. Outlines follow certain rules. The main points are labeled with Roman numerals (such as *I, II, III, IV*, etc.). Subpoints are indented and listed under each main point using capital letters (such as *A, B, C, D*, etc.). If the subpoints have supporting details, the details are indented and labeled with numbers (such as *1, 2, 3, 4*, etc.). Some very ***meticulous*** outlines will even have smaller details supporting the details. These smaller details are indented and labeled with lower case letters (such as *a, b, c, d*, etc.).

The points of an outline <u>do not</u> need to be stated in complete sentences; however, each point must start with a capital letter. Study the outline below on the topic of earthquakes; notice how the points follow the pattern mentioned above.

VOCABULARY

Meticulous: detailed.

I. Introduction to Earthquakes
   - A. Natural Phenomenon - Occur all around the world
   - B. Introduce causes, results and responses to earthquakes.

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II. Causes of Earthquakes
  A. Movement of Tectonic plates
  B. Volcanic Activity
III. Results of Earthquakes
  A. Damage to buildings, roads and other structures
    1. Poorly constructed structures collapse or sustain damage
    2. Properly constructed structures withstand the movement
  B. When located near oceans, can cause tsunami
    1. Widespread flooding of coastal areas
    2. Loss of life and property possible in populated areas
IV. Responses to Earthquakes
  A. Fear of the unknown
  B. Wonder at the strength of natural phenomenon
  C. Confidence in proper preparation
V. Conclusion
  A. Knowledge diminishes fear
  B. Preparation is the key



The purpose of an outline is to get you started and get you organized. You may plan some points in the outline that you may not use in the rough draft or final draft. That is all right. The more points you list in the outline, the more information you have to work with in the rough draft. Outlines will be discussed in greater detail in future courses.

An alternative to using an outline in planning is to use the form introduced in lesson 5-5.

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Introduction (main idea to be presented):

Natural Phenomenon—Occur all around the world— Introduce causes, results and responses to earthquakes

First Main Point:

Causes

Supporting details:

—Movement of tectonic plates

—Shifting of the layers of the earth's crust causes movement on land and in the ocean

—Volcanic Activity can cause movement

Transition:

The results of earthquakes vary depending on the cause and location of the earthquake.

Second Main Point:

Results

Supporting details:

Damage to buildings, roads and other structures:

—Poorly constructed structures collapse or sustain damage

—Properly constructed structures withstand the movement

—located near oceans, can cause tsunami (Widespread flooding of coastal areas and loss of life and property possible in populated areas

Transition:

Responses to earthquakes vary depending on knowledge and preparation.

Third Main Point:

Responses

Supporting details:

—Fear of the unknown (both humans and animals)

—Wonder at the strength of natural phenomenon

—Confidence in proper preparation for people who live in earthquake prone areas

Transition:

No need to have irrational fears about earthquakes.

Conclusion (short review and/or challenge to reader):

—Knowledge diminishes fear (learn about causes and what one can do to prepare for earthquakes)

—Preparation is the key (proper building codes, emergency stores of food and supplies, having a plan in place.)

LIFE PRINCIPLE:



"One of the big downfalls of people is their lack of inquiry into the reality that life revolves around unseen entities."

-Ronald E. Johnson, educator

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Topic 8

Chapter 5

Section 2

Topics 6-10

Splendor of the Visible, and Composition and Consequences of the Unseen (Part 3)



Men and women have noticed that at certain times of the year, geese will raise their heads, glance heavenward, and flap their wings to soar southward at the onset of winter. An unseen signal beams an invisible message from "out there" to notify geese that the time has arrived to migrate to Central America in order to escape death from Canada's winter snow and ice.

In like manner, an expectant mother is "notified" by an unseen force of law that the time has arrived for birth to take place. In similar action, youth awaken to awareness that unseen chemical changes are taking place to activate hormones that enable adolescents to reproduce life. New invisible emotions, passions, and desires stimulate curiosity about the marvel of life. Unseen heart-twitters cause teenagers to vibrate with excitement at ***proximity*** of the opposite gender. Those unseen forces are repeated by every generation and are undeniably activated by an invisible Designer. Thinking humans pause to reflect on the realities of unseen, but manifested, forces such as love, hate, bitterness, compassion, lust, passion, rage, and mercy.

Famous scientists such as Newton, Brahe, Faraday, Franklin, Einstein, Von Braun, and many others have verified through application of the scientific method of discovery the existence and repeatability of unseen, universal laws and forces. One of the wisest men in history stated, "Now faith is the substance of things hoped for, the evidence of things not seen." The author's contention is that life consists of unseen things, including faith. That statement provokes the question whether humans are designed to experience love, mercy, grace, kindness, faith, and forgiveness. Every human has felt at one time or another such unseen emotions as fear, anxiety, peace-of-mind, rejection, hope, love, and bitterness. The human mind instinctively knows that the above listed "things" exist and operate unseen by human eyes. The human mind knows that invisible forces operate on the soul, body, and spirit. Unfortunately, most people exist under the blinded view of, "I don't see anything wrong with the way I live."

VOCABULARY

Proximity: closeness or nearness.

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Physical laws operate whether mankind believes them or not. For example, gravity applies to all humans. Birth and death follow a typical 70-year period. The earth rotates on a predictable schedule, causing the sun to rise and set at calculated times. Rotation of the earth ***effectuates*** four seasons by which farmers plant and harvest crops. Ocean tides ebb and flow routinely to enable fishermen to harvest certain species of fish for annual markets. Such well-established laws enable mankind to observe effects of unseen forces, and to predict certain consequences or results. Life is sustained because of unseen laws and forces (things) that affect humanity.


Michael Faraday

Humanity is designed to live ***harmoniously*** within universal laws, including those pertaining to emotions, and to respond ***rationally*** to those laws. Humans have a built-in, designed, mechanism to recognize existence of unseen, yet predictable, universal forces and laws that apply to every human being and creature. Moreover, humans have a built-in choice mechanism to accept, embrace, and/or reject how those universal laws and forces will be applied individually…willingly or unwillingly.

THE WRITING PROCESS CONTINUED
Stage Three: Drafting

Once you have prewritten and planned your composition, you may begin to ***draft*** your composition. Focus on the purpose and the audience. Write your introduction—this introduces your topic and tells the main idea or ideas. Compose a body that supports your main idea or ideas. Conclude your composition with an effective final sentence or paragraph.

The first draft is called the *rough draft*, because it has not been edited or proofread. It is far from perfect, and is your first attempt at writing your composition. Before completing the final draft, you may have to revise your composition several times. When writing or typing your rough draft, double space it so you will have room to edit sentences and make corrections or changes.

Below is a paragraph by a student about earthquakes. Notice that there is an introductory sentence, a body, and a conclusion. Notice the details, descriptions, and facts that were added, based on research in encyclopedias, resource books, and online sources.

VOCABULARY

Effectuates: causes.
Harmoniously: pleasantly; working together well.
Rationally: logically or realistically.
Draft: rough copy; not the final result.

Rough Draft:

Earthquakes, that can occur anywhere around the world, are a natural phenomenon. There are some places where earthquakes occur more often than others. Earthquakes have multiple causes, results and emotional responses. The tectonic plates that form the outer layers of the earth's crust periodically shift. Shifting of these layers causes movement on land and in the ocean. Volcanic activity can also cause the earth to move or shake. The results

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of Earthquakes vary depending on the cause and location of the earthquake. When earthquakes happen on land, damage to buildings, roads and other structures can result. Poorly constructed structures collapse or sustain major damage. Properly structured constructed usually withstand the earth's movement. when earthquakes occur near or in the ocean, they can cause a tsunami, which results in widespread flooding of coastal areas and can cause loss of life and property in populated areas. Responses to earthquakes vary depending on knowledge and preparation. People who know little abot earthquakes often respond with fear. Animals also respond with fear. Those who understand earthquakes are often view earthquakes with amazement and wonder. Knowledge about and preparation for eathquakes can result in confidence on the part of people who live in earthquake prone area. There is no need to have irrational fears about earthquakes. Knowledge diminishes one's fears. The importance of learning about causes and what one can do to prepare for eathquakes can result in confident anticipation. Preparation is the key to surviving. Properly built buildings save lives. So do having emergency stores of food and supplies. Having a plan in place before earthquakes occur is one of the best ways to deal with earthquakes.



Notice that several revisions could be made to improve the paragraph. Some sentences need to be removed because they do not support the main idea. Some sentences simply need to be reworded. Some of the words are spelled incorrectly and some of the punctuation could be improved. You will learn how to do that in the next stage.

Read the Life Principle and continue with the Activities.

LIFE PRINCIPLE:

"Faith is the substance of things hoped for, the evidence of things not seen."
-Ancient Greek Proverb

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Topic 9

Chapter 5

Section 2

Topics 6-10

Splendor of the Visible, and Composition and Consequences of the Unseen (Part 4)



Ancient historical records etched in stone by Babylonians, Chinese, Egyptians, Aztecs, and Hebrews validate that humans, from the foundations of time, have observed the heavens and acknowledged the existence of a Creator—an original source. An ancient Middle east scholar quoted, "For the invisible things of him from the creation of the world are clearly seen, being understood by the things that are made, even his eternal power…" Moreover, cultures in Asia, the Middle East, Africa, and Central America have always recognized existence of universal laws that control life. A universally-accepted fact is that mankind is ***subservient*** to a Creator and His unseen laws, of which even nature confirms existence of universal, and predictable order of events. The United States Congress established a national motto, "In God we trust", to proclaim acknowledgement of a Supreme Being. It is imprinted on coins and government buildings to acknowledge that God controls the affairs of mankind and nations. The preamble to nearly every state constitution in the United States of America acknowledges the existence of a supreme being. Arrogant skeptics may scoff at the notion of universal laws established by a Creator; but evidence of such invisible laws ***repudiates*** skeptics, while inspiring men and women to enjoy splendid handiwork in the heavens, and on mountains and seas.

One universally–accepted fact is that from eternity past, mankind has attempted to relate to and appease gods. Scholars have recorded that at some time in ancient cultures, man was separated from the presence of God, and has been in constant motion to reestablish that broken fellowship. Most ancient cultures practiced human and/or animal sacrifice in efforts to appease a divine creator-being, who was perceived as an unknown and unseen, angry God who demanded justice. Mankind has ***instinctively*** known from the first civilization that a just and wholesome God would someday require justice on wayward humanity. Mankind seems to know instinctively that bad behavior must be reconciled by repentance. Unfortunately, mankind has tried in numerous ways since the beginning of recorded history to

VOCABULARY

Subservient: subordinate or obedient to another.
Repudiates: refute or contradict.
Instinctively: automatically or intuitively.

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reconcile with God through rituals, sacrifices, and repetitious chants, rather than to learn of and practice His invisible laws. Ancient drawings on cave wall and cliffs represent human efforts to appease God.

Ironically, historical records in the Middle East, Caribbean Sea, and South America contend that an original man and woman of antiquity violated a basic unseen law of God, thus were separated from their Creator. That separation was later defined in various commandments as anything that breaks human intimacy with their Creator. Ten Commandments were chiseled in Middle East stone to define observable and unseen acts that affect man's visible relationship with other humans and God. ***Theologians*** expounded on those commandments to define separation as unseen things such as anger, bitterness, un-forgiveness, greed, disbelief, rage, wrath, idolatry, rebellion, lust, and hate. Even though these are unseen emotions and feelings, the consequences of their practice are visible as adultery, murder, lying, gluttony, robbery, and theft, as well as poverty, bondage, death, depression, addiction, drunkenness, debt, disease, suicide, destruction of property, and other debilitating consequences.



The Ten Commandments

Most ancient and contemporary cultures records accounts of means whereby the Creator provided a path by which mankind could be reunited with God by application of the universal, unseen law called "repentance." Therefore, ancient cultures tried to appease God through human and animal sacrifices.

THE WRITING PROCESS CONTINUED
Stage Four: Editing

Editing a composition means reviewing and rethinking what you have written, examining the information, the effectiveness, and the order in which you have composed your work. When you edit, you may reword entire sentences or move them to a more logical position within the paragraph. Below are some editing questions to ask as you edit your work.

1. Does the lead sentence or lead paragraph provide an effective introduction?
2. Does the body contain details that are supportive, interesting, and factual?
3. Does the concluding sentence or paragraph effectively sum up the composition and /or refer to the main idea?

Focus on these three questions during the editing process. If the points listed above are not met in your composition, keep working with them until you have improved them and you can answer "yes" to each of the editing questions. You may use the Internet, a dictionary, a thesaurus, encyclopedias, and other reference material to give you fresh ideas. Your resources are unlimited—use them!

VOCABULARY

Reconcile: resolve; bring together; make right.
Theologians: people who study religious texts; Biblical scholars.

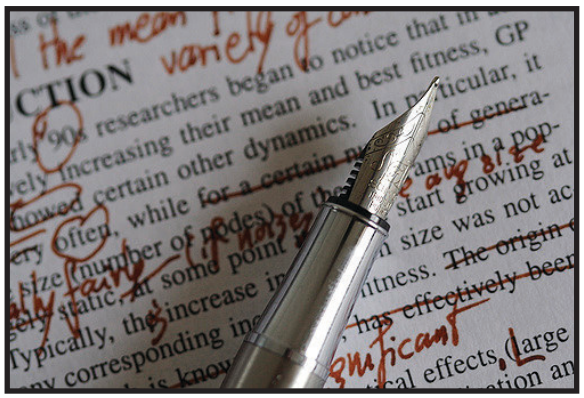
On the following page are the marks used to edit compositions. Notice the examples of how you should use those marks in your rough draft.

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Editorial Marks		Examples
=	Means to capitalize	nature is interesting.
^ v	Means to insert	Nature is interesting. Nature interesting. is
/	Means to make a lower case letter	Nature is /nteresting.
~	Means to switch around	Nature interesting is
X	Means to delete punctuation	Nature interesting is .
—	Means to replace or replace, or remove and not replace	Nature is interesting as you well know.
⌒	Arched arrow means to move information	Earthquakes that can occur anywhere are a natural phenomenon.

Next, you will read the rough draft about earthquakes from the previous lesson. This time, the rough draft will include editorial marks. Notice that double-spacing your composition makes editing the work easier.



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Rough Draft with Editorial Marks:

Earthquakes, that can occur anywhere around the world, are a natural phenomenon. There are some places where earthquakes occur more often than others. Earthquakes have multiple causes, results and emotional responses. The tectonic plates that form the outer layers of the earth's crust periodically shift. Shifting of these layers causes movement on land and in the ocean. Volcanic activity can also cause the earth to move or shake. The results of Earthquakes vary depending on the cause and location of the earthquake. when earthquakes happen on land, damage to buildings, roads and other structures can result. Poorly constructed structures collapse or sustain major damage. Properly structured constructed usually withstand the earth's movement. When earthquakes occur near or in the ocean, they can cause a tsunami, which results in widespread flooding of coastal areas and can cause loss of life and property in populated areas. Responses to earthquakes vary depending on knowledge and preparation. People who know little abo u t earthquakes often respond with fear. Animals also respond with fear. ~~Those~~ People who understand earthquakes are often view earthquakes with amazement and wonder. Knowledge about and preparation for ea r thquakes can result in confidence on the part of people who live in earthquake prone area s. ~~There is no need to have irrational fears about earthquakes. Knowledge diminishes one's fears~~. The importance of learning about causes and what one can do to prepare for ea r thquakes can result in confident anticipation. Preparation is the key to surviving. Properly built buildings save lives. So do having emergency stores of food and supplies. Having a plan in place before earthquakes occur is one of the best ways to deal with earthquakes.

Once you have marked up your rough draft with editorial corrections, you need to rewrite or retype your composition neatly. Be sure to keep it double spaced for proofreading later.

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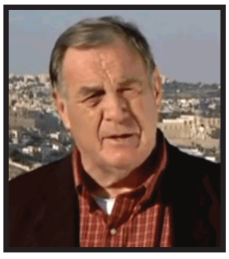
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Edited Draft:

Earthquakes are a natural phenomenon that can occur anywhere around the world. There are some places where earthquakes occur more often than others. Earthquakes have multiple causes, results and emotional responses. The tectonic plates that form the outer layers of the earth's crust periodically shift. Shifting of these layers causes movement on land and in the ocean. Volcanic activity can also cause the earth to move or shake. The results of earthquakes vary depending on the cause and location of the earthquake. When earthquakes happen on land, damage to buildings, roads and other structures can result. Poorly constructed structures collapse or sustain major damage. Properly constructed structured usually withstand the earth's movement. When earthquakes occur near or in the ocean, they can cause a tsunami, which results in widespread flooding of coastal areas and can cause loss of life and property in populated areas. Responses to earthquakes vary depending on knowledge and preparation. People who know little about earthquakes often respond with fear. Animals also respond with fear. People who understand earthquakes are often view earthquakes with amazement and wonder. Knowledge about and preparation for earthquakes can result in confidence on the part of people who live in earthquake prone areas. The importance of learning about causes and what one can do to prepare for earthquakes can result in confident anticipation. Preparation is the key to surviving. Properly built buildings save lives. So do having emergency stores of food and supplies. Having a plan in place before earthquakes occur is one of the best ways to deal with earthquakes.

Notice how the corrections were typed into the new, edited draft. Notice also that the edited draft was double spaced for proofreading later.

Congratulations! You have completed the fourth stage of the writing process. You are well on your way to becoming an effective writer. Read the Life Principle and continue to the Activities.



LIFE PRINCIPLE:

"*It is God Who ultimately rules the affairs of men.*"
-Jan Willem van der Hoeven, Theologian

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Topic 10

Chapter 5

Section 2

Topics 6-10

Splendor of the Visible, and Composition and Consequences of the Unseen Part V



Dr. Spiros Zodhiates

Historians have ***astutely*** observed the ineffectiveness of ***ritualistic*** efforts. Ancient records in places such as China, Middle East, and Central America depict a Creator who offered His own Son as an ***atonement*** for man's life choices that separate humanity from God and one another.

Cultures world-wide have embraced the ancient accounts of an unseen force that reconnects mankind to God. Scientists cannot apply the scientific method of discovery to verify, test, or determine how mankind connects with the Creator. But, the testimony of multiple millions of people, including scientists and historians, verify that personal ***repentance*** and acceptance of God's love for humanity do indeed cause humans to experience a new life in which all past ***transgressions*** against God are counted as paid for and forgiven, thereby allowing humans to experience unseen laws that cause peace of mind and hope.

Greek scholar Spiros Zodhiates suggests that the Creator's original intent was for mankind to have constant, intimate fellowship with God, but personal choices often violate universal laws, and consequently separate mankind from one another and God. Zodhiates and other Middle East scholars contend that God's ***unconditional love*** for humanity led Him to bless people with a simple formula for reconciliation: acknowledge the personal existence of negative actions and turn away from them. Moreover, Zodhiates contends that to say "Bless you!" to people is to convey upon them the invisible universal law that by accepting the Creator's love enables mankind to demonstrate the invisible character traits as love, grace, mercy, kindness, forgiveness, joy, goodness, peace-of-mind, loveliness, virtue, and purity. But, application of the unseen formula for ***reconciliation*** results in visible evidence in the lives of people: hope, clear conscience, harmony in families, aspiration for noble living, forgiveness.

A well-known statement is, "We don't know what we don't know. And what we don't know can hurt us." Certainly that truth has been borne out in history as humanity has attempted to live without adherence to unseen things that comprise the universe. In the 1950s a popular song was labeled, "Little Things Mean a Lot." It was number one on music charts because the words ***unctioned*** listeners to pay attention to little acts that hold people together or separate them from one another and their Creator.

VOCABULARY

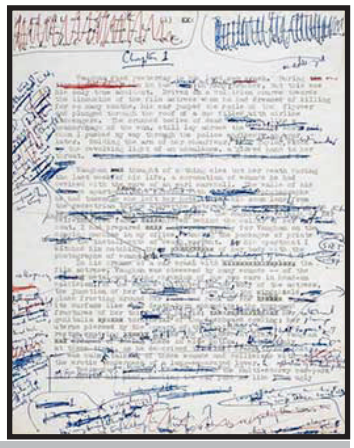
Astutely: perceptively; wisely; intelligently.
Ritualistic: formal customs or ceremony.
Atonement: compensation or payment for wrongs committed.
Repentance: apologizing and ask forgiveness for wrongs committed.
Transgressions: wrongdoings.
Unconditional love: love offered without demands.
Reconciliation: reunite; solve or settle differences.
Unctioned: urged

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THE WRITING PROCESS CONTINUED
Stage Five: Proofreading

Once you have edited your composition, you must write or type a fresh draft. At this point, your mind needs a break from the work of writing. Set it aside for at least one hour, then return and proofread it. When you proofread an edited draft, look for proper sentence structure, spelling, punctuation, capitalization, and other important mechanics of writing. Also, look for any errors, such as subject and verb agreement, that might cause your reader to be confused or to misunderstand your meaning. Proofreading is giving your composition one final inspection for clarity, format, style, and effectiveness.



While proofing, read your composition aloud to enable you to hear sentences that sound awkward or that omit words—mistakes you might not find reading silently. When you read silently, your brain has a habit of supplying missing words, so do not skip this reading aloud step. When you are finished proofreading, your composition should be ready for the final draft.

Proofreading Check List

____Spelling	____Sentence structure	____Punctuation
____Capitalization	____Excess words	____Missing words or letters

When proofreading, use the editorial marks you used during the editing stage. In the following paragraph, notice how the author used editorial marks to correct his edited paragraph.

Revised Draft:

Earthquakes are a natural phenomenon that can occur anywhere ~~around~~ in the world. There are some places where earthquakes occur more often than others. Earthquakes have multiple causes, results and emotional responses. The tectonic plates that form the outer layers of the earth's crust periodically shift. Shifting of these layers causes movement on land and in the ocean. Volcanic activity can also cause the earth to move or to shake. The results of earthquakes vary depending on the cause and location of the earthquake. When earthquakes happen on land, damage to buildings, roads and other structures can result. Poorly constructed structures collapse or sustain major damage. Properly constructed structured usually withstand the earth's movement. When earthquakes occur near or in the ocean, they can cause a tsunami, which results in widespread flooding of coastal areas and can cause loss of life and property in populated areas. Responses to earthquakes vary depending on knowledge and

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preparation. People who know little about earthquakes often respond with fear. Animals also respond with fear. People who understand earthquakes are often view earthquakes with amazement and wonder. Knowledge about and preparation for earthquakes can result in confidence on the part of people who live in earthquake prone areas. ~~The importance of~~ learning about causes and what one can do to prepare for earthquakes can result in confident anticipation. Preparation is the key to surviving. ~~Properly built buildings save lives. So do having~~ Implementing proper building codes and providing for emergency stores of food and supplies can save lives. Having a plan in place before earthquakes occur is one of the best ways to deal with earthquakes.

Final Draft:

Earthquakes are a natural phenomenon that can occur anywhere in the world. There are some places where earthquakes occur more often than others. Earthquakes have multiple causes, results and emotional responses. The tectonic plates that form the outer layers of the earth's crust periodically shift. Shifting of these layers causes movement on land and in the ocean. Volcanic activity can also cause the earth to move or to shake. The results of earthquakes vary depending on the cause and location of the earthquake. When earthquakes happen on land, damage to buildings, roads and other structures can result. Poorly constructed structures collapse or sustain major damage. Properly constructed structured usually withstand the earth's movement. When earthquakes occur near or in the ocean, they can cause a tsunami, which results in widespread flooding of coastal areas and can cause loss of life and property in populated areas. Responses to earthquakes vary depending on knowledge and preparation. People who know little about earthquakes often respond with fear. Animals also respond with fear. People who understand earthquakes are often view earthquakes with amazement and wonder. Knowledge about and preparation for earthquakes can result in confidence on the part of people who live in earthquake prone areas. Learning about causes and what one can do to prepare for earthquakes can result in confident anticipation. Preparation is the key to surviving. Implementing proper building codes and providing for emergency stores of food and supplies can save lives. Having a plan in place before earthquakes occur is one of the best ways to deal with earthquakes.

Read the final draft of the paragraph. Notice that it is single-spaced. When turning your work into a teacher or college professor, double spacing may be required, permitting them to make comments easily.

You are doing well. Read the Life Principle and complete the Activities.



LIFE PRINCIPLE:

"The world is filled with enough faulty people that we can always find someone to blame for our own faults."
-R.E. Cass, author

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Topic 11

Chapter 5

Section 3

Topics 11-15





Listening is a topic that has been discussed in written form from ages past. One writer stated that wisdom comes by listening. Another wrote a letter to his son ***admonishing*** the son to listen to his father in order to gain understanding. Listening is the primary way we get ***wisdom*** and ***understanding***. It is appropriate that mankind was created with two ears and one mouth so we can listen twice as much as we speak.

Every day, from the minute you wake up, you are likely to hear all sorts of words:

--Words in media (movies, television, news, talk shows, advertisements)
--Words in songs (radio, iPods, other music players)
--Words from those in authority over you (parents, teachers, bosses)
--Words from/with peers

The words you hear around you every day affect you in ways you may not realize. What goes into your ears (words, music) goes into your soul (mind, will, emotions). What goes into your soul determines your habits and desires (what you want in life). Lifestyle habits determine your destiny. Who you listen to shapes your desires (wants) and/or your dislikes for people, places, and principles.

VOCABULARY

Admonishing: cautioning or warning.
Wisdom: knowledge rightly applied.
Understanding: mastery or knowledge of a specific topic.
Veracity: truth.
Analyze: evaluate.

Listening is not just passively hearing what goes on around you and accepting it all as truth. Learning to listen and determining what to listen to are two skills worthy of any person wishing to gain wisdom. You are gaining wisdom and understanding from what you hear. Active listening requires you to consider the source, ***veracity***, and effects of the words you hear each day. ***Analyze*** the words around you by considering the following:

--Identify to whom you are listening.
--Decide whether what you hear is positive or negative.
--Evaluate if the words are wise or foolish.
--Ask yourself if these words encourage you to reach higher goals.

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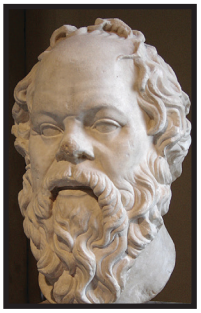
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--Determine what you understand from what you hear.

Listening to your own thoughts is also important. Your thoughts may be ones of joy, peace, love, contentment, kindness, and hope, or they may be ones of depression, anger, lust, hopelessness, or rebellion. Toxic words are never helpful to anyone. Wise listeners tune into words that are true, pure, lovely, just, and honest. Wise people turn away from sources of words that do not meet these standards.

LISTENING

Listening is a skill that seems to have fallen out of style. People have either not been taught or have forgotten how to listen. Additionally, people surround themselves with a multitude of distractions such as busy schedules, phone calls, texts, music, emails, social media, and digital games. These things consume time and energy, and leave people with little ambition for engaging in the art of listening.


Socrates

Listening and thinking are inseparable. Long ago, a classical Greek philosopher, named Socrates, taught his students how to think with a method of questions and answers in what has become known as the Socratic Method. Socrates taught his students to think by teaching them how to listen. He asked questions. Students had to listen carefully to the questions, think about what they presumed to be true and formulate responses. Discussions centered around ideas and their ***underlying assumptions***. Ideas are based upon things assumed to be true. Advertisers use assumptions in advertisements.

Advertisements are designed to persuade, and introduce ideas that cause people to believe they are missing something that the advertised, high priced product can solve. Advertisements are a form of persuasive speech. For example, while watching TV, a commercial shows a beautiful girl leaning against a sports car, smiling adoringly at the handsome guy sitting in the driver's seat. Music plays and they engage in happy small talk. Then the logo for *Bright Shine* toothpaste appears with a jingle stating that "Things are better with *Bright Shine*." The clear implication is that things are not as good as they could be. This advertisement introduces discontent, causing the viewer to feel that something is missing. Advertisers want guys to believe they can get fancy sports cars and beautiful women by having bright clean teeth. Advertisers want girls to think that they can attract handsome guys with sports cars if the girls have bright clean teeth. The solution is clear: use *Bright Shine* toothpaste and all this can be yours. Of course, these are assumptions, but if the advertisers can persuade viewers to think something is missing, they have made a sale.

The *Bright Shine* toothpaste advertisement used false assumptions to persuade people to buy a product. Listening carefully to arguments and thinking critically about underlying assumptions can help people make good decisions. You are progressing well. Keep up the work! Read the life principle and complete the activities.

VOCABULARY

Underlying: foundational; basic.
Assumptions: beliefs.

LIFE PRINCIPLE:

"Wise listeners tune into words that are true, pure, lovely, just, and honest."
-Carmen Trimm, author

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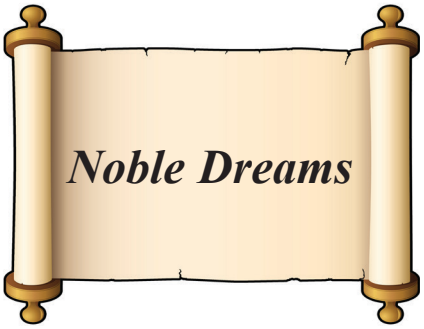


Topic 12

Chapter 5

Section 3

Topics 11-15





Charles sat at a corner table tucked away on the 2nd floor of the library. He was supposed to be researching topics for an upcoming debate, but instead, was lost in thought. A movement at the end of a bookcase caught his attention, as cheery Mr. Hennessey popped his head around the corner.

"I thought that was you, Charles! How and what are you doing, my boy?" Mr. Hennessey greeted him warmly.

Grinning ***sheepishly***, Charles responded, "Ok, I guess. I was preparing for the school debate, but am not making much progress. I keep dreaming about the future."

Mr. Hennessy chuckled, "I remember being your age, with my whole life ahead of me. It was a big wonderful, scary, uncertain, hopeful time. There were so many things that interested me, and so many people told me my dreams weren't practical."

"Tell me about it!" Charles responded. "Jonathan Rogers told me, just yesterday, to get my head out of the clouds, and stop dreaming of being a doctor. He told me kids from our neighborhood never go to college, much less medical school. I'm afraid he might be right. Momma works all day and most every weekend just to put food on the table, and provide clothing and a roof over my head. There is nothing left over for college. Am I wrong to dream of bigger things?" Charles asked.

Flipping a chair around backwards, Mr. Hennessey sat down with his elbows propped on the chair back. He was quiet for a moment, his eyes studying Charles carefully. "Son, your circumstances do not define who you are, nor should they confine who you will be. Your dreams are a huge part of who you are. Dreams shape your priorities and choices. Dreamers are achievers because they believe in fulfilling a sense of purpose—they chose to live for something they are compelled to attain or capture. Your dream of becoming a doctor is a noble goal."

VOCABULARY

Sheepishly: timid or embarrassed manner.

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"You don't think it is an impossible dream?" questioned Charles.

Mr. Hennessey leaned toward Charles with ***intensity*** in his eyes and a confidential tone in his voice. "Let me tell you about dreamers! Dreamers march to a different drum beat than those around them. They hear the music in their heads, and it guides them past distractions and encounters that might keep them from fulfilling their dreams. Charles, people without dreams remain victims of complacency and temptation. Don't listen to the Jonathans in your life. Cover your eyes and ears, my boy, and focus on the music of your dreams."

Getting up slowly, Mr. Hennessey added, "Dare to dream, Charles. Dream noble dreams! Let your noble goals guide your daily choices."

"Thanks, Mr. Hennessey!" Charles smiled slightly, stared into the distance for a few moments, and then went back to work with renewed energy.

REASONING



As you learned in the previous lesson, listening and thinking are ***indispensable*** for people who want to make good decisions. A wise person carefully evaluates what he or she is hearing and makes decisions based on as much accurate information as is available. Wise people do not allow their emotions to get involved in making important decisions, but use reasoning to evaluate options. Two general methods of reasoning are inductive reasoning and deductive reasoning.

Inductive Reasoning

In inductive reasoning, people use specific truths as a basis for forming general ideas. In today's story, Jonathon based his assumption that Charles would never go to medical school on two truths: (1) No one from their neighborhood had ever gone to college, and (2) Charles lives in the neighborhood. While Jonathan's conclusion may be true in general, there are errors in his reasoning. Just because something has not happened in the past, does not mean that it will not happen in the future. A more encouraging and truthful statement may be: "You might be the first kid from our neighborhood to go to college."

Deductive Reasoning

Whereas, Inductive reasoning goes from specifics to generalizations, deductive reasoning uses generalizations to form ideas about specifics. Something that is generally considered to be true of all things in a category can be applied to individual things in a category. For instance: All people enter this world as babies. Sandy Cooper is a person. Sandy Cooper was once a baby. Because we know that people grow up from babies, and that Sandy is a person, we can use deductive reasoning to arrive logically at the conclusion that she was once a baby.

VOCABULARY

Intensity: strength or force.
Indispensable: necessary or essential.

LIFE PRINCIPLE:

"Circumstances do not define who you are, nor should they confine who you will be."
-R. McCullough, author

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Topic 13

Chapter 5

Section 3

Topics 11-15

The Great Debators of Wiley College



The Wiley College Debate Team in 1930

WATCH VIDEO:
The Real Great Debaters of Wiley College

In the 1930s, in the small town of Marshall, Texas, events took place that would rock the foundations of American Culture. At that time, all across the Southern United States, Jim Crow laws existed. These laws established segregation and prevented people of color from using the same public facilities as white people. Black people could not use the same transportation, housing, schools, hotels, shops, drinking fountains, restrooms, theaters or eating establishments as white people. As a result, day-to-day life was difficult and sometimes dangerous for Southern African-Americans. America was still impacted by perceptions associated with slavery. Old prejudices die slowly.

Marshall, Texas was the same as any other southern town, with one notable exception. In Marshall, a group of forward-thinking men had established a college to educate bright African-American students. These men understood the power of education to lift a person out of the confines of a culture bound by perceptions. Students came from all across the South with dreams of improving themselves and making a difference in their communities. What Wiley College lacked in financial resources, it made up in ***intellectual faculty***. The faculty consisted of scholars educated at such universities as Harvard and Yale.

James L. Farmer, Sr., a professor at Wiley College, was the first man of African-American descent to earn a ***Ph. D.*** in Texas. Dr. Farmer was originally from Florida. He walked from his family farm in Florida all the way to Boston College to get his education. Dr. Farmer was ***fluent*** in seven languages, including Ancient Greek and Hebrew, and served as the campus minister. Students at Wiley received moral and religious training from men of integrity, such as Dr. Farmer.

Another important professor at Wiley College, was Melvin B. Tolson, a noted poet and professor of English. Professor Tolson was ***passionate*** about his students learning to express themselves well. Tolson formed a debate team of carefully selected students. These students met twice a week in Professor Tolson's living room

VOCABULARY

Intellectual: well educated.
Faculty: professors or teachers.
Ph. D: highest college degree possible.
Fluent: able to read and write well in a language.
Passionate: feel strongly about something.

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to discuss readings they had been assigned and to practice the art of debating—learning to argue a topic from one point of view or another. When Tolson felt his team of debaters were ready, Wiley College challenged other black colleges to debates.

Attending debates was one of the great intellectual activities of the time. Admission was charged and teams would travel from town to town debating. Both black and white ***patrons*** attended debates. The Wiley debaters were so good, that after a while no black colleges were willing to engage them in debate. Wiley extended invitations to white colleges and universities, many of which accepted the challenge. ***Interracial*** debate was a novel idea and people flocked to see Tolson's debaters face off against their rivals. Wiley College debaters won 74 of 75 debates that took place over a 15-year period, and became the recognized national debate champions when they successfully defeated the University of Southern California in 1935.


Melvin B. Tolson

Tolson and Farmer were men of integrity and determination who taught their students to represent themselves well. The debate experience gave their students the discipline needed to handle themselves under any circumstance, and equipped them to make changes that would alter the course of history. The Civil Rights movement of the 1950s and 1960s sprang from the foundation laid by these debate teams from Southern black colleges. In fact, Dr. Farmer's son, James L. Farmer, Jr. became a prominent speaker in the Civil Rights movement.

FALLACIES

Most people can recall incidents where they observed two people engaged in an argument about some point or another. When people think of arguments, the first thing that often comes to mind is two or more people engaged in a verbal fight. An argument can be an angry disagreement, but anger need not be displayed. Merriam-Webster defines argument as "a statement or series of statements for or against something," or "a discussion in which people express different opinions about something." One of the most common examples of public arguments can be found in the political debates that take place between candidates ***vying*** for a particular political position or the type of debates described in today's story. A debater states his or her position on some matter and the reason for that position. Opponents have the opportunity to ***rebut*** arguments presented. To be an effective debater, a person must know why he holds certain beliefs, be able to ***articulate*** those reasons, and point out reasons why an opponent is wrong.

VOCABULARY

Patrons: paying customers.
Interracial: between two different racial groups.
Vying: competing.
Rebut: contradict; invalidate; disprove.
Articulate: express clearly.
Founded: built; established.

Debaters listen to the arguments raised by their opponents. Debaters must evaluate whether the ideas presented are fallacies. Fallacies are mistaken beliefs ***founded*** upon unsound arguments or false beliefs. Three types of common fallacies are the Post Hoc fallacy, the Red Herring fallacy, and the Appeal to Authority fallacy.

Post Hoc Fallacy

The post hoc fallacy is a fallacy which gets its name from the Latin phrase "post hoc, ergo propter hoc," which means "after this, therefore because of this." In this type of fallacy, an assumption is made that because one event happened before

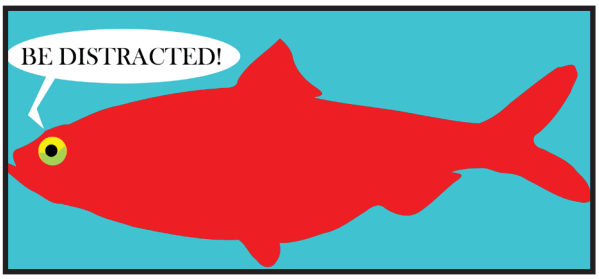
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another, the first event is the cause of the second event. For example: I had a flat tire and was late for school. The assumption is that the flat tire occurred prior to being late for school and is therefore the cause of the tardiness. However, this is a fallacy. Just because one event may have occurred prior to another event, does not mean that the first event caused the second event. More information is needed. For instance, listeners do not know when the flat tire occurred. It could have occurred days before the statement was made, and while true, is not the cause of the tardiness. The tardiness may have simply been due to lack of good time management, but not wanting to look bad, the student opted for a deceptive argument. The post hoc fallacy can be avoided by giving more information and clearly showing how two events are related.

Red Herring Fallacy

The red herring fallacy is used to distract an opponent. The original debater begins to make his case and at some point throws in details or subjects that are not part of the original argument. This distraction is often successful, and often, the original debater never returns to the original subject. This is commonly seen in political debates. It is also seen in arguments between teens and their parents, where the teen changes the subject to avoid uncomfortable discussions. An angry teen arguing with a parent about consequences given for incomplete homework might throw in a comment stating, "You don't love me." The teen has not finished the work and should stick with discussion about how to resolve the issue. However, in an effort to distract the parent from possible consequences, the teen uses a red herring fallacy. Avoiding use of the red herring fallacy can demonstrate maturity and willingness to follow an argument logically to its conclusion.



Appeal to Authority Fallacy

An appeal to authority fallacy occurs when a person refers to a supposed authority to support his claim. It might go something like this: Johnny is mad at his folks and declares, "Teens should not be restricted in their use of digital media. Sociology professor, Dr. Harvey Van Shrewd says that restricting use of digital media hampers teen development and self-expression. I should be allowed to have access to my computer and smart phone 24-7 and not have monitoring programs, which hamper my access." Johnny uses a supposed authority on teen development to strengthen his argument that he should be allowed to do whatever he wants with digital media, whenever he wants to do so. If Dr. Shrewd is even a real individual, his opinion has no bearing on the decision of his parents to set boundaries for appropriate use of media. Appeal to external authority may be a weak argument.

Wise youth spend time considering what they believe and why they believe it. They examine both sides of a matter and reach a conclusion based on clear thinking. They avoid use of fallacies to support their claims. Wise youth develop their ability to articulate clearly their beliefs and support their beliefs in discussions with others.

You are getting very close to completing this course. Persevere! Read the life principle and complete the activities.

LIFE PRINCIPLE:

"People who think clearly lead people who do not."
-R.E. Cass, author

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Topic 14

Chapter 5

Section 3

Topics 11-15





The sounds of sirens could be heard in the distance as police cars, ambulances, and firetrucks converged on the quiet neighborhood of Briar Glen. Tracy saw them pass as she walked home from school and assumed that whatever was happening would probably be on the news that night. After dinner, Tracy and her folks turned on the news to see if they could find out what had caused the commotion earlier in the day. The camera was focused on a house that Tracy recognized as the home of Joe McNeil, the president the Briar Glen Homeowners Association. A newswoman reported talking with a neighbor who described what he witnessed.

"There was a big traffic jam at this end of the street. Matt, drove his truck into Joe's yard, jumped out of his vehicle, and began to beat on Joe's door. Suddenly, Matt kicked in the front door and rushed into Joe's house. In a few minutes, Matt dragged Joe, kicking and screaming, out of the house and slammed Joe to the ground. As Joe was laying on the ground, Matt retrieved an object from his truck and started beating Joe."

The reporter went on to say that 911 had been called to report a beating in process. She stated that police cars arrived in a matter of minutes. One officer pulled Matt off Joe and began first aide on Joe. The other officer started talking with Matt, who seemed agitated. An ambulance arrived, and paramedics loaded Joe's convulsing, black and blue body into the emergency vehicle. With sirens blaring, the ambulance roared away, leaving the police talking with Matt. The reporter speculated that the actions of Matt Johnson might have been in response to an unfavorable decision by the homeowners association. She assured listeners that she would share more about Matt Johnson's alarming attack on Joe McNeil as updates became available.

Switching off the TV, Tracy wandered upstairs, deep in thought. Something did not make sense. Why would Matt attack Joe? Why did the reporter talk only with one witness? Why were

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firetrucks dispatched if this was just a neighborhood fight? Something was missing. Tracy began to feel that there was more to the story than the reporter and the lone witness revealed.

On Sunday morning, Tracy was still wondering about the news report as she arrived for church. The topic of discussion was truth. Her Sunday school teacher was already talking as Tracy slipped into her seat. The teacher continued,

"Shouldn't news reporters simply report events and let them stand on facts? The obvious answer is 'Yes.' However, some reporters seem to want readers/listeners to accept information and draw conclusions not supported by facts. In such cases, news events become propaganda to promote certain social, political, religious, or economic values.

In courts of law, and even in crime shows, we often hear the words, 'The Truth, the Whole Truth, and nothing but the Truth.' What this means is that we want to know *what really* happened, *when* it happened, and *how* it happened. The witness is to tell the truth, without adding or omitting important details."

Then, the teacher told about the news report of Matt Johnson's attack on Joe McNeil. One of the Sunday school students mumbled, "Joe must have done something to make Matt really mad." Another listener replied, "Matt is a little league coach; I wouldn't want him coaching kids with a temper like that." Another student speculated that Matt must have been out of control. The teacher allowed the students to continue speculating about the incident as it was reported.

Finally, he said, "You have drawn conclusions based on the information reported. What you heard was truth, but not the whole truth and nothing but the truth. The reason traffic was stopped that day in front of Joe's house was because Joe's house was on fire. Matt saw Joe's car parked in the driveway and concluded that Joe must be home. When Matt went to the door and knocked loudly, he was trying to get Joe to come to the door because flames and smoke were coming from the roof of Joe's house. When Joe didn't respond, Matt kicked in the door and entered the home. He dragged Joe, kicking and screaming, out of the house into the yard because Joe's clothes were on fire. When Matt went to his truck, he retrieved a blanket and began beating Joe's burning clothes in an attempt to put out the flames. Joe looked black and blue from smoke."



SKEWED NEWS REPORTING THAT MANIPULATES TRUTH

VOCABULARY

Manipulate: influence or control.
Skewed: slanted or twisted.

The teacher used this story to illustrate how reporters can ***manipulate*** certain facts to direct readers to believe a falsehood and make faulty assumptions.

The way the truth was reported in a ***skewed*** manner lead TV watchers to believe that Matt's actions caused Joe to be black and blue from a beating, and not because he was in a house fire. When the listeners heard about the police talking with

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Matt, they were lead to believe that officers were talking with Matt because he had allegedly assaulted Joe. Actually, the police officers were talking with Matt about his courage in rescuing Joe. The way the story was reported (which was all truth) left listeners with the false impression that Joe was a victim and Matt was a villain. In fact, Joe was a victim, but Matt was actually a hero. The reporter mislead listeners by skewing and omitting factual details.

Unfortunately, much of modern news reporting has ***degenerated*** into a mixture of skewed stories that are in ***essence propaganda*** embedded within newscasts. Wise listeners or readers learn to discern the difference between propaganda and truth by asking questions and paying attention to how news is reported.

Propaganda is defined by Merriam-Webster as "ideas or statements that are often false or exaggerated and that are spread in order to help a cause, a political leader, a government, etc." It is unclear why the newscaster in today's story spread incomplete information, but it is very clear that listeners must not blindly accept "facts" as they are presented. Wise listeners ask questions about what they hear and do not accept news at face value. If something does not seem right, it probably is not right, and if something seems too good to be true, it probably is not true.

Reporters are not the only ones who skew facts to advance agendas. Propaganda and outright lies are too often part of political positioning. Skewing the truth may be found anywhere people can be found. Be a wise listener, ask questions, and verify facts.



North Korean Propaganda Poster

You are amazing! Read the life principle and complete the activities.

SKEWED NEWS REPORTING THAT MANIPULATES TRUTH is used by permission from John and Sarah Barbee, and edited by the publisher for application in curriculum.

VOCABULARY

Degenerated: deteriorated.
Essence: basic part of something.
Propaganda: ideas that can be used to influence.

LIFE PRINCIPLE:

"Honesty is the only policy by which to speak."
-R.E. Cass, author

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Topic 15

Chapter 5

Section 3

Topics 11-15

Give Me Liberty or Give Me Death



On March 23, 1775, at St. John's Church in Richmond, Virginia, Patrick Henry delivered a speech designed to inspire his audience to join the fight for freedom against England. In this speech, he concluded with the following statements:

"Our petitions have been ***slighted***; our ***remonstrances*** have produced additional violence and insult; our ***supplications*** have been disregarded; and we have been ***spurned***, with contempt, from the foot of the throne. In vain, after these things, may we indulge the fond hope of peace and reconciliation. There is no longer any room for hope. If we wish to be free, if we mean to preserve ***inviolate*** those ***inestimable*** privileges for which we have been so long ***contending***, if we mean not ***basely*** to abandon the noble struggle in which we have been so long engaged, and which we have pledged ourselves never to abandon, until the glorious object of our contest shall be obtained, we must fight! I repeat it, sir, we must fight! An appeal to arms and to the God of Hosts is all that is left us!

They tell us, sir, that we are weak; unable to cope with so ***formidable*** an ***adversary***. But when shall we be stronger? Will it be the next week, or the next year? Will it be when we are totally disarmed, and when a British guard shall be stationed in every house? Shall we gather strength by ***irresolution*** and ***inaction***? Shall we acquire the means of ***effectual*** resistance, by lying ***supinely*** on our backs, and hugging the ***delusive*** phantom of hope, until our enemies shall have bound us hand and foot? Sir, we are not weak if we make a proper use of those means, which the God of nature hath placed in our power. Three millions of people, armed in the holy cause of liberty, and in such a country as that which we possess, are ***invincible*** by any force which our enemy can send against us. Besides, sir, we shall not fight our battles alone. There is a just God who presides over the destinies of nations; and who will raise up friends to fight our battles for us. The battle, sir, is not to the strong alone; it is to the ***vigilant***, the active, the brave. Besides, sir, we

VOCABULARY

Slighted: insulted.
Remonstrances: protests.
Supplications: earnest requests.
Spurned: scorned; rejected.
Inviolate: unbroken.
Inestimable: enormous; unable to calculate the value of something.
Contending: struggling.
Basely: dishonorably.
Formidable: tough; challenging.
Adversary: opponent; enemy.
Irresolution: indecision; hesitancy.
Inaction: delay; doing nothing.
Effectual: successful.
Supinely: flat or horizontal.
Delusive: misleading or imaginary.
Invincible: unconquerable.
Vigilant: watchful and cautious.

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have no ***election***. If we were base enough to desire it, it is now too late to ***retire*** from the contest. There is no retreat but in submission and slavery! Our chains are forged! Their clanking may be heard on the plains of Boston! The war is inevitable, and let it come! I repeat it, sir, let it come.

It is in vain, sir, to ***extenuate*** the matter. Gentlemen may cry, "Peace, Peace," but there is no peace. The war is actually begun! The next ***gale*** that sweeps from the north will bring to our ears the clash of resounding arms! Our brethren are already in the field! Why stand we here ***idle***? What is it that gentlemen wish? What would they have? Is life so dear, or peace so sweet, as to be purchased at the price of chains and slavery? Forbid it, Almighty God! I know not what course others may take; but as for me, give me liberty or give me death!" (*ODT*—Barkey)

PUBLIC SPEAKING



During the time of the American Revolution, there were no radios, televisions, or smart phones available to send or to receive information. People who could not read (and there were very few such people in colonial America) listened to news read in the public squares. All information was passed on by written means (newspapers and pamphlets) or by verbal means (speeches and sermons). Speeches were given in public buildings or churches in towns throughout the colonies. These speeches were designed to inspire listeners to action.

Speeches such as the one given by Patrick Henry, which you read today, were carefully written and practiced before they were delivered. Sometimes, people are called upon to speak about a particular topic without much advance warning. These speeches are called impromptu speeches. Giving a speech, especially with short notice, can cause even the most knowledgeable person to break out in a full-blown case of nervousness. But, this need not be the case for you. Whether you deliver a prepared or impromptu speech, the delivery techniques are the same. Learning basic guidelines for giving speeches can put fears to rest and help you present your ideas clearly.

Guidelines For Giving Speeches

Topic: When you are in school, your teacher may assign you a topic and ask you to develop a speech

VOCABULARY

Election: choice.
Retire: give up; withdraw.
Extenuate: explain; justify; continue to discuss.
Gale: strong wind or storm.
Idle: doing nothing; lazy.

Purpose: Effective speakers understand what they are trying to accomplish by their speeches. Speeches can inform, inspire, persuade, or entertain. The topic and your audience may determine the purpose of your speech.

Plan: Decide what specific questions you want to answer (inform), what specific things you want to convince your audience of (persuade or inspire), or what you want to say to entertain your audience. Planning will give you the foundation upon which you can build a good speech.

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Know your audience: Know whom you are addressing and use examples that communicate well to that group. Think about why your audience should be concerned with what you are telling them. Do not use language, examples, or jokes that may offend your listeners.

Dress for success: Wear clothing appropriate for the situation. Clothing that would be appropriate for giving an impromptu speech in class would not be suitable if you were speaking to a group of bankers.

Behavior: Stand tall. Act natural and relaxed even if you don't feel like it on the inside. Feelings tend to follow action, meaning, if you act relaxed, the feelings will follow. In this case, act relaxed on the outside and you will likely begin to relax on the inside. People will believe that you are relaxed and comfortable if they see you behaving in a comfortable relaxed manner. A relaxed, confident speaker tends to be more believable than one who is nervous and hesitant.

Project your voice: No one wants to strain to hear what a speaker has to say. If what you want to say is important enough to be said, it should be important enough to be heard. Speak loudly enough for every person in your audience to hear you clearly, but avoid shouting.

In the table below, notice how planning, audience, dress and behavior are influenced by the topic and purpose of your speech.

Topic	How students can understand and defend their constitutional liberties
Purpose	Inform fellow students
Plan	Discover what the constitution guarantees. Plan how to present these facts. Organize ideas.
Audience	Teachers and other students
Dress	Casual modest school clothes
Behavior	Confident and casual
Voice	Knowledgeable and loud enough to be heard at the back of the room

You are amazing. Look at how far you have come, how much you have learned, and how much you have accomplished. You have worked very hard! There are just a few things remaining for you to complete this course. Read the life principle and complete the last activity.



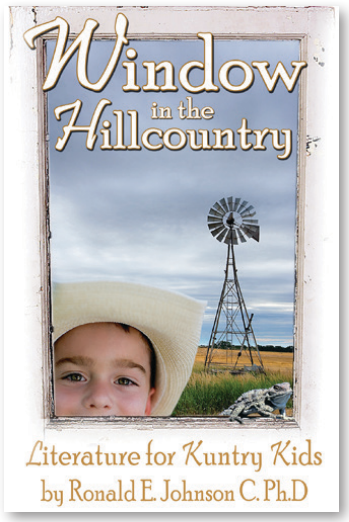
LIFE PRINCIPLE:

"Dream big dreams—it is the first step in reaching for higher goals."
-R.E. Cass (author)

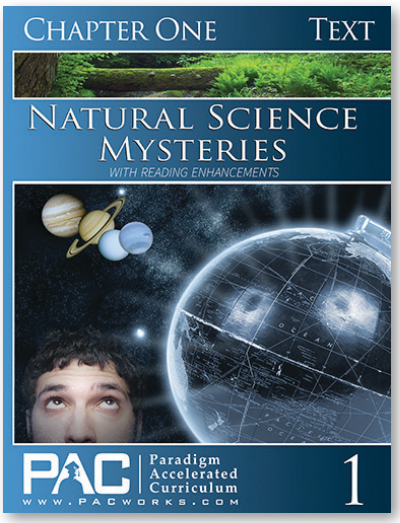
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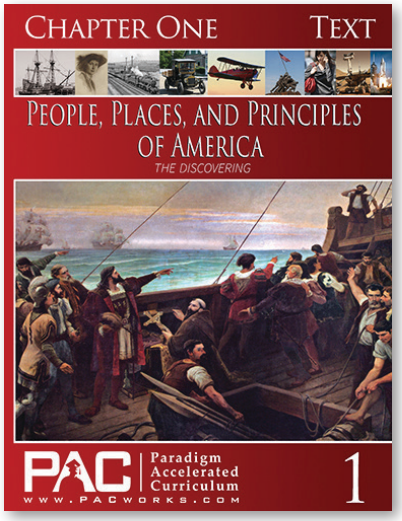
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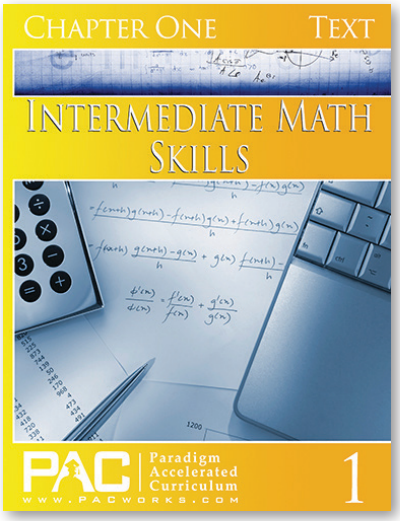
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